



NORMANDALE

COMMUNITY COLLEGE

OFFICE FOR STUDENTS WITH DISABILITIES HANDBOOK

Normandale Community College is a member of the Minnesota State Colleges and Universities and is an Equal Opportunity employer and educator. This document is available in alternative formats to individuals with disabilities by calling 952-358-8625 or emailing osd@normandale.edu.

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www.normandale.edu/Documents/osd/OSDStudentHandbook.pdf

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PHILOSOPHY

Normandale Community College has made it our goal to provide equal access for students with disabilities. The students' knowledge and use of appropriate accommodations will provide equal opportunities for full participation.

MESSAGE FROM OUR PRESIDENT

Greetings,

Every student at Normandale Community College is provided with a myriad of opportunities to reach their goals. Students with disabilities have equal access to courses, programs of study, services, and activities. Educational/academic accommodations will be made regarding the facilities, delivery of instruction, and access to student life programming. As a college community we stand ready to assist you during this challenging and exciting educational endeavor. I encourage you to familiarize yourself with all the support services that are available through our Office for Students with Disabilities (OSD) and seek assistance whenever necessary.



Sincerely,

Joyce C. Ester, PhD
President, Normandale Community College

OSD STAFF

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Lead Interpreter & Accommodations Specialist.....	Geri Wilson	L2751	952-358-8625
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Fax machine in secure area.....			952-358-8619
OSD E-mail.....			osd@normandale.edu
OSD Website.....			www.normandale.edu/osd

Appointments may be made with any of the OSD staff by calling 952-358-8625, emailing osd@normandale.edu, going to the OSD website for scheduling links, or stopping by the L2751 office.

ACCOMMODATIONS

Office for Students with Disabilities

The Office for Students with Disabilities (OSD) is a student service area that provides accommodations, academic support, and referral information for students with disabilities. The goal of the program is to ensure that students with disabilities will have equal access to Normandale courses, programs and events.

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.

Registering to Receive OSD Services

Students should go through the following steps to receive OSD services. First, students should be admitted to Normandale Community College. Then students should follow the Admissions Office's information sent in the acceptance packet that includes registering for classes by attending an Advising and Registration session. At this point, students who are willing to disclose their disability, which is an individual choice, should make an appointment for an intake/interview. The intake/interview is an interactive process that occurs with an OSD staff person in order to implement appropriate and reasonable accommodations. Students should present documentation of a disability at the intake/interview, which may include high school special education records or a report from a licensed psychologist, disability specialist, or medical doctor. Once students have presented documentation of their disability and have completed the intake/interview with an OSD staff person, a variety of accommodations may be provided, which are determined on a case-by-case basis.

Timeline for Receiving Accommodations

Students should make an appointment for an intake/interview several weeks before classes begin so that accommodations are in place when a student needs them. This is essential in order to arrange for certain accommodations including alternative format textbooks, interpreters, and other OSD services; late OSD registration may limit immediate assistance. Students who need a sign language interpreter should contact the OSD office before registering for classes.

Students may choose not to disclose a disability until later in a semester. Disclosing a disability involves making an appointment for an intake/interview with an OSD staff member and providing documentation so that accommodations can be implemented. Students should realize that accommodations are not retroactive; registering for OSD services earlier is better, but this is a student choice.

Documentation of a Disability

Students who need accommodations because of a disability should provide documentation. Students who think they may have a disability but do not possess documentation should speak with the OSD staff about how to receive an outside assessment and the possibility of receiving temporary accommodations until the assessment report has been completed by an appropriate professional.

Documentation Specifics

Students with **learning disabilities (LD) or cognitive disabilities** who received **special education services** in high school need to provide their most recent **3 year reassessment** and their last **IEP** as documentation. 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.

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

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 if 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 if the student is still receiving care, length and severity of the impairment and the functional limitations.

OSD Documentation Form

In order to better assist students, a documentation form can be obtained from the OSD staff and is also available on the Normandale website at www.normandale.edu/osd under "Resources and Links." This form should be completed by an appropriate professional and returned by the professional to the OSD as documentation.

Students who choose to have documentation destroyed when leaving Normandale should contact the OSD staff with this request. Students who have not attended Normandale for over six years should consult with the OSD staff to determine if their file is still available, as disability records may be destroyed after six years of non-attendance.

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 the OSD staff as soon as possible, so that the problem or concern can be resolved.

Accommodations – Granted on a case-by-case basis

Some examples are listed below

- Accommodations for the placement tests

- Alternative testing that may include extended time, a quiet place, audio recording, writing assistance and others
- Note taking or recording of lectures
- Use of smartpens
- Alternative format textbooks
- Adjustable tables or chairs
- Sign language interpreter/captionist or transcriptionist
- Provision of and/or orientation to assistive technology
- Priority Registration
- Other reasonable accommodations

Services Provided Through the OSD Program

- Provide feedback about course schedule
- Organization or time management assistance
- Support for coping with a disability in college
- Guidance with faculty contacts
- Referral to other services on campus such as tutoring

Services NOT Provided through the OSD Program

- Assistance with homework
- Individually prescribed devices
- Attendants
- Transportation
- Special college classes
- Case manager
- Tutoring – tutoring is provided to all students in the Tutoring Center & Math Center
- Readers for personal use or study

Normandale 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.

Emergency Disability-Related Situations

Students who experience an emergency disability-related situation during the course of a semester should contact the OSD staff as soon as possible. Students who are hospitalized and not able to contact the OSD staff on their own should request assistance from a family member or friend to make this contact, so that information can be communicated to the appropriate faculty as soon as possible.

Emergency disability-related situations will be considered on a case-by-case basis by the OSD staff using the following guidelines: 1.) the student is diagnosed with a disability, 2.) the absence was directly related to their disability and 3.) the absence was due to an unforeseen medical emergency and/or an unexpected disability-related situation. **Emergency Disability-Related Situation Process**

1. Students are connected with the OSD Office by taking part in an intake/interview and providing proper documentation.
Students contact the OSD either in person or via email to request assistance when an emergency disability-related situation is experienced.
2. The OSD staff has a follow-up conversation with the student to determine if the

situation meets the requirements of an emergency disability situation, and if necessary, request medical-related documentation to verify the emergency disability situation.

3. If the request **does** meet the requirements of an emergency disability situation, the OSD will contact each instructor to inform them the absence experienced by the student was disability-related. The OSD staff will ask the instructor and student to implement a plan to complete missed work/tests without penalty, while acknowledging that the OSD staff is available to help facilitate the plan, if needed
****Important note:** A submitted emergency disability situation form *does not* guarantee that the student will be allowed to make-up work missed during that time period or excused from attendance points during that time period.
4. The student should check their campus e-mail on a consistent basis for an update from the OSD Office regarding how the student should move forward regarding communicating with their instructor. If any concerns should arise for the student while developing a plan to make up the work with the instructor, the student needs to contact the OSD Office right away to discuss these concerns.

Course Information from Faculty

Students can find out about Normandale courses and course instructors by emailing or meeting with an instructor before enrolling in a specific course. At the meeting with the instructor, students may choose to discuss the syllabus and specific requirements of the course, required textbook, papers, and exams, as well as the grading method. Common course outlines that detail the general descriptions of a course are also available at www.normandale.edu/current-students/academic-resources/common-course-outlines.

Self-Advocacy

In college, students are responsible for getting the help they need, and so they must be able to advocate for themselves. Advocates are people who know what they want and will stand up for their rights. 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** - An important part of being a successful student is the ability to know when you need help. It's a good idea to write down the names and phone numbers of the people on campus who will help you, including in the Office for Students with Disabilities.
- 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 OSD accommodations in your discussions with faculty.
 - Refer the instructor to the OSD staff 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 3 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? 10-15 hours a week is usually the most students can work and be a successful full-time college student. Students working full-time find one class per semester may be a manageable load.

More study skills information is available in the Tutoring Center in room C2140 or at www.normandale.edu/tutoring.

Testing Accommodations

Testing accommodations may be a part of an OSD accommodation plan and may include extended time; a private room; having test questions provided in an audio format, enlarged or scribed; computer use; and other reasonable testing accommodations. Testing accommodation paperwork for face-to-face classes is available in the L2751 OSD office; students in online classes

need to email their instructors to request their approved testing accommodations. The instructor will then add the testing accommodations to the online test/quiz.

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

1. **Attend Class** - Each semester, students may choose to use their testing accommodations in some or all of their classes. After a student determines they will need testing accommodations for a face-to-face class, they should go to the OSD office (L2751) and ask an OSD staff person to provide a...
2. **Testing Letter** - When students request their testing accommodations, an OSD staff person will print the testing letter that needs to be brought to their instructor at the beginning of the semester. A discussion should occur between the student and the instructor to determine specific testing plans. In addition, before each test, the student will need to give their instructor a...
3. **Purple Testing Form** - The purple testing forms can be obtained in the OSD office by the student and must be given to their instructor 3-4 days before each test. This will remind the instructor to deliver the test to the L2751 OSD office. The student should write their name and course number on the purple form, but the remainder of the form is filled out by the instructor. If needed...
4. **Reserve a Quiet Room** - The OSD has private testing rooms available for testers, but they cannot be guaranteed without a reservation. Reservations should be made earlier during busy testing times such as mid-term and finals. Reservations can be made in person, via email, or phone. If the student needs a private room in order to read out loud to themselves, they should be sure to tell the OSD Staff that when making the appointment. If the student is more than 15 minutes late for their reservation we may give the room to another student.
5. **Take Your Exam** - Instead of going to class on test days, students will come to the OSD office to take exams. Students should check with their instructor in advance to make sure a required class activity or lecture does not occur before or after the test and plan accordingly. Students should always take their test at the same time as the class unless their instructor is permitting an extension or make-up exam (this needs to be noted on the purple testing form). Students may be allowed to start early, but the test time should overlap with the class testing time.

Online Testing Information

For online class, students will need to email their instructor to request that they extend the time limits for all of your tests and quizzes. Before taking a test or quiz, students should take note of the length of the time limit. If it doesn't look like it's longer than the rest of the class's time limit, contact the instructor to double check. Do not wait until the last minute to do this. Students may refer their instructor to the OSD staff if they have questions about how to change testing limits in D2L/Brightspace.

Test Proctoring Software

Test proctoring software for tests/quizzes, such as Respondus Monitor, HonorLock, or ExamSoft, might be used by instructors. If a student uses assistive technology like JAWS or Read&Write, they might need to inform your instructor in advance that there will be noise during your exam. Some instructors may also use Zoom to proctor the whole class at once. If they are proctoring in Zoom, students will need to find out from their instructor what time they should start the test to get extra time.

Other Student Information about Testing Accommodations

- The **Make-up Testing** hours overlap with the OSD office hours. OSD students may take tests until the posted make-up testing closing times on Monday through Thursday (subject to change).

Testing Hours for OSD Students:

Monday-Thursday.....8:00am-6:30pm (currently closing at 5:00pm due to COVID)

Fridays.....8:00am-4:00pm (12:00 pm closure in the summer)

- **Lab Practicals:** Students who have a science class with a lab may be required to take timed lab practical exams in the lab. If eligible for extra time on tests, students may choose to request extra time for lab practicals by discussing this with the instructor. If additional assistance is needed with implementing the lab testing accommodation, please contact the OSD staff.
- **Night Classes:** If a student is in a night class, they will need to discuss with the instructor when tests will be taken. Options may include testing earlier in the day so that the test is completed by the time the Make-up Testing Center closes, the day after a test is scheduled, or another option decided between student and instructor. The arrangement should not cause a student to miss lecture, or a review before the test due to taking the test in the OSD office.
- **Saturday Classes:** The OSD offices are not open on weekends. If a student has classes on Saturday, they will need to discuss with the instructor when and where tests will be taken. Options may include testing on Fridays or Mondays, or another option decided between student and instructor.

Tutoring/Study Groups/Supplemental Instruction

Several tutoring services are available to Normandale students free of charge. General tutoring, writing assistance, and study skills information is available in the Tutoring Center, which is located in C2120. A schedule is posted in the center and on the Tutoring Center website, listing times that peer tutors, volunteers from the community and faculty are available to tutor in various subjects. Some classes are supported by a Peer Assisted Study Session (PASS) student leader, and the PASS leader assigned to a class will provide study sessions each week that students can choose to attend. Tutor and faculty assistance also is available to support students enrolled in pre-college level math courses in the Math Center. In addition, an online tutoring service called Tutor.com is available for all students, up to 300 minutes per year. Some students arrange for their own privately paid tutors and others form informal study groups with students in a class to review and study class material.

Time Management and Organization

Students may request to meet with an OSD staff member, by appointment, for assistance with time management or organization. Study skills and organization information is also available in the Tutoring Center (C2140).

Note Taking

A request for a volunteer student note taker for in-class courses or live online synchronous classes are made by contacting the OSD Staff. Students usually should attend class before requesting a note taker, as some instructors may post PowerPoint notes or video recordings on the class website – D2L/Brightspace, provide informational packets, or allow students to have a copy of classroom lecture notes. Students may also choose to use note taking alternatives such as audio recording lectures or use a Smartpen device. Students who determine the need for a note taker must request it. Once the request is made, an OSD staff member will recruit a volunteer note taker for each class requested. The volunteer note taker will provide the notes to the student either through the use of NCR paper (carbonless copy paper), which are held within a red, three-ring notebook, by making a photocopy of the notes in the OSD area in L2751, or by e-mailing a copy of the notes to the student. If the note taker uses NCR paper, the notes will be given to the student every day after class. If the note taker photocopies the notes, the notes can be secured in a designated mailbox near the L2751 office.

OSD students must be in class to receive notes, unless it was arranged prior to class with an OSD staff member. **If you are not receiving the notes you requested, contact an OSD staff person immediately.**

Audio Recorded Lectures

Students who have this accommodation are allowed to audio record educational information related to course instruction. Students should not record non-academic related conversations or information that is personal in nature. Some instructors will only allow OSD students with the accommodation to audio record, so it may be helpful to communicate with the instructor before beginning to use the accommodation. If there are concerns with the recording arrangement, contact OSD.

Smartpens

A smartpen is both a pen and a recorder. When used with specialized paper, it correlates the audio recording with the moment in time when that page of notes was written. Students can listen to a lecture after class and fill in material that was missed, giving students an opportunity to review information and be a more independent learner. Smartpens can be purchased on amazon.com.

Duplicating or Photocopying

OSD students are not charged for the duplication of class notes. Students needing enlarged copies of class handouts should discuss this with the OSD staff. Students are usually assigned an OSD mailbox so that enlarged copies can be easily retrieved.

Scribe

The use of a scribe for testing situations may be a part of a student accommodation plan. Students should contact the OSD staff one week prior to the test date so that staff is available to provide scribe assistance for the times requested.

Assistive Technology

The OSD has on-campus computers with assistive technology available for student use. Examples include text-to-speech software (JAWS or Read & Write) and speech-to-text software (Dragon Naturally Speaking). Read&Write software is installed on the computers in the OSD office and is also available for current students for FREE for use on their personal computers. Instructions on how download Read&Write can be found at

www.normandale.edu/Documents/osd/ReadWriteInstructions.pdf

In addition to reading PDF files and websites aloud, Read&Write has many features to support reading, writing, studying and research. Closed circuit television magnifier (CCTV), audio book players, assistive listening devices, and other assistive technology is also available for student use. Discuss with the OSD staff options and use of the equipment and technology.

Lab Assistance

Students with a physical disability that impacts the handling of materials in a lab class will usually have assistance in the lab implemented before the semester begins. However, students who add a lab class late should contact the OSD staff before the lab begins to discuss lab concerns. The staff will discuss the situation with the faculty member teaching the course and determine the appropriate accommodations for the lab experience. The student should contact the OSD office as soon as they sign up for a science class with a lab, so that a proper plan is developed.

Audio/E-Text Textbooks

Audio/e-text textbooks should be requested once class registration has occurred, which can be done by completing and submitting the [Audio/E-text Request Form](#) available in the L2751 office, or via email to osd@normandale.edu. Alternative text formats include electronic text files that can be read with text-to-speech software such as Read&Write or audio books ordered from Learning Ally. It is extremely important to request this early so that they are in place before the semester begins.

Transferring to another Postsecondary Institution

Transfer information may be requested from the OSD before transferring to another postsecondary institution. You may also choose to sign a release so that information, such as your documentation and accommodation plan, can be sent to the disability services provider at the transferring institution.

Emergency Preparedness – Star Alert

Normandale students will be notified by email of emergency situations such as college closings or other emergency situations through the “Star Alert” notification system. Additionally, students can choose to be notified of college emergency situations via mobile phone text by signing up at the following site: <https://normandale.bbcportal.com/Entry>.

Other Accommodations

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

Requesting Interpreters or Captioners for Classes

Students who are deaf or hard of hearing who need interpreting or captioning services should meet with the OSD Lead Interpreter to schedule interpreting/captioning **before registering for classes**. Current students using interpreters/captioners are encouraged to register for classes on the first day priority registration begin 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 OSD staff know immediately so that interpreting/captioning services can be canceled.

If you will be late or absent from class, you must call (Voice 952-358-8625) **or email**

geri.wilson@normandale.edu) the OSD office before the class starts to cancel the interpreter/captionist. The first time you are late or absent from class without notifying the OSD office, you will receive a written reminder. If you are late or absent a second time without notifying the OSD office, you must meet with the Director of the OSD. If you are late or absent a third time without notifying the OSD office, your interpreting services could be withdrawn. After three absences, an alternative accommodation could be provided instead of an interpreter/captionist.

Requesting Interpreters for Other Activities

Requests for interpreters for other programs or school related activities offered at Normandale Community College need to be made **at least 3 business days in advance**.

Assistive Listening Device (ALD)

An individual assistive listening device is available for check-out from the L2751 OSD office. Additional batteries are in the carrying case, and you may request batteries from the OSD staff as needed. The OSD staff can demonstrate how to use the assistive listening device (ALD) and can assist with questions about the use of the system.

Physical Access Information

Physical access for all students is the responsibility of Normandale Community College. Some common access information is discussed in this section.

Campus Orientation – Students may make an appointment to meet with an OSD staff member to discuss campus accessibility or to receive an individual tour of the campus.

Elevators - Seven (7) elevators are available for student use, one in each of Normandale building. The third floor of the Library is controlled by key access for the Library elevator. Ask for a key at the library circulation desk to access the third floor. When you are ready to leave the third floor, push the red button beside the elevator to alert library staff that you need assistance to leave this floor.

Bathrooms - Most bathrooms are accessible according to older standards, but any of the renovated or new Normandale buildings have accessible unisex bathrooms.

Tables - Individual tables with adjustable heights may be requested for your classrooms. Meet with OSD staff to determine the table height which is most comfortable.

Chairs - For individuals who have difficulty with the classroom seating, a separate chair can be provided. Meet with the OSD staff to plan for chair use.

Classroom Access – The OSD staff 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 disability parking permit. Students with disability 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.

Latex - Out of consideration for students and staff, Normandale promotes a latex-free campus. Latex balloons and gloves are not allowed.

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.

How “Service Animal” Is Defined

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 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 does. 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. Staff may ask two questions: (1) is the dog a service animal required because of a disability, and (2) what work or task has the dog been trained to perform. Staff 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, staff 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.
- Staff are not required to provide care or food for a service animal.

Miniature Horses

In addition to the provisions about service dogs, the Department's 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

LAW: SECTION 504, 508, AMERICANS WITH DISABILITIES ACT (1990, 2008), AND MINNESOTA STATUTE 135.A.16

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 (Handicapped Persons' Rights).

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, mental retardation, emotional illness, and specific learning disabilities such as perceptual handicaps, brain injury, dyslexia, minimal brain dysfunction and developmental aphasia." Disabilities include drug addiction and alcoholism (Handicapped Persons' Rights) providing an individual does not include 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, including Normandale Community College:

- All qualified students must have an equal opportunity to participate in any course, course of study, educational program or activity.
- Academic requirements must be modified case by case 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.
(Summarized from Handicapped Persons' Rights)

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."

In addition to Section 504, the 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.

Understanding the laws can assist you in achieving success as a student. Many web sites on

the internet 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.

Please realize 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.

WHAT IS SECTION 508 OF THE REHABILITATION ACT?

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.

[Section 508 of the Rehabilitation Act](#) (29 U.S.C. '794 d), as amended by the Workforce Investment Act of 1998 (P.L. 105 - 220), August 7, 1998 (original source in uscode.house.gov)

[Summary of Section 508 Standards](#)

[Section 508 Standards](#)

CHAPTER 16 - VOCATIONAL REHABILITATION AND OTHER REHABILITATION SERVICES, SUBCHAPTER V - RIGHTS AND ADVOCACY <http://uscode.house.gov/download/pls/29C16.txt>

Acquisition & Procurement Regulations

- Federal Acquisition Regulations: Final FAR Rule for Implementing Section 508 of the Rehab Act Electronic and Information Technology Accessibility for Persons with Disabilities. [Document Download Page](#) (available in multiple file formats).
- Buy Accessible Wizard- A web-based tool to help users determine and document Section 508 requirements that apply to a particular E&IT acquisition. www.buyaccessible.gov
- Acquisition Central: www.acquisition.gov

Agency Shared Practices on Acquisition

- FAA Procurement: Standard Operating Procedures - *Procurement: Standard Operating Procedures*: [Document Download Page](#) (available in multiple file formats).
- USDA Acquisition Advisories Specific to EIT Acquisitions www.da.usda.gov/procurement/policy/advisories.html
- DR4030-001 [HTM] [PDF] (07/23/03) Section 508 Implementation - USDA Final Guidance www.ocio.usda.gov/directives/doc/DR4030-001.htm or www.ocio.usda.gov/directives/doc/DR4030-001.pdf

SECTION 508 GOOD PRACTICES

Beginning in 2007, the GSA BuyAccessible-Governance team has been reviewing random solicitations from FedBizOpps to determine how well federal solicitations for EIT are meeting the requirements set by Section 508 and governing procurement regulations. The details of this activity were first announced in OMB Memorandum for the Chief Acquisition Officers and Chief Information Officers dated November 6, 2007.

Document Download Link: [Memorandum for the Chief Acquisition Officers and Chief Information Officers](#).

SECTION 508 CONCERNS

If you have accessibility questions, concerns or complaints, please contact the Director of the Office for Students with Disabilities, Debbie Tillman by phone at 952-358-8623/8625, email Debbie.tillman@normandale.edu or write to Normandale Community College, Debbie Tillman, 9700 France Avenue South, Bloomington, MN 55431.

COMPLAINT OR GRIEVANCE PROCEDURE

Students who are concerned about program access or a denial of an accommodation should discuss the concern with the OSD Director, Debbie Tillman.

Students who would like to appeal the denial of an accommodation request or program access may use the Student Complaint/Grievance form, which is available in the Dean of Student's Office online at www.normandale.edu/complaints

Students who think they have been discriminated against because of a disability are encouraged to contact the Compliance Officer at Normandale Community College. Appointments may be made to meet with the Compliance Officer, Jason Cardinal, by calling 952-358-9462, or emailing DOS@normandale.edu.

Jason Cardinal, Dean of Students
Normandale Community College
9700 France Avenue South
Bloomington, MN 55431

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

MN Department of Human Rights
500 Bremer Tower, 7th Place
St. Paul, MN 55101
<https://mn.gov/mdhr/intake/consultationinquiryform/>

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
www2.ed.gov/about/offices/list/ocr/docs/howto.pdf

REFERENCES AND RESOURCES

Office for Civil Rights (1984) Section 504 of the Rehabilitation Act of 1973: Handicapped Persons' Rights Under Federal Law. Washington, D.C.: U.S. Department of Education.

U.S. Department of Justice, Civil Rights Division, Disability Rights Section, Service Animals. www.ada.gov/service_animals_2010.htm

Americans with Disabilities Act (1990, 2008)
www.ada.gov

Section 504 of the Rehabilitation Act (1973)
www.hhs.gov/ocr/civilrights/resources/factsheets/504.pdf

Section 508 of the Rehabilitation Act
www.section508.gov/

Smith, L.M.
The College Student with a Disability: A Faculty Handbook.
Washington, D.C.: The President's Committee on Employment of the Handicapped.

McGurren, Jenee (1993)
College Students with Disabilities: A Reference Guide for Faculty
Minnesota Community College System, St Paul, MN

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Individual Accessibility Accommodations Advocacy Model
University of Kansas, Center for Research on Learning, Lawrence, KS

Izzo, Margo and Yurcisin, Ann
Rights and Responsibilities: To Assure Educational Access for Students with Disabilities
The Ohio State University, Columbus, OH

U.S. Dept of Education, Office for Civil Rights,
Students with Disabilities Preparing for Postsecondary Education: Know Your Rights & Responsibilities,
Washington, D.C. 2002