



## Required Documentation

Howard Payne University ensures accessibility to its programs, classes, services, and activities to all qualified individuals with disabilities. Accessibility is accomplished through a variety of services and/or accommodations tailored to meet each individual's strengths and unique needs. To be considered for disability-related accommodations and/or services, students must provide the Office of Learning Assistance with the required documentation of his or her disability at the time (or before) accommodations and/or services are requested.

All disability documentation needs to be on letterhead and signed by the appropriate licensed educational, mental health or medical professional who is a certified or licensed practitioner in the area for which the diagnosis is made and **who is not** related to the student. **NOTE:** Documentation presented on a practitioner's prescription pad slip **will not be accepted** as the **only proof of a disability.**

### **All documentation must provide the following information:**

- Date of the evaluation
- Method of evaluation/examination
- Specific diagnosis
- Medication - expectations of effects on functioning, and any side effects
- Listing and discussion of specific limitations with respect to the current impact of the your disability in academic and academic-related environments as it relates to the accommodations requested

### **Asperger's Syndrome**

- History focusing on functional limitations of major life activities resulting from this disorder which may include, but not be limited to the following information:
  - Communication or language skills
  - Social interaction skill levels
  - Restricted repetitive and/or stereotypical patterns of behavior and activities
  - Sensory functioning and sensitivity to environmental conditions and motor planning
- Comprehensive testing results
- Statement of functional limitations
- Specific diagnosis based on the DSM-IV-TR by a professionally licensed psychologist, psychiatrist, social worker or medical doctor.

### **Attention Deficit Hyperactivity Disorder (ADHD/ADD)**

- Evidence of early impairment
- Evidence of impairment
- Description of current functional limitations pertaining to an educational setting that are presumably a direct result of problems with attention
- Identification of DSM-IV-TR criteria, specific diagnosis and interpretive summary
- Documentation from a neurologist is preferred. However, documentation from a licensed psychologist, neuropsychologist or psychiatrist will also be accepted
- If initial diagnosis was made after age 12, an explanation of why ADHD is the best fit should also be included

### **Blind or Visually-Impaired**

- Ophthalmological or optometric report indicating current visual acuity, near and distant vision (left/right, both eyes) visual fields, with or without corrective lenses
- Specific diagnosis from a professionally licensed ophthalmologist or optometrist

### **Chronic Medical/Systemic Conditions**

- Functional limitations imposed by the medical/systemic condition
- History of the condition and whether the symptoms will improve or worsen over time
- If applicable, it should also list medications and their possible effects
- Any other pertinent information that may assist in determining appropriate accommodations
- Documentation must be provided by a licensed physician specializing in the area of the diagnosed condition

### **Deaf or Hard-of-Hearing**

- Audiological reports indicating:
  - Current hearing levels
  - Speech reception levels (with or without) hearing aids and/or assistive listening devices
- A specific diagnosis by a professionally licensed or certified audiologist or certified pathologist.

### **Learning Disabilities**

- An in-depth narrative of:
  - The results of a diagnostic interview
  - Background information
  - Behavioral observations
  - A comprehensive cognitive (intellectual) assessment with resulting standard test scores and related discussion of the scores
  - Complete achievement battery that measures current functioning with resulting standard test scores and related discussion; and a specific diagnosis (NOTE: the Wide Range Achievement Test is not acceptable as the **only measure** of achievement)
- Documentation must be provided by a licensed/certified psychologist, educational diagnostician, neuropsychologist, or other professional counselor.

### **Physical/Mobility Impairment**

- Functional limitations (with or without apparatus)
- If the condition is permanent and if it will worsen
- The documentation must be provided by a licensed physician specializing in the area of the diagnosed condition

### **Psychological Disorders**

- A specific diagnosis based on the DSM-IV-TR (diagnosis I-V)
- A description of current functional limitations in the academic environment as well as across other academic-related settings
- History of the disorder
- Relevant information regarding medications and their possible effects
- A listing of the psychological tests administered
- Any other pertinent information that may assist in determining the need for appropriate accommodations
- Documentation must be provided by a licensed psychologist, psychiatrist, neuropsychologist, professional counselor or social worker.

### **Traumatic/Acquired Brain Impairment (TBI/ABI)**

- Functional limitations imposed by the impairment
- If applicable, a list of medications and their possible effects

- Whether the condition will improve or worsen
- Any other pertinent information that might assist in determining the need for appropriate accommodations
- Documentation must be provided by a neurologist, neuropsychologist or other related physician.

Please send all documentation to:

Howard Payne University  
ATTN: Mrs. Celeste Justice  
1000 Fisk Ave.  
Brownwood, TX 76801

Or, email it to: [cjustice@hputx.edu](mailto:cjustice@hputx.edu)