



Minnesota State Community and Technical College

## ACCESSIBILITY RESOURCES STUDENT HANDBOOK

Minnesota State Community and Technical College is a member of the Minnesota State system and is an equal opportunity employer and educator. This document is available in alternative formats to individuals with disabilities by contacting:

**Detroit Lakes, Accessibility Resources Office**

Local Phone Number: 218.846.3700

Toll Free: 877.450.3322

Hours: 8:00 am – 4:30 pm

**Moorhead, Accessibility Resources Office**

Local Phone Number : 218.299.6500

Toll Free: 877.450.3322

Hours: 8:00 am – 4:30 pm

**Fergus Falls, Accessibility Resources Office**

Local Phone Number: 218.736.1500

Toll Free: 877.450.3322

Hours: 8:00 am – 4:30 pm

**Wadena, Accessibility Resources Office**

Local Phone Number: 218.631.7800

Toll Free: 877.450.3322

Hours: 8:00 am – 4:30 pm

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## ACCESSIBILITY RESOURCES PERSONNEL

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## PURPOSE STATEMENT

The purpose of Accessibility Resources is to provide appropriate and reasonable accommodations for students with documented disabilities to ensure equal access to M State campuses, courses, programs and events.

## ACCESSIBILITY RESOURCES VISION AND MISSION

**Vision Statement:** To empower students with varied learning (and physical) (dis)abilities and provide an enriching learning educational experience.

**Mission Statement:** To support the college in its efforts to provide access to students with disabilities, engaging them in shaping their futures and their communities.

## ACCOMMODATIONS

### What is an Accommodation?

An accommodation is a support that gives a student with a disability an equal opportunity to access, participate and benefit from school. The law requires colleges to provide accommodations for qualified students.

### Disability Defined

According to the Americans with Disabilities Act of 1990 and 2008, a person with a disability is someone with a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment or is regarded as having such impairment. This includes, but is not limited to, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, concentrating, speaking, breathing, learning, reading, thinking, communicating and working.

### Examples of Disabilities

The disability areas accommodated include, but are not limited to, learning disabilities, hearing and vision losses, physical, intellectual and mental health disabilities, attention deficit disorders, brain injuries, autism spectrum disorders and other health-related disabilities.

### Applying for Accessibility Resources

After being accepted to the college and registering for classes, students who are willing to disclose their disability, which is an individual choice, can begin the process by completing the online Accessibility Resources Application found at [www.minnesota.edu/forms](http://www.minnesota.edu/forms).

### Providing Documentation of Disability

Students must provide Accessibility Resources with documentation of a disability and recommendations made by the testing specialist. A Release of Information may be required by the agency. A Request for Documentation form, available for completion by your health care provider, can be found at [www.minnesota.edu/forms](http://www.minnesota.edu/forms).

Students who think they may have a disability but do not have documentation should speak with Accessibility Resources personnel.

### Documentation Specifics

Students with learning disabilities (LD) or cognitive disabilities who received special education services in high school need to provide their most recent documentation (for example, an Evaluation Report accompanied by an IEP).

For others with LD or cognitive disabilities who had testing performed after high school, the documentation report should include referral concerns, academic and cognitive testing, and a diagnosis and clinical interpretation.

504 Plans may be submitted to support documentation, but a report that reflects current educational testing should be presented from a psychologist or medical professional in order to receive disability accommodations.

ADHD documentation should include referral concerns, evidence of an early and current impairment, relevant testing information, a diagnosis and a clinical interpretation.

Mental Health Disability documentation from a treating physician, therapist or psychologist should include a diagnosis, the date the diagnosis was made, the date the student was last seen and whether the student is still receiving care, and the length and severity of the impairment and functional limitations.

For Other Health Impairments, documentation should include a physician's report stating a diagnosis or impairment, date the diagnosis was made, date the student was last seen and whether the student is still receiving care, and the length and severity of the impairment and functional limitations.

### Documentation Form

In order to better assist students, a Documentation Request Form is available on the M State website at [www.minnesota.edu/forms](http://www.minnesota.edu/forms). This form should be completed by an appropriate professional and returned by the professional to Accessibility Resources as documentation.

Students who choose to have documentation destroyed when leaving M State should contact Accessibility Resources

with this request. Students who have not attended M State for over six years should consult with Accessibility Resources to determine if their file is still available, as disability records may be destroyed after six years of non-attendance.

### Next Steps

After Accessibility Resources receives the documentation and recommendations, the student and Accessibility Resources personnel work together to identify appropriate accommodations.

If you are eligible, Accessibility Resources approves and implements reasonable accommodations. Communication with faculty is the responsibility of both Accessibility Resources and the student.

Please note: To continue receiving services, appropriate forms must be completed each semester as instructors and courses change.

### Timeline for Receiving Accommodations

Timelines will vary depending on each request. Factors that contribute to speed of processing include submission of application and documentation, completed meeting with student and Accessibility Resources personnel, proximity to start of academic term and additional research required to complete the request.

### Meet with Accessibility Resources Personnel

Following receipt and review of a student's application and documentation, Accessibility Resources will email the student requesting that they schedule an appointment to meet (prior to the start of the semester when possible).

The meeting will include a review of the information received and a discussion of useful, reasonable accommodations.

Accommodation Request Forms will be completed for communicating with faculty. These forms must be completed for each semester the student wishes to receive accommodations.

### No Charge for Accommodations

The college will not charge students for necessary reasonable accommodations.

### Concern about Accommodations

Students with concerns about their accommodations should contact Accessibility Resources personnel as soon as possible.

### Individual Basis for Accommodations

Accommodations are determined, approved and implemented on an individual basis. Some examples are:

- Extended time for exams
- Distraction-reduced location for exams
- Note-taking assistance

M State is not required to provide academic adjustments or aids that would fundamentally alter the nature of a program or the academic requirements that are considered essential to a program of study or to meet licensing requirements.

### Student Disability-Related Absences

Students who have chronic illnesses or mental health difficulties may be absent from class unexpectedly because of unforeseen disability-related reasons such as hospitalizations, out-patient treatment or a flare-up from a chronic illness. Because of student need, Accessibility Resources personnel may request absence leniency, extended assignment deadlines and/or extended exam dates.

Students experiencing a disability-related absence during the course of a semester should contact Accessibility Resources as soon as possible. Students who are hospitalized and not able to contact the college on their own should request assistance from a family member or friend so that information can be communicated to the appropriate faculty as soon as possible.

Disability-related absence requests will be considered on an individual basis by Accessibility Resources using the following guidelines:

1. The student is diagnosed with a disability.

2. The absence was directly related to that disability.
3. The absence was due to an unforeseen medical emergency and/or an unexpected disability-related situation.

### Disability-Related Absences Request Process

1. Students are connected with Accessibility Resources by taking part in an intake/interview and providing proper documentation.
2. During the intake process, Accessibility Resources will determine if a student is eligible to receive disability-related absences as an accommodation. If it is seen as a reasonable accommodation, it will become part of a student's accommodation plan.  
\*\*Important note: Accommodations are not generally provided retroactively.
3. If a student is approved for disability-related absences as a part of an accommodation plan, Accessibility Resources personnel will discuss with the student the important aspects of how and when a disability-related absence request is implemented. This includes explaining their responsibility and what may qualify as a disability-related absence.  
\*\*Important note: An approved disability-related absence request does not guarantee that the student will be allowed to make up all work missed during that time period or excused from attendance points during that time period.

### Self-Advocacy

Advocates are people who know what they want and will stand up for their rights. In college, you are responsible for getting the help you need, and you must be able to advocate for yourself. Making each of the following five steps a habit will help you to be a good self-advocate and a successful student.

1. Know yourself and your disability. Before you can advocate for yourself, you need to identify your strengths, weaknesses, interests and preferences.
2. Know your rights and responsibilities. Colleges cannot close their doors to you because you have a disability; they must provide services that will allow you equal access to courses, programs and events. It is very important that you understand your rights and responsibilities.
3. Know where to go for help. A very important part of being a successful student is the ability to know when you need help. Keeping a record of the names and phone numbers of the people on campus who will help you, including personnel in the Accessibility Resources office, is a good idea.
4. Take action - A skill needed to reach your goals in college is being able to talk with your instructor(s) when you have a question or need. It may seem intimidating to speak with college faculty, so here are some helpful strategies to prepare for a meeting with them:
  - Visit each instructor the first week of each semester. This will "break the ice" and give you confidence for future discussions.
  - Write some notes as a conversation guideline and practice what you want to say before visiting your instructor.
  - Email the instructor to confirm that she or he will be available during an office hour. Faculty hours are noted in the course syllabus and next to each faculty office door.
  - You may want to discuss your accommodations in your conversations with faculty.
  - Refer the instructor to Accessibility Resources personnel if they need more information.
  - Be confident! You know yourself better than anyone.
  - Thank your instructor for meeting with you.
5. Time management and organization. Successful students have learned how to use their time wisely. Here are possible strategies that you could implement:
  - A. Use an organization tool such as a paper or electronic planner, calendar or phone.  
Include all your activities in the tool:
    - When you are in class.
    - When you work or have fun activities.

- When you are going to study – include what you are going to study (this helps break down assignments), how long and where. Blocking off time when you will study is like making an appointment with yourself. This decreases procrastination and is a reminder of homework due.
- Some students need to stay on campus to study for a quiet space with fewer distractions.
- Look at your organizer at the beginning of each week. Think about assignments due for the week and beyond so you can plan your time and activities accordingly.

#### B. Study strategies

- Reading: Look at the end of the chapter for key ideas and vocabulary, outline the chapter or write post-it notes on each column of a book, ask yourself questions based on the chapter questions. Read over several sittings to improve comprehension.
- Writing: Use an outline or map to organize your thoughts. Think about your paper early and write down or audio record every idea to build on later because good writing takes time. See your instructor or a tutor if you do not understand the assignment, cannot develop a topic or are frustrated with your progress.
- Use memorization techniques such as flashcards, songs, pictures, mnemonics, formulas or principles.
- Try reading or memorizing while on a stationary bike to learn more efficiently.
- Take frequent breaks – every 30 minutes – to stay alert. If you study for three hours and have not learned anything, you have wasted your time.
- Take a walk with your condensed study notes, talking out loud (whenever possible) to increase learning.
- Be creative in your study time so you can learn efficiently and effectively!

#### C. Build a college schedule that increases the chance of success

- How many classes should you take without feeling overwhelmed? Don't just think about the number of hours you'll be in class, but the amount of time needed to study as well as other activities and responsibilities in your life. Some students underestimate their time commitments, which can result in course withdraws, low grades and suspension.
- How many hours should you work at your job? Ten to 15 hours a week is usually the most students can work and be a successful full-time college student. We recommend discussing your course load with your academic advisor.

More study skills information is available in the Spartan Centers on campus:

- o Detroit Lakes Campus - Room F116:
- o Fergus Falls Campus - Room C321
- o Moorhead Campus - Room E112
- o Wadena Campus - Room S29

### Testing Accommodations

Testing accommodations may be a part of an accommodation plan and may include extended time; a private room; having tests audio recorded, enlarged or scribed; computer use; and other reasonable testing accommodations

#### Steps for Accessing Testing Accommodations for Face-to-Face Courses

1. Attend class - Each semester, you may choose to use your testing accommodations in some or all of your classes.
2. A discussion should occur between you and your instructor to determine specific testing plans.
3. If your exam is to be completed by Accessibility Resources personnel, your instructor will deliver your test to the Accessibility Resources office along with an Exam Form they have completed with details about the timing for the exam and any allowable resources.
4. Take your exam - Instead of going to class on test days, you will come to the Accessibility Resources office to take your exams. But first check with your instructor to make sure a required class activity or lecture does not occur before or after the test and plan accordingly.

You should always take your test at the same time as the class unless your instructor is permitting an extension or make-up exam. You may start early, but your test time should overlap with the class testing time.

### Other Information about Testing Accommodations

- Night classes: If you have a night class, you will need to discuss with your instructor when your tests will be taken. Options may include testing earlier in the day, the day after a test is scheduled or another option decided by you and your instructor.
- Online classes: Accommodations will be set up similarly to those in the classroom setting. If an instructor requires tests to be proctored for the course, student with accommodations may work with Accessibility Resources for completing these proctored exams.

### Tutoring/Study Groups/Supplemental Instruction

Tutoring services are available to all students free of charge. General tutoring, writing assistance and study skills information is available in the campus Spartan Center. A schedule is posted in the center and on the M State website, listing times that peer tutors and staff are available to tutor in various subjects.

In addition, an online tutoring service, [www.tutor.com](http://www.tutor.com), is available for all students. Check with any of the Spartan Centers for additional resources for online academic tutoring.

### Time Management and Organization Skills

If you have questions or concerns about time management and/or organization skills, please contact the Spartan Center on your home campus for availability.

### Note Taking

A request for note taking assistance can be made to Accessibility Resources personnel. Students usually should attend class before requesting a note taker, as some instructors may post notes on the class website – D2L/Brightspace, provide informational packets or allow students to have a copy of classroom PowerPoint notes.

Students may also choose to use note taking alternatives such as audio recording lectures.

### Scribe

The use of a scribe (writer/recorder) for testing situations may be a part of a student accommodation plan.

#### Computer and Assistive Technology

Please contact Accessibility Resources to determine what assistive technology may be available to meet your needs.

### Lab Assistance

Students with a physical disability that impacts the handling of materials in a lab class may have assistance in the lab implemented before the semester begins. Accessibility Resources will discuss the situation with the course instructor and determine the appropriate accommodations for the lab experience.

### Alternative Format Textbooks

Alternative format textbooks should be requested once class registration has occurred. It is extremely important to request this early so that they are in place before the semester begins.

### Transferring to Another College or University

If you are transferring to another college or university please contact us to find out how we can assist you in accessing services at the next institution.

### Emergency Preparedness – Star Alert

M State students will be notified by email of emergency situations such as college closings through the Star Alert notification system. You can manage your Star Alert preferences via the Star Alert link located in SpartanNet.

### Other Accommodations

Other academic accommodations that have not been listed in this handbook may be available. Accommodations are initially discussed during the intake/interview process, but students can also request to meet with Accessibility Resources personnel later when additional academic concerns are experienced.

## Requesting Interpreters or Captionists for Classes

Students who are deaf or hard of hearing and who need interpreting or captioning services should meet with Accessibility Resources personnel to schedule interpreting. Current students using interpreters/captionists are encouraged to register for classes on the first day registration begins each semester.

Late enrollment for classes may mean that interpreting services for that term cannot be provided in a timely manner. If you withdraw from a course, let the Accessibility Resources personnel know immediately so that interpreting/captioning services can be canceled.

## Requesting Interpreters for Other Activities

To make a request for an interpreter for other programs or school-related activities offered at M State. Please see Accessibility Resources personnel at minimum of 3 class days before an event.

## Assistive Listening Device (ALD)

An individual assistive listening device may be available for check-out. Please see Accessibility Resources for availability.

## Physical Access Information

Physical access for all students is the responsibility of M State. Some common access information is discussed in this section.

## Campus Orientation

Students may make an appointment to meet with Accessibility Resources to discuss campus accessibility or receive an individual tour of the campus.

## Elevators

- Moorhead has one elevator available. This is located in the C wing of the campus.
- Fergus Falls has one elevator available. This is located in the Science (S) wing of the campus. There are alternative ground-level entrances available.

## Bathrooms

Most bathrooms are accessible according to previous standards. All new buildings or renovated areas have accessible gender-neutral bathrooms.

## Tables

Individual tables with adjustable heights may be requested for your classrooms. Meet with Accessibility Resources to determine the table height which is most comfortable.

## Classroom Access

Accessibility Resources personnel should be notified immediately if classrooms are not physically accessible. Appropriate steps to rectify the situation will be implemented.

## Parking Permits

Disability parking is available for anyone with a state handicapped parking permit. Students with handicapped parking permits may also park in the metered spaces if the disability spaces are full. Disability parking is available near the entrances of all buildings. Spaces are identified for lift-equipped vans.

## Service Animals

The Department of Justice published revised final regulations implementing the Americans with Disabilities Act (ADA) for title II (state and local government services) and title III (public accommodations and commercial facilities) on September 15, 2010, in the Federal Register. These requirements or rules clarify and refine issues that have arisen over the past 20 years and contain new and updated requirements, including the 2010 Standards for Accessible Design (2010 Standards).

Overview: This publication provides guidance on the term “service animal” and the service animal provisions in the department’s new regulations.

- Beginning on March 15, 2011, only dogs are recognized as service animals under titles II and III of the ADA.
- A service animal is a dog that is individually trained to do work or perform tasks for a person with a disability.
- Generally, title II and title III entities must permit service animals to accompany people with disabilities in all areas where members of the public are allowed to go.

## Definition of Service Animal

Service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with post-traumatic stress disorder (PTSD) during an anxiety attack or performing other duties. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person’s disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.

This definition does not affect or limit the broader definition of “assistance animal” under the Fair Housing Act or the broader definition of “service animal” under the Air Carrier Access Act.

Some state and local laws also define service animal more broadly than the ADA. Information about such laws can be obtained from the state attorney general’s office.

## Where Service Animals Are Allowed

Under the ADA, state and local governments, businesses and nonprofit organizations that serve the public generally must allow service animals to accompany people with disabilities in all areas of the facility where the public is normally allowed to go. For example, in a hospital it would be inappropriate to exclude a service animal from areas such as patient rooms, clinics, cafeterias or examination rooms. However, it may be appropriate to exclude a service animal from operating rooms or burn units where the animal’s presence may compromise a sterile environment.

## Service Animals Must Be Under Control

Under the ADA, service animals must be harnessed, leashed or tethered unless these devices interfere with the service animal’s work or the individual’s disability prevents using these devices. In that case, the individual must maintain control of the animal through voice, signal or other effective controls.

## Inquiries, Exclusions, Charges and Other Specific Rules Related to Service Animals

- When it is not obvious what service an animal provides, only limited inquiries are allowed. A college employee may ask two questions: (1) is the dog/service animal required because of a disability, and (2) what work or task has the dog/service animal been trained to perform. Employees cannot ask about the person’s disability, require medical documentation, require a special identification card or training documentation for the dog or ask that the dog demonstrate its ability to perform the work or task.
- Allergies and fear of dogs are not valid reasons for denying access or refusing service to people using service animals. When a person who is allergic to dog dander and a person who uses a service animal must spend time in the same room or facility, for example in a school classroom or at a homeless shelter, they both should be accommodated by assigning them, if possible, to different locations within the room or different rooms in the facility.
- A person with a disability cannot be asked to remove his service animal from the premises unless: (1) the dog is out of control and the handler does not take effective action to control it or (2) the dog is not housebroken. When there is a legitimate reason to ask that a service animal be removed, Accessibility Resources personnel must offer the person with the disability the opportunity to obtain goods or services without the animal’s presence.
- Establishments that sell or prepare food must allow service animals in public areas even if state or local health codes prohibit animals on the premises. People with disabilities who use service animals cannot be isolated from other patrons, treated less favorably than other patrons, or charged fees that are not charged to other patrons without animals. In addition, if a business requires a deposit or fee to be paid by patrons with pets, it must waive the charge for service animals.
- If a business such as a hotel normally charges guests for damage that they cause, a customer with a disability may also be charged for damage caused by himself or his service animal.
- The college is not required to provide care or food for a service animal.

## Miniature Horses

In addition, the provisions related to service dogs, the revised ADA regulations have a new, separate provision about miniature horses that have been individually trained to do work or perform tasks for people with disabilities. (Miniature horses generally range in height from 24 inches to 34 inches measured to the shoulders and generally weigh between 70 and 100 pounds.) Entities covered by the ADA must modify their policies to permit miniature horses where reasonable. The regulations set out four assessment factors to assist entities in determining whether miniature horses can be accommodated in their facility. The assessment factors are (1) whether the miniature horse is housebroken; (2) whether the miniature horse is under the owner's control; (3) whether the facility can accommodate the miniature horse's type, size and weight; and (4) whether the miniature horse's presence will not compromise legitimate safety requirements necessary for safe operation of the facility. [http://www.ada.gov/service\\_animals\\_2010.htm](http://www.ada.gov/service_animals_2010.htm)

## LAWS

### SECTION 504 of the Rehabilitation Act of 1973:

Section 504 of the Rehabilitation Act of 1973 states that "no otherwise qualified handicapped individual in the United States ... shall, solely by reason of ... handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This applies to individuals who are disabled or have a history of a disability or are considered to be disabled.

A disability is a physical or mental impairment "that substantially impairs or restricts one or more major life activities." It includes, but isn't limited to, speech, hearing, visual and orthopedic impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, diabetes, heart disease, cognitive impairment, and specific learning disabilities such as perceptual handicaps, brain injury, dyslexia, minimal brain dysfunction and developmental aphasia.

Disabilities include drug addiction and alcoholism providing an individual does not engage in current illegal use of drugs. Contagious and non-contagious diseases or conditions are included if the physical or mental impairment limits one or more of life's major activities (ADA Compliance Guide).

At any postsecondary setting:

- All qualified students must have an equal opportunity to participate in any course, course of study, educational program or activity.
- The time for program requirement completion may be modified per individual including length of time for degree completion. The modifications will not compromise the essential elements of the curriculum.
- Rules that limit participation cannot be imposed such as not allowing audio recorders or guide dogs in classrooms.
- Auxiliary aids must be provided such as interpreters, audio texts, readers and adapted classroom equipment. State rehabilitation agencies may provide some auxiliary aids.
- Students must be provided counseling and placement services that do not discriminate. Qualified students cannot be counseled toward a more restrictive career choice.
- Students must have an equal opportunity to employment.

<https://www.dol.gov/oasam/regs/statutes/sec504.htm>

### SECTION 508 of the Rehabilitation Act of 1973:

In 1998, Congress amended the Rehabilitation Act of 1973 to require federal agencies to make their electronic and information technology (EIT) accessible to people with disabilities. Inaccessible technology interferes with an ability to obtain and use information quickly and easily. Section 508 was enacted to eliminate barriers in information technology, open new opportunities for people with disabilities, and encourage development of technologies that will help achieve these goals. The law applies to all federal agencies when they develop, procure, maintain or use electronic and information technology. Under Section 508 (29 U.S.C. '794 d), agencies must give disabled employees and members of the public access to information that is comparable to access available to others. It is recommended that you review the laws and regulations listed below to further your understanding about Section 508 and how you can support implementation.

[www.section508.gov/manage/laws-and-policies](http://www.section508.gov/manage/laws-and-policies)

## AMERICANS WITH DISABILITIES ACT (1990, 2008)

The Americans with Disabilities Act (ADA) extends civil rights laws to persons with disabilities. The ADA prohibits discrimination against people with disabilities in employment, transportation, public accommodations, communications, and activities of state and local government. According to the ADA, "an individual is considered to have a disability if that individual either (1) has a physical or mental impairment which substantially limits one or more of that person's major life activities, (2) has a record of such an impairment, or (3) is regarded by the covered entity as having such an impairment."

<https://www.ada.gov/>

### MINNESOTA STATUTE 135.A.16

In addition to Section 504, MN Statute 135.A.16 specifies that each public postsecondary institution must have a policy for providing for the needs of students with disabilities. The policy includes support services, academic assistance services and advocacy services.

<https://www.revisor.mn.gov/statutes/cite/135A.16>

<http://www.minnstate.edu/board/policy/1b04.html>

Understanding the laws can assist you in achieving success as a student. Many websites can help you learn more about how these laws relate to you. One site that may answer many of your questions is located at [www.pacer.org/publications/adaqa/504.asp](http://www.pacer.org/publications/adaqa/504.asp).

Please be aware that the laws do not require a school to lower its academic standards, nor will schools change the rules to make it easier for you than other students. You still will be required to meet the essential components of your coursework as well as meet relevant academic and conduct standards to receive protection under the law.

## COMPLAINT OR GRIEVANCE PROCEDURE

### Student Grievances

Students who are concerned about program access or a denial of an accommodation should discuss the concern with campus Accessibility Resources personnel.

Detroit Lakes	Fergus Falls	Moorhead	Wadena
218.846.3756	218.736.1595	218.299.6882	218.631.7862
Office: F114A	Office: C344	Office: E112A	Office: S29

Students have the right to file a grievance in writing if they have allegations of improper, unfair, arbitrary or discriminatory action by an employee involving the application of a specific provision of a college rule or regulation. Students should use available informal means to have decisions reconsidered before filing a grievance. No retaliation of any kind shall be taken against a student for participation in a complaint or grievance. These procedures shall also protect data privacy rights. For more information about filing a student grievance, contact Student Development Services. The Student Grievance form can be found online at [minnesota.edu/forms](http://minnesota.edu/forms).

Any student who thinks they have been discriminated against because of a disability is encouraged to contact the compliance officer at M State, the Minnesota Department of Human Rights or the U.S. Department of Education Regional Office of Civil Rights.

Appointments may be made to meet with Dean of Student Success:

Shawn Anderson,

218.299.6535

[shawn.anderson@minnesota.edu](mailto:shawn.anderson@minnesota.edu)

Moorhead Campus A111

A student may file a complaint with the Minnesota Department of Human Rights. This written complaint must be filed within one year of the alleged discrimination.

Minnesota Department of Human Rights

500 Bremer Tower, 7th Place

St. Paul, MN 55101

<https://mn.gov/mdhr/intake/>

A student may file a complaint with the Office of Civil Rights. This written complaint must be signed and filed within 180 days of the alleged discrimination unless the filing date has been extended.

Regional Civil Rights Director

Office for Civil Rights, Region V

401 South State Street, 7th Floor

Chicago, IL 60605

<https://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt>

## REFERENCES AND RESOURCES

Americans with Disabilities Act (1990, 2008)

[www.ada.gov](http://www.ada.gov)

Section 504 of the Rehabilitation Act (1973)

[www.hhs.gov/ocr/civilrights/resources/factsheets/504.pdf](http://www.hhs.gov/ocr/civilrights/resources/factsheets/504.pdf)

Section 508 of the Rehabilitation Act

[www.section508.gov](http://www.section508.gov)



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