

Procedure to Request Accommodations

New Mexico Tech's Office for Student Access Services (SAS) makes every effort to ensure that appropriate and reasonable accommodations are provided to students with documented disabilities, which substantially limit one or more major life activities. Accommodations will be provided to students with disabilities to enable students to meet institutional standards without compromising the academic integrity of the course, program, assignment or activity.

Below are the guidelines for requesting accommodations to ensure equal access to educational opportunity. A student is an incoming freshman with a signed acceptance letter or anyone registered for classes with New Mexico Tech (NMT). Request for reasonable accommodation may take up to four weeks for approval or denial. Meeting with the Office for Student Access Services as soon as possible is recommended. You may request accommodations at anytime during your enrollment at New Mexico Tech. If possible, before the start of the semester is recommended. Accommodations are not retroactive.

- 1) Student completes the NMT Request for Accommodation form.**
 - a. [Student Request for Reasonable Accommodations](#)**
- 2) Student submits documentation of a disability to verify eligibility under the Americans with Disabilities Act Amendments Act (ADAAA), Section 504 of the Rehabilitation Act of 1973, and the [New Mexico Tech's Guidelines for Documentation of Students with Disabilities](#). ADAAA defines a disability as a substantial limitation of a major life function. The diagnostic report must document a disability.**
- 3) The student schedules a welcome meeting with Student Access Services (SAS) after the Request for Accommodation Form is completed. If the student has questions about documentation, they may schedule an inquiry meeting to discuss next steps. Student may schedule an appointment through the online calendar [Student Access Services Appointment Scheduler](#)**
 - a. Paperwork for Welcome meeting**
 - i. [Student Request for Reasonable Accommodations](#)**
 - ii. Disability Documentation needs to be submitted to SAS at least 48 hours prior to welcome meeting.**
 - iii. Class schedule for current semester, including credit hours, course number, instructor, classroom, days, and times. Bring class syllabi when available.**

- b. The student and SAS staff member will have an interactive discussion about individual barriers, individual access issues, and equal access in their educational programs.**
- c. SAS verifies the disability and determines how the disability impacts academic access through the interactive process and examination of documentation.**
 - i. Academic barriers may change over time and are not always identified through the initial interactive discussion.**
 - ii. A history of accommodation, without demonstration of current need, does NOT warrant the provision of a like accommodation.**

Disability Evaluations

If you have a disability and need accommodations for your academics at New Mexico Tech, below are some important details. For complete details regarding documentation, requirements refer to [**New Mexico Tech's Guidelines for Documentation of Students with Disabilities.**](#)

Students with Learning Disabilities, Attention Deficit Hyperactivity Disorder, and Traumatic/Acquired Brain Injury

A copy of the comprehensive psycho-educational report should be provided to the SAS at NMT in order for the student to be eligible for accommodations and/or modifications. Documentation should include testing scores and a verifying statement from a school psychologist, clinical psychologist, neuropsychologist, or other qualified professional. This group of students comprises the largest population of students served by SAS. Learning disabilities affect the manner in which individuals acquire, integrate, and/or express knowledge. Learning disabilities may affect a student's performance in reading, writing, spoken language, mathematics, or orientation to space and time.

Students with Visual, Hearing, Physical, and Chronic Medical Condition Disabilities

SAS requires medical records for students with visual and/or hearing disabilities and, in particular instances, may accept verification of disabilities from the Department of Human Services, Division of Vocational Rehabilitation (DHS/DVR). Documentation must include narrative explanation for clarification and may include an audiogram and/or optometric results.

Documentation must include specific restrictions due to a physical disability and potential accommodations required.

Visual Disabilities

Visual disabilities may vary from low vision to total blindness. Students with visual disabilities may experience eyestrain, light sensitivity, and an inability to read printed material or to distinguish certain colors. Students who have been blind from birth have no visual memories. Their concepts of objects, space, and distance may be different from those persons who develop visual disabilities later in life. Mobility and orientation skills also vary due to numerous factors. Students with low vision may not have an apparent “visible” disability. Students may experience difficulty in performing in class readings, completing unannounced quizzes and open book tests, locating lecture information, completing Scan Tron answer sheets, or viewing lecture notes.

Deaf and Hard of Hearing

The age of onset of a hearing disability will have a great impact upon the student’s English ability, both spoken and written. Generally, English is considered a second language for deaf and hard of hearing students when signed languages are the dominant mode of communication. Appropriate requests include use of a Signed Language interpreter, real-time captioning, note taking, providing all directions in writing, and closed captioned videos.

Physical Disabilities

Physical access is one of the major concerns for students with physical disabilities. Students may encounter unavoidable delays during inclement weather, heavy foot traffic times, and periods of construction. If a classroom is inaccessible, SAS will work with the department to relocate the class to an accessible location.

Chronic Health Conditions

There are a number of chronic health conditions that may interfere with a student’s academic work, concentration, and attendance. Some students may be in pain, or taking medication with varying side effects such as drowsiness. Students with seizure disorders may be affected at any time, without warning. Some medication can lessen or control seizures, but produce side effects such as slowed response and impaired coordination. Such medication makes it unlikely a seizure will occur in class. Faculty should contact emergency personnel when seizures occur.

Students with Psychological Disabilities

SAS requires a letter from a clinical psychologist, psychiatrist, or DHS/DVR. Documentation may include diagnostic treatment information, and potential medication side effects. Psychological disabilities include, but are not limited to, depression, bipolar disorder (or manic depressive disorder), anxiety disorders, and schizophrenia. Determination of eligibility for services is based on severity, duration, and onset of the disorder. On rare occasions, classroom behavior may become an issue. All students are expected to maintain appropriate behavior. Some students undergoing treatment take prescription medication to help control symptoms. This medication may have side effects such as drowsiness or disorientation.

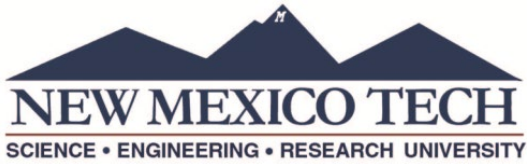
Evaluative Documentation

Students are required to provide documentation of a disability as the first step in the initiation of services. Students with no documentation who suspect they may have a disability may seek an evaluation from community diagnosticians or health care providers. The cost of the evaluation is the responsibility of the student. Students should check with their health insurance to see if any of the cost is covered by their health insurance policy.

Accommodation Process

After the disability and its functional limitations are verified, the student is provided information about the various reasonable accommodations that address the student's disability. The student then chooses the reasonable accommodations that best apply in a given course or semester.

1. Students indicate the need for Course Accessibility Letters (CAL) through contact with SAS each semester. Accommodations letters are not processed without consent from the NMT student.
2. To request Course Accessibility Letters the student will complete the [Student Request for Course Accessibility Letter Form](#)
3. Accommodation letters will be emailed to the student within five business days of the receipt of the [Student Request for Course Accessibility Letter Form](#)
4. The student will sign the [Course Accessibility Letter Agreement](#) and follow the process for implementing their accommodations outlined in the agreement.



Office for Student Access Services (SAS)

575-835-6451

<https://nmt.edu/student-access-services.php>

Any questions regarding the impact of accommodations on the integrity of the course should be directed to Student Access Services, not the student. Student Access Services may be contacted at access@nmt.edu or 575-835-6451 or by completing the Faculty Petition for Review of Reasonable Accommodation Request.