



Dear Walsh Student:

Thank you for your interest in Disability and Accessibility Support Services at Walsh. Notification of a disability is optional and confidential. The following provides information on accommodation requests and link to forms for submission to Disability and Accessibility Support Services to request accommodations.

- Information for accommodation requests
- [Documentation Verification Form](#)
- [Accommodation Notification and Student Acknowledgement Form](#)

You must provide medical or other diagnostic documentation that confirms a recognized impairment and recommendations for the specific accommodations needed with as much advance notice as possible with completion of the Documentation Verification Form.

Please complete and submit all required documentation to [supportservices@walshcollege.edu](mailto:supportservices@walshcollege.edu). Upon submission of the required documentation, Disability and Accessibility Support Services will review all information provided. A notification of reasonable accommodations will be provided to faculty of courses that student is enrolled in each semester. Accommodations are effective once faculty have received the notification.

If you have any questions regarding your request for accommodations, please contact Disability and Accessibility Support Services at [supportservices@walshcollege.edu](mailto:supportservices@walshcollege.edu).

Sincerely,

*Disability and Accessibility Support Services*  
Walsh



### **Information for Students Requesting Accommodations Related to a Disability:**

**Students with disabilities who are requesting accommodations are requested to make timely and appropriate disclosures and requests, preferably at least six weeks in advance of the class for which accommodation is requested.** Disability and Accessibility Support Services coordinate accommodations for students with disabilities.

Eligible students for accommodations and/or services have certain responsibilities to fulfill. **Students must provide Walsh with medical or other diagnostic documentation that**

**confirms his/her impairment, the limitations resulting from the impairment, and recommendations for specific accommodations.** (Documentation means a report based on an evaluation that was made – usually within the last three years – by a qualified professional). A copy of specific guidelines follows.

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## **Policy Regarding Documentation of a Specific Learning Disability**

Students seeking accommodations from Walsh on the basis of a diagnosed specific learning disability are required to submit documentation from an appropriate health care professional regarding that disability. The documentation should reflect the individual's present level of information processing as well as his/her achievement level. **The cost and responsibility for providing this professional evaluation shall be borne by the student.**

The following guidelines are provided in the interest of assuring that the evaluation and report contain the information needed by the school. Disability and Accessibility Support Services are available to answer questions from a health care professional regarding any of these guidelines.

The documentation must:

- ♦ Be prepared by a professional qualified by education and experience to diagnose learning disabilities, which include but are not limited to, a licensed neurologist, psychologist, learning disability specialist or other appropriate professional certified to administer the psychological tests identified below. Experience in evaluation of adults with learning disabilities is essential.
- ♦ Be comprehensive. One test is not acceptable for the purpose of diagnosis. All tests administered must be age appropriate, nationally normed, and individually administered.

**Aptitude.** The [Wechsler Adult Intelligence Scale \(WAIS-IV\)](#) with subtest scores is preferred. The *Woodcock-Johnson Psycho-Educational Battery III: Test of Cognitive Ability* is acceptable.

**Achievement.** Current levels of functioning in all areas for which accommodations are sought. Acceptable instruments include the *Woodcock-Johnson Psycho-Educational Battery Revised: Tests of Achievement*; *Wechsler Individual Achievement Tests (WIAT-III)*, *Stanford Test of Academic Skills (TASK)*; or *specific achievement tests such as the Test of Written Language-2 (TOWL-3\_*; *Woodcock Reading Mastery Test Revised* or the *Stanford Diagnostic Math Test*. (Wide Range Achievement Test Revised is NOT a comprehensive measure of achievement and therefore is not suitable).

**Information Processing.** Specific areas of information processing (e.g., short and long term memory, sequential memory, auditory and visual perception processing, processing speed) must be assessed. Use of subtests from the WAIS-IV, the Wechsler Memory Scales (WMS-IV) or the *Woodcock-Johnson Tests of Cognitive Ability* is acceptable.

- ♦ Be current. In most cases, this means **within the past three years**. Since assessment constitutes the basis for determining reasonable accommodations, it is in the student's best interest to provide recent and appropriate documentation to serve as the basis for decision-making about a student's need for accommodations in an academically competitive environment. **Learning assessment must be based on adult-level learning**. Assessments made at a secondary school level will qualify as acceptable documentation only if they reflect adult capabilities and the academic demands of higher education.
- ♦ Be clear and specific. Present clear and specific evidence that identifies and states specific learning disabilities. Individual "learning styles" and "learning differences" in and of themselves do not constitute learning disabilities.
- ♦ List exact instruments used. Specify any exceptions to standardized procedures, test score data in percentile or standard scores, a written interpretation of the results by the professional doing the evaluation, the name of the evaluator and dates of testing.
- ♦ List recommended academic accommodations with supporting data. Relate accommodations to the specific individual who was assessed. Requests which are not supported by documentation may not be approved without additional verification and documentation.

### **Policy Regarding Documentation of a Physical Disability**

Students who are seeking accommodations on the basis of a diagnosed physical disability are required to submit documentation to verify eligibility. Documentation of a physical disability consists of a typed or written letter/medical documentation that addresses specific academic needs of the student. The cost and responsibility for providing this information **shall be borne by the student**.

The following guidelines are provided in the interest of assuring the letter is appropriate for documenting eligibility. Disability and Accessibility Support Services is available to consult with physician(s) regarding these guidelines. The letter should:

1. Be prepared by a *licensed professional* (e.g. physician, audiologist, ophthalmologist, etc.). Additional information may be necessary from other physicians or from other allied health care providers, such as but not limited to physical therapists, occupational therapists, psychologists, speech pathologists, etc.
2. Be *comprehensive*. The documentation should provide sufficient data to support the particular academic adjustment(s) requested. Since the documentation provided constitutes the basis for determining reasonable accommodations, it is in a student's best

interest to **provide recent and appropriate documentation** to serve as the basis for decision making about a student's need for accommodations in an academically competitive environment.

The letter should be on professional letterhead, signed, and include the licensed professional's title, license number, address, and phone number.

3. Present *clear and specific evidence*, which identifies the individual's disability/condition, present level of functioning and how the student's education may be impacted.
4. Provide *sufficient data* to support the particular academic adjustment(s) requested. The documentation should demonstrate the individual has a disability as defined in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Requests that are not supported by documentation may not be approved without additional verification.

### **Policy Regarding Documentation of a Psychological/Psychiatric Disability**

Students who are seeking accommodations on the basis of a psychological/psychiatric disability are required to submit documentation to verify eligibility. Documentation of a psychological/psychiatric disability consists of a written report, which includes a diagnosis and addresses specific academic needs of the student. The cost and responsibility for providing this professional evaluation **shall be borne by the student**.

The following guidelines are provided in the interest of assuring that the report is appropriate for documenting eligibility. Disability and Accessibility Support Services is available to consult with diagnosticians regarding these guidelines. The report should:

1. Be prepared by a professional (e.g. licensed psychiatrist or psychologist) *qualified* to diagnose a psychiatric or psychological disorder.
2. Be *comprehensive*. The documentation should include a diagnosis which is consistent with the diagnostic criteria found in the *American Psychological Association: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-V)* or *DSM-IV-TR* and how the disorder impacts the student's functioning and education. Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated.

The report should be in professional letterhead, signed by the individual making the diagnosis, and include the following information:

- How long the diagnostician has treated the student and the date of last contact;
  - Instruments and/or procedures used to diagnose;
  - Current symptoms that satisfy the DSM-V or DSM-IV-TR criteria and the approximate date of onset;
  - DSM-V or DSM-IV-TR diagnosis;
  - Treatment being used (e.g. medication, counseling, etc.);
  - How this disorder impacts the student in the postsecondary environment; and
  - Diagnostician's name, title, license number, address and phone number.
3. Be current. In most cases, this means within the past year. Due to the nature of some psychological and psychiatric disorders, updated reports may be requested. Since assessment constitutes the basis for determining reasonable accommodations, it is in a student's best interest to provide recent and appropriate documentation to serve as the basis for decision-making about a student's need for accommodations in an academically competitive environment.
  4. Present *clear and specific evidence*, which identifies the individual's present level of functioning and how the student's education may be impacted.
  5. Provide *sufficient data* to support the particular academic adjustment(s) requested. The documentation should demonstrate the individual has a disability as defined in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Requests that are not supported by proper documentation may not be approved.

#### **Policy Regarding Documentation of Attention Deficit/Hyperactivity Disorder (AD/HD)**

Students who are seeking accommodations on the basis of a diagnosis of AD/HD are required to submit documentation to verify eligibility. Documentation of AD/HD consists of the provision of professional testing and evaluation and a written report that addresses specific academic needs of the student. The cost and responsibility for providing this professional evaluation **shall be borne by the student**.

The following guidelines are provided in the interest of assuring that the evaluation and report are appropriate for documenting eligibility. Disability and Accessibility Support Services is available to consult with diagnosticians regarding these guidelines. The report should:

1. Be prepared by a professional (e.g. licensed psychologist, psychiatrist or physician) *qualified* to diagnose AD/HD. Experience in evaluation of **adults** with AD/HD is essential.
2. Be *comprehensive*. The use of a single test and/or informal screening instruments is not acceptable for the purpose of diagnosis. Written reports should be consistent with the diagnostic criteria found in the *American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition* (DSM-V) or DSM-IV-TR. A battery of psychological tests and behavior rating scales, a thorough social and educational history and interviews with the student and family are essential. Current research states that paper and pencil tests that are commonly used to diagnose learning disabilities are not definitive for diagnosing AD/HD, but they do serve to alert the examiner to possible concomitant disabilities.

The report should be on professional letterhead, signed by the individual making the diagnosis, and include the following information:

- How long the diagnostician has treated the student and the date of last contact;
- Instruments, procedures and data sources used to diagnose;

- Current symptoms which satisfy the DSM-V or DSM-IV-TR criteria and their approximate date of onset;
  - DSM-V or DSM-IV-TR diagnosis;
  - Treatment being used (e.g. medication, counseling, etc.);
  - How this disorder impacts the student in the post-secondary environment; and
  - Diagnostician's name, title, license number, address and phone number.
3. Be *current*. In most cases, this means within the past **three** years and the assessment was completed when the individual was an adult (age 18). Since assessment constitutes the basis for determining reasonable accommodations, it is in a student's best interest to provide recent and appropriate documentation to serve as the basis for decision-making about a student's need for accommodations in an academically competitive environment.
  4. Present *clear and specific evidence*, which identifies the individual's present level of functioning and how the student's education may be impacted.
  5. Provide *sufficient data* to support the particular academic adjustment(s) requested. The documentation should demonstrate the individual has a disability as defined in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Requests which are not supported by proper documentation may not be approved.

Please contact Disability and Accessibility Support Services at 3838 Livernois Rd., Troy, MI 48083; or [supportservices@walshcollege.edu](mailto:supportservices@walshcollege.edu) if you have further questions.