

AMDA

College of the Performing Arts

NEW YORK CITY • LOS ANGELES

DISABILITY ACCOMMODATIONS POLICY

AMDA ACCESSIBILITY SERVICES

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Accommodations Request Process

If you are a student with a disability and feel as though accommodations are needed for you to enjoy equal access to AMDA's programs or services, Accessibility Services is here to support you.

To make an accommodation request, please follow the steps below:

Step 1: Submit Request

Please use [this form](#) to request accommodations. The form will ask you to describe in your own words your disability and any barriers you are experiencing or anticipate experiencing at AMDA. It also asks you what reasonable accommodations you feel will best remove those barriers. Please be as detailed as possible, as this helps us approve the accommodation(s) that best provide equal access. If you don't know for sure what accommodations you need, that is fine. Suggest any ideas you have, and specific accommodations will be discussed with you in your access meeting.

You will be required to upload supporting documentation within your request form. We recommend that you have your treating professional fill out our [Disability Information Form](#) and then submit that. If you already have other documentation, or your provider prefers to use their own form, that is fine, but please ensure that the documentation you submit is from a healthcare professional who is licensed to diagnose and treat your condition, is treating you for your condition, AND includes ALL of the same information as is asked for in the form. More detailed information about documentation requirements is included below.



Scan this QR code to go straight to AMDA's Accommodations Request Form!

Step 2: Access Meeting

After you have completed the request form and submitted your supporting documentation, Accessibility Services will reach out to schedule an Access Meeting. During this meeting, we will engage in what is called the interactive process, where we will discuss your individual situation and needs so we are able to determine what accommodations are appropriate. Your accommodations will be officially determined shortly after this meeting. Note that while Accessibility Services may confer or inquire with other staff in general terms in order to thoroughly explore all accommodation options, the office will NOT share your diagnosis or information from your documentation with anyone unless you expressly give us permission to do so.

Definitions and Considerations

A **disability** is defined by the ADA as a physical or mental impairment that substantially limits one or more major life activities; this includes having a record of such impairment.

An **accommodation** is an adjustment or modification made to a school policy, or supports and/or services provided to an otherwise qualified disabled student, that enable the student to fully participate in all AMDA programming, including the admissions process, academic courses, housing, extracurriculars, and any other aspect of programming.

Any accommodation provided must meet the definition of a **reasonable accommodation**. This means that the accommodation must provide the student with the ability to fully participate in AMDA programming, and be necessary in order to remove barriers to access. The accommodation must not alter essential elements of the programming, require AMDA to provide personal aids or services, or impose an undue financial burden upon the school.

Deadlines

Any student may request a disability accommodation at any time. While Accessibility Services makes every effort to provide approved accommodations as soon as possible, some accommodations require coordination (and therefore time) before provision. It is in your best interest to start the accommodation request process as early as possible before the beginning of your first semester at AMDA, or, in the case of a newly diagnosed disability, as soon as you realize you need accommodations.

For residential accommodation requests, all requests must be submitted with full documentation **at least 60 days prior** to a given semester's move in date in order for any approved accommodations to be provided by the start of that semester. Requests received after that deadline will still be assessed promptly, but may not be able to be provided until the start of the following semester. (For example, if you are requesting accommodations for the fall term with a move-in date of October 20, you must have submitted all required documentation by August 21. If you submit later than that, your request will be assessed for the following term, which is Spring term.) Of course, if there is space available to provide an approved accommodation earlier than the following term, we will do so, but we are not able to guarantee this.

For classroom accommodation requests, **provision times may vary**. Accommodations will be provided as soon as is reasonable. Keep in mind that accommodations that require us to contract a service, alter the physical environment, or coordinate schedule or course changes will naturally take longer to provide. Accessibility Services will always make every effort to have approved accommodations provided as soon as possible.

Documentation Requirements

Accessibility Services strongly recommends that your healthcare provider use our Disability Information form when documenting your disability, as it guides them to provide the specific information we need in order to effectively assess what accommodations are most appropriate for you. However, the provider may write their own note or use their own documentation, as long as it meets the requirements below:

Documentation must:

- Be completed by a licensed health professional (physician, psychologist, neurologist, orthopedist, etc) that is licensed to treat your requesting condition, and who has an established professional relationship with you
- Contain the credentials and the signature of the treating professional
- Include:
 - » Diagnosis
 - » Expected duration
 - » Prognosis
 - » Functional impairments resulting from the disability that may apply in an academic setting, and explanation of such impairments
 - » Recommendations for accommodations that would provide you with equal access, and rationale for these recommendations

An IEP or 504 plan may be accepted as documentation if it addresses all of the above requirements. However, these

plans do not automatically qualify a student for accommodations at the postsecondary level. If you had an IEP or 504 plan in high school, it does not automatically transfer to AMDA, as criteria for reasonable accommodations are different in the postsecondary setting.

All documentation submitted will be kept confidential in accordance with legal requirements.

If you feel you need accommodations, but have never been formally diagnosed and/or are having difficulty procuring documentation, please schedule a meeting with Accessibility Services so we can discuss your individual circumstances and help you create a plan.

Single Room Requests

Due to the extremely high number of requests that are submitted for single rooms, if you are considering requesting a single room as a disability accommodation, please read the below information:

AMDA is committed to providing housing for as many students as possible, and to ensuring full access for every student who resides in the residence halls. Being eligible for a single room as a disability accommodation means that **a single room is required in order to provide you with equal access to the residence halls**. If you are considering requesting a single room as a disability accommodation, please take a moment to consider your request carefully and ask yourself whether this definition applies to you.

Accessibility Services is happy to assess a request from any student who chooses to make one, and understands that there are many conditions that qualify a student for a single room accommodation. However, every term, Accessibility Services receives a large number of requests from disabled and nondisabled students who would prefer a single room, would feel more comfortable in a single room, would have their symptoms lessened or treated by a single room, or feel that they would perform better academically if they lived in a single room. While it is valid and understandable to feel this way, these reasons are not the same as requiring a single room for equal access, and these types of requests are not approved.

Because we know that sharing a room can be difficult, AMDA has several support systems available to students who struggle with sharing living space, including Housing staff support with roommate communication and boundaries, Quiet Rooms to provide solo space to decompress, study areas to provide alternative spaces to work, and a team of mental health counselors available to all students for short-term services. Our support team is happy to help talk you through any concerns you have with sharing a room, direct you to appropriate resources to assist with your concerns, and/or craft a plan of action to address your concerns.

If you do choose to submit a disability accommodation request for a single room, please note that submitting documentation does not guarantee provision of a single room - it simply gives Accessibility Services the information we need in order to fully assess your request. As with any accommodation request, we will engage in an interactive process with you to discuss your individual situation and needs and determine what accommodations are appropriate.