

# ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

**Director of Disability Services**

Willoughby Residence Hall, First Floor  
718-636-3711

**Vice President for Student Affairs**

718-636-3639

**Pratt**

Pratt Institute  
200 Willoughby Avenue  
Brooklyn, NY 11205

479.07.10

**Pratt**

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## DISABILITY SERVICES

Pratt Institute provides services based on a student's documented disability. Typical services may include, but are not limited to, peer tutors, alternate testing arrangements (extended time or use of a computer), and note takers for class notes. Peer tutoring services and assistance through the Writing and Tutorial Skills Center, services available to all Pratt Institute students, are not intended to be a substitute for independent study and preparation. Students who may require specialized services, for example, books on tape through Recordings for the Blind and Dyslexic from outside the Institute, are encouraged to make arrangements at least one month prior to the start of each semester. The Director of Disability Services can assist students in procuring such services.

## PROCESS FOR ACCEPTED STUDENTS TO REQUEST ACCOMMODATIONS

- Students must complete and return the Disability Services Request Form that is enclosed in the Enrollment Guide for accepted students who have submitted their deposits.
- The Director of Disability Services will meet with the student before each semester, or no later than two weeks into the start of each semester.
- Accommodations are arranged semester by semester. It is the student's responsibility to contact the Director of Disability Services each semester to ensure that appropriate accommodations are arranged. Late requests may result in a delay in receiving accommodations.
- Students requesting dining or housing accommodations are required to complete a Request for Special Housing and Dining Accommodation Application. The Director of Disability Services reviews all applications and, when necessary, consults with the Director of Health and Counseling Services and/or the Director of Residential Life and Housing in determining accommodations. Please note that all special housing accommodations are based on residence availability.
- The cost of providing the required documentation shall be borne by the student. The final decision for providing appropriate and reasonable accommodations rests with the Institute.

## ACADEMIC REQUIREMENTS

All students are expected to maintain satisfactory academic progress; therefore, academic requirements may be accommodated, but they cannot be waived. These requirements are stated in the Institute's undergraduate and graduate Bulletins. Twelve credit-hours (a full-time course load for undergraduate students), or nine credit-hours (a full-time course load for graduate students) may be preferable for some students, especially during their first semester at the Institute. With the student's written permission, the Director of Disability Services will prepare a verification memo by which the student can notify the faculty of his/her need for accommodations. It is the student's responsibility to meet with faculty within the first two weeks of each semester to discuss the course format and syllabus and to reach an understanding of how the disability may affect meeting course requirements.

## GENERAL DOCUMENTATION REQUIREMENTS\*

*Official documentation of disabilities must include:*

- A diagnostic statement identifying the disability, date of the current diagnostic evaluation, and the date of the original diagnosis. Prescription pad notes are not acceptable documentation.
- A description of the diagnostic criteria and/or diagnostic test(s) used. Include the specific results of the diagnostic tests/procedures utilized, and the date administered.
- A description of the current functional impact of the disability.
- A list of treatments, medications, assistive devices/services currently prescribed or used—and their estimated effectiveness in ameliorating the impact of the disability—should be included. Documentation should note significant side effects that may affect physical, perceptual, behavioral, or cognitive performance.
- A description of the expected progression or stability of the impact of the disability over time should be noted. Documentation should include recommendations concerning the predictable needs for re-evaluation.
- A signed statement that provides the credentials of the diagnosing professional.

**\*Note:** *Recommendations from professionals with a history of working with the individual provide valuable information for the review process. They will be included in the evaluation of requests for accommodation and/or auxiliary aids. Where such recommendations are congruent with the programs, services,*

*and benefits offered by the Institute, they will be given deference. When recommendations go beyond services and benefits that can be provided by the Institute, they may be used to suggest potential referrals to area service providers.*

**No accommodation will be provided if it fundamentally alters the nature of the service, program, or activity, or if it would be unduly burdensome financially, administratively, or otherwise.**

## DOCUMENTATION GUIDELINES FOR LEARNING DISABILITIES (INCLUDING ADD/ADHD)

- Current documentation—testing completed within three years for freshmen, or within five years for transfer/returning students. The report should validate the need for services based on the individual's current level of functioning in the educational setting.
- The name, title, and professional credentials of the evaluator.
- Results of a comprehensive battery of tests (standardized for adolescent/adult populations), which assess aptitude and academic achievement.

**Note:** *Information contained in an individual education plan (IEP) or 504 plan may be useful in defining accommodations, but cannot be the sole source of documentation.*

## DOCUMENTATION GUIDELINES FOR EMOTIONAL/PSYCHOLOGICAL DISABILITIES

- A current (within one year) DSM-IV diagnosis from an appropriate licensed professional. This would include a description of the specific symptoms associated with the diagnosis and any other conditions or dual diagnosis that may accompany the primary diagnosis.
- Results of any psychological and/or neuropsychiatric testing.
- A summary of all prior diagnoses and treatments from the treating professionals.
- An educational history describing how the disability and its symptoms have affected the student's academic performance.
- A current treatment plan from a licensed mental health professional. This would include any prescribed medications, intensity and duration of counseling or psychotherapy, and indications for adjunctive therapies (for example, support groups or health regimens).