



Documentation Guidelines for Communications Disorders

It is the responsibility of the student to notify the University of your disability. Accommodations are provided in accordance with the ADA. When you register for services, **please upload a current psychological evaluation and/or any testing that was done, an IEP/504, a final high school transcript and a copy of any accommodations on the SAT/ACT to determine a diagnosis that supports the functional impact of the disorder.**

Communication disorders is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in language, speech and communication. This includes difficulties in receptive and expressive language, including the production of sounds, articulation and fluency deficits, difficulty in the acquisition and production of language across modalities (i.e., spoken, written), and difficulties in the social use of verbal and nonverbal communication.

Please provide your physician/psychiatrist with the following documentation guidelines.

A patient of yours is enrolled at Georgia College & State University and has requested accommodations due to a disability. The Student Disability Resource Center establishes academic and/or housing accommodations for students with a documented disability. The Americans with Disabilities Act (ADA) defines a disability as a physical or mental impairment that substantially limits one or more major life activities.

The University System of Georgia Board of Regents (USGBOR) requires current and comprehensive documentation for any diagnosis of a disability in order for disability services providers to determine appropriate accommodations and services.

Please write your supporting letter on letterhead, date the letter and address all of the following:

- Please see Appendices D-H of the USGBOR Academic and Student Affairs Handbook: https://www.usg.edu/academic_affairs_handbook/section3/C793/ before writing a supporting letter
- The evaluator's name, title and license number
- Primary and secondary diagnosis (if applicable) consistent with the most recent DSM/ICD, if appropriate.
- Date of diagnosis(es)
- Documentation should reflect data collected to represent current functioning.
- Evaluation/Assessment of the following diagnostic criteria is required and evaluation results should include:
 - Developmental history of communication difficulties in early childhood, unless acquired later in life, in which the resulting event and disorder history should be documented.
 - A summary of present symptoms which meet the criteria for diagnosis of a communication disorder.
 - Treatments, medications, accommodations/auxiliary aids, services currently prescribed or in use.
- Objective (quantitative and qualitative) evidence that symptoms are associated with significant functional impairment in the academic setting. Suggested sources for evidence of academic functional impairment include the results of a comprehensive psycho-educational evaluation, speech/language evaluation, neurological report, physical evaluation report, and/or school records.