



Student Disability Resource Center

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## Documentation Guidelines for Sensory Disorders Deaf and Hard of Hearing

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.

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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/](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.
- A diagnosis consistent with the most recent DSM/ICD, if appropriate.
- Description of the history, current symptoms, and severity of the disorder, (e.g., audiogram and audiological summary).
- Description of the expected progression or stability of the disorder.
- Description of the current functional limitations impacting the student in the academic setting.