

Disability Resources Registration and Documentation Guidelines

Students who wish to register with the Disability Resources (DR) at the School of Visual Arts (SVA) must first complete an online registration form and contact DR to schedule an intake appointment. This appointment will allow DR to assess the student's reported disability and their request for accommodation. Students should be prepared to discuss how their disability has affected their academic performance in the past as well as the accommodations they have previously received. Additionally, students will need to identify the accommodations they are requesting from SVA. In certain cases, students will need to provide additional disability documentation from a qualified professional. If possible, students should bring these documents to their intake appointment. These documents should contain the following information:

1. **A diagnosis of the disability or disabilities**
 - a) Including elaboration on the treatment, medications, assistive devices, and services prescribed or suggested
2. **A list of the functional limitations that the student will experience in an academic environment as a result of the documented disability**
 - a) Including a description of the impact of the disability over time (i.e. Is the impact permanent or temporary?)
3. **Suggested reasonable accommodations related to the disability**

In addition to the information mentioned above, documentation should include the credentials of the diagnosing professional(s) and a date of when the evaluation was conducted.

Since disabilities vary, below are more specific criteria regarding the information that should be contained in supporting documentation of disability and need for accommodation. Provision of the supporting documents will assist the DR staff in making decisions regarding the requested accommodations.

In Review, to register with DR:

1. Students must first contact DR by completing an online registration form located at sva.edu/disabilityresources
2. Students need to attend an intake appointment with DR staff
3. Students need to be prepared to talk about their disability/diagnoses, past experiences in academics, past accommodations, and the accommodations they are requesting from SVA.
4. Students may need to provide additional documentation of disability, functional limitations, and accommodations. This documentation must be signed by a qualified profession. It is helpful if a student has this documentation and can bring it to the initial intake appointment or upload it with the accommodation request.

Confidentiality/Privacy

At times, DR staff members will need to contact the student’s doctor or the qualified professional who signed the provided documentation. In these cases, DR will request the student sign an “Authorization for Release of Information”, which can be found on the DR Website or in the DR Office.

Confidentiality is highly important to DR and SVA. Under disability law, students have the right to choose whether or not to self-disclose their disability. DR will not release a student’s disability status, documentation, or communications to individuals outside of SVA without explicit permission from the student. However, it is important to know that under disability law, colleges have the right to disclose a student’s disability information to other faculty and staff members or service providers on a need-to-know basis. Additionally, DR will disclose information regarding a student’s disability in emergency situations which directly involve the student’s health and safety or the safety of another student. DR staff will discuss with the student any questions they may have regarding confidentiality.

Information on Supporting and Accompanying Documentation:

Learning Disabilities and/or Dyslexia

An evaluation should follow these guidelines:

1. Be conducted by a professional who has comprehensive training in learning disabilities
2. Contain a clearly stated diagnosis
3. Be dated in a time frame that would represent the student’s current level of functioning
4. Include a description of the functional impact of the disability, which specifies how learning is affected and the need for academic accommodations
5. Has test scores and assessments to show the nature and severity of the disability
6. Uses reliable and valid methods to assess the students level of functioning

Attention Deficit/Hyperactivity Disorder(ADHD) and Related Disorders

An evaluation should follow these guidelines:

1. Have a clear and specific diagnoses of ADHD and/or related conditions
2. Review and discuss the diagnosis, tests, questionnaires, interviews, and/or observations used to identify the disorder
3. Document how the disorder limits academic functioning along with a list of recommended academic accommodations directly related to the disability
4. Contain information on onset, longevity, and severity of symptoms
5. Be dated in a time frame that would represent the student’s current level of functioning
6. Be conducted by a clinical psychologist, neuropsychologist, or psychiatrist

Psychological and Psychiatric Conditions

Students submitting letters psychiatric evaluation from their care provider should follow these guidelines for mental health related diagnosis:

1. Be conducted by a professional with appropriate training in diagnosing psychological and/or psychiatric disorders. (Ex. LMHC, LCSW, LCAT, LMFT, LPC, Psychiatrist, or Psychiatric Nurse Practitioner, etc.)
2. Be dated in a time frame that would represent the student's current symptoms and limitations related to the disability. (For most mental health diagnoses, documentation must be signed and dated within the past 1-2 months).
3. Contain a DSM--IV diagnosis, including relevant historical information regarding initial onset, severity, prognosis, medication(s), and treatment.
4. Provide a list of functional limitations (describe how the diagnosis is impairing the student and make recommendations for accommodations based on the student's current level of functioning with estimations of how long accommodations would be required for support.

Limited Vision/Blind

An evaluation should follow these guidelines:

1. Include an ophthalmologic evaluation made by a qualified professional
2. Detail visual acuity representations for each eye and specific diagnosis, including a statement of legal blindness if appropriate
3. Provide a summary of the student's functional limitations as well as a list of recommended accommodations, including the need for adaptive equipment/assistive technology
4. Contain a statement regarding the student's preferred method of obtaining academic material, such as books and alternate format texts
5. Reflect the current visual limitations of the student

Hard of Hearing/Deaf

An evaluation should follow these guidelines:

1. Include a diagnosis based on an Audiological evaluation conducted by a licensed audiologist
2. Contain a summary of the student's functional limitations and recommended accommodations, such as adaptive equipment/assistive technology and interpreting services
3. Provide a statement regarding the student's preferred means of communications, such as American Sign Language, Sign English, CART

Orthopedic/Mobility

An evaluation should follow these guidelines:

1. Contain a diagnosis from a qualified professional with appropriate training in diagnosing physical conditions
2. Describe the student's current level of functioning
3. Include severity of the disability, treatment, and prognosis
4. Provide a description of the functional limitations of the student in relation to the disability and recommendations for accommodations

Chronic Medical Condition

An evaluation should follow these guidelines:

1. Be conducted by a qualified health professional
2. Be dated in a time period that would reflect the student's current limitations and need for accommodations
3. Include a clear diagnosis, including severity, prognosis, and treatment
4. Identify medication, if any, and include information describing the possible impact of medication on academic performance
5. Provide a list of functional limitations in the academic environment and recommendations for accommodations

Temporary Disabilities

An evaluation should follow these guidelines:

1. Specify the medical condition or injury that is deemed temporary, yet disabling
2. Describe the functional limitations caused by the disabling condition
3. Include expected date that the condition will no longer impact the person, or date of next medical evaluation
4. Be conducted by a qualified health professional

Disabilities Not Otherwise Specified

Students should first consult with DR to discuss the type of documentation that may be necessary to receive accommodations.

Disability Resources (DR) Contact Information:**Office Location:**

School of Visual Arts 340 East 24th Street

Hours: Monday- Friday 9am- 5pm

Summer Hours: Monday- Thursday 9am- 5pm, Friday 9am- 4pm

Mailing Address: School of Visual Arts

Attn: Disability Resources

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E-mail: disabilityresources@sva.edu FAX: (212) 592-2899

Website: sva.edu/disabilityresources

DR Staff:

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