Dear Prospective Walsh College Student:

Thank you for your interest in the Disability Service Program at Walsh College. Notifying Walsh College that you have a disability is optional and confidential. This packet of information includes the guided outline documentation requirements and forms you will need to submit to the Admissions & Academic Advising office to request your accommodations.

- Disabilities notification form
- Information for student’s requesting accommodations
- Documentation verification form
- Student acknowledgement of responsibility for services

You must provide Walsh College with medical or other diagnostic documentation that confirms a recognized impairment and recommendations for the specific accommodations needed (we need as much advance notice as possible).

After you have submitted all the correct documentation, Disability Services will review all the submitted documentation. A written copy of reasonable accommodations will be provided to the student’s faculty on the first day of every semester upon request. Accommodations are effective once faculty has received the letter.

If you have any questions regarding your request for accommodations please contact the Admissions & Academic Advising Office at (248) 823-1610.

Sincerely,

Disabilities Services Team
Admissions & Academic Advising
Walsh College
Disabilities Notification Form:

If you have a disability and need to request accommodations, please complete the following information and return to Disability Services, Admissions & Academic Advising, at 3838 Livernois Rd, Troy, MI 48083.

Name ____________________________________________________________
Phone __________________________________________________________
Address __________________________________________________________
City __________________________ State _____________
Country __________________________ Zip Code _____________

Nature of disability and functional limitations resulting from it:
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Semester you plan to enroll: __________________ Year: _______________
Program in which you are enrolling _____________________________

Please indicate the type of accommodations you are requesting. Describe the documentation you intend to provide to support your request for accommodation and attach to this form, if available.
________________________________________________________________
________________________________________________________________
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______________________________  ______________________
Student Date

Walsh College does not discriminate on the grounds of race, color, religion, national origin, sex, age or disability in the administration of any of its educational programs, activities or with respect to admission and employment.

Return this form to:
Disability Services
Admissions & Academic Advising
3838 Livernois Rd
Troy, MI 48083
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 Services/Admissions & Academic Advising coordinates accommodations for students with disabilities. Contact Disability Services/Admissions & Academic Advising at 3838 Livernois Rd., Troy, MI 48083.

Each student eligible for accommodations and/or services has certain responsibilities to fulfill. **The student must provide Walsh College 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 College 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 Services/Admissions & Academic Advising staff 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.

Please contact Walsh College’s Disability Services team at 3838 Livenois Rd., Troy, MI 48083; (248) 823-1610 if you have further questions.
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. Documentation presented to Disability Services will remain in a private confidential file in the Coordinator’s office. The Coordinator 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.

Please contact Walsh College's Disability Services team at 3838 Livernois Rd., Troy, MI 48083; (248) 823-1610 if you have further questions.
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. Documentation presented to Disability Services will remain in a private confidential file in the Coordinator's office. The Coordinator 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.

Please contact Walsh College’s Disability Services team at 3838 Livernois Rd., Troy, MI 48083; (248) 823-1610 if you have further questions.
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. Documentation presented to Disability Services will remain in a private confidential file in the Coordinator’s office. The Coordinator 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 Walsh College’s Disability Services team at 3838 Livernois Rd., Troy, MI 48083; (248) 823-1610 if you have further questions.
is seeking accommodations through the Disability Services Office at Walsh College. To ensure provision of reasonable and appropriate services we require documentation of disability and information from a qualified professional that provides the diagnosis of disability and a description of the functional limitations associated with the disability. To facilitate the gathering of the information, we ask that you respond to the following questions:

1. Date of diagnosis: ____________________________

2. Date of last contact with patient/student: ____________________________

3. What procedures were used to assess/diagnose the disability? ____________________________

4. Describe the symptoms that meet the criteria for diagnosis:

5. Describe this student’s functional limitations in an educational setting resulting from this disability.

6. Please attach a diagnostic report and any information that you feel is relevant in determining appropriate accommodations for this student.

Signature: ____________________________

Name and Title: ____________________________
Student Acknowledgment of Responsibility for Services

As a student eligible for accommodations, I understand that I also have certain responsibilities. I will do my part in meeting these responsibilities so that appropriate accommodations may be arranged.

I will:

1. Discuss with my instructors any approved accommodations that I will be utilizing in their classes, if it is necessary to do so in order to implement these accommodations.

2. Comply with the School's policies regarding class attendance.

3. Arrange an appointment to meet with Disability Services if I have questions or concerns related to my accommodations(s) or disabilities.

4. Coordinate with my instructor, well in advance of the test date, the testing site, dates and times of any testing to be proctored. Be on time for all pre-arranged testing or call a day in advance if I am unable to keep a scheduled appointment.

5. Arrive on time for all meetings with my tutor, interpreter, or scribe, or make prior arrangements in advance if I am to be late or absent.

6. Contact Disability Services if I am having a problem with my approved accommodations and I understand that I am strongly encouraged to meet with Disabilities Services to review the effectiveness of accommodations and to request accommodation for future semesters. Accommodations are not retroactive.

I have read this acknowledgment form, understand it, and I am aware of my responsibilities under it.

__________________________________________
Student's Signature

__________________________________________
Date