

Student Success and Retention Accessibility Services

ACCESSIBILITY SERVICES DOCUMENTATION GUIDELINES

Gaston College is dedicated to providing equal access to a quality education for all students. Any student enrolled in courses at Gaston College, who has a documented disability that substantially limits a major life activity and impacts the academic environment, is eligible for disability services. In order to establish that an individual is covered under the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, proper documentation is generally needed. **Please share this document and the information below with your provider** so that he/she may assist you in obtaining proper documentation.

DOCUMENTATION GUIDELINES

FORMAT/QUALIFICATIONS OF CLINICIAN OR PROVIDER

Documentation should be typed and signed by a licensed psychological/psycho-educational and/or medical/mental health provider, or appropriate agency, and on their letterhead. The letter must include the date, name, title, and license/certification credentials of the provider.

ACCEPTABLE DOCUMENTATION

The Accessibility Counselor will not interpret a diagnosis, the current impact, and/or functional limitations from documentation. Therefore, official medical records, medical chart notes, high school IEPs, 504 plans, or documents prepared for specific non-educational venues are generally not sufficient for determining eligibility. Documentation must be current and relevant to the requested accommodations.

Proper documentation will include all of the following:

- **Diagnosis and history:** The disability should be identified, and relevant personal, psychosocial, medical, developmental and/or educational history should be included.
- **Functional limitations:** Documentation should describe how the disability impacts a major life activity that is directly related to the student's ability to access in an academic setting. This might also include symptoms.

Recommendations for accommodations will be taken into consideration but are not prescriptive of what accommodations the student will receive. Recommendations for accommodations should be made based upon how the disability impacts the academic setting and take into account the level of impairment and current treatment.

Examples of acceptable documentation include, but are not limited to:

- Psychological and psychoeducational evaluations
- Neurological evaluations
- Audiograms, audiology reports
- Letters from a medical or mental health professional working with the student