

Blind

- Disability documentation* should reflect a student's current functional limitations; the determination of recency (how current the documentation is) is based on the professional judgment of the Disability Service Provider (DSP). Disability documentation will be approved/denied after careful review by the DSP. Appropriate accommodations will be determined after the student participates in an interactive interview with the DSP. Accommodations requested may differ from what is recommended in a student's documentation and/or what was provided in High School or at other institutions.
 - *If student already has disability documentation and is unsure if it meets the guidelines set forth, please submit it for review so the DRC can determine if additional documentation may/may not be needed.
- Documentation should be on a letterhead, dated and signed by a qualified professional or evaluator, e.g. identifying credentials with license number(s).
- Recommendations of appropriate accommodations (e.g. extra time).
- Description of the history, current symptoms, and severity of blindness (e.g. ocular report).
- Description of the functional limitations impacting the student in the academic setting.

Loss of Vision

- Disability documentation* should reflect a student's current functional limitations; the determination of recency (how current the documentation is) is based on the professional judgment of the Disability Service Provider (DSP). Disability documentation will be approved/denied after careful review by the DSP. Appropriate accommodations will be determined after the student participates in an interactive interview with the DSP. Accommodations requested may differ from what is recommended in a student's documentation and/or what was provided in High School or at other institutions.
 - *If student already has disability documentation and is unsure if it meets the guidelines set forth, please submit it for review so the DRC can determine if additional documentation may/may not be needed.
- Documentation should be on a letterhead, dated and signed by a qualified professional or evaluator, e.g. identifying credentials with license number(s).
- Recommendations of appropriate accommodations (e.g. extra time).
- Description of the history, current symptoms, and severity of loss of vision (e.g. ocular report).
- Description of the current functional limitations impacting the student in the academic setting.