



Office of Accessibility Services  
 Farrell Hall 209  
 2020 East Maple Street  
 North Canton, Ohio 44720  
 Phone: 330-490-7529  
 Fax: 330-490-7272  
[msoduk@walsh.edu](mailto:msoduk@walsh.edu)

## Request for Accommodations Form

### Contact Information

<b>Name</b>		<b>Date</b>	
<b>Address Line 1</b>		<b>Walsh 801 ID #</b>	
<b>Address Line 2</b>		<b>Date of Birth</b>	
<b>Phone Number(s)</b>		<b>Email</b>	

### Academic Information

<b>First semester enrolled at Walsh</b>		<b>Major</b>	
<b>Previous high school or college(s) attended</b>			
<b>Current Student Level at Walsh</b>	<input type="checkbox"/> Not yet admitted <input type="checkbox"/> Incoming freshman <input type="checkbox"/> Continuing student <input type="checkbox"/> Transfer student <input type="checkbox"/> Graduate student		
<b>Campus</b>	<input type="checkbox"/> Main <input type="checkbox"/> Akron <input type="checkbox"/> Canfield <input type="checkbox"/> Medina <input type="checkbox"/> Global		

### Disability-Related Information

<b>Check all that apply to you</b>	<input type="checkbox"/> ADHD <input type="checkbox"/> Autism Spectrum Disorder <input type="checkbox"/> Chronic Health Condition <input type="checkbox"/> Cognitive/Learning Disability <input type="checkbox"/> Deaf/Hearing Loss <input type="checkbox"/> Mobility Impairment <input type="checkbox"/> Neurological Condition <input type="checkbox"/> Physical Disability <input type="checkbox"/> Psychological Disability <input type="checkbox"/> Traumatic Brain Injury <input type="checkbox"/> Visual Impairment <input type="checkbox"/> Other _____			
<b>How are you impacted by your disability(ies) in an academic setting?</b>				
<b>Current medication(s) and side effects, if applicable</b>				

### Accommodations Request

<b>Specific classroom or testing accommodation requests</b>	
<b>Adaptive technology requests</b>	
<b>Housing accommodation requests</b>	
<b>Other request(s)</b>	

### Student Agreement

<i>I understand that submitting this form does not automatically qualify me for accommodations. I understand that I must submit documentation of my disability prior to meeting with the Director of Accessibility Services for an intake meeting. I understand that I will not be eligible to receive services until all documentation is provided. Documentation guidelines are provided on the back of this form.</i>			
<b>Student Signature</b>		<b>Date</b>	

Please submit this completed form, along with current, disability-related documentation to the Director of Accessibility Services, Meredith Soduk, in Farrell Hall 209. The form can also be faxed to 330-490-7272 or emailed to [msoduk@walsh.edu](mailto:msoduk@walsh.edu).

## Office of Accessibility Services Documentation Guidelines

Please note that Walsh University does not provide testing or assessment to determine disability. Please contact the Director of Accessibility Services if you would like information regarding outside service providers.

### Documentation Guidelines for Persons with a Learning Disability

Students requesting accommodations for a learning disability must provide proof of a **current** learning disability. If testing is older than **three years** a letter may need to be submitted providing proof of current disability or an updated assessment may be required. The diagnosis of a learning disability must be based on a comprehensive assessment battery with the resulting diagnostic report to include a diagnostic interview, an assessment of aptitude/cognitive ability, academic achievement, and information processing. Actual test scores (stated as grade equivalents, standard scores and percentiles) from identified, formalized evaluation instruments must be provided.

**The practitioner must provide an interpretative diagnostic summary that includes:**

- Evidence that the evaluator ruled out other explanations for academic problems
- A description of how the learning disability was determined, i.e., use of patterns in cognitive ability, achievement, and information processing
- A description of the limitation to learning caused by the disability
- An explanation as to why specific accommodations are needed and how the accommodations will mediate the specific disability

**Students requesting accommodations for a learning disability must submit one or more of the following for review:**

- Most recent Individualized Education Plan (IEP) and Evaluation Team Report (ETR)
- Documentation of accommodations for a learning disability from another college or university
- Individualized evaluation and recommendations from a qualified treating professional that supports the need for accommodations

### Documentation Guidelines for Persons with Attention-Deficit/Hyperactivity Disorder (ADHD)

Students requesting accommodations for ADHD must provide proof of a **current** diagnosis. Because of the changing nature of ADHD testing must also be **recent**, administered within the last **three years**. The diagnosis of ADHD must be consistent with the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-V) and be indicated by documented evidence of both early and persistent patterns of inattention or hyperactivity-impulsivity.

**The practitioner providing the documentation must confirm the diagnosis in accordance with this criterion and provide clear evidence that:**

- The current symptoms have been present for at least six months
- The impairment is present in two or more settings
- Significant impairment in social, academic, or occupational functioning exist
- The symptoms cannot be better accounted for by another mental or pervasive developmental disorder

**The practitioner must have made the diagnosis following an assessment of intellectual ability, memory function, and attention or tracking tests and continuous performance tests. The practitioner must provide:**

- Actual test scores (stated as grade equivalents, standard scores, and percentiles)
- An interpretative diagnostic summary indicating other diagnoses or explanations for the symptoms or behaviors have been ruled out
- A description as to how patterns of behaviors across the life span and across settings are used to determine the presence of ADHD
- A statement as to whether the applicant was evaluated while on medication and whether the prescribed treatment produced a positive response
- A statement regarding the substantial limitation to learning that results from ADHD
- A statement as to why specific accommodations are needed and how the accommodations will mediate the ADHD

**Students requesting accommodations for ADHD must submit one or more of the following for review:**

- Most recent Individualized Education Plan (IEP) and Evaluation Team Report (ETR)
- Documentation of accommodations for ADHD from another college or university
- Individualized evaluation and recommendations from a qualified treating professional that supports the need for the accommodations

### Documentation Guidelines for Persons with a Psychological Disability

Students requesting accommodations for a psychological disability must provide proof of a **current** psychological disability. Because of the changing nature of psychological disorders, documentation must also be **recent**, within the last **12 months**. A psychological diagnosis does not always qualify a person as having a disability.

**Students requesting accommodations for a psychological disability must submit one or more of the following for review:**

- Walsh University Certification of Psychological Disability Form completed by a qualified diagnosing professional. Forms can be obtained at <http://www.walsh.edu/counseling-services> or at the Counseling Services office. The diagnosing professional must have expertise in differential diagnosis of the documented psychological disorder.
- Documentation of **recent** accommodations for the psychological disorder from another college or university.

### Documentation Guidelines for Persons with a Physical Disability

Students requesting accommodations for a physical disability must provide proof of a **current** physical disability. Because of the changing nature of physical conditions documentation must also be **recent**, within the last **12 months**. A physical condition does not always qualify a person as having a disability.

Students requesting accommodations for a physical disability must submit one or more of the following for review:

- **Walsh University Certification of Physical Disability Form** completed by a qualified diagnosing professional. Forms can be obtained in Student Affairs. The diagnosing professional must have expertise in differential diagnosis of the documented physical disorder or condition and follow established practices in the field.
- Documentation of **recent, within 12 months**, accommodations for the physical disorder from another college or university.

Submit documentation directly to **Meredith Sodik**, Director of Accessibility Services. Documentation can be dropped off in person to Farrell Hall 209, emailed to [msodik@walsh.edu](mailto:msodik@walsh.edu), or faxed to (330) 490-7272. Please call Meredith at (330) 490-7529 with any questions pertaining to accommodations and/or documentation. All submitted letters must be on the practitioner's letterhead, typed, dated, signed, and otherwise legible. The name, title and professional credentials of the evaluator, including information about licensure or certification as well as the area of specialization must be clearly stated in the documentation. The documentation must confirm the specific diagnosis of the disability and detail each diagnostic test administered, if applicable, with the test results. The Office of Accessibility Services (OAS) protects the confidentiality of student's disability-related records according to the guidelines of the Family Educational Rights and Privacy Act (FERPA). These records are maintained in the OAS, separate from students' academic records.