

## **DOCUMENTATION GUIDELINES: DEAF OR HARD OF HEARING**

Students who are requesting services from Disability Support Services at National University of Health Sciences are required to submit documentation under the Americans with Disabilities Act Amendments (ADAAA) and Section 504 of the Rehabilitation Act of 1973. Individuals with disabilities are protected from discrimination and may be entitled to reasonable accommodations and the right to equal access to programs and services. A diagnosis of a disability alone does not automatically qualify an individual for accommodations under the ADAAA. To establish the need for a reasonable accommodation, the documentation must indicate the disability substantially limits one or more major life activities, and supports the request for services, accommodations, academic adjustments, and/or auxiliary aids.

This document provides guidelines necessary to establish the impact of the disability on the individual's educational performance and participation in other University programs and activities, and to validate the need for accommodations.

Submitted information must be current and comprehensive in order to avoid unnecessary delays in granting the accommodations. Students may be asked to provide updated comprehensive information if their condition is potentially changeable and/or previous documentation doesn't include sufficient relevant information. All documentation must conclude with a section devoted to recommendations linked to the disability that are appropriate to the educational program.

1. Documentation must include clinical observations by an Audiologist or Otolaryngologist. Things to include as documentation of a hearing impairment:
  - a. Cause of hearing loss (prenatal influence or congenital, infectious disease, injury, general disease, undetermined), and if it is non-progressive, progressive, or secondary complications.
  - b. On-set of hearing loss (birth)
  - c. Clinical diagnosis (deaf or hard of hearing) and/or Level of hearing loss (moderate, severe, profound). Be specific.
  - d. Audiogram (most recent)
2. Documentation should include functional hearing characteristics including if the person was pre-lingually deaf and/or has a secondary disability such as Ushers Syndrome. It should express clinical terms as more concrete information for the setting of higher education.
3. A summary of the condition and evidence of a substantial limitation to learning or other major life activity must be provided.
4. Specific cognitive processing strengths, weaknesses, and deficits should be discussed. Clear documentation of deficit areas is necessary in order for the college to provide appropriate, reasonable accommodations.
5. A statement of functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.
6. Other things that are helpful to include when doing a comprehensive assessment:
  - a. Intelligence/Aptitude testing
  - b. Sensory/Motor skills
  - c. Academic Skills/ Concept Development
  - d. Social/ Emotional/ Affective Information
  - e. Functional Living Skills (i.e. orientation and mobility, and ADL's)
  - f. Any assistive listening devices that are used

**All documentation must include the following:**

- a. Names of assessment instruments used and dates of testing.
- b. Quantitative and qualitative information that supports the diagnosis (including subtest scores).
- c. The areas of educational impact and the severity of the condition.
- d. Previous history of the disability and verification of any previous testing.
- e. Recommendations for reasonable accommodations the university may provide.
- f. Notation of medications prescribed, if any, and potential impact on learning.
- g. Additional observations or recommendations that could help the student.
- h. The names, titles, addresses, phone numbers, state of license and license number of the evaluator(s).

Please note that in reviewing the specific accommodation requested by the student or recommended by the physician/evaluator, Disability Support Services may find that while a recommendation is clinically supported, it is not the most appropriate accommodation given the requirements of a particular student's academic program. In addition, Disability Support Services may also propose clinically supported accommodations that would be appropriate and useful for the student, but which neither the student nor the evaluator have requested.

The aforementioned guidelines are provided so that Disability Support Services can respond appropriately to the individual needs of the student. Disability Support Services reserves the right to determine eligibility for services based on the quality of the submitted documentation. Documentation may need to be updated or supplemented in order to be considered complete. **Students who submit partial or incomplete documentation that does not meet the guidelines will not be eligible for services or granted accommodations.**

Send all documentation to:

Disability Support Services  
National University of Health Sciences  
200 E. Roosevelt Road  
Lombard, IL 60148  
630-889-6655 Fax