



## **Information for Students Requesting Accommodations Related to a Disability**

The Art Institute of Seattle 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.

**Students with disabilities who are requesting accommodations are requested to make timely and appropriate disclosures and requests, preferably at least six weeks in advance of the class for which accommodation is requested.** The Disability Services Director coordinates accommodations for students with disabilities. Contact the Director, Karen Ehnat, at (206) 239-2308.

Each student eligible for accommodations and/or services has certain responsibilities to fulfill. **The student must provide The Art Institute of Seattle 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 last three years – by a qualified professional). A copy of specific guidelines follows.

# The Art Institute of Seattle Policy: Documentation of a Learning Disability

The following guidelines are provided to help assure the evaluation and documentation are appropriated for verifying eligibility and to identify and determine reasonable accommodations. Documentation presented to Disability Services Office will be kept in private, confidential files in this office. The cost of responsibility for providing this information shall be borne by the student. The Director for Disability Services is available to consult with diagnosticians regarding any of these guidelines. If there are any questions regarding documentation, please contact Karen Ehnat, at 206-239-2308.

The documentation must be provided by a *licensed professional* (e.g. psychologist or learning specialist). Additional information may be necessary from other health care providers, such as but not limited to therapists, neurophysiologists, physicians, etc.

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. It should also provide sufficient data to support the particular academic adjustment(s) requested. Since the documentation provided constitutes the basis for determining accommodations, it is in a student's best interest to **provide appropriate documentation of adult level functioning** to serve as the basis for decision making about student's need for accommodations in an academically competitive environment.

The document should include:

- A diagnosis that is consistent with the diagnostic criteria found in the American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV) or successive editions;
- Results of test sufficient to diagnose the learning disability. Minimally, areas to be addressed should include, but not limited to;
  - **Aptitude.** e.g. Wechsler Adult Intelligence Scale-III, IV or successive editions with sub-tests scores, is preferred. The Woodcock Johnson Psycho-Educational Battery III, IV or successive editions: Test of Cognitive Ability or the Stanford-Binet, are acceptable.
  - **Achievement.** e.g. Woodcock-Johnson Psycho-Educational Battery-Revised or successive editions or other applicable test. (The 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 or long-term memory, auditory and visual perception/processing, processing speed) should be assessed to verify presenting issues. Use of subtest from the WAIS or the Woodcock-Johnson Tests of Cognitive Ability is acceptable.
- A summary of assessments procedures and evaluation instruments used to make the diagnosis, including evaluation results and all standardized scores if applicable;
- A description of the type and severity of current symptoms and limitations; and
- A summary of how the disability impacts the student in the postsecondary educational environment.

Documentation should be on a letterhead, signed by the professional and include the licensed professional's title, license number, address, and phone number.

Suggestions regarding academic adjustments, auxiliary aides and services may be included; however, the final determination rests with the Disability Services Office.

# The Art Institute of Seattle Policy Regarding Documentation of Physical/Health Disability

Students who are seeking accommodations from The Art Institute of Seattle 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 Director will remain in a private confidential file in the Director's office. The Director 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.
3. The letter should be on professional letterhead, signed, and include the licensed professional's title, license number, address, and phone number.
4. **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.
5. **Provide sufficient data** to support the particular academic adjustment(s) requested. The documentation should demonstrate the individual has a disability as defined in 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 Seattle Disability Services Director, Karen Ehnat, at (206) 239-2308 or toll free 1-800-275-2471 ext. 2308, if you have further questions.

# The Art Institute of Seattle Policy Regarding Documentation of Psychological/Psychiatric Disability

Students who are seeking accommodations from the Art Institute of Seattle 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 Director will remain in a private confidential file in the Director's office. The Director 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.
3. 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, addresses and phone number.
4. **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.
5. **Present clear and specific evidence**, which identifies the individual's present level of functioning and how the student's education may be impacted.
6. **Provide sufficient data** to support the particular academic adjustment(s) requested. The documentation should demonstrate the individual has a disability as defined in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Requests that are not supported by proper documentation may not be approved.

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# The Art Institute of Seattle Policy Regarding Documentation of Attention Deficit/Hyperactivity Disorder (AD/HD)

Students who are seeking accommodations from the Art Institute of Seattle 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 Director will remain in a private confidential file in the Director's office. The Director 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.
3. 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 & their approx. 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, addresses and phone number.
4. **Be current.** In most cases, this means within the past three years and 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.
5. **Present clear and specific evidence**, which identifies the individual's present level of functioning and how the student's education may be impacted.
6. **Provide sufficient data** to support the particular academic adjustment(s) requested. The documentation should demonstrate the individual has a disability as defined in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Requests which are not supported by proper documentation may not be approved.

Please contact The Art Institute of Seattle Disability Services Director, Karen Ehnat, at (206) 239-2308 or toll free 1-800-275-2471 ext. 2308, if you have further questions.