



Guidelines for Documentation Hearing Impairment/Deaf

I. A qualified professional must conduct the evaluation.

- Name, title, signature, professional credentials, licensure/certification information, and location of practice must be included on any reports submitted.
- Evaluators must have training and experience with, the diagnosis of like or similar conditions in adults.
- Appropriate professionals are usually licensed physicians, often with specialty training. Allied health professionals (such as audiologists and speech-language pathologists) may be considered appropriate as well, often as part of a team.
- Evaluations performed by members of the student's family are not acceptable.
- All reports must be signed by the evaluator, and must include a completed Office of Accessibility form, as well as any additional information typed on letterhead.

II. Documentation must be current.

- Initial documentation must be based on evaluations performed within the last 3 years.
- If a report is older than 3 years, and the student has remained in clinical contact with his or her evaluator, that professional may supplement the original report with a letter (on letterhead) describing any and all changes since the previous report or stating that no changes have occurred since the previous report. [The supplement would be in lieu of another complete report.]
- All documentation (including any supplements), must describe the current impact of the diagnosed impairment(s).
- All documentation must describe any currently mitigating factors, such as medication or other treatment.
- All recommendations must be currently appropriate to a college academic environment.

III. Documentation must be comprehensive and include:

- The student's history.
- Both description and evidence of impairment including the student's
 - Speech perception testing and a narrative of overall findings is also encouraged.
 - An indication that ICD 9 (or most current) criteria have been met for each condition (if applicable, DSM-5).
 - A determination as to whether or not the diagnosed impairment(s) substantially limits the student's learning in an academic environment.
 - Recommendations for accommodations that are directly related to the functional limitations, including a rationale explaining why each recommendation for accommodation is appropriate, should be given.
 - A supporting clinical summary.

