



Office of Accessible Education
275 Eastland Road
Berea, Ohio 44017
<https://www.bw.edu/accessible-education>
Email: disability@bw.edu
Fax: (440) 826-3832

Accessible Housing Application for Returning Students

Request Overview

The learning environment and residential living are central to the Baldwin Wallace University experience, particularly for first-year students who are required to live in our residence halls. Living in the community and learning to share space and be considerate of others is part of that learning experience. Requests for single rooms (as an accommodation) based solely on a desire to have a "quiet, undisturbed place to study" will not be granted. Because of the shared facilities, resources, and people living under one roof, it is not logical to assume that having a private room would provide for such quiet, distraction-free space to any appreciable degree beyond living in a standard double room. We evaluate requests for exceptions carefully. Requests should include:

1. Documentation of the condition or need that is the basis of the request;
2. A clear description of the desired housing configuration;
3. An explanation of how the request relates to the impact of the condition;
4. An indication of the level of need for the recommended configuration (and the consequences of not receiving);
5. Possible alternatives if the recommended configuration is not possible.

To evaluate requests based on medical, psychological, or disability-related conditions accurately and equitably, Baldwin Wallace University will need documentation. Documentation consists of an evaluation by an appropriate professional that relates the current impact of the condition on the request. DSS will review the request and supporting documentation. All information is considered confidential.

Please Note:

1. Requests for housing accommodations and updated documentation need to be submitted EACH academic year.
2. We cannot provide housing requests for assignments in specific locations and or buildings.
3. The Office of Accessible Education (OAE) and Office of Residence Life staff work together to identify housing assignments that best meet individual needs.
4. To ensure the best opportunity for consideration, it is imperative that returning students submit this application and provide documentation by these deadlines: 2/1 for fall, 11/1, for spring, 3/15 for summer.

Evaluation of Housing Requests

Housing assignments and the residential learning environment are integral parts of Baldwin Wallace University programs, particularly for a freshman. We evaluate all requests for need-based housing assignments carefully. Below is a summary of the factors considered when evaluating housing request:

The severity of the condition

1. Is the impact of the condition life-threatening if the request is not met?
2. Is there a negative health impact that may be permanent if the request is not met?
3. Is the request an integral component of a treatment plan for the condition in question?
4. What is the likely impact on academic performance if the request is not met?
5. What is the likely impact on social development if the request is not met?
6. What is the likely impact on the student's level of comfort if the request is not met?

The timing of the request

1. Was the request made with the initial housing request?

2. Was the request made before the deadline for housing requests for the semester in question?
3. Was the request made as soon as possible after identifying the need? (Based on the date of diagnosis, receipt of housing assignment, change in status, etc.)

Feasibility & availability

1. Is space available that meets the student's needs?
2. Can space be adapted to provide the requested configuration without creating a safety hazard (electrical load, emergency egress, etc.)?
3. Are there other effective methods or housing configurations that would achieve similar benefits as the requested configuration?
4. How does meeting this request impact housing commitments to other students?

General Documentation Guidelines

The Office of Accessible Education (OAE) requires ***current and comprehensive documentation*** to determine appropriate services and accommodations. The general guidelines listed below are developed to assist students in working with your treating and diagnosing healthcare professional(s) to prepare the required information to evaluate your request, eligibility, and need for academic accommodations. These seven elements are from the Association on Higher Education and Disability, or AHEAD. The documentation MUST include the following:

1. **Credentials of the evaluator(s).** The best quality documentation is provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is expected (e.g., an orthopedic limitation might be documented by a physician, but not a licensed psychologist).
2. **A diagnostic statement identifying the disability.** Quality documentation includes a clear diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition. While diagnostic codes from the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Classification of Functioning, Disability, and Health (ICF) of the World Health Organization help provide this information, a full clinical description will also convey the necessary information.
3. **A description of the diagnostic methodology used.** Quality documentation includes a description of the diagnostic criteria, evaluation methods, procedures, tests, and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with the norming population identified) within the report is recommended. Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended. Methods may include formal instruments, medical examinations, structured interview protocols, performance observations, and unstructured interviews. If results from informal, non-standardized, or less common methods of evaluation are reported, an explanation of their role and significance in the diagnostic process will strengthen their value in providing useful information.
4. **A description of the current functional limitations.** Information on how the disabling condition(s) currently impacts the individual provides useful information for both establishing a disability and identifying possible accommodations. A combination of the results of formal evaluation procedures, clinical narrative, and the individual's self-report is the most comprehensive approach to fully documenting impact. The best quality documentation is thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency, and pervasiveness of the condition(s). While relatively recent documentation is recommended in most circumstances, common sense and discretion in accepting older documentation of conditions that are permanent or non-varying are recommended. Likewise, changing

conditions and changes in how the condition impacts the individual brought on by growth and development may warrant more frequent updates to provide an accurate picture. It is important to remember that documentation is not time-bound; the need for recent documentation depends on the facts and circumstances of the individual's condition.

5. A description of the expected progression or stability of the disability. It is helpful when documentation provides information on expected changes in the functional impact of the disability over time and context. Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts. If the condition is not stable, information on interventions (including the individual's strategies) for exacerbations and recommended timelines for re-evaluation are most helpful.
6. A description of current and past accommodations, services, and medications. The most comprehensive documentation will include a description of both current and past medications, auxiliary aids, assistive devices, support services, and accommodations, including their effectiveness in ameliorating functional impacts of the disability. A discussion of any significant side effects from current medications or services that may impact physical, perceptual, behavioral or cognitive performance is helpful when included in the report. While accommodations provided in another setting are not binding on the current institution, they may provide insight in making current decisions.
7. A recommendation for accommodations, adaptive devices, assistive services, compensatory strategies, and collateral support services. Recommendations from professionals with a history of working with the individual provide valuable information for the review and planning process. It is most helpful when recommended accommodations and strategies are logically related to functional limitations; if connections are not obvious, a clear explanation of their relationship can be useful in decision-making. While the post-secondary institution has no obligation to provide or adopt recommendations made by outside entities, those that are congruent with the programs, services, and benefits offered by the college or program may be appropriate. When recommendations go beyond equitable and inclusive services and benefits, they may still be useful in suggesting alternative accommodations and services.

Please have your healthcare provider or diagnostician complete the proper verification form based on your documented disability. Verification forms are located on our website: www.bw.edu/accessible-education. If you have additional questions, please email disability@bw.edu. Please return page 4 with your documentation by the deadlines specified on the application below.



Office of Accessible Education
275 Eastland Road
Berea, Ohio 44017
www.bw.edu/accessible-education
Email: disability@bw.edu
Fax: (440) 826-3832

Accessible Housing Application for Returning Students

STUDENT INFORMATION (Please Print)

Name (Last, First, Middle): _____ Date: _____

Date of Birth: _____ BW ID Number: _____

Status (check one): current student transfer student prospective student

Phone: (_____) - _____ BW Email: _____ @bw.edu

Address (street, city, state, zip code): _____

Class Standing:

Freshman Sophomore Junior Senior Graduate Student

If not currently enrolled, specify the expected start date:

Fall 20_____ Spring 20_____ Summer 20_____

Please Note:

1. Requests for housing accommodations and updated documentation need to be submitted EACH academic year.
2. We cannot provide housing requests for assignments in specific locations and or buildings. The Office of Accessible Education (OAE) and Office of Residence Life staff work together to identify housing assignments that best meet individual needs.
3. To ensure the best opportunity for consideration, it is imperative that students submit the application and documentation by the deadlines indicated below for priority consideration: 2/1 (fall); 11/1 (spring); 3/15 (summer)

Please clearly describe the housing accommodation(s) you are requesting:

Please return this form and supporting documentation to:

Office of Accessible Education

Baldwin Wallace University

275 Eastland Road

Bonds Hall

Berea, Ohio 44017

Email: disability@bw.edu

Confidential Fax: 440.826.3832