



Disabilities Services

Information for Students Requesting Accommodation Academic Support

The Art Institute of New York City recognizes that traditional methods, programs and services are not always 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 procedures, consideration will be given to alternatives, keeping in mind that academic standards must be maintained. Each student 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. Disability Services coordinates accommodations for students with disabilities.

Each student eligible for accommodations and/or services, under section 504 of the Rehabilitation Act of 1973, as well as the American With Disabilities Act of 1990 (ADA), has certain responsibilities to fulfill. The student must provide The Art Institute of New York City with **medical or other diagnostic documentation that confirms his/her disability, limitations, and recommendations for specific accommodations**. A copy of specific guidelines is attached.

Auxiliary aids may be available to students through a variety of sources. It is the **student's responsibility** to request assistance in obtaining specialized support from other resources such as State Vocational Rehabilitation, Recordings for the Blind, State Services for the Blind, etc. For example, the Division of Vocational Rehabilitation (DVR) may fund such items as transportation to the college, tuition, textbooks, hearing aids, and other individually prescribed devices.

Student Instructions:

If you are a qualified student with a disability requesting academic adjustments, this is the process to formalize your request. Please complete and return formal documentation of your disability and recommended academic adjustments to:

**The Art Institute of New York City
Disability Services c/o Jennifer Fallon, M.Ed.
11-17 Beach St.
New York, NY 10013
Tel: 212-625-6700
Fax: 212-625-6093**

Disabilities Services

Policy Regarding Documentation of a Specific Learning Disability

Students who are seeking support services from The Art Institute of New York City on the basis of a diagnosed specific learning disability are required to submit documentation to verify eligibility. Documentation of a learning disability consists of the provision for professional testing and evaluation, including a written report, which reflects 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**.

RELATED INFORMATION: A school plan such as an Individualized Education Plan (IEP) or summary is NOT automatically sufficient to determine reasonable accommodations. If the documents include test results or other professional findings that establish a basis for services or accommodations, they may be submitted as part of a more comprehensive evaluative report.

The following guidelines are provided in the interest of assuring that the evaluation and report are appropriate for documenting eligibility. Documentation presented to the Disabilities Coordinator will remain in a private confidential file in the coordinator's office. The Disability Services Coordinator is available to consult with diagnosticians regarding any of these guidelines. The documentation must:

1. Be prepared by a professional *qualified by education and experience* to diagnose learning disabilities, which include but not be limited to, a licensed neuro-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.
2. 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-III or Revised (WAIS-R) with subtest score* is preferred. *The Woodcock-Johnson Psycho-Educational Battery Revised: Test of Cognitive Ability* is acceptable.
 - Achievement. Current levels of functioning in all areas that accommodations are required. Acceptable instruments include the *Woodcock-Johnson Psycho-Educational Battery Revised: Tests of Achievement; 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-R* or the *Woodcock-Johnson Test of Cognitive Ability* is acceptable.
3. Be current. In most cases, this means **within the past three to five years**. Since assessment constitutes the basis for determining reasonable accommodations, it is 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 pre-college level will qualify as acceptable documentation only if they reflect adult capabilities and the academic demands of higher education.
4. 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 specify a learning disability.
5. 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 the dates of testing.
6. List academic accommodations with supporting data. Relate accommodations to the specific individual who was assessed. Requests that are not supported by documentation may not be approved without additional verification and documentation.

Disabilities Services Policy Regarding Documentation of a Physical or Medical Disability

Students who are seeking support services from The Art Institute of New York City 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 the Disabilities Coordinator 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 in accordance with 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 The Art Institute of New York City Student Services/Disability Services at 212-226-5500 Ext. 6700 if you have further questions.

Disabilities Services

Policy Regarding Documentation of a Psychological/Psychiatric Disability

Students who are seeking support services from The Art Institute of New York City 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 the Disability Services Coordinator 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, Fourth Edition (DSM-IV)* or the *DSM-IV-TR (Text Revision)* 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-IV or DSM-IV-TR criteria and the approximate date of onset;
 - DSM-IV 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 in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Requests that are not supported by proper documentation will not be approved.

Please contact The Art Institute of New York City Student Services/Disability Services at 212-226-5500 Ext. 6700/6342 if you have further questions.

Disabilities Services

Policy Regarding Documentation of Attention Deficit/Hyperactivity Disorder (AD/HD)

Students who are seeking support services from The Art Institute of New York City 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 the Disability Services Coordinator and 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, Fourth Edition (DSM-IV)* or *DSM-IV-TR (Text Revision)*. 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-IV or DSM-IV-TR criteria and their approximate date of onset;
 - DSM-IV 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/or 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 in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Requests that are not supported by proper documentation will not be approved.

Please contact The Art Institute of New York City Student Services/Disability Services at 212-226-5500 Ext. 6700 if you have further questions.