



METHODIST THEOLOGICAL SCHOOL  
— IN OHIO —

# ADA and Disability Services Handbook

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## **Introduction to Disabilities Services at MTSO**

The Methodist Theological School in Ohio supports students of special populations in their efforts to reach their potential by encouraging self-advocacy and facilitating student accommodations; empowering students to help themselves and providing the safe environment in which to do so. We commit to an inclusive learning environment and will make every effort to support reasonable, documented requests for accommodations and learning adaptations.

The Americans with Disabilities Act was enacted in 1990 and amended in 2008 to address discrimination against persons with disabilities. Title II of the ADA provides that “no individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, program, or activities of a public entity, or be subjected to discrimination by any such entity.” Title III of the ADA prohibits discrimination on the basis of disability in public accommodations, such as schools, operated by private entities. The Department of Justice has primary responsibility for enforcing Title II as it relates to education. To be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability (parent or spouse). An individual with a disability is defined by the ADA as “a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment.” The ADA does not specifically name all of the impairments that are covered. Students who feel they may be covered by the ADA should see the Director of Student Services to begin the process for receiving the appropriate accommodations.

### **How Does a Student with a Disability Gain Access to Accommodations?**

Section 504 of the Vocational Rehabilitation Act of 1973 with amendments of 1974 as well as the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008 require adult students to self-identify to the institution and provide appropriate documentation that substantiates the need for adjustments or accommodations. The documentation needs to be provided by a licensed health care provider on the appropriate forms, available on the website and through the Director of Student Services. This documentation needs to be provided as soon as possible after the onset of the disability, or for pre-existing conditions, upon registration for courses. When the documentation and the reasonable accommodations are verified, the Director of Student Services, in cooperation with the student and the faculty advisor, will provide a Letter of Accommodation to the student and the faculty members teaching the class(es) for which accommodations are requested.

All institutions are also required to hold confidential any documentation of a disability that a student supplies. As such, each institution usually has a separate office or program that students with disabilities can use to request accommodations. At MTSO, the Director of Student Services is the coordinator for all disability services.

## **How Does this Impact a Student with a Disability on a Daily Basis?**

There are general requirements that must be met under ADA and Section 504. They are:

- MTSO will not exclude students solely on the basis of disability.
- MTSO makes every effort to include all students in the programs and events in a way that does not infringe on an individual's privacy or the overall learning environment.
- MTSO will not discriminate against students with disabilities in their participation in any degree program; however all students will be required to meet the conditions or requirements of their degree program with reasonable and necessary accommodations in order to successfully complete the degree and graduate.
- When it is necessary to avoid discrimination on the basis of a disability, MTSO will make every effort to modify policies, practices, and procedures unless MTSO concludes and can demonstrate that modifying the policy or practice would fundamentally alter the nature of the activities or services offered.
- MTSO affirms the presence and use of appropriately trained and licensed service animals.
- Students with disabilities will not be charged for reasonable necessary accommodations in classrooms and housing. Students with disabilities may be charged a fee for programs or resources that exceed the reasonable necessary accommodations.
- Examinations and courses must be accessible. This is only true for examinations and assignments for MTSO classes at MTSO. Accessible accommodations may include alternate testing locations and times which shall be cooperatively determined by the professor and the student. Accessible accommodations for classes or examinations held at other institutions are the responsibility of those institutions.
- Students who express to faculty/staff that they have a disability and/or a need for accommodation are asked to contact/visit the Director of Student Services. Faculty members are not required to make accommodations that have not been recommended by the student's health care provider and documented with Student Services.
- MTSO will not tolerate harassment or retaliation and will not engage in harassment or retaliation against those who request accommodations or file complaints about procedures or facilities at MTSO that may not meet ADA requirements.

# **The Laws Which Govern the Provision of Support Services for Students with Disabilities in Postsecondary Environments**

## **Section 504 of the Vocational Rehabilitation Act Of 1973**

No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation, be denied the benefits of; or be subjected to discrimination under any program or activity receiving federal financial assistance.

### **The ADA Amendments Act of 2008 Sec. 12103, defines a disability in this way:**

The term "disability" means, with respect to an individual (A) a physical or mental impairment that substantially limits one or more major life activities of such individual; (B) a record of such an impairment; or (C) being regarded as having such an impairment.

**Major Life Activities** in general, include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. A major life activity also includes **the operation of a major bodily function**, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

An individual meets the requirement of **"being regarded as having such an impairment"** if the individual establishes that he or she has been subjected to an action prohibited under this chapter because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity. This understanding shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of six months or less.

Rules of construction regarding the definition of disability: The definition of "disability" in paragraph (1) shall be construed in accordance with the following: (A) The definition of disability in this chapter shall be construed in favor of broad coverage of individuals under this

chapter, to the maximum extent permitted by the terms of this chapter. (B) The term “substantially limits” shall be interpreted consistently with the findings and purposes of the ADA Amendments Act of 2008. (C) An impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability. (D) An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.

The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies; use of assistive technology; reasonable accommodations or auxiliary aids or services; or learned behavioral or adaptive neurological modifications.

The ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether an impairment substantially limits a major life activity. The term “ordinary eyeglasses or contact lenses” means lenses that are intended to fully correct visual acuity or eliminate refractive error; and the term “low-vision devices” means devices that magnify, enhance, or otherwise augment a visual image.

The term “auxiliary aids and services” includes qualified interpreters or other effective methods of making aurally delivered materials available to individuals with hearing impairments; qualified readers, taped texts, or other effective methods of making visually delivered materials available to individuals with visual impairments; acquisition or modification of equipment or devices; and other similar services and actions.

## **What Are “Reasonable Accommodations”?**

Disability documentation for the purpose of providing accommodations must both establish disability and provide adequate information on the functional impact of the disability so that effective accommodations can be identified. In the context of postsecondary education, documentation should provide a decision-maker with a basic understanding of the individual’s disability and enough information to anticipate how the current impact of the disability is expected to interact with the institution’s structure of courses, testing methods, program requirements, etc.

Reasonable accommodations include modifications to policy, procedure or practice and the provision of auxiliary aids and services that are designed **to provide equal access to programs and services for qualified individuals with disabilities**. Accommodations are reasonable when they do not fundamentally alter the nature of a program or service and do not represent an undue financial or administrative burden.

**Accommodations are based upon the needs of the individual student.**

**However, some common “Reasonable Accommodations” are:**

Alternative testing arrangements (for example, testing orally rather than using a written test)

Alternative classroom locations (for example, meeting in a first floor classroom)

Extra time: homework and testing (generally, time and a half is considered reasonable)

Recording of responses (Student is permitted to record her/his answers to a set of questions)

Alternative test formats (for example, oral, multiple-choice, etc.)

Alternative texts: audio, Braille, large print, etc.

Tape/digital recorders for the classroom

Word processors/ laptop computers (including use for exams)

Note takers/sharing of notes

Interpreters (Sign Language)

Readers (OCR or other) or other Adaptive/Assistive equipment

Scribed exams (using voice recognition software to transcribe verbal responses to exams)

Colored overlays (to assist in deciphering visually confusing material)

## **Faculty and Staff** **Rights and Responsibilities of Faculty and Staff at MTSO**

**Faculty and staff have the following rights in relation to working with students with accommodations:**

- **Request more information.** The Director of Student Services or Vice President of Administrative Services may request more information on a student and/or their disability in order to determine eligibility for accommodations.
- **Determine appropriate accommodations.** The Director of Student Services and/or the Vice President of Administrative Services or Academic Dean will determine the appropriate accommodations for students with disabilities, in cooperation with the student's Faculty Advisor. Students disagreeing with these decisions must follow the procedure for filing appeals or complaints. These accommodations should not impede the educational progress of other students in the class.
- **Share information.** The Director of Student Services may share information with those directly affected, including faculty, the Vice President of Administrative Services and others deemed necessary by the Director of Student Services.

**Faculty and staff have the following responsibilities in relation to working with students with accommodations:**

- **Confidentiality.** Faculty and staff must keep information pertaining to students with disabilities confidential. They will not discuss accommodations or disabilities with anyone who is not directly and academically or administratively involved with the student.
- **Implement accommodations.** Faculty and instructors must implement the accommodations deemed acceptable by the Director of Student Services and/or Vice President of Administrative Services.
- **Communicate.** Any concerns about students granted accommodation should be shared with the Director of Student Services as well as documenting when accommodations are offered, but refused.



## Rights and Responsibilities of Students Requesting Disability Accommodations at MTSO

Students requesting disability accommodations have the following rights:

- **Equal access to education and opportunity to participate in programs and activities.**
- **Timely and appropriate accommodations and use of necessary assistive devices.**  
Students should not have to wait more than two weeks for internal communications to be completed between the Director of Student Services and the faculty.
- **Privacy.** Information about disabilities and/or accommodations will only be shared with those directly affected, including the student's faculty advisor, other faculty, the Vice President of Administrative Services and others deemed necessary by the Director of Student Services. Information concerning individual students, their needs and/or diagnosis will be kept in a locked file cabinet, separated from any other student records on campus. Access is granted only to the student and, with the student's permission, those directly involved with their academic success.

Students requesting disability accommodations have the following responsibilities:

- **Self-advocacy.** Students will not be questioned about or be pursued for information about any existing disabilities. They must initiate all requests for accommodations and maintain continuous communication with their advisor, their professors, and the Director of Student Services.
- **Provide adequate documentation.** To obtain accommodations, students must provide documentation of a disability by a licensed professional in the medical field relating to their disability and in accordance to MTSO policy. Students who request an accommodation, but do not have documentation showing a necessity for that particular request may be denied that accommodation until the student provides appropriate documentation showing a need for it.
- **Advanced notice of need for accommodation.** Students must notify the Director of Student Services about their need for accommodation with advanced notice; preferably upon registration for classes. Newly diagnosed conditions or changes in the need for accommodations should be reported as soon as possible.
- **Request the accommodation.** A student who has documentation recommending an accommodation, but does not request or desire the accommodation, may not be granted it. They may, at any time, visit the Director of Student Services and request the

accommodation. However, grades received during the time the student refused the accommodation, will remain in place.

- **Maintain Grades.** Students with disabilities are required to maintain the same standard of grades as students without disabilities, as per school policy for academic progress and financial aid.
- **Academic and Professional Progress.** All students, including students with disabilities, are encouraged to be in conversation and discernment with their faculty advisor and professional mentor(s) to assess their ability to meet the demands of their professional goals.

# **POLICIES AND PROCEDURES**

## **Appeal Policy and Process**

Students working with the Director of Student Services to receive accommodations are entitled to file a grievance against decisions made on their behalf. In order to provide for the prompt and equitable resolution of grievances, Methodist Theological School in Ohio recommends grievances regarding accessibility to be handled in the following manner:

1. If a student should want to file a grievance regarding accessibility and/or accommodation decisions, the student should first discuss the grievance with the Director of Student Services.
2. If the student is not satisfied with the outcome of the meeting, the student can request a meeting with the Academic Dean or the Vice President for Administrative Services and discuss the issue with him/her.
3. The Director of Student Services and the Vice President of Administrative Services or Academic Dean will then meet within 14 days to review the grievance.

The student will be notified in person and/or in writing of the outcome. If the student is still not satisfied with the outcome, he/she is entitled to contact the US Department of Education Office for Civil Rights:

Office for Civil Rights, Cleveland Office  
U.S. Department of Education  
600 Superior Avenue East Suite 750  
Cleveland, OH 44114-2611  
Telephone: (216) 522-4970  
Facsimile: (216) 522-2573  
Email: [OCR.Cleveland@ed.gov](mailto:OCR.Cleveland@ed.gov) Website: [www.ed.gov](http://www.ed.gov)

## **Record Retention Policy**

The Director of Student Services at Methodist Theological School in Ohio is required to keep all records of students with disabilities for a minimum of five years. After a student has left the seminary and has not been enrolled continuously as a student, the documents may be destroyed. Expired documents will be shredded by the Office of Student Life. Students who return after documents have been shredded must obtain new documentation of their disability in order to obtain accommodations.

## **Alternate Text Policy and Procedure**

Students in need of alternate texts (audio books, Braille, enlarged print, etc.), as an accommodation made based on the documentation of their disability, must notify the Director of Student Services upon registration for classes. Failure to give appropriate notification may result in the arrival of the text after the semester has begun.

1. The student verifies with the Director of Student Services that alternate texts, provided through the seminary, are available to them.
2. The student discusses, with the future instructor, the text and edition that will be used in class.
3. The student purchases a copy of the class materials.
4. The student fills out the Alternate Text Request form and turns it in to the Director of Student Services with a receipt upon registration.

The Director of Student Services works to acquire the alternate text and notifies the student when it has arrived and is available for use by the student.

### **Tape-Recorded Lecture Policy Agreement**

Students with disabilities who are unable to take or read notes have the right to tape-record class lectures for their personal study only. Lectures taped for this purpose may not be shared with other people without the consent of the lecturer. Tape-recorded lectures may not be used in any way against the lecturer, other faculty members, or students whose classroom comments are taped as a part of the class activity. Information contained in the tape-recorded lecture is protected under federal copyright laws and may not be published or quoted without the express consent of the lecturer and without giving proper identity and credit to the lecturer.

### **Accessible Housing**

One room in Dewire Residence Hall is wheelchair accessible and has been designated to accommodate students with physical disabilities. Housing requests from students with physical disabilities will be given every consideration, but the number of on-campus housing options is quite limited. MTSO does not guarantee housing availability for any student. While MTSO has a policy of “no pets”, companion animals are welcome on campus and in campus housing. If you, or a member of your family, has a companion animal to assist with a physical challenge (mobility, vision, hearing), please inform the Director of Buildings and Grounds so appropriate arrangements can be made.

### **Obtaining a Reader or Sign Language Interpreter Procedure**

When a student is granted an interpreter or reader based on the documentation of their disability, the following procedure guides the acquisition of personnel.

1. The Director of Student Services may choose a person with whom she/he is acquainted to fill the position of translator or reader as long as they meet the following criteria:
  - a. The person must be proficient in interpreting or reading.
  - b. The person must provide three personal or professional references that can attest to the work ethic of the person.
  - c. The cost of using the MTSO approved choice must be comparable or less than the average cost of other readers and interpreters.
2. If the Director of Student Services does not know any readers or interpreters, she/he may advertise within the MTSO campus or make phone calls to other academic institutions, businesses or organizations in the greater Delaware area, for assistance.

3. Once a reader or translator is chosen, the Director of Student Services will complete one of two forms:
  - a. Personal Requisition Form for one-time or sporadic work.
  - b. Contract Request Form for consistent weekly work over the course of the semester.
4. If applicable, the Director of Student Services contacts instructors and obtains a copy of the semester's syllabus and class schedule and makes copies.
5. The Director of Student Services then provides the reader or translator with copies of the syllabus and class schedule. Readers will be given a schedule of when tapes are expected to be completed and turned in to the Director of Student Services.
6. Throughout the semester, on the schedule provided, the reader turns tapes in to the Director of Student Services. The Coordinator then contacts the student and provides them with the reader's tapes.

### **Interpreter Cancellation Policy**

Students utilizing an interpreter provided by Methodist Theological School in Ohio have two responsibilities in relation to this service.

1. In the event that a student utilizing interpreter services must be absent from a class, 24 hours of written notice is required. "Written notice" is defined as notification to the Director of Student Services and/or the interpreter via email, text message, and/or letter. As a result, the third cancellation without notification may result in a suspension of the student's right to the interpreter service until the student meets with the Director of Student Services.
2. Students are expected to attend their classes for which an interpreter has been provided. Students who miss three or more classes will have their interpreter service canceled for the remainder of the semester. Extenuating circumstances may be considered; however, documentation verifying legitimate and serious reasons for absences must be provided for this consideration. In addition, each instructor's attendance policy for each class may result in consequences that are, and must be, considered separate from this policy.

### **Use of a Laptop during Examinations**

Students who have a documented disability that requires the use of a laptop computer during exams must use software designed so that a user can read and write an exam electronically with access to the rest of the hard drive blocked during the exam. This allows users of this technology to write an exam in the class with other students and not be in a segregated setting. The student can use a headphone for privacy of sound. Kurzweil 3000 is one such software.

# Overviews of Various Disabilities and Documentation Needed

## Learning Disability (LD)

Susan Winebrenner, who wrote *Teaching Kids with Learning Difficulties in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Challenge & Motivate Struggling Students*, defines students with a Learning Disability, or LD, as “all individuals who have some neurological impairment that mixes up signals between the senses and the brain.”

Types of learning disabilities include, but are not limited to, the following:

- **Visual Perceptual Disability.** This includes dyslexia and hyperlexia, where individuals perceive letters and numbers different from how they are written. Or, individuals with this disability can read, but do not understand what they read (challenges with comprehension).
- **Auditory Perceptual Disability.** Individuals with this LD often confuse sounds from simultaneous speakers, background noise and/or they mishear sounds, causing them to spend more time in decoding what they hear.
- **Language Learning Disability.** Individuals “have trouble communicating their thoughts through speech. “ The problem “results from the inability to place information in the correct brain centers and retrieve it when it is wanted or needed.”
- **Perceptual Motor Disability.** Individuals with this disability have trouble with coordination that may result in the inability to use small classroom tools.
- **Hyperactivity.** These individuals may be constantly moving, having trouble controlling their muscle activity.
- **Impulsivity.** It is often difficult for these individuals to focus and they may act without thinking through their actions.
- **Distractibility.** Individuals are unable to differentiate the relative importance of different stimuli and therefore manifest disorganization.
- **Abstraction.** These individuals have trouble “transferring concrete information to abstract applications” (22-23).

### **Documentation Needed for Verification of Attention Deficit/Hyperactive Disorder**

- Provided by a pediatrician, neurologist, psychiatrist, licensed clinical or educational psychologist, or family physician.
- Have a clear statement of ADD or AD/HD with DSM-IV diagnosis and other diagnoses ruled out.
- Diagnosis must be no more than five years old.

- Include testing measures used to document the condition.
- Contain a summary of the rationale for the diagnosis based on information presented, information gathered and tests administered.
- A statement of how and in what manner the disability has affected learning or other major life activity.
- Contain recommendations of strategies and accommodations.

### **Documentation Needed for Verification of Specific Learning Disability**

- Provided by a certified and/or licensed psychologist, learning disabilities specialist or educational therapist. Each must have experience with late adolescents and adults and have at least one year of experience.
- Testing must be comprehensive.
- Contain a summary with standardized scores that support the diagnosis.
- Diagnosis must be no more than five years old.
- Have a clear statement of the learning disability present and the rationale for the diagnosis.
- Have a statement of functional impact or limitations on learning or other major life activity and the degree to which it impacts the individual.
- Contain recommendations of strategies and accommodations.

## **Physical Disabilities/Systemic Illnesses**

A physical disability or systemic illness is any physical ailment that inhibits a major life activity. It includes everything from Lou Gehrig's disease and Cerebral Palsy to back pain and amputations.

### **Documentation Needed for Verification of Physical Disabilities/Systemic Illnesses**

- Provided by a physician, neurologist, psychiatrist or other medical specialist.
- Have a clear statement of the medical diagnosis.
- State current impact of the disability or systemic illness on the student's functioning.
- Contain a summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores, if applicable.
- Contain a description of the symptoms.
- State the impact of medication.
- State the functional impact of limitation of the disability on the learner.
- Contain recommendations of strategies and accommodations.

## **Head injury/Traumatic Brain Injury**

The Individuals with Disabilities Education Act (IDEA), defines traumatic brain injury, in 34 *Code of Federal Regulations* §300.7(c) (12), as "...an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a [person's] educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psycho-social behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma."

### **Documentation Needed for Verification of Head injury/Traumatic Brain Injury**

- Provided by physician, neurologist, licensed psychologist, neurophysiologist or psychiatrist.
- Have a statement of the head injury or traumatic brain injury, the probable sight of the lesion and the date of injury.
- Contain a summary of the measures used and the evaluation results, including standardized scores used in diagnosis.
- State the present symptoms.
- Have a statement of the impact of medication on the student's ability to function in higher education environment.
- State the impact on learning from the disability.
- Contain recommendations of strategies and accommodations.

## **Psychiatric/Psychological Disabilities**

A psychological disability is defined as a persistent psychological or psychiatric disorder or emotional or mental illness resulting in impairment of educational, social or vocational functioning as reported by a mental health professional, based on a diagnosis from the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, (DSM-V).

Some examples of psychological disabilities include bi-polar and depressive disorders, schizophrenia, personality disorders, post-traumatic stress disorders, anxiety disorders, adjustment disorders, etc. Although diagnosed with a psychological disability, an individual's functioning may be extremely variable relative to medication, stress or factors associated with the disability.



## **Documentation Needed for Verification of Psychiatric/Psychological Disabilities**

- Provided by a licensed mental health professional including a clinical social worker (LCSW), counselor (LPC), psychologist, psychiatrist, or neurologist.
- Have a clear statement of the disability, including the DSM-IV diagnosis and a summary of presenting symptoms.
- Reflect the current impact the psychiatric/psychological disability has on the student's functioning.
- Contain a summary of assessment procedures and evaluation instruments used and a summary of the evaluation results.
- State the impact of the current medications.
- State the functional impact or limitations of the disability on learning or other life activities and the degree of the impact as compared to the average person.
- Contain recommendations of strategies and accommodations.

## **Deaf/Hard of Hearing**

"Deaf" or "hard of hearing" can be defined as "partially or wholly lacking or deprived of the sense of hearing." "Hearing impaired," most commonly used by hearing people as a politically correct term, implies that something is broken and focuses on what the deaf individual cannot do. However, some deaf or hard of hearing individuals who do not use sign language may not mind the term. It is important to refer to specific populations as they prefer or choose to be labeled.

### **Documentation Needed for Verification of Deaf/Hard of Hearing:**

- Provided by physician, including an otorhinolaryngologist, otologist or audiologist.
- Contain an audiogram accompanied by a clear statement of deafness or hearing loss that reflects the current impact on the student's functioning.
- Contain medical information relating to the student's needs, the status of the individual's hearing and its impact on the demands of the postsecondary environment.
- Have a statement regarding the use of hearing aids and/or cochlear implants, if appropriate.
- Contain a description 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.
- Contain recommendations of strategies and accommodations.

## **Blind/Low Vision**

People with a blind or low vision disability include those with conditions ranging from the presence of good usable vision, low vision, or the absence of any sight at all, resulting in total blindness.

### **Documentation Needed for Verification of Blind/Low Vision**

- Provided by an ophthalmologist.
- Have a clear statement of a vision-related disability with supporting numerical description that reflects the current impact the blindness or vision loss has on the student's functioning.
- Contain a summary of assessment procedures and evaluation instruments used and a summary of evaluation results.
- Presents symptoms that meet the criteria for diagnosis.
- Contain medical information relating to the student's needs, the status of the individual's vision and its impact on the demands of the postsecondary environment.
- Have the quantitative and qualitative information about the student's abilities.
- Have information about the use of corrective lenses and ongoing visual therapy, if applicable.
- Have a statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual.
- Contain recommendations of strategies and accommodations