



Student Disability Resource Center
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Documentation Guidelines for Psychological 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.**

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:

Many different psychological disorders can interfere with cognitive, emotional, and social functioning and may negatively impact a student's ability to function in an academic environment. Some individuals experience significant disruptions in mood, thinking, and behavioral regulation that are secondary to a psychological disorder. The symptoms and associated impairment may be either chronic or episodic. Complete descriptions and diagnostic criteria for psychological disorders are available in the current version of the DSM or ICD. **Test anxiety by itself is not considered a psychological disorder.**

- 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)
- Date of diagnosis(es)
- Documentation should reflect data collected to represent current functioning.; however, more recent documentation may be required by a disability service provider on a case-by-case basis.
- A diagnosis consistent with the most recent DSM/ICD.
- Description of history, current symptoms, and severity of the disorder.
- Additional descriptions of (1) the expected progression, duration, and stability of the condition and (2) relevant side effects of medications are strongly encouraged.
- Description of current functional limitations impacting academic performance resulting from the disorder