

A patient of yours is enrolled at Georgia College & State University and has requested accommodations due to a disability. Comprehensive documentation enables the Student Disability Resource Center to determine appropriate accommodations for individual students on a case by case basis. Please address the following checked items:

- ✓ A statement that includes name, title and professional credentials of the evaluator, including information about license or certification, the area of specialization, employment, and state/province in which the individual practices should be clearly stated in the documentation
- ✓ A clear diagnostic statement and date of diagnosis that should include the following:
 - Evidence of existing impairment
 - Background information (e.g., interview, review of records)
 - Relevant testing including tests administered and dates of administration (Assessment, and any resulting diagnosis, should consist of and be based on a comprehensive assessment battery that does not rely on any one test or subtest)
 - Specific diagnosis consistent with the most recent DSM/ICD
 - Description of the current functional limitations impacting academic performance resulting from the disorder
 - Description of the expected progression or stability of the disorder and suspected environmental triggers to episodes
 - Description of the intensity and frequency of the symptoms and whether these behaviors are considered to constitute a substantial limitation to a major life activity
 - Integrated summary
- ✓ A description of current medications and any adverse side effects
- ✓ Recommendations for accommodations and support services that are logically related to the functional limitations

Thank you for your assistance in this matter. Please return this information, dated and on letterhead, to the address above. You may also fax the information to our office.

If you have any questions, please do not hesitate to contact me.

Sincerely,



David J. Anderson, M.Ed., CRC
Director, Student Disability Resource Center

Transitioning to College for Students with Disabilities

❖ Academic Preparation

- All accommodations at the college level are designed to ensure equal access.
- Adults with disabilities have the right to equal access (ADA, Section 504 & 508 Compliance); success is up to the student.

❖ Disability Documentation

- IEP's and 504 Plans **end** with high school graduation. Both provide helpful background information, but do not meet the documentation standard for college accommodations.
- The Regents Centers for Learning Disorders (RCLD) sets the standard for post-secondary documentation requirements to determine eligibility for appropriate academic accommodations. The RCLD is part of the Board of Regents, the governing body for all public colleges and universities in Georgia.
- **Basic Documentation Requirements include:**
 - a current evaluation (less than 36 months old) of the disability from a qualified professional (licensed to diagnose the condition by Georgia law; evaluators may not be friends or family members of the student);
 - specific symptoms that are present;
 - evidence that these symptoms are associated with substantial impairment in a major life activity;
 - a detailed description of current substantial limitation in the academic environment;
 - specific requests for accommodations need to be linked to the student's current functional limitations and the rationale for each recommendation clearly stated.

Additional documentation information can be found at the Board of Regents' website Academic Affairs Handbook, Section 3, Appendix D.

http://www.usg.edu/academic_affairs_handbook/section3/C793/

❖ Self-Advocacy

- Students are required to self-identify and request accommodations.
- It is the student's responsibility to initiate contact with their course professors to discuss and arrange approved accommodations.