



WHAT TO INCLUDE IN A DEAF/HARD of HEARING REPORT

- 1) A specific designation as deaf or hard of hearing
- 2) Functional limitations on major life activities as a result of being deaf or hard of hearing These may include but are not limited to:
 - Communication
 - Receptive and/or Expressive language skills
 - Academic skill development
- 3) Evidence to support the functional limitations statements made in #2. This may include but is not limited to:
 - Audiological results
 - Age of onset
 - Academic Achievement: Tests of reading, writing, and math skills measured by standardized and comprehensive achievement tests, such as Woodcock Johnson Revised, or the Wechsler Individual Achievement Test-II. Specific achievement tests may also be used such as the Test of Written Language-3 or the Stanford Diagnostic Math Test.
 - Receptive and Expressive Language: Assessed using standardized measures of receptive and expressive language ability.
 - Clinical observation/interview
- 4) Recommended Accommodations: All accommodations should be directly related to functional limitations listed in #2. The rationale for each recommendation should be contained in #3 above.
- 5) Recommendations for other supports, strategies or services that may benefit the individual in a higher-education environment, including suggestions about how assistive technology may be used.
- 6) Other pertinent diagnoses or recommendations if more than one disability area is present

Certifying professionals who can provide a diagnosis: Licensed Audiologists and similarly trained medical professionals.

Recency of Documentation: If hearing is stable, a statement to that effect and the most recent documentation is usually sufficient. If hearing is not stable, documentation should be as close as possible to the date the accommodations are requested; within the last 6 months.

***Documentation of the disability is the basis for providing accommodations and is used in determining effective, reasonable accommodations to give access to the post-secondary setting. Essential requirements and standards are upheld.**

Refer any questions to: Marilyn Weber, Disability Director
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