

The Art Institutes International Minnesota

Disability Services

Reasonable Accommodations Guidelines

The Art Institutes International Minnesota is committed to providing reasonable accommodations to qualified students with disabilities as long as those accommodations do not impose an undue burden on the school and/or fundamentally alter the nature of the service, program or activity provided.

Reasonable accommodations include, but are not limited to (a) academic adjustments, such as modification in test-taking arrangements; (b) adjustments in nonacademic services, such as priority registration; and (c) auxiliary aides and services.

Where warranted, appropriate reasonable accommodations will be provided to qualified students with disabilities in connection with all aspects of school programs, activities, services, and facilities including recruitment, the application process, enrollment, registration, financial planning, course work, academic advising, and nonacademic programs and services.

Responsibilities of the School

Ai Minnesota will:

- A. Make available to all students information on the services available to students with disabilities, including the name and location of the Disability Services Coordinator and the process for accessing those services.
- B. Work with students on an individual basis to identify appropriate academic adjustments, auxiliary aids and services and/or other reasonable accommodations that may be warranted under the particular circumstances.
- C. Develop procedures to protect the confidentiality of information regarding the nature and extent of the documented disability.
- D. Provide reasonable accommodations that will maintain the academic integrity of its programs.
- E. Not make pre-admission inquiry as to whether the applicant has a disability, except as provided by law.
- F. Require specific documentation from the student's physician, or other qualified professional, to help identify reasonable and appropriate accommodations based on the nature of the student's disability and the functional limitations resulting from it.

Responsibilities of the Student

The Student will:

- A. Provide timely notice and documentation of the nature and extent of his/her disability, and the accommodations requested, to the Disability Services Coordinator. Some accommodations may require more advance time to arrange. The school should receive requests for accommodations 6 weeks prior to the beginning of the quarter for which the request is made, when possible. Lack of advance notice may delay the availability of an accommodation.
- B. Provide additional documentation of the nature and extent of their disability as required by the school to determine appropriate accommodations. Such documentation may include, but is not limited to, identification of tests administered, test results, description of the covered disability, description of the functional limitations resulting from the disability and recommended accommodations.
- C. Cooperate with the Student Affairs and Academic Affairs Departments to develop appropriate reasonable accommodations.
- D. Promptly notify the Disability Services Coordinator of any problems encountered in receiving the agreed-upon accommodations.

Responsibilities of Faculty/Staff Members

If notified in writing:

Faculty/staff members of The Art Institutes International Minnesota have the responsibility to cooperate with the Office of Student Affairs in providing authorized accommodations in a reasonable and timely manner.

Faculty/staff should meet with students who provide accommodation letters to establish the means of providing accommodations.

If not notified in writing:

If a student requests accommodation and the faculty/staff member has not been presented an accommodation letter by the student outlining the need for accommodation, then the faculty/staff member should refer the student to the Disability Services Coordinator [DoSA].

If the disability is visible and the accommodation appears appropriate, the faculty/staff member should provide the accommodation while awaiting official notification.

Shared Responsibility

If a student waits until the day of an exam to ask for extended time or a separate testing area, the student has failed to make the request in a timely manner.

If the student fails to ask for extended time until late in the semester, the instructor is only required to provide accommodations from that time forward and does not need to offer make up exams.

Faculty/staff members are responsible to provide an education and the student is responsible for satisfying the academic requirements.

Students with disabilities have the first responsibility to report their disability; faculty/staff are not required to anticipate student needs.

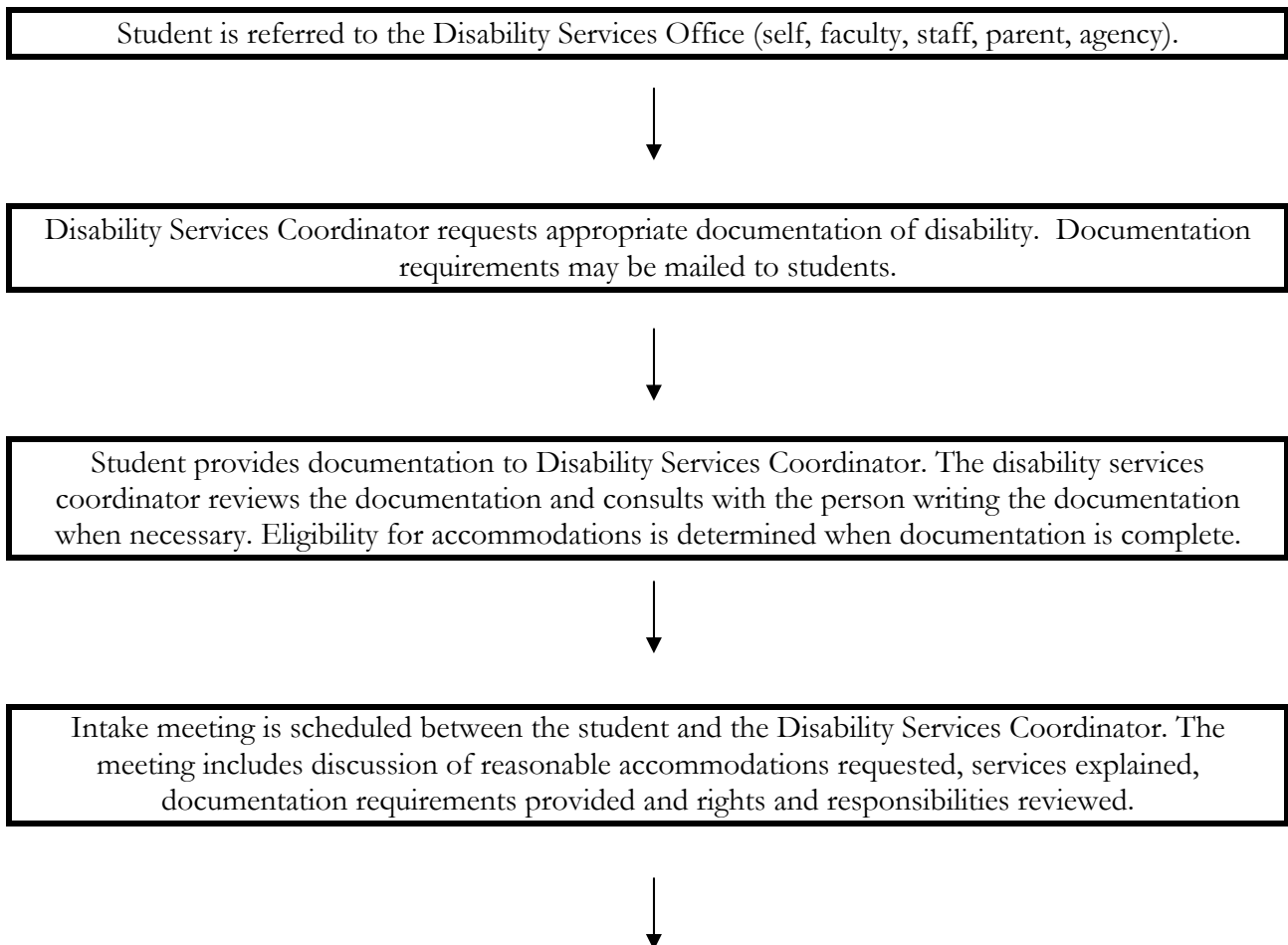
Faculty/staff members should keep students in mind when making special class arrangements such as field trips.

Faculty/staff should state in the syllabus that students should inform them of their disability needs as soon as possible to ensure that those needs are met in a timely manner.

Reasonable Accommodations Procedures

Students who believe they are eligible to receive accommodations from Ai Minnesota should follow designated procedures such as those shown below.

Referral and Documentation – New Students



Determination of reasonable accommodations and accommodation letters drafted with student. Review letter with the student. Written copy of reasonable accommodations letter given to the student. Letters are prepared quarterly based upon student's request.



Student is responsible for presenting and discussing accommodation letter to faculty when requesting needed services. Accommodations are effective once faculty has received letter. Accommodations are not retroactive.

Referral and Documentation – Continuing Students

Student is referred to the Disability Services Office (self, faculty, staff, parent, agency).



Intake meeting is scheduled between the student and the Disability Services Coordinator. The meeting includes discussion of reasonable accommodations requested, services explained, documentation requirements provided and rights and responsibilities reviewed.



Disability Services Coordinator requests appropriate documentation of disability.



Student provides documentation to Disability Services Coordinator. The disability services coordinator reviews the documentation and consults with the person writing the documentation when necessary. Eligibility for accommodations is determined when documentation is complete.



Determination of reasonable accommodations and accommodation letters drafted with student. Review letter with the student. Written copy of reasonable accommodations letter given to the student. Letters are prepared quarterly based upon student's request.



Student is responsible for presenting and discussing accommodation letter to faculty when requesting needed services. Accommodations are effective once faculty has received letter. Accommodations are not retroactive.

Documentation Requirements

Ai Minnesota recognizes that traditional methods, programs and services may not always be appropriate or sufficient to accommodate the limitations experienced by some qualified persons with disabilities. When a student’s disability prevents him/her from fulfilling a course requirement through conventional methods, consideration will be given to alternatives, keeping in mind that academic standards must be maintained.

Each student seeking accommodations is requested to make timely and appropriate disclosures and requests, preferably at least six weeks in advance of a class for which accommodation is requested. The Disability Services or Student Affairs Office coordinates accommodations for students with disabilities.

Each student eligible for accommodations and/or services has certain responsibilities to fulfill. The student must provide Ai Minnesota 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 past three years, by a qualified professional as described below:

Note – An Individualized Education Program “IEP” is not a sufficient diagnostic tool for determining accommodations for students in a post-secondary education environment.

Disability	Typical Sources of Documentation
Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD)	Psychologist
Psychological Disorder	Psychologist, Psychiatrist
Visual Impairment	Ophthalmologist
Physical Disability	Physician, Nurse Practitioner
Hearing Disability	Certified Otologist, Audiologist
Learning Disability	Psychologist, Neuro-psychologist, School Psychologist