

 AMERICAN INTERNATIONAL UNIVERSITY الجامعة الأمريكية الدولية	Policy Main Title	Disability Services and Accessibility Policy	Effective Date	14/06/2026
	Category	Student Affairs	Last Review date	
	Policy Number	STU-003	Next Review date	14/06/2029
	Responsible Entity	VP Student Affairs	Approved By	President

Overview

Every student who has the qualifications and motivation to succeed at AIU deserves the opportunity to do so, without being prevented by barriers that have nothing to do with their intellectual capacity or academic preparation. A student with dyslexia who needs additional examination time is not receiving an unfair advantage; they are receiving the accommodation that gives them the same opportunity to demonstrate knowledge that students without dyslexia have by default. A student who uses a wheelchair and cannot access the examination hall is not facing an academic challenge, they are facing an institutional failure. Disability services at AIU exist to address both of these realities: to provide individual academic accommodations and to ensure that the campus environment does not itself disable students who have the right to be here.

Kuwait Law No. 8 of 2010 on the Rights of Persons with Disabilities establishes the legal framework for disability rights in Kuwait, including the right to educational access. Kuwait ratified the UN Convention on the Rights of Persons with Disabilities (CRPD) in 2013, committing to a rights-based rather than charity-based approach to disability. Kuwait's most recent reaffirmation at the 2025 CRPD Conference of States Parties underscored the country's commitment to implementing the Kuwait Accessibility Code and integrating disability inclusion into Kuwait Vision 2035. AIU's disability services framework is grounded in these obligations and goes beyond them, applying the internationally recognized standard of reasonable accommodation with the rigor and procedural formality that accreditation requires.

Scope

This policy applies to all enrolled students at AIU who have a disability, impairment, health condition, or specific learning difference that substantially limits one or more major life activities relevant to their participation in academic programs or campus life. It applies to all AIU academic and administrative units, faculty, staff, contractors, and visitors in their interactions with students with disabilities. It covers academic accommodations, physical accessibility of campus facilities, digital accessibility of AIU's platforms and resources, emergency procedures, and the governance of the Disability Services function.

This policy applies to Kuwaiti national students, international students, and expatriate students on an equal basis. While Kuwait Law No. 8 of 2010's most specific provisions on allowances and benefits apply primarily to Kuwaiti nationals, AIU's institutional commitment to reasonable accommodation and accessible education applies to every enrolled student regardless of nationality. This commitment is consistent with the CRPD's principle of non-discrimination and with accreditation requirement.

Purpose

The purposes of this policy are to:

- Affirm AIU's institutional commitment to equal access to educational Programs and campus life for all students with disabilities, grounded in Kuwait Law No. 8 of 2010, the CRPD, and the internationally recognized standard of reasonable accommodation
- Define the disability categories recognized under this policy and the range of academic accommodations available for each

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- Establish the Disability Services Coordinator as the single institutional point of contact for students with disabilities, and define the Coordinator's role, responsibilities, and institutional authority
- Define the documentation requirements for accommodation requests
- Establish the Accommodation Plan process, from request through intake meeting to Faculty Notification Letter and annual review.
- Define the physical accessibility standards for AIU's campus and the Accessibility Improvement Plan process through which gaps are identified and remediated
- Establish AIU's digital accessibility commitment and the standards applicable to online learning platforms, the LMS, and institutional websites
- Define the confidentiality protections applicable to disability-related information
- Establish the complaint and appeal process for students who are not satisfied with the accommodation provided
- Demonstrate compliance with student support services sufficient for professional development, equitable treatment of students through adherence to published policies, and fair and equitably applied policies

Definitions and abbreviations

Disability: A physical, mental, intellectual, or sensory impairment that, in interaction with the student's environment, substantially limits one or more major life activities, including but not limited to: learning, reading, writing, thinking, communicating, concentrating, walking, seeing, hearing, and self-care. AIU applies a definition consistent with the CRPD. A condition need not be permanent to qualify; temporary disabilities are also covered for the duration of their impact.

Reasonable Accommodation: A modification to an academic requirement, assessment method, course delivery, physical environment, or institutional practice that enables a student with a disability to have equitable access to educational opportunities without fundamentally altering the essential academic requirements of a course or program. Reasonableness is assessed individually, balancing the student's access needs against the academic integrity and essential nature of the program.

Fundamental Alteration: A modification that would change the essential nature, core competencies, or academic standards of a course or program. AIU is not required to make a fundamental alteration as a reasonable accommodation. Whether a modification constitutes a fundamental alteration is determined by the Disability Services Coordinator in consultation with the relevant Dean and faculty member.

Undue Burden: An accommodation that would impose disproportionate financial or operational difficulty on AIU, taking into account the University's total resources and the nature of the accommodation required. Undue burden determinations are made case-by-case and are subject to review.

Accommodation Plan: The formal, written document prepared by the Disability Services Coordinator that specifies the accommodations approved for a specific student in the current academic year, including the basis for each accommodation and the implementation responsibilities.

Faculty Notification Letter: A formal letter issued by the Disability Services Coordinator to each faculty member teaching a course in which an Accommodation Plan student is enrolled, specifying the accommodations to be implemented in that course. The Letter does not disclose the nature of the student's disability.

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Disability Services Coordinator: The institutional officer responsible for administering AIU's disability services program, receiving requests, reviewing documentation, preparing Accommodation Plans, issuing Faculty Notification Letters, maintaining records, and serving as the student's primary institutional contact.

Kuwait Public Authority for Disability Affairs (PADA): The Kuwait government authority responsible for registering persons with disabilities and issuing official disability documentation. A PADA card is accepted as primary disability documentation at AIU.

CRPD: The United Nations Convention on the Rights of Persons with Disabilities, ratified by Kuwait in 2013. The CRPD establishes disability rights within a human rights framework and informs AIU's approach to disability services beyond the minimum requirements of Kuwait Law No. 8 of 2010.

Kuwait Accessibility Code: Kuwait's national standard for physical accessibility of buildings and facilities for persons with disabilities, referenced in recent government statements as a key implementation instrument for Law No. 8 of 2010.

Universal Design for Learning (UDL): An educational framework that designs learning environments, assessments, and curriculum to be accessible to all students from the outset, reducing the need for individual retrospective accommodations. AIU encourages faculty to apply UDL principles in course design.

Personal Emergency Evacuation Plan (PEEP): An individualized emergency evacuation plan developed for a student with a mobility, visual, or hearing impairment, specifying how that student will be safely evacuated from campus buildings in the event of an emergency.

Policy

Article 1: Governing Principles

The following principles govern AIU's approach to disability services and accessibility:

- Rights-based, not charity-based:** A student with a disability is not a recipient of charity or special favor when they receive an accommodation. They are exercising a right to equitable access to educational opportunity. AIU's disability services are designed around this principle, not around institutional convenience or administrative discretion.
- Individual assessment:** Every accommodation is determined individually. Two students with the same diagnosis may have different functional impacts and need different accommodations. The Accommodation Plan process exists precisely because generalized policies cannot substitute for individualized assessment.
- Essential requirements are maintained:** AIU is committed to providing reasonable accommodations, not to lowering or altering the academic standards that make its qualifications meaningful. The distinction between a barrier to access (which AIU must remove) and an essential academic requirement (which AIU must maintain) is central to every accommodation decision.
- Early and proactive support:** Caring for students with disabilities from enrollment through graduation, reflects the importance of early identification and proactive support. AIU encourages students to self-disclose and register early, recognizing that late registration limits the accommodations that can be implemented retrospectively.

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- e. Confidentiality: A student's disability status and the nature of their disability are confidential. Faculty receive Faculty Notification Letters that specify accommodations without specifying diagnoses. Disability information is shared only with those who have a legitimate need to know for the purpose of implementing accommodations.
- f. Universal Design: Wherever possible, AIU's course design, assessment design, and campus facilities aim to be accessible by default rather than accessible only through individual accommodation. Universal Design for Learning principles are promoted through faculty development, reducing the barriers that require individual accommodation in the first place.
- g. Non-discrimination: Students with disabilities are entitled to participate in all aspects of AIU's educational and campus life, academic Programs, examinations, extracurricular activities, student governance, and campus employment, on an equal basis. Disability status is not a basis for exclusion from any institutional activity except where the exclusion is required by the essential safety requirements of the activity itself.

Article 2: Disability Categories and Academic Accommodations

The following table identifies the disability categories recognized under this policy and illustrative examples of the academic accommodations typically associated with each category. The list of accommodations is not exhaustive, the specific accommodations provided to any individual student are determined through the Accommodation Plan process based on the individual's documentation and functional impact:

Disability Category	Nature and Examples	Typical Academic Accommodations (illustrative, not exhaustive)
Sensory Disabilities		
Visual impairment and blindness	Partial or total loss of sight, including color vision impairment	Extended examination time; alternative format materials (Braille, large print, digital accessible format); screen reader software; priority seating; reader assistance for examinations
Hearing impairment and deafness	Partial or total hearing loss	Sign language interpretation where available; captioning for recorded materials; preferential seating; written alternatives for oral tasks; assistive listening devices
Physical and Mobility Disabilities		

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Mobility and physical impairment	Conditions affecting movement, coordination, or use of limbs including spinal cord injury, cerebral palsy, muscular conditions	Extended examination time; rest breaks during examinations; accessible examination venue; modified physical requirements where the modification does not alter the essential nature of the course; personal care support coordination
Chronic health conditions	Long-term conditions with episodic or ongoing impact on academic participation, including chronic pain, fatigue disorders, cardiac conditions, autoimmune conditions	Flexible attendance arrangements where consistent with academic requirements; extended deadlines where medically indicated; phased return after medical absence; modified assignment submission arrangements
Mental Health and Neurodevelopmental Conditions		
Mental health conditions	Diagnosed conditions including anxiety disorders, depression, bipolar disorder, PTSD, and OCD that substantially impair academic functioning	Extended examination time; alternative examination scheduling during acute episodes; flexible assessment submission; academic progress monitoring with support check-ins
Neurodevelopmental conditions	Attention Deficit Hyperactivity Disorder (ADHD), autism spectrum conditions, and related neurodevelopmental profiles affecting learning, attention, or social communication	Extended examination time; reduced-distraction examination environment; written instructions for complex tasks; structured academic support; flexibility in assignment format where consistent with learning objectives

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Specific Learning Differences		
Dyslexia and specific reading/writing differences	Neurological differences affecting reading, writing, spelling, or processing speed	Extended examination time; use of word processor with spell-check in examinations; reduced-distraction examination environment; text-to-speech tools; extended assignment deadlines where processing speed is the barrier
Dyscalculia and mathematical processing differences	Neurological differences specifically affecting numerical and mathematical processing	Extended examination time; use of calculator where its use does not undermine the assessment objective; alternative assessment format where available
Temporary Disabilities		
Short-term physical disability	Temporary impairment arising from injury, surgery, or acute illness expected to resolve within one semester	Temporary accommodations on the same principles as permanent disability accommodations; reassessed each semester until recovery is confirmed; access to lift and accessible facilities during recovery period

The absence of a specific disability category from this table does not mean the condition is not covered by this policy. AIU evaluates accommodation requests based on the functional impact of the condition, not on diagnostic labels alone. A student whose condition is not listed but whose documented impairment substantially limits a major life activity relevant to academic participation may request an accommodation, which will be assessed on the same basis as any other request.

Article 3: Documentation Requirements

To receive academic accommodations at AIU, a student must provide documentation that establishes the existence of a qualifying disability and provides sufficient information about its functional impact on academic activities for the Disability Services Coordinator to assess appropriate accommodations. The following documentation standards apply:

Documentation Type	What Is Required	Recency Requirement
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Medical or psychological assessment report	A written assessment or diagnostic report from a qualified, licensed professional in the relevant field (physician, specialist, psychiatrist, clinical psychologist, educational psychologist, audiologist, ophthalmologist, or equivalent). The report must: identify the diagnosis; describe the functional impact of the condition on academic activities; and, where possible, recommend specific accommodations or interventions	Generally, within the past three years; the Coordinator may accept older documentation for permanent or stable conditions, or request updated documentation where a condition is known to be changing
Kuwait Public Authority for Disability Affairs card or equivalent	Where a student has been issued a disability card or official documentation by the Kuwait Public Authority for Disability Affairs (PADA), the General Authority for Disability Affairs, or an equivalent national authority, this document is accepted alongside or in lieu of a clinical assessment report	Current and valid; the Coordinator may request supplementary clinical information if the card alone does not provide sufficient functional impact information
Documentation for short-term disabilities	For temporary conditions: a medical certificate from a licensed physician stating the condition, its anticipated duration, and the functional limitations affecting academic participation	Issued within the current or immediately preceding academic semester
Documentation for learning differences (dyslexia, ADHD, etc.)	A psychoeducational assessment conducted by a licensed educational psychologist or clinical psychologist, including relevant test scores, functional impact description, and recommended accommodations	Within the past five years; the Coordinator may exercise discretion where the assessment is older but the condition is clearly stable and well-documented

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Students who do not have documentation at the time of their accommodation request but believe they have a qualifying condition are encouraged to contact the Disability Services Coordinator. The Coordinator can advise on the assessment process and, where available, provide a referral list of qualified assessment professionals. While formal documentation is required for ongoing accommodations, the Coordinator may implement temporary informal accommodations for a period not exceeding four weeks while a student is arranging formal assessment.

Article 4: The Accommodation Request and Plan Process

The following process governs all accommodation requests at AIU. The process is designed to be accessible, timely, and individually focused. The timeline in the process table below is binding on AIU, a student who submits a complete request on time should not wait beyond the specified period for a decision:

Step	Timeline	Responsible Party
Student submits Accommodation Request Form with supporting documentation to the Disability Services Coordinator	At least four weeks before the start of the semester in which accommodations are needed; for newly-enrolled students, by the fifth week of the first semester	Student
Disability Services Coordinator acknowledges receipt and confirms completeness of documentation	Within three working days of receipt	Disability Services Coordinator
Coordinator reviews documentation and assesses proposed accommodations; may consult with the student, relevant academic staff, or an external specialist	Within ten working days of receiving complete documentation	Disability Services Coordinator
Intake meeting held between the student and the Disability Services Coordinator to discuss proposed accommodations, agree the	Within ten working days of receiving complete documentation	Disability Services Coordinator and Student

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Accommodation Plan, and explain implementation		
Accommodation Plan approved by the Coordinator (Director of Student Affairs endorses where major physical modifications are required)	Within two working days of intake meeting	Disability Services Coordinator
Faculty Notification Letters issued to all relevant faculty for the current semester	Within two working days of Accommodation Plan approval, or immediately upon approval if the semester has already begun	Disability Services Coordinator
Faculty implements accommodations in their courses	Immediately upon receipt of Faculty Notification Letter; accommodations cannot be applied retroactively to work already submitted before the Letter was received	Faculty Member
Review of Accommodation Plan at the end of each academic year, or earlier if the student's circumstances change	Annual, or within 10 working days of a student's notification of changed circumstances	Disability Services Coordinator with Student
Appeal of Accommodation Plan decision (where student disagrees)	Within 10 working days of receiving the written Accommodation Plan	Student

4.1 Voluntary Self-Disclosure

No student is required to disclose a disability to AIU as a condition of admission or enrolment. Disability status plays no role in admission decisions. A student who does not disclose a disability and does not request accommodations will not receive them; AIU does not have an obligation to identify disabilities that students have not self-disclosed. AIU strongly encourages students who may have a qualifying condition to contact the Disability Services Coordinator early, ideally before the start of their first semester, because retrospective accommodations (accommodations applied to work already submitted before a Faculty Notification Letter was issued) are not available.

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4.2 Semester Registration

An Accommodation Plan is valid for one academic year and must be renewed annually. At the start of each semester in which a student wishes to use their approved accommodations, the student confirms with the Disability Services Coordinator that they wish to receive Faculty Notification Letters for their enrolled courses in that semester. Faculty Notification Letters are not automatically sent each semester the student must activate them. This ensures that students who no longer need accommodations in a given semester are not automatically identified to faculty as accommodation students.

4.3 Interim Accommodations

In exceptional circumstances, where a student acquires a disability or impairment during an active semester and cannot complete the full documentation process before an examination or major assessment, the Disability Services Coordinator may authorize a temporary accommodation of up to two weeks on the basis of available medical documentation (such as an emergency medical certificate). Temporary accommodations do not constitute a formal Accommodation Plan and are noted as provisional pending receipt of full documentation.

Article 5: Faculty Responsibilities in Accommodation Implementation

Faculty members play the most direct role in implementing academic accommodations. A Faculty Notification Letter from the Disability Services Coordinator is the formal trigger for faculty accommodation obligations:

- A faculty member who receives a Faculty Notification Letter must implement the specified accommodations from the date of receipt. Accommodations cannot be applied retroactively to work submitted before the Letter was received.
- A faculty member who has a question about the implementation of a specified accommodation - for example, how to administer an extended-time examination for a student in their class -- contacts the Disability Services Coordinator for guidance. Faculty members do not unilaterally decide that a specified accommodation is not feasible or appropriate; this determination is made by the Coordinator.
- A faculty member who believes that a specified accommodation would require a fundamental alteration of an essential course requirement raises this concern in writing to the Disability Services Coordinator within five working days of receiving the Faculty Notification Letter. The Coordinator consults with the relevant Dean and determines whether the accommodation, as specified, requires modification. The student is informed of the outcome.
- Faculty members maintain confidentiality about a student's disability status. A Faculty Notification Letter does not disclose the nature of the student's disability. Faculty members do not ask students to explain or justify their accommodation to the class or to other students.
- Faculty members who wish to support students with disabilities beyond the accommodations specified in a Faculty Notification Letter, for example, through the application of Universal Design

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for Learning principles in their course design, are encouraged to do so and can seek guidance from the Disability Services Coordinator or the Centre for Teaching and Learning (CTL).

Article 6: Physical Accessibility of Campus

AIU's campus must be physically accessible to students with mobility, sensory, and other physical disabilities. The following standards apply, consistent with the Kuwait Accessibility Code for Persons with Disabilities:

Accessibility Requirement	Standard
Campus pathways	All primary campus pathways between buildings, car parks, and main facilities must be step-free and accessible by wheelchair. The AIU Accessibility Improvement Plan (Article 8) documents and schedules remediation of any non-compliant pathways
Entrances and doorways	All building main entrances and key service entrances must be accessible by wheelchair. Where a primary entrance is not yet accessible, a clearly signed accessible alternative entrance is provided with equivalent access to all services within the building
Lift access	All multi-story buildings with academic or student service functions must have at least one operational lift accessible by wheelchair. Lift failure is treated as a priority maintenance issue with a maximum four-hour response time
Accessible toilets	Each building with student access must have at least one fully accessible toilet facility per floor where toilet facilities exist. Accessible toilet facilities are maintained in working order and are not used for storage
Examination venues	All venues used for examinations must be step-free and accessible to students using wheelchairs or other mobility aids. Where an existing examination venue is not accessible, the examination for the affected student is relocated to an accessible venue before the examination date
Classrooms and lecture halls	All regularly used teaching spaces must have accessible seating positions that provide equivalent sightlines and acoustic access to those

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	of standard seating. Priority seating arrangements are made at the student's request through the Accommodation Plan process
Library and study spaces	The Library and dedicated study spaces must be fully accessible to students with mobility impairments. Library materials requested by students with visual impairments are provided in accessible digital format within a reasonable timeframe
Parking	Designated accessible parking spaces are provided in proximity to each main building entrance in accordance with the Kuwait Accessibility Code. The number and location of accessible parking spaces is reviewed annually as part of the Accessibility Improvement Plan
Emergency evacuation	Personal Emergency Evacuation Plans (PEEPs) are developed with every student with a mobility, visual, or hearing impairment during the intake meeting. PEEPs are coordinated with Security and Facilities Management. All relevant staff are trained on PEEP activation

Where an existing facility does not meet these standards, the gap is documented in the AIU Accessibility Improvement Plan (Article 8) with a remediation timeline. Until remediation is complete, an interim arrangement is made to ensure that students with disabilities are not denied access to the relevant facility or service. Interim arrangements are coordinated by the VP Administration and communicated to affected students through the Disability Services Coordinator.

Article 7: Digital Accessibility

AIU's digital environment, including its LMS (Canvas), website, online course materials, and digital assessment tools, must be accessible to students who use assistive technology. The following provisions apply:

- AIU adopts the Web Content Accessibility Guidelines (WCAG) 2.1 Level AA as the minimum standard for all AIU-developed web content and digital platforms. Newly developed digital resources must meet this standard before publication.
- The LMS (Canvas) used by AIU is selected and configured to support accessibility features including compatibility with screen readers, keyboard navigation, and caption support for video content. The IT Department consults with the Disability Services Coordinator on any LMS changes that may affect accessibility.
- Course materials published on Canvas, including lecture slides, PDF documents, and video recordings -- should be created in accessible formats. The CTL provides faculty with guidance on

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creating accessible course materials. Where a specific student has a visual impairment or uses assistive technology, the Disability Services Coordinator works with the student and the relevant faculty member to ensure that materials are provided in the student's required accessible format within a reasonable timeframe.

- d. AIU aims to implement automatic captioning for all video course content on a phased basis. In the interim, captioned video is provided on request within five working days for any student whose Accommodation Plan includes captioning as a specified accommodation.
- e. Where a student's Accommodation Plan specifies assistive technology as an accommodation, the IT Department works with the Disability Services Coordinator to source and configure the required technology within 10 working days of the Accommodation Plan being approved.

Article 8: Accessibility Improvement Plan

AIU maintains a rolling Accessibility Improvement Plan (AIP) documenting the current state of campus physical and digital accessibility, identifying gaps against the Kuwait Accessibility Code and WCAG 2.1, and specifying the remediation actions, responsible officers, timelines, and resource requirements for each gap. The AIP is a living document, not a one-time audit report:

- a. The VP Administration commissions an annual accessibility audit of AIU's physical campus and digital environment. The audit is conducted by the Disability Services Coordinator (for student-facing services and digital platforms) and by Facilities Management (for physical campus infrastructure). Where resources permit, AIU engages an external accessibility specialist for the audit.
- b. The audit findings are incorporated into an updated AIP within 30 working days of the audit's completion. The AIP distinguishes between: Priority 1 gaps (blocking a current student's access -- immediate remediation required); Priority 2 gaps (significant but not currently blocking a specific student -- remediation within the current academic year); and Priority 3 gaps (general improvement opportunities -- scheduled in the facilities and IT development cycle).
- c. The AIP is approved by the VP Administration and reviewed by the VP Student Affairs. A summary of the AIP status is included in the Annual Disability Services Report to the President and Board Academic Affairs Committee. AIU does not treat the AIP as confidential; it demonstrates AIU's good faith commitment to accessibility improvement.
- d. Where a specific student's accommodation request reveals a physical or digital accessibility gap not previously identified, the gap is added to the AIP within five working days and escalated to Priority 1 or 2 as appropriate.

Article 9: Confidentiality of Disability Information

Disability-related information is among the most sensitive personal information AIU holds. The following confidentiality provisions apply in addition to AIU's general privacy obligations under ADM-002:

- a. A student's disability status and the nature of their disability are confidential. This information is not disclosed to faculty, staff, other students, employers, or third parties without the student's explicit written consent, except: where disclosure is required by applicable Kuwait law; where

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disclosure is necessary to implement a safety-related accommodation (for example, communicating a PEEP to Security and Facilities); or where the student has consented to a specific disclosure.

- b. Faculty Notification Letters describe the accommodations to be implemented without disclosing the diagnosis or nature of the underlying condition. Faculty who receives a Faculty Notification Letter are bound by confidentiality obligations and may not share its contents with colleagues, other students, or third parties.
- c. Disability records are maintained separately from the student's academic record in a secure, access-controlled system maintained by the Disability Services Coordinator. Access is restricted to the Coordinator, the VP Student Affairs, and authorized personnel involved in implementing specific accommodations. Disability records are retained for seven years following the student's graduation or last date of enrolment, consistent with the retention schedule in ADM-002.
- d. A student has the right to access their own disability records maintained by the Disability Services Coordinator at any time, in accordance with ADM-002 data subject rights.

Article 10: Roles and Responsibilities

Role	Disability Services Responsibilities
VP Student Affairs	Institutional accountability for disability services; approves major physical accessibility investments; receives the Annual Disability Services Report; ensures adequate staffing and resourcing of the Disability Services function
Disability Services Coordinator	Receives and processes accommodation requests; reviews documentation; conducts intake meetings; prepares Accommodation Plans; issues Faculty Notification Letters; monitors implementation; handles complaints; maintains confidential records; delivers disability awareness training; reports annually. Reports to the VP Student Affairs. Is the single institutional point of contact for students with disabilities
VP Administration	Oversees the physical accessibility of AIU's campus, buildings, and facilities; ensures compliance with the Kuwait Accessibility Code and the AIU Accessibility Improvement Plan; coordinates with Facilities Management on physical modification requests arising from Accommodation Plans

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Faculty Members	Implement approved accommodations as specified in Faculty Notification Letters; maintain confidentiality of student disability information; adjust assessment methods and delivery where required by the Accommodation Plan; consult the Disability Services Coordinator where implementation questions arise; do not unilaterally impose accommodations or deny accommodations specified in a Faculty Notification Letter
Deans and Department Chairs	Ensure awareness of this policy within their School; support faculty in implementing accommodations; raise systemic barriers to accommodation with the Disability Services Coordinator; ensure that Program requirements that may affect students with disabilities are reviewed for essential versus non-essential components
Admissions Office	Informs prospective students during the admissions process that disability support is available and how to access it; does not inquire about disability status as part of the admission decision; refers admitted students who self-disclose a disability to the Disability Services Coordinator
Registrar	Coordinates accessible examination scheduling and room assignment; supports the Disability Services Coordinator in implementing examination-related accommodations; updates student records to reflect active Accommodation Plans (without disclosing the nature of the disability)
IT Department	Ensures AIU's digital platforms, LMS (Canvas), and online resources are accessible to students using assistive technology; consults with the Disability Services Coordinator on assistive technology needs; implements digital accessibility improvements per the AIU Digital Accessibility Standard

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Article 11: Complaints and Appeals

11.1 Complaints About Accommodation Implementation

A student who believes that an approved accommodation has not been properly implemented, by a faculty member, examination administrator, or any other institutional officer, raises the complaint with the Disability Services Coordinator in the first instance. The Coordinator investigates the complaint within five working days and takes the corrective action required. Where the accommodation failure was in the current semester and the corrective action does not fully remedy the impact on the student's academic work, the Coordinator works with the relevant Dean to determine an appropriate remedy, which may include an alternative assessment opportunity, a grade review, or other measures appropriate to the circumstances.

11.2 Appeals of Accommodation Plan Decisions

A student who disagrees with the Disability Services Coordinator's determination on their accommodation request -- including a determination that no accommodation is warranted, a determination that a specific accommodation is not reasonable, or a determination of undue burden -- may appeal within 10 working days of receiving the written Accommodation Plan. The appeal is submitted in writing to the VP Student Affairs, stating the specific accommodation sought and the grounds on which the student believes the Coordinator's determination is incorrect. The VP Student Affairs reviews the decision within 15 working days and may: uphold the Coordinator's determination; modify the Accommodation Plan; or require the Coordinator to reconsider with specific direction. The VP Student Affairs's determination is final at the administrative level. Where the student remains unsatisfied, the matter may be referred to STU-002 (Student Grievance and Academic Appeals Policy) on the grounds of procedural error or unreasonable outcome.

11.3 Complaints About Discrimination on the Basis of Disability

A student who believes they have experienced discrimination, harassment, or retaliation on the basis of their disability -- by a faculty member, staff member, or other student -- uses the complaint process in ADM-003 (Equal Opportunity, Non-Discrimination, and Anti-Harassment Policy). Disability-based discrimination is expressly prohibited under ADM-003 and is subject to the full investigation and sanction framework of that policy.

Article 12: Annual Reporting and Continuous Improvement

The Disability Services Coordinator prepares an Annual Disability Services Report by 31 October each year, covering the preceding academic year. The Report is submitted to the VP Student Affairs who presents a summary to the President and to the Board Academic Affairs Committee. The Report includes:

- Number of registered students with disabilities, disaggregated by disability category and by School, without identifying individuals

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	Responsible Entity	VP Student Affairs	Approved By	President

- b. Number of accommodation requests received, approved, modified, and declined
- c. Status of the Accessibility Improvement Plan, actions completed, in progress, and pending
- d. Complaint and appeal statistics, number of complaints received, resolved, and unresolved
- e. Disability awareness training activities conducted and participation rates
- f. Specific improvements made during the year in response to student feedback, complaints, or AIP findings
- g. Proposed priorities for the following year

The Annual Disability Services Report is used by the VPAA and Deans to identify whether curriculum or assessment design changes are needed across Programs to reduce the volume of individual accommodations required, consistent with Universal Design for Learning principles. It is also incorporated in the Annual Institutional Effectiveness Report (IE-002) and contributes to accreditation compliance evidence.

Article 13: Disability Awareness and Training

Building a genuinely inclusive campus requires more than a policy and an accommodation process. The following awareness and training activities are required:

- a. New student orientation includes information about disability services: what support is available, how to register, who to contact, and the key provisions of this policy. Students are encouraged to register early if they anticipate needing accommodations.
- b. Faculty induction and annual faculty development activities include training on implementing accommodations, maintaining confidentiality of disability information, the principles of Universal Design for Learning, and how to create accessible course materials in Canvas. This training is coordinated by the Disability Services Coordinator in partnership with the CTL.
- c. The Disability Services Coordinator conducts at least two public awareness activities per academic year on campus, events, workshops, or communications, that build understanding of disability issues, reduce stigma, and encourage students who may have unidentified disabilities to seek support.
- d. The Disability Services Coordinator maintains and publishes on the AIU website: this policy; the Accommodation Request Form; the documentation requirements; and contact details. The information is published in both English and Arabic.

Procedures

Accommodation Request -- Standard Process

1. The student contacts the Disability Services Coordinator -- by email, phone, or in person at the Student Affairs office -- to initiate an accommodation request. The Coordinator provides the Accommodation Request Form and the documentation requirements.
2. The student completes the Accommodation Request Form and submits it together with their supporting documentation to the Disability Services Coordinator. The Form requests: the

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student's name, student number, School, and enrolled Program; the nature of the functional limitations affecting academic participation; the accommodations requested; and the documentation attached. The Form does not ask for the specific diagnosis.

3. The Coordinator acknowledges receipt within three working days, confirms whether the documentation is complete, and schedules an intake meeting. If documentation is incomplete, the Coordinator advises the student specifically on what is needed and allows a reasonable period (normally 10 working days) to provide it.
4. At the intake meeting, the Coordinator and student discuss: the student's experience of how their condition affects academic participation; the proposed accommodations; how the accommodations will be implemented; the student's preferences around disclosure to faculty; and the PEEP process where relevant. The intake meeting is documented in the student's file.
5. The Coordinator prepares the Accommodation Plan within two working days of the intake meeting. Where the Coordinator determines that a requested accommodation is not reasonable or feasible, the Coordinator communicates this in writing with the reasons and discusses alternative accommodations with the student.
6. Upon approval of the Accommodation Plan, the Coordinator issues Faculty Notification Letters to all faculty teaching courses in which the student is enrolled in the current semester. Letters are issued within two working days of Plan approval. The student receives a copy of their Accommodation Plan for their records.

Examination Accommodation Administration

1. The Disability Services Coordinator maintains a register of students with examination-related accommodations (extended time, reduced-distraction venue, reader/writer assistance, use of word processor, etc.) and coordinates with the Registrar each semester on examination scheduling.
2. For mid-semester examinations: the faculty member notifies the Coordinator at least five working days before the examination date of the date, time, and duration of the examination. The Coordinator arranges the appropriate accommodation (alternative venue, extended time, equipment) for the student.
3. For final examinations: the Registrar provides the final examination schedule to the Coordinator at least three weeks before the examination period. The Coordinator confirms arrangements for each student in the register and advises students of their examination location and time at least five working days before the first examination.
4. Where an examination is administered in a reduced-distraction venue, the Coordinator or a designated invigilator supervises the examination under the same security conditions as the main examination hall. Electronic devices are controlled on the same basis as the main hall unless the student's Accommodation Plan specifically authorizes the use of a device.
5. Examination accommodation records are retained as part of the student's confidential disability services file.

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Accessibility Improvement Plan -Annual Cycle

1. By 1 September each year, the Disability Services Coordinator and the VP Administration jointly initiate the annual accessibility audit. The Coordinator is responsible for the audit of student-facing services and digital accessibility; Facilities Management is responsible for physical campus infrastructure.
2. The audit is completed by 30 September. The Coordinator and the VP Administration review the findings and classify each gap by priority (1, 2, or 3). The revised Accessibility Improvement Plan is prepared within 30 working days of the audit's completion.
3. The VP Administration submits a budget request for Priority 1 and Priority 2 remediation actions as part of the annual budget cycle under FIN-002. Priority 1 actions that cannot be funded within the standard budget cycle are escalated to the President for emergency allocation.
4. The Accessibility Improvement Plan is published on AIU's intranet and referenced in the Annual Disability Services Report. Students who have registered with the Disability Services Coordinator receive direct notification of any planned remediation that affects their accommodation arrangements.

President Signature

Signature: _____ Date: _____