



Counseling and Accessibility Services
Student Center – Room 212
419 College Drive, Barnesville, GA 30204
Phone: 678-359-5585

Steps for Requesting Accessibility Accommodations

Welcome to Gordon State College Counseling and Accessibility Services. Students seeking accommodations for any disability should review and complete the following procedure.

Step 1: Register Disability with Accessibility Services Office

Complete the Request for Accommodations and Parent Information Release Form. This document can be found on the Accessibility Services page of the Gordon State website. (Link:

<https://www.gordonstate.edu/student-life/counseling-and-accessibility/accessibility-services/index.html>)

Once documents are completed email them to **aliciad@gordonstate.edu** or bring them to the Student Center-Room 212

Step 2: Documentation of Disability

Provide documentation that is relevant to your disability by emailing them to **aliciad@gordonstate.edu** or bringing them to the Student Center-Room 212.

Examples of Possible Documentation Needed

- Most recent complete copy of an Individualized Education Plan (IEP) from high school (**not** case summary or IEP review notes), and a complete copy of the most recent psychological testing. In most cases, the Board of Regents requires that documentation to be dated within 5 years of the student's application for services. Any condition that is unchanging would be exempt from this requirement, such as a student who has been blind since birth.
- Completed Documentation Request-Medical Form, which is completed and signed by a physician, not a representative of their office. A copy of this form can be found on the Accessibility Services page of the Gordon State College website.
- Completed ADHD Documentation Form which is completed and signed by your Healthcare Provider which includes their License or Certification Number. A copy of this form can be found on the Accessibility Services page of the Gordon State College Website.
- Completed Documentation Request-Psychological Form which is for a psychological/psychiatric disability. Also attached to this form would be copies of psychological/psychiatric/educational testing and reports. This form must be signed by the Healthcare provider to include their license number. A copy of this form can be found on the Accessibility Services page of the Gordon State College Website.

Definition of a Disability

- An individual must demonstrate that his/her condition meets the definition of a disability under the Rehabilitation Act, 1973 and/or the Americans with Disabilities ACT (ADA), 1990 and its Amendment (2009). ADA defines a disability as a physical or mental impairment that substantially limits one or more major life activities.
- Substantially limits, under ADA, refers to significant restrictions as to the condition, manner or duration under which an individual can perform a particular major life activity as compared to most people.
- Whether a condition is substantially limiting to support an accommodation request is a decision made by a qualified professional(s) based upon multiple sources of information.
- A clinical diagnosis is not synonymous with a disability. The specific symptoms that are present should be stated in the documentation. Evidence that these symptoms are associated with substantial impairment in a major life activity is required for provision of accommodations. A detailed description of current substantial limitations in the academic environment is essential to identify appropriate academic accommodations, auxiliary aids, and services. Specific requests for accommodations need to be linked to the student's current functional limitations, and the rationale for each recommendation clearly stated.

General Documentation Guidelines

- Secondary Education Eligibility Reports, Individualized Education Plans, Summary of Progress Reports, or previous provision of special education services may not be sufficient documentation for college-level accommodations.
- Documentation should provide a diagnostic statement identifying the disability, describe the diagnostic criteria and methodology used to diagnose the condition, and detail the progression of the condition if its impact on the student's functioning is expected to change over time.
- Documentation should provide an adequate representation of the student's current functional abilities.
- Documentation must include the names, signatures, titles, and license numbers of the appropriate evaluators, as well as the dates of testing and contact information. Evaluators must be licensed professionals whose training and licensure status is consistent with expertise in the disability for which they provide documentation.

For specific documentation guidelines please refer to the University System of Georgia

<https://usg.policystat.com/policy/19955025/latest>

Document guidelines on the University System of Georgia website are organized into the following disability categories with descriptions found on the above link.

Disability Category Link:

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| 1. Learning Disabilities | 6. Sensory Disorders |
| 2. Attention-Deficit Hyperactivity Disorder | 7. Mobility Disorders |
| 3. Autism Spectrum Disorders | 8. Systemic Disorders |
| 4. Acquired Brain Injuries | 9. Communication Disorders |
| 5. Psychological Disorders | 10. Other Disabilities |

Step 3: The Approval Process

Learning Disabilities, ADHD, Pervasive Developmental Disorders, Acquired Brain Injuries, Psychological Disorders, and some other Disabilities will have the documentation submitted and certified by a Gordon State College staff member and referred to the Regents Center for Learning Disorders (RCLD) at Georgia State University for a review of documentation. If approved, RCLD will determine what the actual accommodations will be. Documentation reviews at the RCLD are completed on a first-come, first served basis and may take several weeks. Accommodations are not retroactive: in most cases students must wait to be approved to receive accommodations. For example, if a student is granted accommodations halfway through the semester they cannot go back and apply the accommodations to work previously completed. With the appropriate supporting documentation, temporary accommodations for one semester *may be provided* on a case-by-case basis upon the review of the documentation by the Director of Accessibility Services at Gordon State College.

Attention-Deficit/Hyperactivity Disorder (ADHD)

The Board of Regents has very specific guidelines for documenting and receiving accommodations for ADHD. The manifestations of ADHD must result in functional impairment in at least two settings (e.g., academic, occupational, social). The diagnosis of ADHD is based on the specific criteria included in the current version of the Diagnostic and Statistical Manual of Mental Disorders (DSM) of the American Psychiatric Association. Please refer to the Board of Regents website.

Students Who Need Updated Testing

The Regents Center for Learning Disorders (RCLD) at Georgia State University provides comprehensive testing for students with learning disorders. The cost for testing at the RCLD is \$500 (check or money order). The student is responsible for paying the fee to the RCLD. The RCLD will accept partial payment, \$250 must be submitted with packet. The remaining balance (\$250) is due at the time of testing. To be tested at the RCLD you must be referred by the Office of Accessibility Services at the referring institution. You must make an appointment to meet with a staff member at Gordon State College to get an RCLD testing packet. The packet will be reviewed with you in detail and the GSC staff member will answer any questions that you may have about the packet. The packet review is required due to the comprehensive nature of the packet and the fact that the RCLD will not accept incomplete packets. Completed RCLD testing packets are reviewed and certified by the Director of Accessibility Services and forwarded along with \$250 (one half of the testing fee) to the RCLD. The RCLD will contact the student to schedule testing.

Additional information on the Regents Center for Learning Disorders may be found at this link:
<https://rclد.gsu.edu/>

Processing Documentation for Medical Disabilities

Mobility Disorders, System Disorders, Hearing and Vision Impairments and other types of medical disorders are reviewed on a case-by-case basis. Documentation should provide a diagnostic statement identifying the disability, the diagnosis and if needed the progression of the condition if its impact on the student's functioning is expected to change over time. Based on the diagnosis, updates on the status of the disability and accommodation recommendations may be required on an annual basis to continue accommodations.

Symptoms associated with a substantial impairment in a major life activity must be present and documented and a detailed description of current substantial limitations in the academic environment is necessary to identify appropriate academic accommodations, auxiliary aids and services.

Step 4: Once Approved – The Next Step

Once accommodations are approved, the student and necessary faculty members will be notified via email of the accommodations approved for the student by the Director of Accessibility Services. The student then has the responsibility to communicate with the professors/faculty members on which approved accommodations they are planning to use. A student can choose to use some or none of them, even though they have been approved.