



William Howard Taft
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Accommodations for Students with Disabilities Form

Taft University's mission with respect to disability services is to provide equal access to applicants and students with disabilities while maintaining the integrity of the University's academic standards. Taft's administration is dedicated to providing accommodations and services to qualified students with disabilities so they may achieve their full educational potential.

To ensure equal opportunity for all qualified persons, Taft University will make reasonable accommodations for applicants with disabilities. Applicants are responsible for any costs incurred in obtaining the required diagnosis and recommendation. *Please be advised there may be limited or no accommodations provided at testing locations outside of the United States and its territories.*

To request academic and/or testing accommodations, complete and submit this form and **accompanying documentation** to disabilityservices@taftu.edu.

Documentation and accommodation requests must be received at least three weeks prior to the start of a course or examination in order to allow adequate time to process the request. Requests received later than this will be considered, however there is a risk that the request cannot be reasonably evaluated or implemented before the course or examination commences.



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Name: _____ (_____)
 First Middle Initial Last Previous/Maiden Name

Address: _____

Social Security Number (if voluntarily disclosed): _____

Daytime Telephone Number and Email: / _____

What is the disability that limits one or more of your major life activities?

Will this disability require special accommodations in order for you to take examinations?

Yes No

*Please *DESCRIBE the special accommodations needed. (Please use the space provided at the bottom of this page for the requested accommodations. You may attach a separate sheet if necessary.)*

*Student and his/her physician/specialist should request what they think is necessary to allow the student to compete on an equal basis with all other students and must provide adequate documentation and rationale to support the diagnosis and their request for accommodations. For example, an extra hour for each hour of testing or food/water/medication available to them during the administration of the examination.



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Written documentation supporting the accommodation you are requesting must meet the following criteria:

- Be documented on official letterhead from a licensed or certified health professional appropriate for diagnosing and treating the specific disability.
- Include a recommendation for the specific accommodation with current and detailed documentation supporting the request.
- Provide evidence that similar accommodations have been made for the applicant in other educational or testing situations or in employment settings, or describe why no such accommodation was made in the past but is now required.

The following information is provided to ensure qualifying students of Taft University are protected under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. All requests submitted through the *Accommodations for Students with Disabilities Form* will be evaluated to determine the following:

- 1) The applicant has a disability as defined by the ADA.
- 2) There is a current need for accommodations.
- 3) A reasonable accommodation can be provided.

A reasonable accommodation is a modification or adjustment to a course, program, service, job, activity, or facility that enables a qualified individual with a disability to have an equal opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to an individual without a disability. A request is deemed reasonable if:

- The accommodation does not fundamentally alter the nature of the program or activity.
- The accommodation does not lower academic standards.
- The accommodation does not present an undue financial or administrative burden on the University.
- The accommodation does not pose a threat to personal or public safety.



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The following guidelines describe the necessary components of acceptable evidence required to validate a disability and the current need for accommodations. A prior history of accommodations, without demonstration of a current need, will not necessarily warrant approval of modifications. To avoid unnecessary delays, ensure the submission of **all** information and documentation is in accordance with these guidelines.

Documentation and accommodation requests must be received at least three weeks prior to the start of a course or examination in order to allow adequate time to process the request. Requests received later than this will be considered however, there is a risk that the request cannot be reasonably evaluated or implemented before the course or examination commences. Consequently, it is in the applicant's best interest to provide recent and appropriate documentation that clearly defines the extent and impact of the disability upon current levels of academic and physical functioning.

- The request for accommodations and appropriate supporting documentation should provide evidence of a substantial limitation to physical or mental (academic) functioning.
- Clinical evaluations must be performed by a licensed/certified or otherwise qualified professional with credentials appropriate to diagnose and treat the disability (i.e., physician, psychologist, or specialist). Information about the qualified professional's area of specialization and professional credentials, including certification and licensure, should be clearly delineated in the documentation that is provided.
- Documentation must be submitted on official letterhead from a licensed or qualified professional who has examined the applicant and diagnosed a physical or mental impairment. Depending on the nature of the disability and written evaluation, documentation may include a letter from a physician or a detailed report.
- Documentation should be no more than three years old.
- Disability documentation must be detailed and specific. Documentation for all disabilities should describe the extent of the disability, the criteria for the diagnosis, the diagnosis, the type and length of treatment and the recommended accommodation. Terms such as "problems," "deficiencies," "weaknesses," "differences" and "learning disability" are not the equivalent of a diagnosed specific disability (such as ADHD, Dyslexia, Multiple Sclerosis, etc.).
- Documentation must provide evidence of a substantial current limitation to physical or mental functioning.
- For a temporary disability, the documentation should clearly indicate the impact of the disability as well as the anticipated length of the recovery.



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For invisible (mental) disabilities, the following areas should be assessed:

Ability: The Weschler Adult Intelligence Scale IV (WAIS-IV), with its subtests can be included as a standard measure of overall intelligence. The WAIS-IV should only be one component of a full documentation report. Other adult intelligence scales or assessments may be deemed acceptable in lieu of the WAIS-IV. Consult a qualified professional for additional information.

Achievement: Current levels of academic functioning in relevant areas, such as reading (decoding and comprehension), mathematics, and oral/written language are relevant to determining whether or not there is a current need for accommodations. The tests submitted should be standardized and valid for use in an adolescent/adult population. Consult a qualified professional for additional information.

Processing Skills: Other tests in processing areas may warrant evaluation as indicated by the tests above. These areas include information processing, visual and auditory processing, and processing speed.

These suggested tests are not meant to preclude assessment in other relevant areas, such as psychological status or vocational skills.

Additional Information

- Taft University provides access, accommodations, and advocacy for Taft University students who have documented disabilities. Academic needs are determined by the documentation and a consultation with the student on a case-by-case basis.
- Any approved special accommodation or modification is granted for future courses or exams that have not already commenced.

When is it necessary to submit this form and supporting documentation?

- If this is the first time you are submitting an ADA request, or if it has been over three years since you tested with modifications, please send in the *Accommodations for Students with Disabilities Form*, along with supporting documentation at least three weeks prior to the intended course start or exam date.
- If you have been previously approved for accommodations, but have not taken any courses or exams within the last year, please submit this *Accommodations for Students with Disabilities Form* ONLY.
- If you have been previously approved for modifications, and have taken a course or exam with modifications within the last year, you do not need to submit any documentation.



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By signing below, I hereby affirm that I have read, agree to and understand the information provided on this form. If the information provided in support of this application is not sufficient, I authorize The Taft University System to obtain additional information from the professionals who treated or evaluated my disability. I acknowledge and understand The Taft University System reserves the right to make a final determination as to whether any requested accommodation is warranted and appropriate. I also understand I may receive limited or no accommodations if I choose to perform proctored examinations in an international location.

Applicant's Signature

Date