

STUDENT DISABILITY SERVICES

must be licensed professionals whose training and licensure status are consistent with expertise in the disability for which they provide documentation.

Albany State University's policy regarding students with learning and physical disabilities complies with the University System of Georgia Board of Regents policies and all related federal legislation. Currently enrolled students who have documented disabilities and want accommodations should voluntarily register with the Counseling and Student Disability Services (CSDS).

Student Disability Services Privacy and Release information

The Rehabilitation Act of 1973, Section 504, provides the foundation for equal access for students with disabilities. The Americans with Disabilities Act of 1990 furthers civil rights of persons with disabilities by mandating equal educational opportunity. These laws guide Albany State University in its commitment to primary advocate for students with disabilities who attend ASU.

The procedure for registering with Student Disability Services is outlined below.

1. Complete the Voluntary Disclosure Form, which can be obtained under forms tab below. If you would like to speak with someone prior to register for services, please contact our office at 229-903-3610.
2. Appropriate documentation is necessary to determine your eligibility for services. A written report must be submitted by a qualified provider that is current and clearly states:
 - Diagnosis with specific evidence of a disability
 - Symptoms of the disability
 - Test scores which support a cognitive or learning disability
 - Medications and any adverse side effects
 - Recommendations regarding necessary accommodations

General Documentation Guidelines

All institutions are required to have written policies and procedures for review of documentation submitted by students with disabilities. Decision-making for the provision of institutional-level accommodation is provided by Counseling and Student Disability Services (CSDS) or a designated office at an individual college or university.

Secondary education eligibility reports, Individualized Educational 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. In most situations, documentation should be within three years of the student's application for services. Professional judgment, however, must be used in accepting older documentation of conditions that are permanent or non-varying, or in requiring more recent documentation for conditions for which the functional impact may change over time. Documentation must include the names, signatures, and titles of the appropriate evaluators. Evaluators