



ADA Policy

The Arizona School of Acupuncture & Oriental Medicine recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with needs Act (ADA) of 1990, as amended, and similar state laws (hereinafter "applicable law" or "law[s]"), which are designed to eliminate discrimination against qualified individuals with needs. needs may include physical or mental impairments which substantially limit one or more of a person's major life activities, and which necessitate modifications to the facilities, programs, or services of the College.

ASAOM is committed to making reasonable accommodations for qualifying students, faculty, and employees with needs as required by applicable laws. ASAOM is committed to making the campus and its facilities accessible as required by applicable laws. The College cannot make accommodations that are unreasonable, unduly burdensome or that fundamentally alter the nature of the College's programs.

Tim Dunn
Administrative Member
ASAOM
520-795-0787 x 104

Rev. 7.05.2022

TABLE of CONTENTS

Application (Form) For Accommodations	3
Procedures and Required Documentation	4
Evaluation of Eligibility	5
Requesting Services for Students	6
Eligibility for Accommodations	7
Eligibility Requirements for Attention needs	8
Eligibility Requirements for Health & Physical needs	10
Eligibility Requirements for Hearing needs	11
Eligibility Requirements for Learning needs	12
Eligibility Requirements for Psychiatric needs	14
Eligibility Requirements for Vision needs	15
Available Services	16
Activate Services & Accommodations	17
Documentation Guidelines	18
Alternative Testing	20
Attendance Accommodation	23
Service Animal Guidelines	24
ADMINISTRATION COMPLAINT PROCESS	26

Application (Form) For Accommodations

To apply for accommodations, please print, complete and return this application to our office at the address listed below.

Qualified individuals with a documented need may be eligible for services from ASAOM. Our mission is to ensure that students with needs have equal access to ASAOM programs and activities.

Please include appropriate documentation.

(Please print clearly and legibly)

Today's Date: _____

Quarter of Registration: ☐ Fall ☐ Winter ☐ Spring ☐ Summer Year: _____

Name: _____

Phone: _____

Address: _____

Email: _____

If you are a student with a diagnosed need, please check the need with which you most closely identify:

1. ____ Acquired Brain Injury
2. ____ Asperger's/Autism Spectrum
3. ____ Blind/Visual Impairment
4. ____ Central Nervous System/Neurological Condition
5. ____ Chronic/Acute Health Condition
6. ____ Deaf/Hearing Impairment
7. ____ Learning need
8. ____ Mobility Impairment
9. ____ Psychological/Emotional Condition
10. ____ Speech/Language Impairment
11. ____ Other; please describe

Please Mail to the Following Address:

ASAOM Admin

Arizona School of Acupuncture & OM

2856 E. Fort Lowell Rd., Tucson, AZ 85716

For more information, please contact:

Email: admin@asaom.edu ~ Phone: 520.795.0787 x 104

Procedures and Required Documentation

For current or prospective students, to Self-Identify and submit your documentation, follow the steps below:

Step 1: The Student should request an *Application for Accommodations* in writing or an email.

Step 2: Print, complete and submit a Request for Accommodation form along with any requested information in the remaining three procedures below, to the Administration.

Step 3: Refer to the Documentation Guidelines page.

Step 4: Contact the professional(s) that diagnosed your condition. Give them a copy of the requirements.

Step 5: Instruct the professional(s) to mail or fax the documentation to the contact information below. If you mail the documentation yourself, please keep your originals and send us photocopies only. You may also bring your documentation to the Administration's office.

PLEASE MAIL A PHOTOCOPY OR FAX YOUR DOCUMENTATION TO:

c/o ASAOM Admin
Arizona School of Acupuncture & Oriental Medicine
2856 E. Fort Lowell Rd.,
Tucson, AZ 85716

Phone: 520-795-0787 Ext. 104
Fax 1-877-222-4606

Administrative Staff will evaluate documentation and determine eligibility (evaluation process can take up to four weeks).

Once you receive a letter of eligibility, call or come in to make an appointment with Tim Dunn (Admin) to activate your services/accommodations.

IMPORTANT: It may take up to four weeks to review and/or process your documentation. Students are strongly encouraged to apply to ASAOM for services/accommodations as early as possible prior to attendance or when the need arises.

Evaluation of Eligibility

Within four weeks of receiving your documentation, a letter will be mailed to you regarding your eligibility status with further instructions. Alternatively, if you are on campus, the college's Administration will make contact with you.

Considering the length of time it may take to evaluate documentation, students are strongly encouraged to apply as early as possible prior to attending the Arizona School of Acupuncture and Oriental Medicine (ASAOM) to ensure accommodations are available the first day of the quarter.

As a service to prospective ASAOM students, the college's Administrative Staff will review accommodations-related documentation regardless of the student's admission status.

All information submitted to ASAOM becomes part of a student's educational record as defined by the Family Educational Rights and Privacy Act (FERPA).

Appropriate accommodations will be based upon the information provided by the student and the associated individual needs.

Requesting Services for Students

How do I Request Services?

Contact ASAOM's office for an introductory package. We will provide an application for services. Along with the application, you must submit documentation of your need. The Administrative Dean will meet with you to review your application and discuss your needs, and will determine reasonable and appropriate accommodations alongside the administrative staff. Requests for accommodations must be made in a timely manner.

Who do I Contact?

The **Administration's HR** is responsible for providing support services for students with documented needs. Office hours change each term. Contact can be ensured by using either phone or email as listed in the contact information on this page. Keep in mind Tucson operates on Mountain Standard Time (MST).

Your Responsibilities

Make an appointment with the Administrative contact listed below:

- Identify yourself as a qualified student with a documented need
- Present formal written documentation of your need
- Request reasonable accommodations at the Arizona School of Acupuncture & OM • Request services early
- Meet and maintain academic standards

Your Rights

You have the right to services and reasonable accommodations providing you meet the basic requirements to perform the activities of the program, that is, you are otherwise qualified to be an ASAOM student.

Tim Dunn, Administrator

For more information, please contact:

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2856 E. Fort Lowell Rd.,
Tucson, AZ 85716

Email: admin@asaom.edu ~ Phone: 520.795.0787 x 104 ~ Fax: 1.877.222.4606

Eligibility for Accommodations

You are eligible to receive accommodations if you:

- Have a documented physical, mental, or sensory impairment that substantially limits one or more major life activities
- Have a record of such impairment or have an abnormal condition that is medically recognizable or diagnosable

Documentation Requirements

Students with documented needs are eligible for need support services. Depending on your need, professional documentation may be presented from a medical doctor, psychologist, psychiatrist, neuro-psychologist, school psychologist, other professional diagnostician, or any qualified medical professional who is a specialist in the field of your specific need.

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Eligibility Requirements for Attention needs

Students who are seeking support services from post-secondary institutions in the state of Arizona on the basis of an attention need may be required to submit documentation to verify eligibility. Documentation of need and related information will be kept in a separate file in the appropriate office. **The cost and responsibility for providing this documentation shall be borne by the student.**

Although the more generic term Attention Deficit Disorder (ADD) is frequently used, the official nomenclature used in the *Diagnostic and Statistical Manual of Mental Disorders*, 4th edition (DSM-IV) or successive editions, Attention Deficit/Hyperactivity Disorder (ADHD), will be used in this document.

Documentation should show the current impact of the need. The following guidelines are provided in the interest of assuring that the evaluation and report are appropriate for documenting eligibility and identifying reasonable accommodations. The report must clearly state the names, titles, professional credentials, addresses, and phone numbers of the evaluators, indicate date(s) of testing, and are on official letterhead, typed, dated, and signed. The documentation should:

1. Be prepared by a *professional* who has comprehensive training in differential diagnosis and direct experience working with adolescents and adults with ADHD which may include: clinical psychologists, neuropsychologists, psychiatrists, and other relevantly trained medical doctors;
2. Be *current*. The provision of all reasonable accommodations and services is based upon the assessment of the current impact of the need on academic performance. This means that the diagnostic evaluation should show the current level of functioning and impact of the need;
3. Be *comprehensive*. Minimally, areas to be addressed should include:
 - a. *Evidence of early and current impairment*. Diagnostic assessment should consist of more than a self-report. Due to the fact that ADHD is, by definition in the DSM-IV, first exhibited in childhood and manifests itself in more than one setting, a comprehensive assessment should include a clinical summary of objective historical information garnered from sources such as transcripts, report cards, teacher comments, tutoring evaluations, psycho educational testing, medical history, employment history, family history, and third party interviews when available;
 - b. *Alternative diagnoses or explanations should be ruled out*. Possible alternative diagnoses including medical, psychiatric disorders, and educational or cultural factors affecting the individual that may result in behaviors mimicking ADHD should be explored;
 - c. *Testing information must be relevant*. Test scores or subtest scores alone should not be used as a sole measure for the diagnostic decision regarding ADHD. Selected subtest scores from measures of intellectual ability, memory functions tests, attention or tracking tests, or continuous performance tests do not in and of themselves establish the presence or absence of ADHD. Checklists and/or surveys can serve to supplement the diagnostic profile, but in and of themselves are not adequate for the diagnosis of ADHD;
4. *If applicable, present a specific diagnosis of ADHD based on the DSM-IV diagnostic criteria*. The diagnostician should use direct language in the diagnosis of ADHD, avoiding the use of such terms as "suggests," "is indicative of," or "attention problems";
5. *Provide a comprehensive interpretive summary synthesizing the evaluator's judgment for the diagnosis*. The report should include: all quantitative information in standard scores and or percentiles, all relevant developmental, familial, medical, medication, psychosocial, behavioral and academic information; and a clear identification of the substantial limitation of a major life

function presented by the ADHD.

Suggestions of reasonable accommodations with supporting evidence may be included. The final determination for providing appropriate and reasonable accommodations rests with the Arizona School of Acupuncture & Oriental Medicine.

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Eligibility Requirements for Health & Physical needs

Students who are seeking support services from post-secondary institutions in the state of Arizona on the basis of a health or physical need may be required to submit documentation to verify eligibility.

Documentation of need and related information will be kept in a separate file in the appropriate office.

The cost and responsibility for providing this documentation shall be borne by the student.

Health and physical needs include but are not limited to:

- Mobility impairments
- Multiple Sclerosis
- Cerebral Palsy
- Spinal cord injuries
- Cancer
- AIDS
- Muscular Dystrophy
- Spina Bifida

Any health or physical needs are considered to be in the medical domain and require the diagnosis by a qualified medical professional. Information describing the certification, licensure, and/or the professional training of individuals conducting the evaluation must be provided.

Documentation should show the current impact of the need. The following guidelines are provided in the interest of assuring that the evaluation and report are appropriate for documenting eligibility and identifying reasonable accommodations.

The documentation should include:

1. A clear statement of the medical diagnosis of the physical need or systemic illness;
2. How the need limits a major life activity, including but not limited to walking, breathing, seeing, hearing, performing manual tasks, caring for one's self, learning, or working;
3. A description of the type and severity of current symptoms and functional impact of the need; 4. A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable;
4. Medical information relating to the student's needs to include the existing side effects of medication on the student's ability to meet the demands of the postsecondary environment (physical, perceptual, behavioral, or cognitive);
5. A description of treatments, medications, assistive devices/services currently prescribed or in use;
6. A description of the expected progression or stability of the need over time.

Suggestions of reasonable accommodations with supporting evidence may be included. The final determination for providing appropriate and reasonable accommodations rests with the Arizona School of Acupuncture and Oriental Medicine.

Eligibility Requirements for Hearing needs

Students who are seeking support services from post-secondary institutions in the state of Arizona on the basis of a hearing loss may be required to submit documentation to verify eligibility. Documentation of need and related information will be kept in a separate file in the appropriate office. **The cost and responsibility for providing this documentation shall be borne by the student.**

A hearing loss can range from mild to profound. Each student's hearing loss, background, course of study, and language preferences should be considered when determining appropriate classroom accommodations. Students' self perceptions and communication strengths are often at variance with external measures of hearing loss.

Any hearing loss evaluation would be considered to be in the medical domain and require the expertise of a credentialed audiologist (CCC - Certificate of Clinical Competence). Information describing the certification, licensure, and/or the professional training of individuals conducting the evaluation must be provided.

Documentation should show the current impact of the need. The age of acceptable documentation is dependent upon the stability of the hearing loss. The following guidelines are provided in the interest of assuring that the evaluation and report are appropriate for documenting eligibility and identifying reasonable accommodations.

The documentation should include:

- A copy of the audiology report;
- A brief description of the severity of the hearing loss;
- A description of assistive devices/services currently prescribed or in use, including the possible effectiveness of these devices or services in an educational setting;
- A description of the expected progression or stability of the hearing loss over time.

Suggestions of reasonable accommodations with supporting evidence may be included. The final determination for providing appropriate and reasonable accommodations rests with the Arizona School of Acupuncture and Oriental Medicine.

Eligibility Requirements for Learning needs

Students who are seeking support services from any post-secondary institution in the state of Arizona on the basis of a diagnosed specific learning need are required to submit documentation to verify eligibility. Documentation of need and related information will remain confidential and will be kept in a separate file in the appropriate office. Documentation of a learning need consists of the provision of professional testing and evaluation including a written report, which reflects the individual's present level of information processing as well as their achievement level. **The cost and responsibility for providing this professional evaluation shall be borne by the student.**

The following guidelines are provided in the interest of assuring that the evaluation and report are appropriate for documenting eligibility and identifying reasonable accommodations.

Documentation must:

1. Be prepared by a professional qualified to diagnose learning needs, which would include but not be limited to: a licensed neuro-psychologist or psychologist, learning need specialist, or other appropriate professional certified to administer class "C" psychological tests. Experience in the evaluation of adults with learning needs is essential.
2. Be comprehensive. The use of a single test and/or instrument (such as Slingerland, and Scotopic Sensitivity Screening) is not acceptable for the purposes of diagnosis. Minimally, areas to be addressed must include but not be limited to:
 - a. Aptitude. The Wechsler Adult Intelligence Scale-Revised (WAIS-R) with subtest scores is preferred. The Woodcock-Johnson Psycho-Educational Battery Revised: Tests of Cognitive Ability is acceptable. The Leiter International Performance Scale or the Comprehensive Test of Non-Verbal Intelligence (C-TONI) is accepted when cultural bias or hearing loss is a concern.
 - b. Achievement. Current levels of functioning in reading, mathematics and written language are required. Acceptable instruments include the Woodcock-Johnson Psycho educational Battery Revised: Tests of Achievement Stanford Test of Academic Skills (TASK): or specific achievement tests such as the Test of Written Language-2 (TOWL-2), Woodcock Reading Mastery Tests-Revised, 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. Information Processing. 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 subtests from the WAIS-R or the Woodcock-Johnson Tests of Cognitive Ability is accepted. (This is not intended to be an exhaustive list or to restrict assessment in other pertinent and helpful areas such as a vocational interest and aptitudes.)
3. Be current. In most cases, this means within the past three years. 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.

4. Present clear and specific evidence, which identifies specific learning needs and reflects the individual's present level of functioning in processing and intelligence, as well as achievement. Individual "Learning Styles" and "learning differences" in and of themselves do not specify a learning need.
5. Include, in the report, the exact instruments used and procedures followed to assess the learning needs, test results (including subtests score data), a written interpretation of the results by the professional doing the evaluation, the name of the evaluator, and dates of testing. A list of academic accommodations which would benefit the student at the post secondary level may also be included and helpful, but not necessary.
6. Provide sufficient data to support the particular academic adjustments requested. Requests which are not supported by documentation may not be approved without additional verification.

Tim Dunn, Administrator

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Eligibility Requirements for Psychiatric needs

Students who are seeking support services from post-secondary institutions in the state of Arizona on the basis of a psychiatric need may be required to submit documentation to verify eligibility. Documentation of need and related information will be kept in a separate file in the appropriate office as designated by each institution. **The cost and responsibility for providing this documentation shall be borne by the student.**

For the purpose of this policy, a psychological/psychiatric need is defined as an impairment of cognitive, educational and/or social functioning caused by a disorder as described in the *American Psychiatric Diagnostic Statistical Manual, 4th edition* (DSM IV) or successive editions.

Documentation should show the current impact of the need. The following guidelines are provided in the interest of assuring that the evaluation and report are appropriate for documenting eligibility and identifying reasonable accommodations. The report must be prepared by a qualified mental health professional.

Documentation should:

1. Specify the nature, severity, current impact of the need, and anticipate duration;
2. State the diagnosis in the nomenclature used by the DSM IV or successive editions;
3. Address the student's current ability to function in the college environment (e.g. ability to focus, organize one's time, attend class, work in groups or alone, etc.);
4. Include medication and the current side effects that may impact the student in an educational setting.

Suggestions of reasonable accommodations with supporting evidence may be included. The final determination for providing appropriate and reasonable accommodations rests with the Arizona School of Acupuncture and Oriental Medicine.

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Eligibility Requirements for Vision needs

Students who are seeking support services from post-secondary institutions in the state of Arizona on the basis of a vision need may be required to submit documentation of a need to verify eligibility.

Documentation of need and related information will be kept in a separate file in the appropriate office as designated by each institution. **The cost and responsibility for providing this documentation shall be borne by the student.**

The definition of legal blindness is vision that can only be corrected to the acuity of 20/200 or higher. Another criterion is peripheral vision measuring 20 degrees or less. However, students not diagnosed as legally blind may be eligible and need accommodations. Other vision issues to consider include but are not limited to tracking, extreme photosensitivity, nystagmus, eyelid muscle issues, or low vision.

Documentation should show the current impact of the need. The following guidelines are provided in the interest of assuring that the evaluation and report are appropriate for documenting eligibility and identifying reasonable accommodations.

Any vision loss evaluation would be considered to be in the medical domain and require the expertise of a qualified licensed eye care professional.

The documentation should include:

1. The date of most recent visit, diagnosis of the eye disorder, and its pathology specific to this individual;
2. A brief description of the severity of the vision loss, and current impact or limitations;
3. Include any medically relevant testing results;
4. A description of assistive devices or services currently prescribed or in use, including the possible effectiveness of these devices or services in an educational setting;
5. A description of the expected progression or stability of the vision loss over time.

Suggestions of reasonable accommodations with supporting evidence may be included. The final determination for providing appropriate and reasonable accommodations rests with the Arizona School of Acupuncture and Oriental Medicine.

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Available Services

Depending on the nature of your need and how it impacts your educational experience, services and accommodations provided on an individually determined basis, may include:

- Accessible facilities
- Alternative testing
- Accessible parking
- Priority registration
- Tutorial assistance
- Counseling Referrals
- Peer support and advocacy

Online Resources

[ADA and Disability Information](#)

<http://www.needs.com/disabili.html>

<http://www.janejarrow.com/>

Activate Services & Accommodations

To activate services/accommodations, call us at 520-795-0787 x 104 to schedule an appointment. Students must meet with Tim Dunn or another designated Admin member to activate their services/accommodations. Depending on the type of accommodation, the student may need to meet term-by-term.

All services and accommodations are handled through Administration.

Documentation Guidelines

All information submitted to the Arizona School of Acupuncture and Oriental Medicine Administration becomes part of a student's "educational record" as defined by the Family Educational Rights and Privacy Act (FERPA).

To qualify the student should submit a current assessment(s) on letterhead, signed and dated. While relatively recent documentation is recommended in most circumstances, it is important to remember that documentation is not time-bound; the need for recent documentation depends on the facts and circumstances of the individual's condition.

Documentation should include:

1. The credentials of the evaluator(s)

- a. Documentation should be provided by a licensed or otherwise properly credentialed professional who has undergone appropriate training, has relevant experience, and has no personal relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is expected (e.g., an orthopedic limitation might be documented by a physician, but not a licensed psychologist).

2. A diagnostic statement identifying the need

- a. Documentation should include a clear diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition.

3. A description of the diagnostic methodology used

- a. Documentation should include 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 need, having both summary data and specific test scores (with the norming population identified) within the report is recommended.

4. A description of the current functional limitations

- a. Information on how the disabling condition(s) currently impacts the individual provides useful information for both establishing a need and identifying possible accommodations. A combination of the results of formal evaluation procedures, clinical narrative, and the individual's self-report is the most comprehensive approach to fully documenting impact. The best quality documentation provides a clear sense of the severity, frequency and pervasiveness of the condition(s).

5. A description of the expected progression or stability of the need

- a. It is helpful when documentation provides information on expected changes in the functional impact of the need over time and context. Information on the cyclical or episodic nature of the need and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts.

6. A description of current and past accommodations, services and/or medications

- a. Documentation should include a description of both current and past accommodations, auxiliary aids, assistive devices, and support services, including how they help with the functional impacts of the need. A discussion of any significant side effects from current medications or services that may impact physical, perceptual, behavioral or cognitive performance is helpful when included in the report. While accommodations provided in another setting are not binding on the current institution, they may provide insight in making current decisions.

7. Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services

- a. Documentation should include recommendations from professionals with a history of working with the individual. It is most helpful when recommended accommodations and strategies are logically related to functional limitations; if connections are not obvious, a clear explanation of their relationship can be useful in decision-making. While the post-secondary institution has no obligation to provide or adopt recommendations made by outside entities, those that are in line with the programs, services, and benefits offered by the University may be appropriate. When recommendations go beyond equitable and inclusive services and benefits, they may still be useful in suggesting alternative accommodations and/or services.

PLEASE PROVIDE A COPY OF YOUR DOCUMENTATION TO THE CONTACT LISTED BELOW, OR FIND AN ADMINISTRATION MEMBER THAT CAN ENSURE YOUR DOCUMENTATION IS HANDLED APPROPRIATELY.

Tim Dunn, Administrator

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Alternative Testing

Information for Faculty:

If emailing exam, please send to: swagner@asaom.edu

Administration administers academic tests, quizzes, and exams that require the accommodation of extended time, distraction reduced environment, and/or alternative test format.

Faculty may choose to provide alternative testing accommodations within their department or utilize the Administrative Offices. The students' accommodation must be provided regardless of which area is used. Faculty should consult with the Administration, 520-795-07987 ext 104, regarding appropriate accommodations and test administration procedures.

A faculty member may consult with the Administration regarding test restructuring; however, any changes in content are the sole responsibility of the faculty member.

Should the instructor change the date of an exam or the student requests to take an exam on a day other than scheduled per the instructor, the staff may not change the scheduled day of an exam without the written permission of the instructor.

Testing Guidelines:

Administration follows the guidelines listed below to protect the integrity and security of each test, quiz, and exam.

1. All Administration administered tests, quizzes, and exams are proctored.
2. The Administration calculates testing time for the student according to the full class period unless otherwise designated by the instructor.
3. Student workers will not administer or proctor tests, quizzes, or exams for classes in which they are currently enrolled.
4. Tutors do not administer tests to students whom they are currently tutoring.
5. In general, students with needs take tests, quizzes, and exams at the same time as the rest of the class unless there are time conflicts, in which case an alternate testing time is assigned with the instructor's approval.
6. Administration staff or student workers assisting with testing procedures only read and/or transcribe materials. They do not interpret, modify, or clarify the questions or responses.
7. Students caught cheating or found cheating during his or her use of Administration testing accommodations will have his or her test and testing materials confiscated immediately. The appropriate instructor will be contacted and informed of the situation. Cell phone use is prohibited within the Administration testing area.
8. Tests, quizzes and exams administered at Administration do not include interpreter services.

Procedures:

Faculty or Instructor Responsibilities:

1. Complete the Alternative Testing Request form and:
 - a. Include the length of test, quiz, or exam time allowed for the test during regular class time;
And advise administration on how the exam will be obtained and returned to the Instructor;
 - b. Return the Alternative Testing Request form to the student.
2. Deliver test, quiz, or exam to Tim Dunn or other appropriate Administration member via one of the following options:
 - a. One business day before the day of the test, quiz, or exam email it as an attachment to academicdean@asaom.edu;
 - b. Two business days before the day of the test, quiz, or exam, deliver the exam to the Academic Dean in a digital format.

If none of the options work with your schedule, as an instructor at ASAOM, you are legally responsible for the proper administration of the student's alternative testing accommodations.

Faculty test administration procedures:

1. Contact the Administration to discuss appropriate provision of alternative testing accommodation.
2. Implement the accommodation.

Administrator/Administration Responsibilities:

1. If required, one day prior to test administration, the Testing Coordinator (Administrative Proctor or designee) will email the faculty/instructor a reminder that his or her test, quiz, or exam will be administered by the Administration;
2. Ensure that all tests, quizzes, and exams are secured and properly administered.
3. Ensure that all tests, quizzes, and exams completed are delivered to the designated academic department office or faculty/instructor.

Information for Students

Qualified Student Responsibilities:

1. Pre-register or register for classes.
2. Meet with the Administration to:
 - a. Activate your accommodations for the semester;
 - b. Request testing accommodation;
 - c. Complete and sign an Alternative Testing Accommodation Agreement;
 - d. If needed, obtain one Alternative Testing Request form for each test, quiz, and exam to be administered by the Administration.
3. Inform the Instructor of each test, quiz, or exam you plan to take outside of class so an Alternative Testing Request can be filed as necessary.

4. Return the completed Alternative Testing Request form to Administration and schedule a time to have testing accommodations met:
 - a. At least three working days before a regular test, quiz, or exam;
 - b. At least ten working days before the last day of class for Final Exams.
5. If the exam date is changed, you must call 520-795-0787 x 104, email admin@asaom.edu and CC academicdean@asaom.edu, or come into the office to reschedule at least one business day before the original test date.
6. Be present at the scheduled time to take the test, quiz, or exam.

Attendance Accommodation

In most cases, class attendance is critical to a student's mastery of the knowledge and skills that are taught in a specific course and students are expected to follow the attendance policy established by the instructor in each class. If a qualified student with a need believes he or she may not be able to abide by the attendance policy for need related reasons, the student should contact the Administration prior to the beginning of the semester, or as soon as possible after the need for an exception arises, to discuss the matter of a possible accommodation.

ASAOM may determine that a student's need-documentation entitles the student to a modification of the usual course attendance policy. Modifications of course attendance policies will be determined on an individual, case-by-case basis depending upon the extent to which the supporting medical, psychological, or other documentation from a licensed professional, qualified to diagnose and treat the need, supports the necessary modification to an attendance policy.

Since each class and situation is different, the extent of the modification should be determined by a discussion between the Instructor, and the student very early in the semester. The instructor should always be sure to conference with the Academic Dean to ensure that any attendance adjustments do not violate student requirements for course completion. The student and instructor will meet and complete an *Attendance Agreement* within seven (7) days of the student's request for a meeting. The student is to return the form to Administration within seven (7) days of the meeting. The agreement reached, or the fact that no agreement was reached, is to be documented on the Attendance Agreement. If the documentation indicates that no agreement has been reached, the Administration will schedule a meeting with the instructor and the student to resolve the matter. If appropriate, the Academic Dean or other academic administrator will be included in the discussions.

ASAOM will make every effort to reasonably accommodate our students' academic needs. However, neither the college nor an individual faculty member is required to waive essential or fundamental academic requirements of a course regardless of the nature of a student's need. If an instructor or department can demonstrate to Administration that attendance (in-person or otherwise) is an essential or fundamental academic requirement for the course or to any directly related licensing or governing body requirement, reasonable attendance requirements will be upheld. Administration will determine the appropriateness of modifying any attendance policy by considering criteria such as statements in the syllabus and course description regarding attendance, grading methods, whether student participation is an essential method for learning, the need or lack thereof for classroom interaction, and the impact non-attendance will have on the educational experience of other students.

Regardless of the modification of the attendance policy, the student is required to meet all of the academic course requirements and to complete all assignments and examinations within the respective deadlines. It is the student's responsibility to pursue the need for an Attendance Agreement.

Service Animal Guidelines

I. Contact Information Regarding Service Animals

Requests, concerns and questions regarding service animals should be directed to the Administration (Tim Dunn - first contact) at the Arizona School of Acupuncture and Oriental Medicine. The Affirmative Action and Equal Opportunity (AA/EO) Director serves as the college AD compliance officer.

ASAOM AA/EO
2856 E Ft. Lowell Rd, Tucson, AZ 85716
Phone: (520) 795-0787 x 104
Fax: (877)222-4606
Email: admin@asaom.edu.

Students registered with ASAOM may direct requests, concerns, and questions to Tim Dunn or any administration member that can ensure their request is handled appropriately.

II. Service Animals Permitted on Campus

ASAOM is committed to compliance with state and federal laws regarding individuals with needs. Individuals with needs may be accompanied by their service animals on the ASAOM campus where members of the public or participants in services, programs or activities are allowed to go. By law, a service animal means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a need, including a physical, sensory, psychiatric, intellectual, or other mental need. Other species of animals, whether wild or domestic, trained or untrained, are not service animals

Federal law does not require the individual to provide documentation that an animal has been trained as a service animal. Federal law does not require that the animal wear any type of vest or badge indicating that it is a service animal. Federal law does not prohibit any particular breed of dog from being a service animal.

Where it is not readily apparent that an animal is a service animal, the college may ask if the animal is required because of a need, as well as what work or task the animal has been trained to perform.

The work or tasks performed by a service animal must be directly related to the individual's needs. Examples of such tasks include, but are not limited to: assisting an individual with low vision with navigation; alerting individuals who are hard of hearing to the presence of people or objects; pulling a person's wheelchair; or providing assistance with stability or balance to an individual with a mobility need.

A. Exceptions 2/2012

The college may exclude a service animal from campus if its behavior poses a direct threat to the health or safety of others or when its presence fundamentally alters the nature of a program or activity. Furthermore, the school may ask an individual with a need to remove a service animal from campus if the animal is out of control and the individual does not take effective action to control it; or if the animal is not housebroken.

B. Responsibilities of Individuals with Service Animals

The school is not responsible for the care or supervision of a service animal. Individuals with needs are responsible for the control of their service animals at all times and must comply with all applicable laws and regulations, including vaccination, licensure, animal health and leash laws. A service animal shall be restrained with a harness, leash, or other tether, unless an individual's need precludes the use of a restraint or if the restraint would interfere with the service animal's safe, effective performance of work or tasks. If a service animal is not tethered, it must be otherwise under the individual's control, whether by voice control, signals, or other effective means.

Individuals are responsible for ensuring the immediate clean-up and proper disposal of all animal waste. Although the university may not charge an individual with a service animal surcharge, it may impose charges for damages caused by a service animal in the same manner the school imposes charges for damages caused by pets.

III. Disputes/Complaints Regarding Service Animals

Anyone dissatisfied with the accommodation process has the following internal remedies:

Employees, students and visitors may file a complaint pursuant to the Safe Working and Learning Environment Policy. Students registered with Administration as requiring ADA accommodations may also file a complaint pursuant to the ASAOM Grievance/Complaint Process.

ADMINISTRATION COMPLAINT PROCESS

This process was established to comply with the ADA/Section 504 mandate to “provide for prompt and equitable resolution of complaints alleging any action that would be prohibited.” If a student does not agree with a recommended accommodation, or has been denied accommodation(s), the student may file a complaint through the College’s (DR) Grievance/Complaint Process. A faculty or staff member who does not agree with an accommodation recommended for a student may also utilize the Grievance/Complaint Process. A faculty or staff-initiated complaint cannot delay the implementation of an accommodation which Administration believes to be in compliance with ADA.

Any individual needing accommodation to participate in these processes should contact Administration for assistance.