

***ACCOMMODATIONS
FOR STUDENTS
WITH DISABILITIES***

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

DISABILITY RESOURCES

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 in alternative formats—are encouraged to make arrangements at least one month prior to the start of each semester. The Learning Specialist staff can assist students in procuring such services.

PROCESS FOR ACCEPTED STUDENTS TO REQUEST ACCOMMODATIONS

- Students must complete and return the Disability Resource Center Request Form that is enclosed in the Enrollment Guide for accepted students who have submitted their deposits.
- Students must contact the Disability Resource Center (DRC) to schedule a meeting prior to the start of the semester or no later than two weeks into the start of the semester.
- Accommodations are arranged semester by semester. It is the student's responsibility to contact the Director of Disability Resources 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 Resources 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 paid 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 permission, the Director of Disability Resources will prepare a faculty notification letter the student can present to the faculty regarding 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:

The following information has been updated to adhere to the Americans with Disabilities Amendment Act of 2008. Documentation includes, but is not necessarily limited to doctor's letters and medical reports, psycho-educational and neuropsychological evaluations, Health and Counseling Services staff member intake reports, IEPs, 504 Plans, and other education/instructor generated reports.

Generally, we are seeking the following information:

1. A **diagnostic statement** identifying the student's disorder or disability.
2. A **detailed narrative** that describes the impact of the diagnosed disorder(s) on the student's functioning in the classroom and other environments.
3. A summary of the **diagnostic procedures** used to diagnose the disorder, including but not limited to, evaluations, questionnaires, and other diagnostic instruments.
4. Description of **expected prognosis or progress** of diagnosed disorder or medical condition (stability, fluctuations, etc.).
5. Information recent enough to show the student's **current functioning** (determined on a case-by-case basis depending on the individual disorder, history, and other factors determined by the DRC).
6. **Student's age** at initial diagnosis. **Current medication use**, if applicable, and impact medication may have on student's functioning.

7. **History of accommodations used**, academic adjustments, and auxiliary aids, if applicable.
8. **Recommendations/requests** for accommodations, academic adjustments, and auxiliary aids.
9. A **clear connection** between recommended and/or requested accommodation(s) and the impact of the diagnosed disorder(s) or condition.

Additional information may be required on a case-by-case basis depending on the student's diagnosis, accommodations requested by the student, the student's academic program, and other factors determined by the DRC. The need for additional, external documentation will be decided after the DRC conducts an initial interview with the student and reviews all information submitted by the student.

External medical, psychological, and psycho-educational and/or neuropsychological-educational documentation must be completed by a licensed and qualified professional. The name, title, and licensure or certification number of the evaluating professional should be included. Additionally, all reports should be written or printed on professional letterhead, dated, and signed. Medical and/or psychological testing/documentation administered by a family member will not be accepted.

**Note: Recommendations from professionals with a history of working with the student provide valuable information for the review process. They will be included in the evaluation of requests for accommodation and/or auxiliary aids. When recommendations go beyond services and accommodations that can be provided by the Institute, they may be used to suggest potential referrals to area service providers.*

DETERMINATION OF REASONABLE ACCOMMODATIONS

Accommodations are approved on a case-by-case basis depending on the impact of the student's diagnosed disorder(s) and the practicality of the request. Reasonable accommodations are determined using the following analysis:

1. The accommodation is directly related to the impact or functional limitations caused by the diagnosed disorder.
2. The accommodation is not of a personal nature.
3. The accommodation is necessary to provide equal access to the student.
4. The accommodation does not fundamentally alter essential elements of the course program or activity.
5. The accommodation does not present an undue financial or administrative burden on the Institute.
6. The accommodation does not pose a threat to the health or safety of the student or others.

Examples of accommodations that may be considered unreasonable at the post-secondary level include, but are not limited to: transportation around campus, unlimited time on testing, ability to retake a test after the test has been graded, and a decrease in the amount of assignments required in a class.

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.

Disclaimer: Please note that documentation acceptable for accommodations at Pratt Institute may not be acceptable in other environments. The process and criteria used by the Institute to determine accommodations may be different than that required by a testing or certification agency. Please research carefully the documentation requirements of testing/certification agencies to learn what information you may be required to submit before accommodations will be provided.

Director of Disability Resources

Willoughby Residence Hall, Suite 117
718.636.3711

Vice President for Student Affairs

718.636.3639

Pratt

Pratt Institute
200 Willoughby Avenue
Brooklyn, NY 11205

1075_08.05