

IAM Materials/AHEAD Program Standards SURVEY

Please return ASAP. Respond via mail, email, or fax to:

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Part I. Demographic Information.

Name: _____

In what setting do you work? (e.g. community college, 4 year university, technical college, etc.)? _____

Position title: _____

Are you full-time or part-time in this capacity? _____

Highest level of education you have completed: _____

Field? _____

Years of experience in the post-secondary setting: _____

Years of experience working with college students with disabilities: _____

Part 2. Directions. To what degree is the IAM material relevant to meeting the identified AHEAD Program Standard(s). Circle your responses.

IAM Student Materials	AHEAD Standard(s)	Relevance				
<i>Self-Advocacy Brochure</i>	2.1: Disseminate information through institutional publications regarding disability services and how to access them	1 no relevance	2	3	4	5 high relevance
	6.1: Assist students with disabilities to assume the role of self-advocate	1 no relevance	2	3	4	5 high relevance
<i>Accommodations for Students with disabilities Brochure</i>	2.1: Disseminate information through institutional publications regarding disability services and how to access them	1 no relevance	2	3	4	5 high relevance
<i>Rights and Responsibilities of Students with Disabilities Brochure</i>	2.1: Disseminate information through institutional publications regarding disability services and how to access them	1 no relevance	2	3	4	5 high relevance
	6.1: Assist students with disabilities to assume the role of self-advocate	1 no relevance	2	3	4	5 high relevance
	7.3: Establish guidelines for student rights and responsibilities with respect to service provision	1 no relevance	2	3	4	5 high relevance
<i>The Grievance Procedure Brochure</i>	2.1: Disseminate information through institutional publications regarding disability services and how to access them	1 no relevance	2	3	4	5 high relevance
	2.3: Provide referral information to students with disabilities regarding available campus and community resources	1 no relevance	2	3	4	5 high relevance
	7.5 Encourage the development of policies and guidelines for settling a formal complaint regarding the determination of a “reasonable accommodation”	1 no relevance	2	3	4	5 high relevance
<i>What is a Disability? Brochure</i>	2.1: Disseminate information through institutional publications regarding disability services and how to access them	1 no relevance	2	3	4	5 high relevance
<i>A Parent’s Guide to College Brochure</i>	2.1: Disseminate information through institutional publications regarding disability services and how to access them	1 no relevance	2	3	4	5 high relevance

	2.3: Provide referral information to students with disabilities regarding available campus and community resources	1 no relevance	2	3	4	5 high relevance
<i>Student Assessment of Instructional Preferences</i>	6.1: Assist students with disabilities to assume the role of self-advocate	1 no relevance	2	3	4	5 high relevance
<i>Student Activity Accessibility Checklist</i>	2.2: Provide services that promote access to the campus community	1 no relevance	2	3	4	5 high relevance
	2.3: Provide referral information to students with disabilities regarding available campus and community resources	1 no relevance	2	3	4	5 high relevance
	6.1: Assist students with disabilities to assume the role of self-advocate	1 no relevance	2	3	4	5 high relevance
IAM Instructor Materials	AHEAD Standard(s)	Relevance				
<i>Instructor Assessment of Instructional Preferences</i>	3.1: Provide consultation with faculty regarding academic accommodations, compliance with legal responsibilities, as well as instructional, programmatic, physical and curriculum modifications	1 no relevance	2	3	4	5 high relevance
Three Part Instructor Series: <i>Facts on the ADA, Accommodations and Disability; Accommodating Students with Disabilities In the Classroom; and Accommodating for Disabilities Outside the Classroom</i>	3.1: Provide consultation with faculty regarding academic accommodations, compliance with legal responsibilities, as well as instructional, programmatic, physical and curriculum modifications	1 no relevance	2	3	4	5 high relevance
	3.4: Provide feedback to faculty regarding general assistance available through the office that provides services to students with disabilities	1 no relevance	2	3	4	5 high relevance
IAM DSS Materials	AHEAD Standard(s)	Relevance				
<i>Ensuring Appropriate Accommodations for Students with Disabilities</i>	4.1: Maintain records that document the plan for the provision of selected accommodations	1 no relevance	2	3	4	5 high relevance
	4.2: Determine with students, appropriate academic adjustments consistent with the student's documentation	1 no relevance	2	3	4	5 high relevance

<i>Ensuring Appropriate Accommodations for Students with Disabilities (cont.)</i>	4.3: Have final responsibility for determining effective academic accommodations which do not fundamentally alter the program of study	1 no relevance	2	3	4	5 high relevance
	5.1: Advocate for instruction in learning strategies	1 no relevance	2	3	4	5 high relevance
	7.1: Develop written policies and guidelines regarding procedures for determining and accessing “reasonable accommodations”	1 no relevance	2	3	4	5 high relevance
<i>Web Resources for Students with Disabilities</i>	2.3: Provide referral information to students with disabilities regarding available campus and community resources	1 no relevance	2	3	4	5 high relevance
IAM Administration Materials	AHEAD Standard(s)	Relevance				
<i>Assessment of Classroom Environment</i>	3.1: Provide consultation with faculty regarding academic accommodations, compliance with legal responsibilities, as well as instructional, programmatic, physical and curriculum modifications	1 no relevance	2	3	4	5 high relevance
	3.2: Provide consultation with administrators regarding academic accommodations, programmatic, physical and curriculum modifications	1 no relevance	2	3	4	5 high relevance
<i>Campus Access Report Card</i>	3.2: Provide consultation with administrators regarding academic accommodations, programmatic, physical and curriculum modifications	1 no relevance	2	3	4	5 high relevance
IAM Staff Development Modules	AHEAD Standard(s)	Relevance				
<i>Helping Everyone Feel Included</i>	3.4: Provide feedback to faculty regarding general assistance available through the office that provides services to students with disabilities	1 no relevance	2	3	4	5 high relevance
	9.1: Provide disability services staff with on-going opportunities for professional development	1 no relevance	2	3	4	5 high relevance
	9.2: Provide services by professional(s) with training and experience working with college students/adults with disabilities	1 no relevance	2	3	4	5 high relevance

<i>Self-Advocacy</i>	6.1: Assist students with disabilities to assume the role of self-advocate	1 no relevance	2	3	4	5 high relevance
	9.1: Provide disability services staff with on-going opportunities for professional development	1 no relevance	2	3	4	5 high relevance
	9.2: Provide services by professional(s) with training and experience working with college students/adults with disabilities	1 no relevance	2	3	4	5 high relevance
<i>Disclosure and Confidentiality</i>	7.4: Develop written policies and guidelines regarding confidentiality of disability information	1 no relevance	2	3	4	5 high relevance
	9.1: Provide disability services staff with on-going opportunities for professional development	1 no relevance	2	3	4	5 high relevance
	9.2: Provide services by professional(s) with training and experience working with college students/adults with disabilities	1 no relevance	2	3	4	5 high relevance
<i>Ensuring Appropriate Accommodations</i>	4.1: Maintain records that document the plan for the provision of selected accommodations	1 no relevance	2	3	4	5 high relevance
	4.3: Have final responsibility for determining effective academic accommodations which do not fundamentally alter the program of study	1 no relevance	2	3	4	5 high relevance
	9.1: Provide disability services staff with on-going opportunities for professional development	1 no relevance	2	3	4	5 high relevance
	9.2: Provide services by professional(s) with training and experience working with college students/adults with disabilities	1 no relevance	2	3	4	5 high relevance