

# Services for Students with Disabilities at MIAD

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## Overview

MIAD provides students with disabilities reasonable and appropriate accommodations. Any students with a disability, whether physical, learning, sensory, or psychological, are encouraged to contact MIAD’s Student Accessibility Coordinator, Becky Skupien (414-847-3347, rebeccakupien@miad.edu, RL95). The student must meet with the Student Accessibility Coordinator before they can obtain accommodations for their disability.

MIAD complies with the *Americans with Disabilities Act Amendments Act (2008)* and *Section 504 of the Rehabilitation Act (1973)*. MIAD does not discriminate against any qualified individual solely by reason of disability. MIAD ensures non-discrimination through program accessibility, equal opportunity, and full participation in programs, activities, and services.

A summary of MIAD’s policies and procedures for students with disabilities follows. For complete information on how to document a disability, how to initiate academic accommodations, and how to initiate a grievance process, see the Student Accessibility Coordinator, Becky Skupien, for an explanation of the written procedures.

Confidentiality: All disability documentation will be treated as confidential medical information; it will be stored in secured files, and will be released only with the student’s informed and written consent.

## ***Rights of Students with Disabilities***

- Students with disabilities have the right to reasonable and appropriate accommodations for their disability that will afford them equal opportunities.
- Students with disabilities have the right to equal access to an education and to employment opportunities.
- Students with disabilities have the right to privacy and confidentiality.
- Students with disabilities have the right to equal and fair treatment.
- Students with disabilities have the right to a grievance procedure for disability related complaints.

## ***Responsibilities of Students with Disabilities***

- Students with disabilities will adhere to MIAD's policies and procedures for individuals with disabilities obtaining and utilizing academic accommodations.
- Students with disabilities must be their own advocates.
- Students with disabilities should notify the Student Accessibility Coordinator of their disability early in their academic careers at MIAD.
- Students with disabilities must meet privately with the Student Accessibility Coordinator to determine reasonable and appropriate accommodations.
- Students with disabilities must provide the Student Accessibility Coordinator documentation of their disability and disclose pertinent information regarding their disability.
- Students with disabilities must meet privately with faculty and supervisors to discuss accommodations (not their disability).
- Students with disabilities must seek tutoring as needed.
- Students with disabilities must initiate services in a timely manner.

## ***Policies & Procedures***

### **Procedure for Obtaining Accommodations for Disabilities**

*First*, the student must notify the Student Accessibility Coordinator, Becky Skupien (rebeccaskupien@miad.edu, 414-847-3347, RL95), of their disability.

*Next*, schedule a private conference with the Student Accessibility Coordinator to determine reasonable and appropriate accommodations. The student must bring documentation and other pertinent information about their disability to this conference. MIAD's guidelines for documentation are available by request and in the Student Accessibility Coordinator's office (RL95).

*Finally*, after the Student Accessibility Coordinator has determined reasonable and appropriate accommodations, an accommodation letter will be generated. The accommodation letter will be emailed to the student's faculty by the Student Accessibility Coordinator. It is the student's responsibility to follow up with course instructors in a one-on-one meeting arranged by the student. The purpose of this meeting is to discuss the accommodations (not the disability) outlined in the letter. Faculty will expect students to be involved in this process. The faculty must receive the accommodation letter from the Student Accessibility Coordinator and the student must speak to faculty about accommodation needs, before they can receive accommodations.

A student receiving accommodations must also communicate and meet with the Student Accessibility Coordinator when they believe there is a need to modify their accommodations. The Student Accessibility Coordinator will determine any modifications and, if necessary, issue a new letter for faculty and staff.

**Students must renew their accommodations at the beginning of each semester. Students requiring accommodations are to communicate and meet with MIAD's Student Accessibility Coordinator no later than the first three weeks of class.**

## Documentation of Disabilities

In order to receive reasonable and appropriate accommodations a student must first provide the Student Accessibility Coordinator with documentation that indicates that the disability substantially limits some major life activity. The purpose of the following elements of disability documentation is to establish the student as a person with a disability, validate the need for services based on the individual's current level of functioning in the educational setting, and to provide a rationale for reasonable accommodations.

1. MIAD reserves the right to request that diagnosis and assessment of the disability be made by appropriately licensed professionals specializing in that area of disability. The name, title, and professional credentials of the evaluator, including information about license or certification as well as the area of specialization, employment and state in which the individual practices, will be clearly stated in the documentation.
2. MIAD reserves the right to request another diagnosis/assessment from a qualified professional at the student's expense.
3. MIAD requires that all documentation contains evaluative information that establishes presence of the disability and validates the need for services based on the individual's current level of functioning in the educational setting.
  - a. Acceptable documentation includes a clear diagnostic statement identifying the disability. The statement explains how the condition was diagnosed, provides evaluative information that may include symptoms, and describes how the condition interferes with or impacts the student's ability to participate in the education process.
  - b. Acceptable documentation includes a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with norming population identified) within the report is recommended.
  - c. Documentation that consists only of a Summary of Performance that does not provide data to document the disability, describe current limitations and needed accommodations will need to be supplemented by additional information as determined by the Student Accessibility Coordinator.
4. MIAD reserves the right to request new documentation should the person's documentation be older than three years.
5. MIAD recognizes that accommodation needs can change over time and are not always identified through the initial diagnostic process. A prior history of accommodation does not, in and of itself, warrant the provision of a similar accommodation. The final determination for providing appropriate and reasonable accommodations rests with this institution.
  - a. Documentation is not time-bound; the need for recent documentation that includes a current evaluation depends on the facts and circumstances of the individual condition.

6. Comprehensive documentation will include a description of the expected progression or stability of the disability, and information on expected changes in the functional impact of the disability over time and context. If the condition is not stable, information on interventions (including the individual's own strategies) for exacerbations and recommended timelines for reevaluation are helpful.
7. Documentation will include treatment and medications currently prescribed or in use that relate to the student's ability to participate in all aspects of the academic environment. A discussion of any significant side effects from current medications or services that may impact physical, perceptual, behavioral, or cognitive performances will be included in the report.
8. Acceptable documentation will include a description of current, past, or recommended accommodations, services or assistive technologies including their effectiveness in ameliorating functional impacts of the disability. (Note, accommodations, services, or assistive technologies either recommended or provided in another setting are not binding on MIAD. They simply provide insight in making current decisions.)

Specific documentation information for Learning Disabilities is available upon request. Certification forms are also available for Physical and Sensory Disabilities and Psychological Disabilities and Attention-Deficit Hyperactivity Disorder, upon request.

### **Confidentiality**

- All documentation of disabilities will be treated with the same confidentiality as medical information.
- All documentation will be stored in secured files, separate from the student's academic record.
- The following people have the right to request information from those files: Vice President for Enrollment Management, Associate Dean of Students, or Dean of Students. All other faculty and staff must have a compelling reason to request information from the files. The Student Accessibility Coordinator determines the validity of the compelling reason.
- No part of the documentation in a file may be released without the student's informed and written consent.

## ***Grievance Policy & Procedures for Individuals with Disabilities***

### **Policies**

- This grievance procedure is established to meet the requirements of the Americans with Disabilities Act Amendments Act (2008). It may be used by anyone who wishes to file a complaint alleging discrimination on the basis of disability in the provision of employment, services, activities, programs, or accommodations by MIAD.
- This grievance policy does not apply to an applicant's denial of admission or failure to be hired on the basis of disability.
- The Student Accessibility Coordinator will act as mediator on behalf of the complainant throughout the grievance procedure. The complainant has the right to bring in their own advisor.
- The chair of the Grievance Hearing Committee (Vice President for Enrollment Management) will represent MIAD throughout the grievance procedure.
- All written complaints received by the chair of the Grievance Hearing Committee will be kept by MIAD for at least three years.
- MIAD acknowledges that there may be extenuating circumstances that necessitate extending the dates for executing the grievance procedure and appeals process.
- The Grievance Hearing Committee for grievance appeals will consist of people who are not the direct supervisor of the Student Accessibility Coordinator. The committee will be comprised of the Dean of Students, Vice President of Academic Affairs, Director of Inclusivity, and the Vice President for Enrollment Management (Grievance Hearing Committee Chair). The Student Accessibility Coordinator will be present at the hearings as an advocate for the complainant, but not as a member of the committee. The committee's decision is final. The Grievance Hearing Committee is not a legal proceeding.
- MIAD reserves the right to appoint an alternate and appropriate mediator/advocate, committee member, or committee chair, should a staff member be unavailable or there is a potential for conflicts of interest.

### **Procedures**

1. A person with a disability-related complaint must contact and meet with the Student Accessibility Coordinator (414-847-3347, RL95) as soon as possible, but no later than 21 calendar days after the alleged violation in order to initiate the grievance procedure.
2. The complainant, Student Accessibility Coordinator, and relevant third parties will communicate in a timely manner to resolve the complaint.
3. If the issue is not resolved, the Student Accessibility Coordinator will schedule a meeting with the complainant, third parties, and supervisor of the third parties to discuss the complaint and to resolve the issue. Options for substantive resolution of the complaint will be made.
4. Should the response not satisfactorily resolve the issue, the complainant may appeal in writing and request a hearing. The complainant must contact the Vice President for

Enrollment Management (Grievance Hearing Committee Chair) in writing as soon as possible, but no later than 14 calendar days after the last mediation meeting. A copy must be submitted to the Student Accessibility Coordinator.

- a. The written complaint should contain information about the alleged discrimination such as: name, email address, and phone number of the complainant; location, date, and description of the problem; and a description as to why the meetings with the Student Accessibility Coordinator, third parties, and supervisors were not satisfactory. (Alternative means of filing complaints will be made available for persons with disabilities upon request). The Student Accessibility Coordinator may provide a statement in writing to the Grievance Hearing Committee Chair at this time.
5. After receiving the written complaint, the Grievance Hearing Committee Chair will notify the complainant in writing of receipt of appeal and the scheduled hearing time. A copy of this notice will be sent to the Student Accessibility Coordinator. The committee will meet in a timely manner with the complainant and Student Accessibility Coordinator to discuss the complaint and to determine options for resolution of the complaint. Finally, resolution resides with the Grievance Hearing Committee. Within a reasonable amount of time from the formal conclusion of the appeals meeting, the Grievance Hearing Committee Chair will inform the complainant in writing of MIAD's resolution of the complaint.

## ***Students with Disabilities Participating in International Study Programs***

The following MIAD policy pertains to students with disabilities who are eligible for and admitted to MIAD sponsored and run international programs or classes. MIAD provides students with disabilities reasonable and appropriate accommodations and does not discriminate against students with disabilities. However, in order to provide reasonable and appropriate accommodations for students with disabilities who participate in international study programs, students must discuss their disability related needs with the faculty and staff running the program. MIAD's Student Accessibility Coordinator will assist students and be their advocate throughout this process.

Students applying for international programs first inform the Student Accessibility Coordinator about their intention to participate in the program. The Student Accessibility Coordinator will then inform the appropriate administrators and faculty. In addition, information on a student's disability related needs may be sent to the international college, when appropriate, to provide that college with better means of assisting the students. The student will also need to contact the disability service provider (or designee) upon arrival at the school. Every attempt to provide accommodations at international programs will be made by MIAD. Because disability policies pertain to the United States' educational system, and are mandated by U.S. laws, students cannot take for granted that other countries can or will make the same or similar accommodations for students with disabilities. MIAD's Student Accessibility Coordinator and the Coordinator of International Programs will assist the student in ascertaining what accommodations, if any, are possible and whether the program is accessible to the student. Questions should be directed to MIAD's Coordinator of International Programs and the Student Accessibility Coordinator.