



The University of New Mexico
Division of Student Affairs
Accessibility Resource Center
Mesa Vista Hall 2021
Albuquerque, NM 87131-2101
(505) 277-3506

Guidelines for Documenting Deaf and Hard of Hearing

Students seeking support services from the Accessibility Resource Center on the basis of a previously diagnosed hearing loss must submit documentation that verifies their eligibility under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendment Act (ADAAA). The documentation must describe a disabling condition, which is defined by the presence of significant limitations in one or more major life activities. Merely submitting evidence of a diagnosis is not sufficient to warrant academic accommodations.

Documentation from a recognized agency as being eligible for services will be accepted, unless there is evidence to believe that eligibility was inappropriately determined, in which case, UNM will follow its policies and procedures to determine eligibility for services and/or academic adjustments. Students will be required to meet UNM policies and procedures to establish any other disability.

A physician, audiologist, speech and hearing specialist or other qualified professional should make the diagnosis. Documentation should include:

- A clear statement of deafness or any degree of hearing loss with a current audiogram is required. The age of acceptable documentation is dependent upon the condition and the nature of the student's request for accommodations. Hearing loss of a changing nature may need to be documented more frequently. Include: cause of hearing loss, on-set of hearing loss, and clinical diagnosis.
- A summary of assessment procedures and evaluation instruments that were used to make the diagnosis and a narrative summary of evaluation results.
- Medical information relating to the student's needs, the status of the individual's hearing (static or changing), and the impact on the demands of the academic program.
- A statement of the functional impacts or limitations of the hearing loss 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.
- Specific cognitive processing strengths, weaknesses, and deficits.
- All reports should be on letterhead, typed, dated, signed, and otherwise legible. The name, title, and professional credentials of the evaluator, including information about license or certification as well as area of specialization, employment, and state in which the individual practices must be clearly stated. Use of diagnostic terminology indicating

a specific disability by someone whose training and experience are not in these fields is not acceptable. Evaluators should not be related to the individual being assessed.

- Diagnoses written on prescription pads and/or parent's notes indicating a disability are not considered appropriate documentation.