

## Center for Academic Success- Accessibility Services

Accessibility Services  
Center for Academic Success  
500 Ala Moana Blvd -Bldg. 6, Suite 440  
Honolulu, HI 96813  
Telephone: (808) 544-1197  
Email: [access@hpu.edu](mailto:access@hpu.edu)

Dear Healthcare Professional:

Your patient/client, \_\_\_\_\_, wishes to register with Accessibility Services at Hawaii Pacific University. The Accessibility Services office provides academic services and accommodations for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act (ADA) of 1990 as amended in 2008. The ADA states the following:

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,

In order for a student to be considered eligible to receive academic accommodations, documentation must show functional limitations that impact the individual in an academic setting. Individuals requesting accommodations must disclose the nature of their impairment and provide recent documentation that verifies their condition. When providing information necessary to evaluate eligibility for academic accommodations, please adhere to the following:

- The healthcare professional(s) conducting the assessment and/or making the diagnosis must be qualified to do so.** These professionals are generally trained, certified, or licensed psychologists or members of a medical specialty.
- Complete the attached form as thoroughly as possible.** Inadequate information, incomplete answers, and/or illegible handwriting may delay the eligibility review process by necessitating follow-up contact for clarification.
- The healthcare professional should attach any reports that provide related information (e.g. psycho-educational testing, neuropsychological test results, medical evaluation results, etc.).** If a comprehensive diagnostic report is available that provides the requested information, copies of that report can be submitted for documentation instead of this form. Please do not provide case notes or rating scales without a narrative that explains the results.
- After completing the attached form, sign it and complete the Healthcare Provider Information section on the last page. The completed form can be mailed to our office, or emailed as a PDF to [access@hpu.edu](mailto:access@hpu.edu).** Information provided will not become part of a student’s educational records, but it will be kept in the student’s file within Accessibility Services office where it will be held strictly confidential. This form may be released to the student at his/her request. In addition to the requested information, please attach any additional information that would be relevant to the student’s academic adjustment.

If you have questions regarding this form or the Accessibility Services process, please call our office at 808.544.1197 or email [access@hpu.edu](mailto:access@hpu.edu). Thank you for your assistance.



Center for Academic Success- Accessibility Services

DISABILITY DETERMINATION FORM

Student Information
(Please Print Legibly or Type)

Name (Last, First, Middle): \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Student ID: @ \_\_\_\_\_

Status: [ ] Current Student [ ] Transfer Student [ ] Prospective Student

Phone: \_( ) - \_\_\_\_\_ Cell Phone: \_( ) - \_\_\_\_\_

Address (Street, City, State, Zip Code): \_\_\_\_\_

HPU Email Address: \_\_\_\_\_@my.hpu.edu

Personal Email Address: \_\_\_\_\_

To Be Completed by Healthcare Professional

Date last seen: \_\_\_\_\_

Impairments/Diagnosis (If applicable, include date of diagnosis and DSM-5/ICD-10 codes):

Four horizontal lines for entering impairment/diagnosis information.

Relevant patient/Client history:

Four horizontal lines for entering relevant patient/client history.

Additional psychosocial and contextual factors:

Two horizontal lines for entering additional psychosocial and contextual factors.

## Center for Academic Success- Accessibility Services

### How was the impairment/diagnosed determined?

- Structured or unstructured interviews with the student
- Interviews with other persons
- Behavioral observations
- Developmental History
- Educational History
- Medical History
- Neuropsychological testing (dates of testing) \_\_\_\_\_
- Psycho-educational testing (dates of testing) \_\_\_\_\_
- Standardized or non-standardized rating scales
- Other (please specify) \_\_\_\_\_

### How would you categorize this condition in terms of severity?

Please check only one and explain below:

- Minimal     Moderate     Severe     Residual/Remission     Other: \_\_\_\_\_

**The condition is:**  Stable     Prone to exacerbation     Other: \_\_\_\_\_

### Duration of impairment/diagnosis is:

- Permanent     Temporary

Note Duration: \_\_\_\_\_ **Or** Re-Evaluation Date: \_\_\_\_\_

## Center for Academic Success- Accessibility Services

Indicate major life activities that are affected because of the impairment and severity of those limitations. This list is not exhaustive and additional life activities can be added at the bottom of this chart.

Life Activity	Negligible	Moderate	Substantial	Don't Know	N/A
Breathing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentrating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeping Appointments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing External Distractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing Internal Distractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manual Tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Life Activity	Negligible	Moderate	Substantial	Don't Know	N/A
Self Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sitting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sleeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stamina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stress Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Studying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking Notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specifically describe to what extent the impairment impacts the student's ability to function academically and in a college environment addressing any items endorsed on the previous page:

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### Center for Academic Success- Accessibility Services

If applicable, list any medications currently prescribed and how they have an impact on the student's learning. Please also include any side effects and impact on academic performance:

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Is this student currently receiving therapy or counseling? Yes No Not Sure

Please indicate specific recommendations regarding academic accommodations for this student and a rationale as to why these accommodations/adjustments/services are warranted based on the student's functional limitations. Indicate why the accommodations are necessary.

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If current treatments (e.g., medication, therapy) are successful, please state the reason that the above academic adjustments, auxiliary aids, and/or services are necessary.

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Is the student able, with reasonable accommodations, to take a full course load of 12 college credits?

Yes  No (Please explain below)

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### Center for Academic Success- Accessibility Services

I, the undersigned diagnostic/treating professional, certify that the above-named student:

Check One:

Meets the definition of a disability\* as defined by the American’s with Disabilities Act & Section 504 of the Rehabilitation Act of 1973.

\*Impairment that substantially limits a major life activity. This student’s diagnosis is significant enough to severely impair his/her ability to learn and express that learning within a college environment.

Has a medical condition that is not a disability, but may warrant consideration for academic assistance.

Does not have a condition that would require the requested modification(s).

I understand that the information provided will become part of the student record subject to the Federal Family Education Rights and Privacy Act of 1974 and may be released to the student on their written request.

Healthcare Professional Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Healthcare Professional Name (Print) \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone \_(\_\_\_\_\_) - \_\_\_\_\_ Fax Number: \_(\_\_\_\_\_) - \_\_\_\_\_

Email Address: \_\_\_\_\_

\_\_\_\_\_  
Name of Person Completing Form: \_\_\_\_\_ Date: \_\_\_\_\_

Professional of Affiliation/Title: \_\_\_\_\_

Important: After documentation is reviewed, Accessibility Services will send an email notification to the student’s HPU email account acknowledging receipt of documentation and eligibility status.