

**Connecticut College
Office of Student Accessibility Services
Documentation Guidelines**

Deaf/Hearing Impaired/Hard of Hearing

Documentation must be based on a comprehensive Evaluation and should include a detailed description of the following:

1) Professional Credentials

The medical professional providing the documentation should have comprehensive training and expertise in treating hearing loss, and appropriate licensure/certification. Such professionals may include audiologists, otolaryngologists, and other speech and hearing specialists. The professional conducting the evaluation must be an impartial individual who is not a family member.

The documentation must include the following: the name, title and professional credentials of the evaluator; license or certification number; the area of specialization; employment and state in which the individual practices. All reports should be on letterhead, typed, dated, and signed.

2) ICD Diagnosis and Code Clearly Stated

3) Information Current

The age of acceptable documentation is dependent upon the disabling condition, whether or not the condition is permanent or will change over time, and the student's request for accommodations. The documentation should address the student's current level of functioning. If the disability is a permanent, lifelong impairment (e.g., deafness), documentation may not need to be as recent, but specific recommendations for the current academic setting should still be provided by a qualified professional.

4) Assessment Process and Evaluation Results

The evaluation must contain information about the assessment procedures and evaluation instruments that were used to make the diagnosis as well as a summary of the evaluation results including standardized scores, if applicable. If pertinent, a copy of the most recent audiogram or audiometric report.

5) Current Status

Information on the student's present symptoms and limitations, and how those limitations impact the student inside and outside of the classroom setting. Also include a discussion of the status (static or changing) of the student's condition.

6) Treatment/Therapy

The evaluation should contain information regarding the student's current treatment plan including, auxiliary aids, and services prescribed or in use as related to the functional limitations.

7) Recommended Accommodations Justified

Describe the specific accommodations requested, and explain why they are needed. The rationale for specific accommodations should focus on the nexus between the impact of the student's diagnosed condition and the requested accommodations.