

Checklist for Hearing Impairments or Deafness

_____ Documentation should be prepared by a person who is an unrelated, neutral professional qualified, by training and practice, to diagnose and treat the impairment leading to the disability.

_____ For deafness and other hearing impairments, an audiologist or otolaryngologist (ear, nose and throat doctor) should make the diagnosis. If students have not secured a professional, they should look in their insurance company's provider directory, the Yellow Pages or should ask a family physician for referrals.

_____ Include name, title, professional credentials, licensure/certificate information, original signature and contact information. Reports should be written in English or translated into English by a qualified translator.

_____ The report must be typed on dated letterhead of either the practitioner or the agency hosting the practice. Access Services will not accept handwritten notes on prescription pads, photocopies of physician's notes or hospital discharge papers.

_____ Documentation should date within the last three years unless condition is stable and permanent.

_____ State the diagnosis (with ICD code) and identify when the diagnosis was first made. Indicate type of hearing loss (conductive or sensorineural).

_____ Provide results of audiogram showing the degree of hearing loss. Indicate whether the degree of functional impairment is mild, moderate or substantial.

_____ Indicate whether the hearing loss is temporary or permanent and static or progressive

_____ Indicate whether assistive devices mitigate the condition.

_____ State the specific functional limitations relating to an academic environment and/or academic performance.

_____ Indicate whether hearing aids or medication mitigates the condition. If medication, include information on the potential side effects on the student's ability to face college-level academic demands and stressors.

_____ Recommend academic accommodations and services; the goal is to reasonably minimize the impact of the functional limitations on the student's academic performance or participation in programs and activities.

Without such written documentation, a student will be unable to receive appropriate academic accommodations that may be critical for his or her success.