



Disability Support Services Student Guide

OVERVIEW

Cornish College of the Arts 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 found eligible for accommodation 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 Cornish College of the Arts with medical or other diagnostic documentation that confirms his/her disability, limitations, 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). The cost and responsibility for providing this professional documentation shall be borne solely by the student.

Auxiliary aids may be available to individual students through a variety of sources. It is the student's responsibility to request assistance in obtaining specialized support services 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 services.

Cornish College of the Arts encourages students with disabilities to practice self-advocacy.

WHO IS ELIGIBLE FOR SERVICES?

Students who:

- Have a physical, mental, or sensory impairment that substantially limits one or more major life activities;
- Have a record of such an impairment; or
- Are perceived to have such an impairment.

WHAT SERVICES MAY BE PROVIDED?

Accommodations: Some services and reasonable accommodations available on an individually determined basis including the following:

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| ▪ Academic advising | ▪ Alternate education media | ▪ Personal counseling |
| ▪ Accessible facilities | ▪ Alternate testing | ▪ Priority registration |
| ▪ Access to books or other material on audiotape/cd | ▪ Interpreters | ▪ Reading services |
| ▪ Additional time | ▪ Mobility assistance | ▪ Specialized equipment |
| | ▪ Note taking assistance | |

WHAT ARE YOUR RIGHTS?

You have a right to services and reasonable accommodations which allow you to compete on an equal basis with non-disabled students as long as you meet the basic requirements to perform activities of the program or occupation.

WHAT ARE YOUR RESPONSIBILITIES?

- Self-identify that you have a disability by meeting with an advisor in Student Affairs.
- Provide appropriate documentation of the disability.
- Secure a Letter of Accommodation form for each class in which any accommodations are needed and share that signed form with the instructor.
- Order any special materials for class such as taped textbooks or large print material through Recordings for the Blind and Dyslexic or through Student Affairs.
- Arrange for in-class note takers (it would be helpful if the instructor could assist the student with making those arrangements).
- Obtain special equipment, such as tape players, through Student Affairs.
- Keep up with assignments and if having difficulty, talk with the instructor to see what strategies or alternatives might exist.
- Request special testing procedures several days in advance.
- Arrange with the instructor to have an exam taken in an alternate room or proctored by someone at Student Affairs.
- Arrange for orientation and mobility training by Department for Services for the Blind. Secure personal attendants if necessary.
- Maintain an appropriate level of student conduct within the classroom setting as expected of all students.

PROCEDURES FOR REQUESTING ACADEMIC ACCOMMODATIONS

- Schedule an intake appointment with the Program Coordinator or Dean of Student Affairs: 206.726.5098.
- At intake:
 - Provide written documentation of disability including: diagnosis, description of functional limitations, description of impact of the disability on classroom learning, and specific recommendations for academic accommodations
 - Complete an Intake Form
 - Sign a Consent for Exchange of Confidential Information form (to be used with appropriate service providers/agencies)
 - Sign a Student Contract for Services form
 - Discuss appropriate accommodations
 - Set an appointment to continue the process after registering
- After registering for classes:
 - Bring class schedule to the appointment
 - Sign Letter(s) of Accommodation (to be completed by the Dean or Program Coordinator for instructors)
 - Take three copies of each Letter of Accommodation to appropriate instructor(s) to be signed (one to remain with instructor, one to be retained by student and one to be returned by student to Student Affairs.)

DISABILITY CATEGORIES

Category

- Psychological Disability (including ADD, ADHD)
- Learning Disability
- Physical Disability
- Hearing Impairment
- Visual Impairment

Professional diagnostician to be consulted

- Psychologist, Psychiatrist
- Psychologist, Neuropsychologist, LD Specialist
- Medical Doctor, Nurse Practitioner
- Certified Otologist, Audiologist
- Ophthalmologist

CONFIDENTIALITY

Information regarding a student's disability is considered confidential and only exchanged on a need to know basis.

POLICIES

A. Policy Regarding Reasonable Accommodations for Students with Disabilities

Preamble

No student shall, on the basis of his or her disability, be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination under any college program or activity. Cornish College of the Arts is committed to providing qualified students with a disability an equal opportunity to access the benefits, rights, and privileges of college services, programs and activities, in the most integrated setting appropriate to the student's needs, in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Cornish College of the Arts is committed to providing reasonable accommodations, including core services, to qualified students with disabilities.

Scope

The purpose of this policy is to identify the rights and responsibilities of students under ADA/504 and to establish clear guidelines for seeking and receiving reasonable accommodations. To receive reasonable accommodations, students are responsible for requesting accommodations and documenting the nature and extent of their disability in a timely manner. This policy establishes the scope of and the procedures for requesting those accommodations.

Reasonable accommodations under this policy include, but are not limited to:

- Academic adjustments, such as modification of course requirements and flexibility in test-taking arrangements;
- Adjustments in nonacademic services and other rules; and
- Auxiliary aids and services.

Cornish College of the Arts will make those modifications to its academic requirements that:

- Are necessary to ensure that those requirements do not discriminate, or have the effect of discriminating, against a qualified student with a disability based on that disability; and
- Do not impose an undue hardship on the College or require alteration of essential program requirements.

Appropriate academic adjustments/reasonable accommodations will be provided to qualified students with disabilities for recruitment, the application process, enrollment, registration, financial aid, course work, academic counseling, and nonacademic programs and services.

Section 202 of the 1990 Americans with Disabilities Act states:

No qualified individual with a disability shall, by reason of such disability, be excluded from the participation in or be denied the benefits of the services, programs or activities of any public entity, or be subject to discrimination by any such entity.

Section 504 of the Rehabilitation Act states:

No otherwise qualified, handicapped individual in the United States shall solely, by reasons of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Definitions

"Reasonable accommodations" in college programs and services, are modifications of those programs, policies, practices, and procedures that enable qualified students with a disability to have an equal opportunity to benefit from and have access to college programs and services and providing auxiliary aids and services.

"Student" is a person enrolled at the College.

"Qualified student with a disability" is one who, with or without reasonable accommodations, meets the academic and technical standards required for admission to, participation in, and/or fulfilling the essential requirements of college programs or activities.

"Student with a disability" is a student who:

- Has a physical, mental or sensory impairment that substantially limits one or more of his/her major life activities;
- Has a record of such an impairment; or
- Is perceived to have such an impairment.

"Learning disability specialist" is a person with at least a master's degree in special education/learning disabilities.

"Undue hardship" is any excessively costly, extensive, substantial or disruptive modification or one that would substantially alter the nature or operation of the institution or any of its programs or services or threaten the health or safety of the college community.

"Program accessibility" means that all programs and services, when viewed in their entirety, are accessible to persons with a disability.

"Core services" are those services that are necessary to ensure students with disabilities are reasonably accommodated at the College.

"Course substitution" is the replacement of a specific course required for a degree program with another course that measures the same learning objectives/skills as the required course.

Obligations of the College

Cornish College of the Arts shall:

- Comply with Section 504 of the Rehabilitation Act of 1973 and Section 202 of the Americans with Disabilities Act of 1990, as amended.
- Notify students of the College's policy of nondiscrimination on the basis of disability and of steps the student may take if he/she believes discrimination has taken place. This notice shall be included in all formal correspondence that communicates decisions or policies adversely affecting the student's status or rights with the institution of higher education. This notice shall include the phone numbers of the United States Department of Education, U.S. Office of Civil Rights, and the Washington State Human Rights Commission.
- Make available to all students information on the services available to disabled students, including the name and location of the disabled student services coordinator, and the process for accessing those services.
- Work with the student, faculty, and staff on a case-by-case basis, to select and provide those accommodations/core services appropriate for each qualified student with a disability.
- Develop procedures to protect the confidentiality of information regarding the nature and extent of the documented disability.
- Maintain the academic integrity of its program.
- Not make pre-admission inquiry as to whether the applicant has a disability, except as provided by law.
- Work collaboratively with eligible students to determine what accommodations are reasonable and appropriate. The College may require specific documentation from the student's physician or learning disabilities specialist to identify reasonable accommodations based on the nature and extent of a student's disability.

Obligations and Rights of Students

The College is obligated to provide reasonable accommodation to a qualified student with a known disability. A student seeking accommodation under this policy is responsible for providing the disabled student services coordinator with appropriate documentation of the nature and extent of their disability. Documentation must include specific recommendations for accommodations. The College will work collaboratively with the student in determining the appropriate accommodations. To ensure that needed accommodations are provided in a timely manner, the student shall:

- Provide timely notice and documentation of the nature and extent of the disability, and the accommodations requested, to the disabled student services coordinator. Requests for accommodations should be received by the disabled student services coordinator six weeks prior to the beginning of the semester for which the request is made, when possible. Lack of advance notice may delay the availability of an accommodation, e.g. books on tape.
- Provide such additional documentation on the nature and extent of their disability as the College may require to determine appropriate accommodations. Such documentation may include, but is not limited to, identification of tests administered, test results, description of the covered disability, and recommended accommodations.
- Cooperate with the Department Chairs and disabled student services coordinator to develop an appropriate curriculum plan and reasonable accommodations.
- Promptly notify the disabled student services coordinator of any problems encountered in receiving the agreed-upon accommodations.

Disability Support Services Office

Student Affairs is responsible for the coordination of services to qualified students with disabilities requiring reasonable accommodations. Student Affairs is committed to a reasonable approach in the identification of students with disabilities, including contacting all students who voluntarily self-identify during the college admission or orientation process. Information regarding a disability will be kept confidential unless the student signs a release of information form.

The office will assist and advise each qualified student with a disability who requests accommodations under this policy in developing an instructional plan, identifying those reasonable accommodations appropriate for the student, and ensuring that the agreed upon accommodations are provided.

Reasonable Accommodations - Examples by Categories

The process of selecting reasonable accommodations for each qualified student with a disability shall be made on a case-by-case basis, appropriate to the nature and extent of the student's disability.

1. Academic modifications may include, but are not limited to:
 - Flexibility in application of incomplete contracts for classes, certification, and degree requirements;
 - Substitution of specific courses required for the completion of degrees;
 - Adaptation of the manner in which specific courses are conducted;
 - Flexibility in teaching methods and test-taking arrangements;
 - Flexibility in credits required to satisfy institutional eligibility.

2. Auxiliary aids and services may include, but are not limited to:
 - Flexible procedures in the admissions process, (early registration or priority registration);
 - Qualified sign language, oral and tactile interpreters, or other technological alternatives;
 - Access to adaptive equipment including, but not limited to TDDs, FM communicators, closed caption devices, amplified telephone receivers, closed circuit televisions, low-vision reading aids, player/recorders for 4-track tapes, photocopy machine able to use eleven-by-seventeen inch paper, Braille devices and computer enhancements;
 - Textbooks and other educational materials in alternative media, including, but not limited to large print, Braille, electronic format, and audio tape;
 - Provision of readers, notetakers, and/or proofreaders; and
 - Release of syllabi, study guides, and other appropriate instructor-produced materials in advance of general distribution and access beyond the regular classroom session to slides, films, overheads and other media, and taping of lectures.

3. Access may include, but is not limited to:
 - Ongoing review and coordination of efforts to ensure campus accessibility, including barrier-free design, signage, identification of hazards of mobility barriers, maintenance of access during construction, snow and ice clearance, and adequate disability parking for all facilities;
 - Facilitating physical access to programs and services including relocating classes, activities, and services to accessible facilities where reasonable;
 - Referral to appropriate on-campus and off-campus resources, services and agencies including tutoring; and

- Accessibility to tutoring, mentoring, peer counseling, and academic advising, if available on campus, for students with disabilities.

Procedures for Course Substitutions and Waivers

Cornish College of the Arts recognizes that certain disabilities may preclude a student from successfully completing a specific course requirement for a degree even with appropriate accommodations. Cornish College of the Arts recognizes its obligation to accommodate disabled students without compromising the integrity of the academic program. Under the ADA, the College is not required to waive essential requirements of a student's program of instruction.

Therefore, every student enrolled in a degree program at the College is required to meet the essential requirements of the degree program. Cornish College of the Arts recognizes that altered methods of course delivery and/or providing core services will enable most disabled students to successfully complete course requirements, except in unusual circumstances. Therefore, disabled students will attempt to successfully complete required courses with accommodations.

If a student is unsuccessful in completing a course, that student may request course substitution under this policy. Waivers of degree program requirements will be rarely given, and then only after students have attempted, with appropriate reasonable accommodations, to meet those requirements.

Procedure for Requesting Course Substitution

1. Course substitutions will be approved only when such substitution is consistent with the essential degree requirements.
2. Requests for substitution for a required course shall be considered only when a qualified student with a disability has demonstrated that, even with academic adjustments and auxiliary aids/services provided by the College, he or she is unable to successfully complete the course solely because of his/her disability.
3. All requests for course substitution shall be submitted to the disabled student services coordinator in a timely manner and shall include the following information:
 - A description of the accommodations previously provided to the student for the course;
 - An explanation of the relationship of the student's disability to the lack of success in completing the course;
 - The proposed substitute course, if known;
 - A statement by the student that he/she has made a good faith effort to complete the required course with appropriate accommodations;
 - A statement from a medical, psychological or learning disabilities specialist who works in the field of the disability which makes this request for substitution necessary; and
 - A release signed by the student, authorizing the Department Chair and Provost to review the documentation on the student's disability and to contact the evaluating doctor, psychologist, or learning disabilities specialist.
4. The disabled student services coordinator shall forward the request, with documentation through the appropriate approval process as designated below.

Waiver/Substitution Committee

- All requests for course substitutions/waivers shall be submitted through Cornish College of the Arts' formal waiver process. This process consists of obtaining approval from the appropriate Department Chair and the Provost.
- Requests for a course substitution shall be approved if the proposed substitution meets the learning objective of the degree requirement.
- The Provost shall respond in writing to all requests for course substitutions within two weeks of receiving the request. The response shall include a brief summary of the basis for the decision.

Waiver of degree requirements

Requests for waiver of a program requirement will only be considered when the course substitution is not successful. The waiver request shall be considered in the same manner as provided above.

Reasonable accommodation - Disputes

- If a student believes that the disabled student services coordinator has not identified or provided reasonable academic adjustments or auxiliary aids, that student may seek review of the coordinator's actions by the Dean of Student Affairs.
- The student will submit the appeal to the Dean of Student Affairs. The Dean of Student Affairs will review the student's position, and respond within five days.
- If resolution is not reached the Dean of Student Affairs will refer the appeal to Provost.
- The decision of the Provost is the final decision of the institution.

Inquiries and Appeals

Inquiries and appeals beyond the institutional level may be directed to:

- Regional Director, Office of Civil Rights, HEW • 1321 Second Avenue • Seattle, WA • 98101
TEL: 1.800.514.0301
- The Equal Opportunity Commission • 705 Second Avenue • Seattle, WA • 98101
TEL: 206.220.6883
- Human Rights Commission, Seattle District Office • 1511 Third Avenue #921 • Seattle, WA / 98101-1626
TEL: 206.464.6500
- U.S. Department of Education • 400 Maryland Avenue SW • Washington, DC • 20202-0498
TEL: 1.800.USA.LEARN
- U.S. Department of Justice, A.D.A.- Technical Assistance and Complaint Line:
TEL: 1.800.514.0301
WEBSITE: www.usdoj.gov/crt/ada/adahom1.htm

B. Policy Regarding Psychological Disabilities

(Including Attention Deficit Disorder And Attention Deficit Hyperactivity Disorder)

Psychological Disability Defined

For the purposes of this process, Cornish College of the Arts defines a psychological disability as a psychological disorder resulting in impairment of cognitive, educational, and/or social functioning as diagnosed by a licensed psychiatrist or licensed psychologist using the American Psychiatric Association Diagnostic and Statistical Manual, Fourth Edition (DSM IV), or successive editions.

Diagnosis of Psychological Disabilities

The diagnostic report is to be used for two purposes:

- To document the existence, nature, and extent of the psychological disability
- To identify reasonable accommodations.

The test used in the diagnostic reports must be administered by a licensed psychiatrist or licensed psychologist. Diagnostic reports should be the most recent available and in most cases NOT be more than three years old. All diagnostic reports must be current and comprehensive and include a diagnosis that meets or exceeds the standards set forth in the DSM IV, or successive editions.

Each diagnosis must include the names and results of tests, including raw test data, specify the nature and effects of the psychological impairment upon college level academic and related endeavors, and suggest appropriate educational compensation strategies and accommodations. The evaluator must address the student's ability to function effectively in a college environment (e.g., ability to focus on assignments, organize one's time, attend class, work in groups and alone, do independent research, and take projects to completion).

If the diagnostic report does not include recommendation for accommodations, Student Affairs may request permission from the student to contact the licensed psychiatrist or licensed psychologist for recommended accommodations. At its cost the College may obtain an opinion, or re-evaluation, or both from a licensed psychiatrist or licensed psychologist of the College's choice.

On a case-by-case basis, the Dean or Program Coordinator of Student Affairs will work with the otherwise qualified student with a disability to identify reasonable accommodations. The College shall make reasonable accommodations unless they fundamentally alter the nature of the College's curriculum, pose an undue financial or administrative burden on the College, or otherwise constitute an undue hardship. A student's requested accommodations will be considered, but the College will make the final determination on whether the requested accommodations are reasonable under Washington State Law Against Discrimination, the Americans with Disabilities Act of 1973, and RCW 28B.10.910-914 (the Washington State Core Services Law of 1994).

C. Policy Regarding Documentation of a Specific Learning Disability

Students who are seeking support services from Cornish College of the Arts on the basis of a diagnosed specific learning disability(ies) are required to submit documentation to verify eligibility. Documentation of a learning disability consists of providing professional psychological or educational testing results and evaluation, including a written report which reflects the individual's present level of cognitive processing and his/her achievement level. The cost and responsibility for providing this professional documentation shall be borne solely by the student.

The following guidelines are provided in the best interest of assuring that the evaluation and report are current and appropriate for documenting eligibility. Documentation presented to the Dean or Program Coordinator of Student Affairs will remain in a private confidential file in the Dean's office. The Dean or Program Coordinator is available to consult with diagnosticians regarding any of these guidelines.

Documentation must:

1. Be prepared by a *professional qualified by education and experience* to diagnose learning disabilities, which would include but is not limited to: a licensed neurophysiologist or psychologist; clinical or educational psychologist; learning disability specialist or other appropriate professional certified to administer standardized psychological tests/statements identified below. Experience in evaluation of adults with learning disabilities is an essential requirement in this process.
2. Be *comprehensive*. All tests administered must be age appropriate, nationally normed, and individually administered.

A. *Aptitude*. The Wechsler Adult Intelligence Scale – Third Edition (WAIS-III) with subtest scores is preferred. The Woodcock-Johnson Psycho-Educational Battery Revised: Test of Cognitive Ability is acceptable. Woodcock Reading Mastery Tests Revised 3rd Ed.

B. *Achievement*. Current levels of functioning in all areas in which student accommodations are requested are required. Acceptable instruments include the Woodcock-Johnson Psycho-Educational Battery Revised: Test of Achievement; Stanford Test of Academic Skills (TASK); or specific achievement tests such as the Test of Written Language 3 (TOWL-3), Woodcock Reading Mastery Tests Revised 3rd Ed. or the Stanford Diagnostic Mathematics Test. (The Wide Range Achievement Test Revised is NOT a comprehensive measure of achievement and therefore is not suitable.)

C. *Cognitive/information processing abilities*. 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 the Wechsler Memory Scale – Third Edition (WMS-III) and/or subtest from the WAIS III, the Woodcock-Johnson Tests of Cognitive Ability, or neuropsychological test instruments assessing cognitive domains above are acceptable.

[NOTE: The above tests are NOT intended to be an exhaustive list or restrict assessment in other pertinent and helpful areas such as vocational interest, aptitudes and learning strengths. Rather they are a guideline to direct the areas needing assessment.]

3. Be *current*. In most cases, this means within the past THREE years (36 months). 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 needs for accommodations in an academically competitive environment. Retesting may not be required if a qualified medical professional determines it is NOT medically necessary.

4. Present *clear and specific evidence*, which identifies and states specific learning disabilities. Individual “learning styles” and “learning differences” in and of themselves do NOT specify a documented learning disability. Additionally, please note that high school IEPs do not constitute qualifying documentation.
5. *Include in the report*: the exact instruments used, any exceptions to standardized procedures, test score data in percentiles or standard scores, a written interpretation of the results by the professional doing the evaluation, the name of the evaluator/professional and dates of testing.
6. Provide a list of recommended *academic accommodations*, with supporting data from the assessment, which is specific to the individual assessed. Requests which are not supported by documentation may not be approved without additional verification and documentation (to be determined by the Dean or Program Coordinator of Student Affairs).

(updated 7/22/08)