

<p>Accommodation</p>	<p style="text-align: center;">DAS Provided Accommodation Descriptions</p> <p>DAS is Disability Access Services office at New Mexico State University American with Disabilities Act (ADA): Federal regulation that requires institutions to provide reasonable accommodations and equitable access to services, programs, and employment opportunities for individuals with disabilities. (ADA.gov)</p> <p>Under the Americans with Disabilities Act (ADA), an accommodation—more precisely called a reasonable accommodation—is defined as: A modification or adjustment to a job, work environment, or the way things are usually done that enables a qualified individual with a disability to have equal opportunity to perform essential functions, access services, or participate in programs.</p> <p>Key Elements of the ADA Definition</p> <ul style="list-style-type: none"> • Qualified individual: A person who meets the skill, experience, education, and other job-related requirements and can perform essential functions with or without accommodation • Reasonable: The accommodation must be feasible and not impose an undue hardship on the institution or employer • Equal access/opportunity: The goal is not to provide an advantage, but equitable access and participation.
	<p>Alternative Formats</p>
<p>Alternative Text</p>	<p>Written description of images or non-text content that conveys their meaning or function to users who rely on screen readers. Under the Americans with Disabilities Act (ADA), providing alt text is a key requirement for ensuring digital content is accessible and supports effective communication for individuals with visual impairments. The student may utilize alternative text and accessible electronic versions of course materials to use with text-to-speech or screen reader software. The Accessibility Office will convert materials as needed with advanced notice, and instructors are not responsible for providing accessible formats.</p>
<p>Braille</p>	<p>Braille is a tactile writing system used by individuals who are blind or visually impaired, consisting of patterns of raised dots arranged within a six-dot configuration represent letters, numbers, punctuation marks, and contractions, allowing users to read and write through touch.</p> <p>Braille was developed in the 19th century by Louis Braille and is widely used for literacy, education, and communication among people with visual disabilities.</p> <p>The DAS office may provide Braille versions of tests and materials so the student can read and respond effectively to demonstrate their knowledge in their required courses (if no electronic option is available).</p> <p style="text-align: center;"><i>Students or instructors need to request at least 2-3 weeks in advance.</i></p>
	<p>Alternative Testing</p>

1.5 Extended Time	1.5 extended time on timed, single-session quizzes and exams. Example: 1.0 hour test= 30 minutes extra for 1.5 extended time to total 90 minutes. This does not apply to take-home or flexible-time assessments; for online tests, the extension applies only to the test duration (not the availability window), and the student must coordinate with the instructor or DAS office if proctoring is required.
2.0 Extended Time	2.0 extended time on timed, single-session quizzes and exams. Example: 2.0 hour test = 1.0 hour extra for 2.0 extended time to total 2 hours. This does not apply to take-home or flexible-time assessments; for online tests, the extension applies only to the test duration (not the availability window), and the student must coordinate with the instructor or DAS office if proctoring is required.
2.5 Extended Time	2.5 extended time on timed, single-session quizzes and exams. Example: 2.5 hour test = 1.5 hours extra for 2.5 extended time to total 2 hours 30 minutes. This does not apply to take-home or flexible-time assessments; for online tests, the extension applies only to the test duration (not the availability window), and the student must coordinate with the instructor or DAS office if proctoring is required.
Use of speech-to-text software	Speech-to-text software converts spoken language into written text, enabling individuals with disabilities affecting writing or typing to communicate and complete tasks effectively. Authorized use speech-to-text software to complete quizzes and exams, allowing students to dictate responses reducing the impact of their disability. Allowed when diagnosis warrants need for reasonable access.
Assistive/Adaptive Technology for Exams	Assistive/Adaptive Technology for exams refers to devices, software, or equipment (e.g., screen readers, speech-to-text, or alternative input devices) designed to ensure students with disabilities can access and complete assessments equitably. Use of adaptive technology, such as, magnifier software, or screen readers to capture exams. For questions about specific tools or setup, contact the campus DAS office.
Calculator if Not Counter to Curriculum	The student may use an approved calculator during exams when its use does not conflict with essential course or exam objectives or curriculum requirements. This accommodation is intended to ensure equitable access while preserving the academic integrity of the assessment.
Memory Aid if Not Counter to Curriculum	The student may use an approved memory aid (cue sheets, formula lists, or brief notes) during instruction or assessments when it does not conflict with the skills being measured or does not offer an unfair advantage. For guidance on developing and using memory aids appropriately, refer to the DAS Memory Aid Guidelines.
Reduced Distraction Area for Testing	Provides a quieter, minimally distracting environment for exams to support individuals with disabilities that affect concentration or focus. The student may take exams in a quiet, private area with minimal interruptions or distractions. If the department cannot provide this setting, testing may be scheduled through the campus DAS office and the student must coordinate with the instructor and DAS office if proctoring is required.
Test Scribe	A trained professional who records a test-taker's dictated answers verbatim during an exam, acting as an accommodation for individuals with physical, sensory, or learning disabilities that prevent them from

	writing or typing. They record responses exactly as dictated to include spelling and punctuation if requested, without offering assistance, prompts, or altering the content.
	Communication Access
ASL Sign Interpreter	A qualified American Sign Language (ASL) interpreter translates spoken language into American Sign Language (and vice versa) for individuals who are deaf or hard of hearing. An ASL interpreter is provided as an accommodation to ensure effective communication and equal access for Deaf or hard of hearing students. The accessibility office coordinates this service for students with accommodations; please contact them with any questions or concerns.
Audio Description	Visual information (such as images, videos, or on-screen actions) is described aloud for individuals who are blind or have visual impairments. Includes narrated descriptions of key visual elements in audio/visual materials. Instructors should ensure all course media used in lectures or activities includes appropriate audio descriptions.
Closed Captioning/Transcript for Video/Audio Presentation and Online Courses	Closed captioning and transcripts are provided to ensure students who are Deaf or hard of hearing have access to audio content. Instructors must use captioned media or university-supported captioning tools, ensure captions are accurate, enable captions in live sessions (e.g., Zoom or Teams), and provide transcripts for all synchronous and asynchronous course materials.
Live Captioning	Real-time text of spoken content during lectures, meetings, or events through text or speech captioning services or software. Live captioning is provided to students who are Deaf or hard of hearing and ensure they have real-time access to spoken content during in-person lectures. The DAS office in collaboration with IT Dept. can coordinate this service.
	Course Access
Alternative to Oral Presentations	Alternative formats to oral presentations allow access for students whose disabilities impact public speaking or verbal communication. Instructors should consider flexible options—such as one-on-one presentations, pre-recorded submissions, or written assignments—and consult the campus DAS office regarding appropriate implementation.
Assistive/Adaptive Technology in Classroom	Devices, software, or equipment used to help individuals with disabilities perform tasks, access information, and participate fully in educational or work settings. These tools reduce functional barriers while ensuring equal access and opportunity.
Clarify Instructions for Assignments/Tests/Quizzes	Provides additional explanation or simplified directions to students with disabilities to understand the requirements and can demonstrate their knowledge without being hindered by accessibility barriers. Instructor provides clear, clarifying instructions for assignments, tests, and quizzes to ensure equitable access to course expectations and responds to student questions in a timely manner to allow flexibility, if delays in clarification impact completion.
Consideration for Alternative Forms of Assessment	Demonstrates learning through different methods—such as projects, presentations, or portfolios—when standard exams or assignments create barriers. It ensures equitable evaluation when a student’s disability impacts standard testing formats. Instructors may use options such as substituting oral exams with

	written formats when provided the change does not fundamentally alter course objectives and should consult the DAS office with any questions.
Flex - Assignment/Project Due Date Extension	Flexibility with assignment or project due dates are to address disability-related impacts on timely completion. Specific timelines and conditions are determined by the instructor completed Faculty Questionnaire and the completed required initial student training, at which point the accommodation moves to Flex Assignment/Project Due Date Extension approval
Flex Attendance Adjustment	Students may make up some missed assignments, quizzes, and exams due to disability-related absences without penalty, with prior notice and approval. Specific timelines, participation alternatives, and conditions are determined by the instructor completed Faculty Questionnaire and the completed required initial student training, at which point the accommodation moves to Flex Attendance approval.
FM System	Use of a wireless microphone and receiver to transmit a speaker's voice directly to an individual's hearing aid or cochlear implant. This technology improves auditory access for students who are deaf or hard of hearing while participating in classroom or instructional settings. Students who utilize an FM system receive assistive listening technology that transmits the instructor's voice directly to the student to ensure equitable access in alignment with ADA standards. The system includes a microphone worn by the speaker and a receiver used by the student and may be provided by either the student or the DAS office.
Frequent Breaks for Class	Use of short, scheduled breaks during class sessions to manage fatigue, pain, or other disability-related needs. Students may step away from class as necessary and within reasonable parameters. This can include briefly turning off their camera in virtual courses to ensure equitable access in alignment with ADA standards. This accommodation applies to instructional time only and does not extend to exams or quizzes.
Lab Assistant	A Lab Assistant provides support with handling physical materials and accessing printed text during lab activities to ensure equitable access in alignment with ADA standards. Assistance may be provided by a peer partner or a designated assistant arranged through the DAS office for more intensive, one-on-one lab settings. They provide hands-on support or guidance to a student with disabilities during laboratory activities to safely and fully participate in experiments while maintaining the integrity of the learning objectives.
Other/Special Accommodations (see below)	Individualized supports provided as reasonable accommodations under the Americans with Disabilities Act that address specific disability-related needs not covered by standard accommodations. These measures ensure equitable access to education, assessments, or services while maintaining the integrity of the learning or work environment. Please see the Additional Notification(s) section below for more detailed information. If you still have questions, please reach out to the accessibility office designated campus.
Photograph white board/chalkboard	Allow students to capture images of classroom whiteboards or visual presentations of instructional content for those who may have difficulty copying notes in real time. Students can photograph the

	whiteboard/chalkboards to capture instructional/ academic images of content. This accommodation is limited to course-related content on the device provided by the course instructor.
Preferential Seating	Preferred areas for students in classroom locations that best support their learning needs, such as near the instructor, away from distractions, or close to visual or auditory aids for equitable access to instruction and participation. Students are permitted to sit in a location that best supports their learning. Students are encouraged to arrive early, and instructors may assist in arranging appropriate seating when needed in a discreet and confidential manner.
Print Course Material/Tests in Large Font	Printed course materials and tests in an enlarged font if not available as a feature electronically. Students should communicate their preferred font size or format to support effective implementation. This ensures individuals with visual impairments have equal access to educational content by offering text in an enlarged, readable format.
Provide Handouts Electronically	Students receive course materials in digital format compatible with assistive technologies, such as screen readers instead of printed copies to ensure equitable access in alignment with ADA standards. Electronic materials should be provided simultaneously with any printed versions.
Provide- Lecture Notes/PowerPoint Slides	Students receive essential course materials such as lecture notes (if allowed by professor) or PowerPoint slides may access these materials on their own to review content independently, enhancing focus and retention, in alignment with ADA standards. Materials may be provided as a printout or electronic copy based on course format.
Record Lectures	Students may record lectures may capture audio to review content, enhance notes, and clarify information, ensuring equitable access in alignment with ADA standards. The method of recording must be approved or provided by the DAS office. Students are responsible for recording setup, and instructors are asked to allow placement of the recorder for optimal sound, while confidential discussions should not be recorded.
Service Animal	Students may bring a trained service animal (limited to dogs or miniature horses) to campus without registering with the DAS office, and instructors may only ask whether the animal is required due to a disability and what task it is trained to perform. Emotional support animals are not considered service animals and are not typically permitted in the classroom; any concerns should be directed to the DAS office.
Written Instructions for Assignments/Tests/Quizzes	Students can receive written instructions for assignments, tests, and quizzes upon request to ensure access to course requirements. Instructions can be provided in either hard copy or electronic format based on the student's preference. Instructions should be provided based on the current course format.
Housing Accommodations – Reviewed Annually	
Housing Assignment	Accommodation that provides a living space with accessible features for students with disabilities. This may include modifications such as an accessible bathroom and automated entry, or room features to support independent living.

Single Living Space	A single living space is provided to support a student's disability-related needs while maintaining access to campus housing. This includes a private bedroom, while allowing shared common areas to include shared bathroom with suitemates as appropriate. This accommodation is provided on a temporary basis and reviewed annually.
Single Private Living Space with Private Bathroom	A single living space is provided as accommodation to ensure a student's health, safety, or disability-related needs are appropriately supported. This includes a private room and bathroom, and the student is not required to have a roommate or suitemate. This accommodation is provided on a temporary basis and reviewed annually.
Specialized Housing Modifications for Deaf and Hard of Hearing Student	Specialized housing modifications are provided to ensure students who are Deaf or hard of hearing have equal access to and safety within their living environment. Modifications should be documented and communicated to housing staff to support appropriate implementation.
Specialized Modifications for Blind/Visually Impaired Student	Specialized housing modifications are provided as accommodation to ensure students who are blind or visually impaired have equal access and safe navigation within their living space. Specific modifications should be documented and communicated to housing staff for proper implementation.
Emotional Support Animal	An Emotional Support Animal (ESA) is an accommodation to support a student's disability-related needs within campus housing. The ESA is permitted in housing only and must have a current identification tag issued by the DAS office at all times.
Internal Only	
Early Registration	The purpose for early registration is to allow timely access to courses that best accommodate their disability-related needs. This ensures equitable opportunity to plan a schedule with appropriate support and accessibility considerations. Students must be currently enrolled at the university. New students (freshmen and transfer students as well as returning students) will become eligible for priority after completing a semester.
Scholarship Credit Hour Adjustment	If a student registered with DAS has certain specific scholarships (Legislative Lottery and NMSU's Institutional Scholarship) a student may take less than full-time credits and still be considered a full-time student if they meet the qualifications and fill out the necessary paperwork before the census date.
Temporary (30 Day) Disabled Parking Placard	A temporary disabled parking placard issued to individuals with qualifying mobility impairments is typically valid for 30 days from the date of issuance, with approval coordinated between the DAS Office and the Parking Department for pick-up. The permit is non-renewable and intended to provide short-term access to accommodations.
Notetaking Services	
Notetaking Software	The student may use a notetaking software with audio, video, and transcription capabilities provided by the DAS Office to provide access to course content. The student may request that the instructor wear a Bluetooth microphone to ensure clear audio capture when needed. Confidential discussions and conversations not related to course content should not be recorded.

