

DOCUMENTATION GUIDELINES FOR **SENSORY DISABILITIES (VISION AND HEARING)**

These guidelines are intended to help you identify appropriate professional evaluation materials to support your application. We suggest that you review these guidelines with a care provider, educator, or disabilities support person who is familiar with your situation and your records, to determine whether or not an appropriate evaluation has already been completed, or whether more current and/or more thorough evaluation materials are needed. We realize that every applicant is unique, and we will be as flexible as we can when reviewing your materials. Once we review your materials, we may request additional information to clarify the level of severity of your impairment and the reasonableness of the accommodations you are requesting on the GMAT® exam.

Sensory impairments include but are not limited to:

Deafness/Hard-of-Hearing and Blindness/Low-Vision or any other impairment that is considered to be in the sensory domain and requires the expertise of a licensed medical professional, such as an ophthalmologist, optometrist, or audiologist.

We need to understand how your disability is impacting your CURRENT functioning. Thus, we will need to review materials from appropriately trained professionals that address all of the following:

- **A clear diagnosis** should be provided, along with a detailed description of the medical tests used to arrive at this diagnosis.
- **An indication of the severity of the functional impact of your disability in academic/testing settings, as well as in other life realms.** The evaluator should describe, in detail, what information he or she has used to determine the severity of the impact of your disability relative to average, same-aged peers.
- **A statement as to what accommodations your evaluator feels are appropriate for you** in academic and testing settings given the nature and impact of your disability. Ideally, your evaluator would indicate how the accom-

modations being requested are expected to address the symptoms or challenges you are experiencing.

- **If you are taking medications** that may impact your functioning on the GMAT® exam, the prescribing physician should provide a statement indicating what medications you typically take in academic and testing situations and what impact they appear to be having on your functioning in these types of situations.

If you have a disability that is expected to remain relatively stable over time in terms of its symptoms and functional impact, we may be able to accept documentation that is more than three years old.

If you have a condition that is known to be variable in its course, we may need to review documentation of severity and functional impact that is more current.

All assessments should be performed by an appropriately licensed professional with expertise in the area being assessed. The evaluator's name, title, and professional credentials -- including license and certification information as well as area of specialization, employment, and the locality in which the professional evaluator practices -- must be included in the documentation. All reports must be clearly and completely legible (preferably typed) on official letterhead, dated, and signed by the evaluator. The evaluator should not be a family member of the applicant, and the evaluation should contain a statement to this effect. The evaluation should list all tests that were administered and all external documents that were reviewed. Test results should be presented in sufficient detail to allow a comparably trained professional to review them. For individuals reporting a Deafness/Hard-of-Hearing disability, a recent audiogram should be provided. For individuals reporting a Blindness/Low-Vision disability, current visual acuity data must be provided. If an assessment incorporates information and/or test data that was taken from a secondary source, this information should be clearly identified and presented separately from any new information or data that was obtained as part of the current assessment.