



**HIGH POINT UNIVERSITY**  
The Premier Life Skills University

Office of Accessibility Resources and Services

## **Documentation Criteria for Academic Accommodations**

High Point University is committed to providing reasonable and effective accommodations to qualified individuals with disabilities. The legal definition of disability is a mental or physical condition that substantially limits a major life activity compared to most people. A substantial limitation is defined as a notable, significant, meaningful limit/difference to the manner in which the individual engages in the activity, the conditions necessary for them to engage in the activity, and the duration for which they can engage in the activity or the frequency with which they engage in the activity. Documentation must:

1. Appear on official letterhead and be typed, signed, and dated by a qualified, licensed professional credentialed in the area related to the diagnosed condition for which the accommodation is being requested.
2. Provide a diagnosis including symptoms related to the student's disability or medical condition. This should include functional limitations that are specific to the student and their individual needs. Please include a history of the diagnosis and treatments including duration, stability, frequency of symptoms, functional limitations, and expected prognosis.
3. Provide recent objective recent evaluations including subtest scores, and/or clinical observations used to determine the student's diagnoses and functional limitations, and current need for accommodations as related to the diagnosed condition. Psychoeducational evaluations should be within the past five years and consist of adult-normed objective measures.
4. Include any treatments, medications, and/or assistive devices/services currently prescribed or in use. Please include a description of the student's specific experienced side effects from such treatments and how they impact the student's right to equal access to the benefits of the University.
5. Specify if the disability causes unexpected and/or unavoidable interruptions to the student's daily schedule. If so, documentation of the student's specific and unique needs must provide a connection between the specific functional limitation and requested accommodation.
6. Provide recommendations directly linked to the impact or functional limitations associated with the disability and include a clear rationale based on level of impairment.

### **The following information/documentation is not adequate for determining accommodations:**

1. A brief note from a physician or health professional that simply requests an accommodation or provides a diagnosis without offering supporting documentation. This includes information or notes written on a prescription pad, as well as aftercare instructions issued to the student.
2. Evaluation reports of a learning difficulty that are not comprehensive or that identify "problems or challenges" but do not specifically diagnose a learning disability.

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