IAIA
INSTITUTE of AMERICAN INDIAN ARTS

Policies and Procedures Manual

Disability Support Services and ADA Office

June 2020

Contents

Introduction

The Disability Support Services (DSS) program and ADA Office offer services to self-identified students with disabilities at the Institute of American Indian Arts. Students with a documented disabling condition(s) that affect a major life activity are eligible for these services. This includes, but is not limited to, such conditions as blind/low vision, deaf/hard of hearing, learning, cognitive, psychiatric, orthopedic, ADD/ADHD disabilities, and chronic conditions. DSS's primary duty is to help all students with disabilities gain equal opportunities throughout the campus community. Faculty and academic support staff may refer students when they have disclosed pertinent information regarding a specific disability. Publicity throughout the academic year promotes visibility of the services we provide for students with disabilities.

Mission Statement

The ADA Office recognizes individuals with disabilities as an integral part of a diverse community and is committed to the provision of comprehensive resources to the College community (faculty, staff, and students) in order to create equitable, inclusive, and practical learning and living environments.

Eligibility for Services

According to the criteria stated in Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) and ADA Amendments Act (ADAAA), we require that students give proof of a disabling condition. Documentation can be provided in a variety of formats, described in detail below. Students requesting services must provide documentation of the disabling condition prior to initiation of services. The DSS Committee will meet to determine eligibility and reasonable, appropriate accommodations. Once eligibility is determined the DSS office sends an accommodations memo to appropriate faculty and/or staff via email.

Confidentiality

Services provided by the DSS are confidential. We do not release information to any persons or agencies without the written consent of the student, who must indicate on their accommodations request form or in another format who they give us permission to communicate with. Information may be released pursuant to a subpoena or under circumstances that might pose a danger to the student or others, in situations of suspected child abuse, or under circumstances where College officials have an educational need to know.

Structure

The ADA Office is the umbrella department for the DSS Program and DSS Committee.

Professional Guidelines and Ethical Standards

Professional Guidelines

Section 504 of the Rehabilitation Act of 1973 (appendix i)
The Americans with Disabilities Act (ADA) Amendments Act (ADAAA) (appendix ii)
Association on Higher Education and Disability (AHEAD) (appendix v)

Department Policies

Student Request for Services

Students requesting services must complete an accommodations request form (appendix iv) and have accommodations approved by the committee before accommodations can be provided.

Students requesting support services from the DSS are required to submit documentation of a disability to verify eligibility under the Americans with Disabilities Act (ADA) Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act of 1973. ADA defines a disability as a substantial limitation of a major life function. The documentation must indicate a disability. It is important to recognize that academic adjustment needs can change over time and are not always identified through the initial diagnostic process. Conversely, a prior history of accommodation, without demonstration of current need, does not in and of itself warrant the provision of a like accommodation, though prior accommodation will be considered in the decision-making process. Submission of documentation is not the same as the request for services. Request for reasonable accommodations must be initiated by the student once they are admitted to IAIA. The student must schedule an eligibility appointment with DSS so that support services and reasonable accommodations may be discussed. Documentation will be reviewed by the DSS committee after the appointment. Reasonable accommodations cannot be implemented until the student's documentation is complete. The DSS committee is responsible for the determination of reasonable accommodations. Students are not required to request accommodations each semester, but rather are considered eligible for accommodations permanently, barring a change in status which may change or negate an accommodation.

Documentation Requirements

DSS accepts a variety of forms of documentation to substantiate a student's disability and request for accommodations. This policy follows the recommended guidelines from The Association on Higher Education and Disability (AHEAD) and directly uses some of AHEAD's text:

1. Primary Documentation: Student's self-report, which is obtained through the Accommodations Request form and student accommodation request interview with the Retention Director. The student is the most important source of information regarding how he or she may face barriers or be "limited by impairment." A student's narrative of

his or her experience of the following information is an important tool for the DSS committee, and this information alone may be sufficient in some cases for establishing a disability and a need for accommodations:

- Disability
- Barriers
- Effective Accommodations
- Ineffective Accommodations

2. Secondary Documentation: Observation and interaction, from the time a student first contacts the DSS program and continuing through each semester while the student is at IAIA. The observations and conclusions formed by the DSS committee during interviews and conversations with a student, or in evaluating the effectiveness of previously implemented accommodations, are important forms of documentation. The DSS committee will use the following to validate the student's narrative and self-report:

- Language
- Behavior
- Performance

3. Tertiary Documentation: Information from third parties, including medical professionals and other trained specialists. External sources of information for the initial interview may help the DSS committee in understanding the impact of the disability on the student in a learning or living environment.

Documentation from external sources may include educational or medical records, reports and assessment created by health care providers, school psychologists, teachers, or the educational system. This information is inclusive of documents that reflect education and accommodation history, such as an Individual Education Program (IEP), Summary of Performance (SOP), and teacher observations.

The DSS committee requests external documentation on a case-by-case basis; typically seeking information concerning a student's condition is to support the committee in:

- Establishing the student's disability
- Understanding how the disability may impact a student in a learning or living environment
- Making informed decisions concerning accommodations

ADA Office/DSS Records

Paper Records
The DSS student records are the sole property of DSS at the Institute of American Indian Arts and are secure and separate from all other institutional files. Every effort

shall be made to ensure privacy and confidentiality of student records in accordance with the 1974 Family Rights and Privacy Act (Buckley Amendment). As defined by the Buckley Amendment, the following are classified as confidential records:

- "Records on students who are 18 years of age or older or who are attending an institution of post-secondary education, which are created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional capacity, or assisting in the capacity, and which are created, maintained or used only in connection with provision of treatment to students and are not available to anyone other than persons providing such treatment. . ."

- DSS student records are maintained for a period of ten years from the last date of attendance.

- See below for more information on paper records

Electronic Records

The DSS keeps electronic record of students with disabilities for the purpose of compiling statistical information, implementing accommodations, and maintaining demographic information. See below for more information on electronic records.

Releasing Information

We require written consent from the individual when obtaining and releasing information about the student (see Confidentiality, page 4). The student must indicate on their accommodations request form or in another written format who they approve for communications prior to any disclosure of information. The information we release is strictly limited to material that is necessary and/or will help obtain an equal opportunity for educational services. Personal information gained through direct contact with students is the sole property of and retained by the DSS.

Accommodation Memos

Notification of the student's disability is relayed to specific College faculty/ administrators/ staff with an accommodation memo. Students do not have to disclose any additional information regarding their disability but may be asked to discuss and clarify accommodations in conjunction with the memo. The accommodations are determined by the type of disability, previous accommodations, DSS Coordinators' recommendations, student feedback, and the recommendations of the DSS Committee. The DSS Coordinators will provide additional clarification upon request to faculty/ administrators/ staff regarding accommodations when necessary.

Special Letters

Students may request that the DSS Coordinators speak to faculty and administrators regarding request for letters of support to other institutional committees or personnel if their disability has impacted the grade received or a behavioral incident. Students receiving financial aid may request verification of the presence of a disability to the Financial Aid Office to satisfy their financial aid eligibility, including verification for

eligibility for the New Mexico Lottery Scholarship.

Additional Services

Access to Class Lectures

Students approved for access to class lectures or notes may have one or more ways of accessing lectures and notes. Access to class notes is critical to learning. There are four options to access class lectures or notes: 1) audio recording lectures, 2) use of a smart pen and compatible notepaper, 3) instructor slides and outlines in advance of class or available through Canvas, and 4) supplemental notes by a peer volunteer (appendix viii). When using option 4, a note taking agreement form is reviewed and signed during the initiation of services. Students are responsible for notifying the DSS Coordinators of access to class lecture needs. This should be done in advance of the start of each semester or as soon as the need arises. Effort is made to finalize access to lecture options within 7 working days of the request.

Adaptive Equipment/Supplies Provisions

Type of Assistive Software or Adaptive Equipment	Function	Assists What Type of Disability
Scanning/Comprehension Software	Converts printed material to electronic file formats (e.g. Word, RTF)	Blind, learning, and cognitive disabilities
Voice Activated Software	Transcribes spoken word into printed text; allows the user to control computer functions via voice	Learning, cognitive, and orthopedic disabilities
Screen Reading Software	Reads aloud all visual information such as text, menu options, and system messages using synthesized speech	Blind, learning, and cognitive disabilities
Computer Screen Magnification Software	Enlarges text up to 36X, allows font adjustments, and reads text aloud using synthesized speech	Low vision
Text Conversion Software	Converts printed material to Braille, electronic document, or text-to-speech	Print disabilities (i.e. cognitive, learning, blind, and low vision)
FM Assistive Listening System	Amplifies lecturer's voice or audio portion of video tape	Hard of hearing
Digital Recorders and Smart Pens	Records lectures	Blind, low vision, learning, and cognitive disabilities
Computer(s)	Maintain approximately 5 computers for student use through IAIA Cheq-room	All

*The DSS maintains assistive software and adaptive equipment in some computer labs.

Tutoring Services

Students who may benefit from tutoring services will be referred to the Learning Lab, located in the Student Success Center. The Learning Lab provides tutoring for all undergraduate courses at the Institute of American Indian Arts. For more information on services and hours of operation, email: adaoffice@iaia.edu

Electronic Text

Students are responsible for notifying the DSS Coordinators regarding their ET needs. This should be done in advance of the start of each semester or as soon as the need arises. In compliance with Federal Copyright Laws, students are required to provide a class syllabus for each book being converted; alternatively, the DSS Coordinators may receive the book list from the academic department directly. Every effort will be made to provide an ET within 15 working days of the request. Copyrighted electronic texts will only be available to the student during the semester for which they are registered with the corresponding class (appendix ix).

Signed Language Interpreters

Signed language interpreters are contracted by the ADA Office for the purpose of signing for Deaf students, faculty, staff, and visitors when it is determined to be a reasonable accommodation. Interpreters are employed for academic and any IAIA co-curricular activities when requested by the student. In keeping with the Registry of Interpreters for the Deaf (RID) Code of Professional Conduct, the ADA Office adheres to the tenet of maintaining confidentiality. Any information obtained by DSS staff in regard to IAIA students, faculty, staff or visitors will be held in strict confidence and will not be disclosed without their permission.

It is our priority to find interpreters who use the mode of communication that the individual prefers. When hiring interpreters, IAIA will seek to hire the most qualified and skilled interpreters available. The ADA Office will always ensure that at least one interpreter in a team of two is certified and will never have more than one pre-certified interpreter per class.

Real Time Captioning

A real time captionist is a stenographer similar to those used in court settings. All verbal communication which transpires during the class session is transmitted onto the screen of the student's laptop computer via a remote real time captionist. When the class is over, the student is given a copy of their class transcript. If real time captioning is approved as a reasonable accommodation, the DSS will contract with a captioning company and services will be provided remotely using appropriate technology.

No-Show/Absence Policy

Students using Signed Language Interpreters or Real Time Captioning will receive a no-show when they are absent without notifying DSS Coordinators to cancel their interpreting or captioning services before the start of class. If the student will be late for class, notification must be given to the DSS Coordinators so instructions can be given to

the interpreter to wait. The interpreters have been instructed to wait 20 minutes per hour or portion of an hour of class time. If the student does not arrive within that timeframe, the interpreter will notify DSS Coordinators of the absence.

Academic Testing Provisions

The ADA Office will proctor tests when it is a reasonable accommodation.

The policy is to provide a quiet and secure space for proctoring academic tests when such conditions are not provided by the academic department.

It is the responsibility of the ADA Office to secure the tests before the scheduled hour and return them to their respective departments that same day, provided the tests are completed before 5:00 p.m., or as early as can be arranged with the instructor.

The ADA Office is responsible for providing alternative formats for quizzes and exams. The alternative formats may include enlarged print, oral presentation, etc.

Student employees are not permitted to assist in any manner with tests.

Security of all tests is the responsibility of the ADA Office.

Students must sign the Student Testing Agreement prior to taking a test (appendix x).

Use of Visual Cue Card

A student's documentation may warrant the use of visual cues (e.g. basic formulas, vocabulary list), which are specifically NOT answers. The instructor retains the right to review the note card used by the student and to direct how the note card should be used. Cases of academic dishonesty will be treated as a disciplinary matter. This accommodation is given to students on a case-by-case basis. Each student is responsible for coordinating this accommodation with the ADA Office and their instructor (appendix xi).

Student Attendance

In accordance with IAIA's policy on attendance found in the college catalog, attendance is required by all students. The DSS will work with students and faculty when an absence due to a disability occurs. If the student has an attendance accommodation, the communication of the need for absences will be sent by the student to the DSS Coordinators and they will communicate the need to the instructor(s).

Equipment Loans

Students may check out equipment such as digital recorders and FM Assistive Listening devices for use in the classroom. The student must sign an agreement indicating when the equipment will be returned. (appendix xiii).

Service Animals

In keeping with federal and state law, the Institute of American Indian Arts recognizes its responsibility to extend equal access to individuals with disabilities who use a service animal on IAIA property. IAIA will not discriminate against individuals with disabilities

who use service animals nor deny those persons access to programs, services, and facilities of the institute.

A student who seeks to bring a service animal into an IAIA classroom, laboratory, or other learning environment is not required to, but may choose to register with the DSS office so the DSS office can communicate with instructors as needed to verify the need for the animal (appendix xv).

Support Animals

A Support Animal means any animal that provides emotional support, comfort, or therapy that alleviates one or more identified symptoms or effects associated with its owner's disability. Unlike a Service Animal, a Support Animal need not be individually trained or certified to perform any disability-related task. Support Animals are sometimes referred to as therapy, comfort, companion, or emotional support animals. Generally, Support Animals are not permitted in classrooms or in public areas on campus. In some circumstances, a student with a disability may be approved to have a Support Animal within IAIA Student Housing with prior approval and if it is deemed a reasonable accommodation (appendix xv).

Personal Care Assistants

Students are responsible for the hiring, payment, and maintaining of a personal care assistant (PCA). At the student's request, the DSS will assist with the provision of local agencies that provide attendant care services on a regular basis. The PCA is required to follow all IAIA policies and regulations. Specific details related to the use of a PCA in classrooms and campus housing are discussed with the DSS Coordinators during the intake process or prior to enrollment.

Referrals

When deemed appropriate, counseling services may be recommended, and students are referred to Student Life's counseling services or outside counseling agencies for assistance.

Office Policies

Office Hours

DSS office hours are as follows:

Monday-Friday 8:30 am-5:00 pm

The Chief Admissions/Student Success Officer is the primary DSS Coordinator and secondary is appointed an staff member. The office is across from the Library. Exams are proctored during the office hours listed above by one of the DSS Coordinators or a Learning Specialist from the Learning Lab.

Office Contact

adaoffice@iaia.edu

Student Data

The DSS Coordinators are responsible for maintaining student data and records. Records are kept in a locked cabinet in the Student Success Center. The DSS Coordinators are the only staff approved for access to those files. The hard copies of paperwork are scanned and saved in a shared folder only accessible to DSS Committee members. Diagnosis information is not shared via email.

Purchasing

The DSS Coordinators coordinate accounts payable items. All purchases are to be reviewed for ADA compliance prior to purchase. Services, such as signed language interpreting, are arranged by the DSS Primary Coordinator and all contracts and invoices are processed by them.

Program Staffing

Staff Functions and Duties

Primary DSS Coordinator

Directs and manages the activities and operations of the ADA Office as a function of the Institute of American Indian Arts. The Primary Coordinator develops, implements, and maintains programs that enhance the successful retention and campus experience of disabled students. They monitor day-to-day activities for coordinating support services and reasonable academic accommodations for students with documented disabilities and provide operational oversight for the ADA Office. The Primary Coordinator also serves as the Primary ADA Coordinator for all ADA-related issues on campus including facilities, programs, policies, and activities.

DUTIES AND RESPONSIBILITIES:

1. Plans, implements, and directs programs, policies, and services for undergraduate and graduate students with disabilities, and visitors with disabilities.
2. Performs initial intake and assessment of students; evaluates needs; coordinates provision of accommodations with students, faculty and staff; and maintains confidential student records.
3. Reviews student documentation to determine reasonable accommodations in coordination with the DSS Committee.
4. Oversees and administers all facets of the day-to-day operations of the various activities related to the ADA Office, including instructing students with disabilities one-on-one on compensatory study skill strategies, self-advocacy, and the use of accommodations.
5. Interfaces with faculty and staff to address accommodations, provide awareness training, and collaborate on the best ways to serve students with disabilities.
6. Supervises and monitors administration of tests by proctors.

7. Maintains records and provides reports regarding academic accommodations, billing statements, individual student files, and statistical data.
8. Represents the ADA Office on various institutional committees.
9. Participates in state, regional, and national professional organizations.
10. Oversees all facets of the daily operations of the organizational unit, ensuring compliance with College, state, and federal laws, as well as policies, and regulations.
11. Establishes and implements short- and long-range organizational goals, objectives, strategic plans, policies, and operating procedures; monitors and evaluates programmatic and operational effectiveness, and effects changes required for improvement.
12. Advises administrative, service, and academic units on matters concerning disabled students and visitors to campus; coordinates campus-wide efforts to accommodate the needs of disabled students and visitors.
13. Develops and disseminates information regarding services and programs to students, faculty, administrators, service staff, and visitors through publications, informational presentations, orientations, workshops, and other methods.
14. Publishes and maintains a disabled student services manual, a faculty information guide, and other materials as required.
15. Advises and coordinates student needs with county, city, and state agencies including the Department of Vocational Rehabilitation.
16. Recommends and participates in the development of institutional policies and procedures; may serve on institutional planning and policy-making committees.
17. Performs miscellaneous job-related duties as assigned.

Secondary DSS Coordinator

Provides strategic leadership and budgetary management to the ADA Office. Responsible for all duties listed under the Primary Coordinator when Primary Coordinator is unavailable. The Secondary DSS Coordinator also serves as the Secondary ADA Coordinator for all ADA-related issues on campus including facilities, programs, policies, and activities.

DUTIES AND RESPONSIBILITIES:

1. Assumes program responsibilities in the absence of the Primary Coordinator when necessary.
2. Serves on DSS Committee reviewing and making determinations on accommodations requests.
3. Manages DSS budget, approves expenditures.

DSS Committee

The DSS committee is made up of the Primary DSS Coordinator, Secondary DSS Coordinator, and one representative from the IAIA mental health counseling department. For requests related to housing, the Housing Director will be consulted, and

for requests or issues related to facilities or infrastructure, the Facilities Director will be consulted.

DUTIES AND RESPONSIBILITIES:

1. Review and make determinations on accommodations requests based on documentation provided by requestor.

PROCESS FOR COMMITTEE REVIEW

1. Primary Coordinator (PC) compiles and reviews documentation submitted by student and conducts interview.
2. PC sends email to committee members indicating that a coverable diagnosis has been submitted and outlines the condition's impact on the student's daily activities and the accommodations requested. The student's diagnosis is not shared over email, only in person or on the phone.
3. Committee members review the impact of the condition and requested accommodations and ensure that there is a clear intersection between the two, then email back a confirmation or declination of the request.
4. If approved, PC emails accommodations memo to all faculty and staff who need to know of the approved accommodations.
5. Committee will meet in person periodically as needed.

Departmental Procedures

Daily Operating Procedures

Record Keeping

Student Files

The following records are included in each student's file:

Documentation of disability
Accommodations Request Form
Meeting notes
Class schedule
Agreements
Memo
Correspondence

Additional forms that may be included if obtained:

Signed consent forms

Method

Each new component of the file should be inserted upon receipt.

Staff notes should be neat and legible.

Staff notes should specify any instructions, suggestions, or requests made during contact.

Test Administration Process

Test Scheduling

1. A student schedules tests in-person or by email (adaoffice@iaia.edu) with as much notice as possible. Instructors may also schedule testing appointments.

Obtaining and Securing Tests

1. Instructors will provide exams to the ADA Office and a representative will maintain the exam securely in their office until the test time.

Administering Tests

Students will report to the DSS Coordinator as instructed. The test will then be given to the Proctor and the test time begins. Student will have as much time as allotted to complete the test.

Returning Tests

Students will hand tests back to Proctor and Proctor will return the test to the DSS Coordinator.

Access to Class Lectures

There are four options to access class lectures: 1) audio & visual recorded lectures (zoom), 2) use of a smart pen and compatible notepaper, 3) instructor slides in advance of class or available through Canvas, and 4) supplemental notes by a peer note-taker.

In the case of a peer volunteer, the ADA Office will solicit a peer in each specific class to take and submit lecture notes for the student's use. The peer note-taker agrees to arrive to class on time, remain alert, and supply neat, accurate notes to the ADA Office. It is not necessary for the student and peer note-taker to interact. It is the student's responsibility to contact the DSS Coordinators if the student feels there is a problem with note quality, legibility, or timeliness. The peer note-taker will submit lecture notes to the ADA Office within 24 hours of the class period. The notes will be typed or legibly written and, once received, sent to the student via email for the student to view.

It is the student's responsibility to speak with the ADA Office if there is a problem with the notes. If the peer note-taker is not showing up to class, please notify the ADA Office immediately so a new peer note-taker can be provided. It is mandatory that students

using the services of a peer note-taker attend all class sessions. Peer note-takers are not a substitute for attendance.

Students must sign an agreement (appendix viii) and not-takers will be paid $200 at the end of the semester.

Requesting a Signed Language Interpreter

Requesting an Interpreter or Captionist

All interpreting/captioning requests are scheduled through the Primary DSS Coordinator, including those for special events on campus. Individuals can email, call, or stop by the office to make their requests. It is important that requests for interpreters are made as soon as possible and at least 2 business days in advance. Last-minute requests cannot be guaranteed; however, attempts will always be made to schedule an interpreter/captionist. All classroom interpreting is scheduled as soon as the student's course schedule is set, and as early as possible to ensure availability of interpreters.

Special Interpreter Requests

In addition to regularly scheduled classes, the ADA Office schedules interpreters for special requests. Special requests include appointments with professors, field trips, campus activities, student club meetings or event, or any other activity that does not occur during the normally scheduled class meeting. Requests can also be made for College-sponsored events and work-related meetings. It is the responsibility of each individual to make all special requests for an interpreter with DSS at least two days in advance of the event.

No-Show Policy

1. Interpreters will wait 20 minutes for every hour or portion of an hour of class. (Example: an interpreter would wait 40 minutes for a class one hour and 20 minutes long).

2. If a student is absent from class without notifying DSS before a class begins, they will be emailed a reminder notice about the no-show policy; see Deaf/HOH Student No Show Policy (appendix xii).

Signed Language Interpreter Duty Assignments

1. For academic courses, interpreters are scheduled prior to the start of the semester.

2. Students requiring interpreters for other College related events should inform the ADA Office as early as possible to ensure that there is enough time to schedule the interpreter(s).

3. In order to properly prepare for an assignment, interpreters should obtain

copies of all textbooks, lab books, and class handouts. If applicable, interpreters should also request that instructors add them to Canvas.

4. Professors are notified prior to the beginning of each semester that an interpreter has been assigned to their class.

5. Interpreters should sign and voice every question and comment made during class.

6. Problems, issues, or concerns regarding the quality of interpreters should be brought to the attention of the ADA Office.

Real Time Captioning

A real time captionist is a stenographer similar to those used in court. IAIA uses real time captioning to provide access to classroom lectures for students who are deaf or hard of hearing when that accommodation is preferred by the student. All verbal communication which transpires during the course of the class is transcribed onto the screen of the student's lap-top computer via the real time captionist. The student reads the lecture on the laptop computer. When the class is over, the student is given a copy of the lecture to be used as their class notes.

Students should sit in the front of the classroom, off to one side, preferably where there is a convenient electrical plug. The student needs to be able to see the professor as well as the computer screen.

In order for the captionist to properly prepare for an assignment, they will need to have access to vocabulary and class materials before the lecture.

Students who receive captioning must agree to not share the transcripts with other students in the class.

Use of Recorder during Lectures

Students must inform the DSS Coordinators of the need to record classes. If the accommodation is approved, the student agrees not to share recordings with others in the class and to delete all recording at the end of the semester or when they are no longer needed. Students must sign the Recording Lectures Agreement (appendix vii) when recording lectures.

Accessible Furniture

Students requiring ADA accessible desks or chairs need to communicate their need to the DSS Coordinators prior to the beginning of the semester.

A work order is submitted to Facilities. ADA tables and chairs are moved to the designated classroom by Facilities.

Other accessibility issues, e.g. residence halls, campus services, organization meetings, are determined on an individual basis. It is the responsibility of the student to make DSS aware of any accessibility problems.

Accessible Transportation

Arrangements for accessible transportation for field trips and other events when transportation is provided by the College are made through the ADA Office. The type of accessible transportation is limited so it is necessary to make arrangements well in advance. If a special driver is needed they will be hired by the ADA Office at departmental expense of the department hosting the event.

Adaptive Equipment

Adaptive equipment will be made available for student use upon request. The ADA Office offers limited training on equipment use.

Computers, printers, and scanners are available in the library and the Learning Lab; assistive software will be made available as needed upon request. Assistive software is installed in requested classrooms and labs across campus on an as-needed basis.

Students should inform the ADA Office of any equipment needs. The need for additional equipment will be reviewed and determined on an individual basis.

Requesting Electronic Text

It is the student's responsibility to contact and provide the ADA Office with their syllabi each semester. This can be done in person or by email. The Primary DSS Coordinator may also obtain course reading lists from the Faculty Assistant in order to expedite the process.

It is the student's responsibility to inform the Primary DSS Coordinator if any reading assignments are added or changed.

Copyright laws mandate that students using electronic text demonstrate proof of ownership of the material to be converted. Students are required to purchase all course related textbooks and/or materials to be converted in order to comply with copyright laws. If the book is included in the campus-wide book rental program at the beginning of the semester the student does not need to purchase the book.

Once the converted materials are ready the student will be contacted by the Primary DSS Coordinator by campus email. Emails will not be sent to personal addresses.

It is the student's responsibility to test the material immediately and notify the Primary DSS Coordinator if a problem arises with the converted materials.

Visual Cue Card

If cue cards have been approved as a reasonable accommodation, the Primary DSS Coordinator will talk with the instructor(s) at the beginning of the semester to explain the accommodation. Prior to exams, the student will create the cue cards and present them to the instructor for approval. Cue cards are not to include actual answers but rather memory prompts. Students must sign the Use of Visual Cue Card agreement (appendix xi).

Student Attendance Adjustment in the Classroom

Attendance is required by all students. However, students with chronic health conditions may accumulate additional absences due to the nature of their disabilities. Students must request this accommodation and if approved, the ADA Office will facilitate the accommodation.

If an absence due to a disability occurs, students should do the following:

- Contact the ADA Office immediately at adaoffice@iaia.edu, as far in advance of the class period as possible, and give the reason for absence
- The ADA Office will contact the instructor on the student's behalf and request the accommodation

In courses where attendance is determined by faculty to be an essential requirement of the course, minimal absence adjustments may be appropriate. It is important that either the student or a DSS Coordinator discuss the impact of absences with faculty early in the semester. The accommodation should be based on the student's individual need, as well as taking into consideration the impact of the absence(s) on other course requirements (i.e., daily homework, quizzes, exams, projects, papers, group work, etc.).

Equipment Loan

The ADA Office maintains a pool of axillary aids for student to borrow on a semester by semester basis. Typical equipment includes FM Listening devices and digital recorders. Laptops for students with some diagnoses are available through the academic technology CheqRoom.

Use of Service Animal

In keeping with federal and state law, IAIA recognizes its responsibility to extend equal access to individuals with disabilities who use a service animal on IAIA property. IAIA will not discriminate against individuals with disabilities who use service animals, nor deny those persons access to programs, services, and facilities of the institution. Service animals will be allowed in any area the student is allowed.

Support Animals

The IAIA Residence Center, including Family Housing, is subject to the federal Fair Housing Act which extends accommodation to support animals as well as service animals.

A student seeking to reside in IAIA student housing with a support animal not otherwise permitted under IAIA's no-pets policy must meet the following criteria:

- the student has a disability under federal law and the College is made aware of the disability;
- the support animal is necessary to afford the student an equal opportunity to use IAIA housing;
- there is a direct relationship between the student's disability and the assistance the support animal provides; and
- the request to have the support animal is reasonable.

In order to receive approval to reside in IAIA student housing with a support animal under this policy, a student is required to complete the following before the support animal may enter the College residence center or family housing unit:

1. Request the accommodation with the ADA Office and follow the procedures established by that office for obtaining accommodations of this nature.
2. Obtain approval of the animal through the DSS Committee.

A student who is permitted to have a support animal in IAIA student housing is responsible for the care and supervision of the animal. Additionally, a support animal may be removed from student housing if it is out of control and effective action is not taken to control it, it is not housebroken, or it poses a direct threat to the health or safety of others. See IAIA policy on assistance (service and support) animals (appendix xv).

Course Substitution Procedures

Course substitutions may be appropriate for a student based on inability to complete specific core curriculum requirements, and strong documentation supporting the request. This request is considered on a case-by-case basis.

Meal Plan Exception

There are two avenues for students requesting a release from the food plan. The formal process for requesting an exemption from the meal plan due to a medical condition begins with a meeting with the manager of Bon Appetit. The manager will discuss dietary needs and how they can best be met. If, after that meeting, the manager and

student agree that the dietary needs cannot be accommodated, the next step is to meet with the ADA Office. It is necessary for those students to provide documentation of the chronic health condition. Once the ADA Office has the medical documentation the student meets with the Primary DSS Coordinator to discuss specific details related to the meal plan and the results of the meeting with the manager. The student accounts office is then notified if the outcome of the meeting is to allow the exception so the account can be adjusted.

Facilities Work Requests

Work requests for inoperable automatic doors, restrooms, and elevators are completed through the Facilities email ticketing system, workorders@iaia.edu. ADA requests are prioritized by the Facilities Department and will be addressed as soon as possible.

Release of Information

1. The release grants permission to personally contact individuals, seek documentation or clarification, and discuss the student's status.

2. Consent for release of information may be relinquished by the student at any time.

3. The release is located in the request for accommodations form.

4. The student may also approve information release by informing the ADA Office in writing of the request.