



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/_files/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 are 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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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 L2722 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 have equal access to Normandale courses, programs, and events through reasonable postsecondary accommodations.

Definition of Disability

According to the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 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

A student should follow these steps to receive OSD services:

1. Be admitted to Normandale Community College.
2. Follow the Admissions Office instructions that were sent in the acceptance packet, which include registering for classes by attending a New Student Orientation Session. This can be accomplished through one of the following options:
 - Option 1: Attend an on-campus orientation session.
 - Option 2: Complete a self-paced, online orientation through D2L and attend a one-on-one New Student Advising appointment through Zoom or on-campus.
 - Option 3: PSEO students (high school students taking college classes) complete a self-paced D2L online orientation and a webinar orientation.
3. Make an appointment for an intake/interview. (This step applies to students who are willing to disclose their disability, which is an individual choice.) The intake/interview is an interactive process that occurs with an OSD staff person in order to implement appropriate and reasonable accommodations.
4. Provide documentation of a disability at, or shortly after, the intake interview. This may include high school special education records or a report from a licensed psychologist, disability specialist, or medical doctor.

After the student completes these steps, reasonable accommodations will be provided; these 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 they need them. This is essential in order to arrange for certain accommodations, which may include alternative format textbooks, interpreters, and other OSD services. Please note that 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 early for OSD services is recommended, 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 OSD about how to receive an outside assessment and the possibility of receiving temporary accommodations until an appropriate professional has completed an assessment.

Documentation Specifics

Documentation should clearly state a student's first name, last name, and list any qualifying diagnoses. The following documentation specifics provide information about different forms of documentation that we accept. We may request additional supporting documentation when considering specific accommodation requests.

Students with **learning disabilities (LD) or cognitive disabilities** who received **special education services** in high school should provide their most recent **3-year reassessment** and their last **IEP** as documentation. For others with LD or cognitive disabilities who underwent testing after high school, the documentation report should include referral concerns, academic and cognitive testing, a diagnosis, and a 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 as support documentation, but to receive disability accommodations, the student should present a psychologist's or medical professional's report that reflects current educational testing. Typically, this can be accomplished by providing the evaluation paperwork that was used to confirm a diagnosis and develop a 504 plan.

Mental health disability documentation from a treating physician, therapist, or psychologist should include a diagnosis, the date of the diagnosis, the most recent date the student was seen, a statement as to whether the student is still receiving care, indication of the length and severity of the impairment, and a description of the student's functional limitations.

For **other-health impairments**, documentation should include a physician's report that states a diagnosis or impairment, the date of the diagnosis, the most recent date the student was seen, a statement as to whether the student is still receiving care, indication of the length and severity of the impairment, and a description of the student's functional limitations.

Alternative forms of documentation may also be considered. If the student is unsure if the documentation they have is qualifying, they should submit it to us to review so we can make

an informed decision regarding appropriate accommodations and/or provide guidance in our request for further documentation.

OSD Documentation Form

If students do not have documentation readily available they can have an appropriate professional fill out the form normandale.edu/_files/documents/osd/DocumentationForm.pdf. A paper copy of this documentation form is also available upon request.

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 addressed through the interactive process.

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 format, etc.
- Note taking or recording of lectures
- Use of smartpens
- Audiobooks or e-textbooks
- Adjustable tables or chairs
- Sign language interpreter/captioner or transcriptionist
- Provision of and/or orientation to assistive technology
- Other reasonable accommodations

Services Provided Through the OSD Program

- Feedback about course schedule
- Assistance with organization and/or time management (OTM)
- 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
- Personal care 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 the OSD can communicate that information to the appropriate faculty as soon as possible.

The OSD staff will consider emergency disability-related situations 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. The registered OSD student contacts the OSD either in-person or via email to request assistance when they experience an emergency disability-related situation.
2. The OSD staff has a follow-up conversation with the student:
 - to determine if the situation meets the requirements of an emergency disability-related situation.
 - to request medical-related documentation to verify the emergency disability-related situation, if necessary.
3. If the request **does** meet the requirements of an emergency disability-related situation, the OSD will contact each instructor to inform them that the student's absence 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:** Submitting an emergency disability-related situation request *does not* guarantee that the student will be allowed to make up work missed during that time period or that they will be 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 regarding how to move forward in communicating with their instructor. If any concerns should arise for the student while they are developing a plan with the instructor to make up the work, the student needs to contact the OSD 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(s), 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, so they must be able to advocate for themselves. Self-advocates are people who know what they need and will stand up for their rights. Making each of the following five steps a habit will help 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 OSD.
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 they will be available to students during an office hour. Faculty availability (often called Office 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. **Use time management and organization.** Successful students have learned how to use their time wisely. Here are possible strategies that you could implement:
 - *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.
 - Stay on campus to study if you do better in 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.
- *Use 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 sessions 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!
- *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 information about study skills is available in the Tutoring Center (room C2190) 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 font. use of a scribe; computer use; and other reasonable testing accommodations. Testing accommodation paperwork for face-to-face classes is available in the L2722 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 opt 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 (L2722) and ask an OSD staff person to provide a...
2. **Get a 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. **Get a Purple Testing Form** - The purple testing forms can be obtained in the OSD office by the student and should be given to their instructor at least 3-4 days before each in-person test or quiz. This will remind the instructor to deliver the test to the L2722 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. Next, 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 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 their tests and quizzes. A day or so before the online 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 their instructor in advance that there will be noise during their 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 Center** hours overlap with the OSD office hours. OSD students may take tests until the posted Make-Up Testing closing times on Monday through Friday (subject to change).

Testing Hours for OSD Students:

Testing hours can vary depending on the day of the week and semester. So, please visit this [testing procedures link](#) for the most updated schedule.

- **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, testing 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 C2190. 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 instructor assistance are also 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 15 hours 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 (C2190).

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 should usually attend class before requesting a note taker, as some instructors may post PowerPoint notes or video recordings on the class website or D2L/Brightspace, provide informational packets, or allow students to have a copy of classroom presentation slides. Students may also choose to use note taking alternatives, such as audio recording lectures or using 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 L2722, 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 L2722 office.

OSD students must be in class to receive notes. A one-time request to receive notes from the notetaker can be honored in the event of an emergency or illness. **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 audio recording in class for OSD students who have this accommodation. So, it may be helpful to communicate with the instructor before beginning to use the accommodation. Students should not share the audio recording with other individuals or share them online, unless they have the instructor's permission to do so. If there are concerns with the audio 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.

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.

Scribe

In the event that assistive technology is unable to adequately remove a writing barrier, the use of a scribe for testing situations may be a part of a student accommodation plan. Students should contact the OSD staff at least one week prior to the test date so that staff is available to provide scribe assistance for the times requested.

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 L2722 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.

Student May Need to Leave Class for a Short Amount of Time

Students who experience certain barriers that involve needing to leave during class may have this accommodation added to their accommodation plan: Student may need to leave class or turn off their webcam during a Zoom lecture for a short time (usually 5-10 minutes) for a disability-related reason. This is intended to be used when absolutely necessary, but not regularly. Student should follow up after class to find out what was missed during that short time period.

Other Accommodations

Other academic accommodations that have not been listed in this handbook may be available through the OSD office. Accommodations are initially discussed during the intake/interview process, but students can also request to meet with the OSD staff later if additional academic concerns are experienced. Reasonable postsecondary accommodations are considered on an individual case by case basis.

Transferring to Another Postsecondary College or Institution

Students transferring to another college or university can request accommodations at their new school. Each school has its own unique process and documentation requirements to follow in order to get approved for reasonable accommodations.

Students should reach out to the OSD if they would like a copy of the documentation they submitted to our office to confirm their diagnosis to be sent to their transfer school. If requested, OSD staff can also write up a letter that would verify what accommodations the student was approved to use while they were a Normandale student. This information can be helpful for the student's new disability services office to refer to when they meet with them to determine what accommodations they may be eligible to receive at their campus.

Please note, students still need to connect with the disability office at their new school. This includes scheduling an intake meeting with them and having an interactive discussion to determine what accommodations the student will be eligible to use at their transfer campus.

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>.

Emergency Evacuation/Severe Weather Plan for Students with Disabilities

Normandale’s Department of Public Safety offers students with disabilities the opportunity each semester to develop a [Personal Safety Plan](#) that may include the following safety interventions:

- A one-on-one meeting with Public Safety to discuss specific needs of the individual during an emergency.
- Campus maps of the areas the student frequents such as their classroom, study areas, or hangouts.
- Review of safety equipment that may be available to assist them in an emergency.
- A tour of evacuation routes, plus advice and tips for staying safe in an emergency on campus.
- **Public Safety can be contacted at extension 555, 952-358-8280, or call 911 for help.**

For more information about evacuation or severe weather plans, please see the documents on the last two pages of this handbook.

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 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 OSD staff know immediately so that interpreting/captioning services can be canceled.

If a student will be late or absent from class, they must call (Voice 952-358-8625) **or email** (geri.wilson@normandale.edu) **the OSD office before the class starts to cancel the interpreter/captioner.** The first time they are late or absent from class without notifying the OSD, they will receive a written reminder. If they are late or absent a second time without notifying the OSD, they must meet with the Director of the OSD. If they are late or absent a third time without notifying the OSD, their interpreting services could be withdrawn. After three absences, an alternative accommodation could be provided instead of an interpreter/captioner.

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 OSD. Additional batteries are in the carrying case, and students 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 - Six (6) elevators are available for student use, one in each of Normandale building.

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.

Normandale Community College Service Animal Policy

Service Animals

The Americans with Disabilities Act (ADA) defines service animals 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 tasks a dog has been trained to provide must be directly related to the person’s disability.” A service dog can be any breed or size. It might wear specialized equipment such as a backpack, harness, or special collar or leash, but this is not a legal requirement. If a dog meets this definition, it is considered a service animal regardless of whether it has been licensed or certified by a state or local government or a training program.

The ADA further states that “dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.”

The ADA allows service dogs accompanying persons with disabilities to be anywhere that is open to the public on college premises. College premises shall mean any land and/or facility owned, leased, rented and/or occupied by Normandale Community College. There may be individual exceptions in places where the presence of the service dog may compromise safety or a sterile environment and/or interfere with the fundamental nature of the activities being conducted in which the service dog would be not permitted.

Voluntary Registration of Service Dogs While on Campus

For those individuals who are enrolled in courses that would like to voluntarily register their service dog with the college, please contact the Office for Students with Disabilities at 952-358-8625, psd@normandale.edu. As stated, this is voluntary, but may aide one in accessing the campus premises. Registration is not needed for campus visitors.

Inquiries

The individual's disability may not be visible. When it is not obvious what service a dog provides and the owner has chosen not to voluntarily register their service dog with Normandale's OSD office, only limited inquiries are allowed. Campus personnel may make two inquiries in determining the validity of the presence of the animal: (1) is the dog a service animal required because of your disability, and (2) what disability-related work or task has the dog been trained to perform? Campus personnel 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.

Requirements of Service Dogs and Their Owners

- The dog cannot pose a direct threat to the health and safety of persons while on the college's premises.
- Local ordinances regarding animals apply to service dogs, including requirements for immunization, licensing, noise, restraint, and at-large animals.
- The owner must be in full control of the dog at all times. Under the ADA, service dogs must be harnessed, leashed, or tethered, unless these devices interfere with the service dog's work or the individual's disability prevents using these devices. In that case, the individual must maintain control of the dog through voice, signal, or other effective controls.
- The owner is responsible for cleaning up the dog's waste and fluids and disposing of such in outside trash containers only. Waste disposal via campus plumbing is prohibited. The owner should always carry equipment sufficient to clean up and properly dispose of the dog's waste and fluids. Owners who are not physically able to pick up and dispose of the dog's waste and fluids are responsible for making all necessary arrangements for assistance. The college is not responsible for these services. Additionally, the dog is not to be bathed using campus facilities.
- The owner is liable for damage caused by the dog.
- The owner is responsible for instructing others on appropriate interactions with the dog and setting clear expectations.

Exclusions

A service dog may be excluded from any authorized area and its owner may be subject to disciplinary action if, including, but not limited to:

- The service dog displays aggressive or disruptive behavior or noises and effective action is not taken to control it; unless said noise/behavior(s) are part of the needed disability service to the owner;
- The service dog is not housebroken;
- The service dog poses a direct threat to the health and safety of others;
- The service dog is not in good health, well-groomed, or cared for;
- The service dog infringes inappropriately into other's personal space; or
- The owner intentionally uses the service dog to block identified fire/emergency exits.

NOTE: In the event that restriction or removal of a service dog is determined to be necessary,

every effort will be made to assure that the individual still has access to the programs, services, or activities of the campus without the dog.

This policy speaks to the presence of service animals on campus, as defined by the Department of Justice, under the Americans with Disabilities Act. Those wishing to have other animals on campus should contact the OSD Office for information about restrictions, or for referral to other offices on campus.

The college reserves the right to modify this policy as needed. For additional information concerning the use of a service dog or other accommodations and services, please contact the Office for Students with Disabilities at 952-358-8625, osd@normandale.edu, or visit the OSD website at www.normandale.edu/OSD

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: <https://www.pacer.org/transition/resource-library/publications/NPC-42.pdf>.

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](#)
- 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
- [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

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McGurren, Jenee (1993)

College Students with Disabilities: A Reference Guide for Faculty

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Washington, D.C.: The President's Committee on Employment of the Handicapped.

University of Central Oklahoma. (2018). *Service Animal Policy.*

<https://www.uco.edu/student-resources/files/service-animal.pdf>

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Students with Disabilities Preparing for Postsecondary Education: Know Your Rights & Responsibilities

Washington, D.C. 2002

U.S. Department of Justice, Civil Rights Division, Disability Rights Section, Service Animals.

www.ada.gov/service_animals_2010.htm

Emergency Evacuation/Severe Weather Plan for Students with Disabilities

In the event of an emergency alarm is sounded in any Normandale Community College building, it is important each person understands where to go and what to do to ensure a safe and timely campus evacuation.

Faculty Members: Students who have a mobility disability or vision loss will have evacuation information designated on their OSD accommodation plan that you receive at the beginning of each semester. In an emergency evacuation, stay with students in need, and ask them if they have a Personal Safety Plan arranged with the Public Safety Office or how you can best be of assistance during the evacuation procedure.

Students: Normandale's Department of Public Safety offers students with disabilities the opportunity each semester to develop a Personal Safety Plan that may include the following safety interventions:

- A one-on-one meeting with Public Safety to discuss specific needs of the individual during an emergency.
- Campus maps of the areas the student frequents such as their classroom, study areas, or hangouts.
- Review of safety equipment that may be available to assist them in an emergency.
- A tour of evacuation routes, plus advice and tips for staying safe in an emergency on campus.
- **Public Safety can be contacted at extension 555, 952-358-8280, or call 911 for assistance.**

Here are some basic emergency guidelines that can help in an emergency:

- In the event of a fire, if possible, exit the building. If that is not feasible, we suggest three options:
 1. Relocate to another building on campus to allow fire personal an opportunity to contain and extinguish the fire.
 2. Have someone help you utilize an evacuation chair (see Evacuation Chair Section for locations)
 3. If either the two statements above are not feasible, get to the safest location possible and have a person that can exit the building inform fire personal where you are located, so additional help may be sent
- **Never use elevators in a fire.** Most buildings on campus have a ground floor exit easily accessible, and those that do not are equipped with an evacuation chair that can be used to safely bring students down stairs who may have difficulty doing so on their own. Designated safe areas have directions, maps, an analog phone, and space for at least two wheelchairs.
- The campus is protected by a fire sprinkler protection system. Smoke from a fire can be dangerous, so if possible, stay low and go.
- Severe weather shelter areas are usually on the lowest level of each building. Getting to one should be a priority. However, if time does not allow, bathrooms, closets, and interior windowless rooms are also good options.
- Never hesitate to request help from Normandale staff. If they cannot assist, they may organize others who can.

Evacuation Exits

- The first floors of all buildings have outdoor access.
- All areas on the second floor of the inner ring corridors have access to the outdoor courtyard area.

Evacuation Chair Locations—Below is a list of where each evacuation chair is located on campus:

- **Activities:** Located at the top of staircase A2 which is near the elevator mechanical room A2579 or near the 2nd floor Activities elevator.
- **College Services:** All Evac Chairs are located on the 3rd floor of College Services. One is located in stairwell C1 (which is across from Communications Dept. Breakout rooms to C3003-C3008), the next chair is located at the top of staircase C2 (which is across from classroom C3060), & finally the last is located at the top of staircase C3 (which is next to the College Services elevator or adjacent to Faculty Offices C3101).
- **Fine Arts:** At the top of the staircase of F1 (which is next to the main doors of the Fine Arts building (door #6) or near classroom F2297).
- **Kopp Student Center:** Located in stairwell K1 which is adjacent to the fireplace, near the southwest corner of the lounge area close to the windows.
- **Partnership:** It is inside stairwell P4; which is in the central part of the building, next to the women's restroom P2811.
- **Science:** At the second level of Science next to stairwell S4, which is near the small lounging area S2382 or office S2381.

Severe Weather: If you are NOT located on the ground level of a building—or if time does not allow for using the stairs or an evacuation chair—bathrooms, closets, and interior windowless rooms are also good options. Below are some specific room numbers near restrooms or hallway areas away from windows:

- **Activities:** hallway between A2554 and A2556
- **Kopp Student Center:** S1392 restrooms at the start of hallway to Activities Building, or go near to A1500 (gym)
- **College Services:** 2nd floor: restroom near C2128; 3rd floor: area near C3101
- **Fine Arts:** near elevator by F2274 or restroom near F2267
- **Library:** hallway near L2756-L2760
- **Science:** restrooms near S2384
- **Partnership Center:** classrooms P1838, P1808, P2842, or P28

