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A Note from the Center for Equal Access

It is the policy of the College of St. Scholastica (referred to as CSS) that all otherwise qualified individuals with disabilities will be given equal educational opportunities in the classroom and other College-sponsored programs and activities, including study abroad programs. The College will ensure that no otherwise qualified individuals with disabilities will be excluded from participation in, denied the benefits of, or subjected to discrimination in any college class, program, or activity (The College of St. Scholastica Student Handbook, 2013).

The Center for Equal Access (The Center), part of the division of Student Affairs, works closely with several CSS departments and outside agencies to ensure that students have all available resources to meet their academic goals.

The Center welcomes faculty involvement and input about how to best serve students with disabilities. This section of the handbook is dedicated to providing information for faculty to assist them in supporting students in programs and courses.

Aside from reading this guide, we also encourage you to visit our website at http://www.css.edu/access. Please contact The Center should you have any questions.

We look forward to working with you.

Sincerely,

Melissa Watschke, MSW, LGSW
Director, Center for Equal Access

Anita Gille
Access Specialist

Bianca Aspin
Administrative Specialist
Center for Equal Access Mission Statement

The Center for Equal Access exists to foster an inclusive community for all students, with a focus on furthering the education, understanding, and promotion of students with disabilities.

We support the Social Model of Disability in our mission to celebrate the diversity of learners and embrace all abilities. We help students navigate through college with a disability or medical condition, assisting them to address challenges and find resources to aid them on their journey. We advocate on behalf of students and teach them the skills to advocate for themselves. We empower students to recognize that a disability is a difference, not a deficiency or limitation.

The Center for Equal Access provides equal access for students with disabilities to the programs, resources, and facilities at The College of St. Scholastica (CSS) as outlined in Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act. The Center for Equal Access seeks to facilitate reasonable accommodations for students and incorporate the principals of universal design as new courses, programs and facilities are developed.

Any student who needs assistance in gaining equal access to classes or college resources due to 1) physical, psychological, or learning disability; 2) attention deficit/hyperactivity disorder; 3) visual or hearing impairment; or 4) chronic medical condition should request assistance through the Center.

Learning Outcomes

The Center for Equal Access believes that learning occurs equally outside the classroom as within it. Each student who accesses resources through the Center will be expected to achieve the following outcomes:

- Express strengths and challenges of their disability/chronic medical condition effectively through oral, written, and digital communication skills.
- Translate the knowledge of adaptations/modifications as well as compensation skills into school, work and lifelong learning as it pertains to their disability.
- Empower self and others using the Social Model of Disability
Philosophy of the Center for Equal Access

The Center for Equal Access Supports the Social Model of Disability

This model empowers the individual to advocate and make decisions, while acknowledging that the community and the Center for Equal Access has a social responsibility to students with disabilities. The disability itself is recognized not as a deficiency, but a difference. The College community must contribute to furthering the education, understanding, and promotion of people with disabilities.

The Social Model of Disability Principles

- Disability is only a difference.
- Being disabled is neither good nor bad; it is one aspect of an individual.
- Problems with disability arise from an inaccessible society.
- A change in society, not the person, will eliminate the problem. The change can come from the person with a disability, an advocate, or anyone who wants people with disabilities to be equally included in society.

Accessibility

The Center reviews all aspects of accessibility on campus. This includes:

- **Physical Accessibility**—is the College offering adequate spaces and response to the physical needs of an individual with a disability?
- **Informational Accessibility**—is the College providing reasonable accommodations to “level the playing field” among all learners?
- **Programmatic and Policy Accessibility**—does the College have policies and protocols in place that ensure students with disabilities fair and equal access? Furthermore, does CSS offer programs that further the development of students with disabilities, which therefore furthers the mission of the College?
- **Attitudinal Accessibility**—is the campus as a whole accepting and welcoming of individuals with disabilities?

Universal Design

The Center seeks to support faculty interested in using Universal Design for Learning (UDL) in their courses. UDL is an approach that recognizes all of the modalities of learning to further the outcomes in the course. Instructors who use this approach understand that all individuals learn differently and incorporate various techniques and modalities to communicate the context of the course. To learn more about UDL, contact the Center for Equal Access at 218-723-6747, or visit the following website for excellent resources:

[The National Center on Disability and Access to Education (NCDAE)](https://www.ncdae.org)
Diversity Statement

The College of St. Scholastica is committed to fostering a learning environment that is culturally diverse and pluralistic. Informed by our Benedictine heritage and its values of community, hospitality, respect, stewardship, and love of learning, we are compelled to be open to diverse points of view and not avoid dissent, while constantly being mindful of what it is to be an engaged community working for social justice. To do so recognizes human dignity, difference, and equality that includes, but is not limited to: race, age, class, gender, sexual orientation, ethnicity and physical abilities or qualities.

In our striving to be an inclusive community, we must engage in intellectual discourse and exchange if we hope to develop an understanding of our commonalities and differences, even if this discourse and exchange results in conflict and change. The challenge that lies before us as a community is to embody in our institutional life what it means to be truly committed to cultural diversity and pluralism.

Equal Access Statement (for syllabi):

Students with disabilities, students who sustained injury in active military service, and students with chronic medical conditions are entitled to appropriate and reasonable auxiliary aids and accommodations through The Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. It is the student's responsibility to notify the Center for Equal Access as soon as possible to ensure that such accommodations are implemented in a timely fashion. For more information or to request academic accommodations, please contact the Center for Equal Access in Tower Hall 2126; by phone at (218) 723-6747, 218-625-4891; or via e-mail at access@css.edu.

Notice of Non–Discrimination

The College of St. Scholastica does not discriminate on the basis of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, status regarding public assistance, disabilities, or local commission status in its programs, procedures, and activities. The following person has been designated to handle inquiries regarding non-discrimination policies: Affirmative Action Officer, The College of St. Scholastica, 1200 Kenwood Avenue, Duluth, MN 55811.

Confidentiality Statement

Confidentiality is of utmost importance in all matters pertaining to students with disabilities. Documentation is governed by the Health Insurance Portability and Accountability Act of 1996 (HIPAA), and accommodations are governed by the Family Educational Rights and Privacy Act (FERPA). Information regarding a student’s disability is only shared with other College personnel if there is a legitimate reason to do so, and with the student’s written permission. Faculty members are not informed of the specific nature of a student’s disability by the Center unless the student provides the Center with written permission. Accommodations are not part the academic record of the student.

Faculty Notification Regarding Student Requesting Use of Accommodation

As part of the accommodations process, students will give faculty notification of accommodations through a Letter of Accommodation (LOA). The LOA will be sent to faculty members via email from the
Center with a copy sent to the student. Faculty may not identify students as having a disability or disclose their accommodations to other students, faculty, or staff without the student’s written permission. Students are encouraged to communicate openly with faculty regarding their needs, functional limitations, and accommodations. The choice, however, is the student’s to make, and the Center offers support and guidance to facilitate the conversation.

**Center for Equal Access Staff**

**Melissa Watschke, MSW, LGSW**  
**Director**  
mwatschk@css.edu  
218-723-6747  

The director is responsible for determining appropriate accommodations and auxiliary aids based on the documentation given to the Center. The director is also the primary contact for issues and concerns with faculty, accommodations, and documentation. The director also provides training and education for departments and divisions at each campus and facilitates conversations and initiatives to ensure equal access across college domains.

**Anita Gille**  
**Support Specialist**  
agille@css.edu  
218-625-4891  

The Center for Equal Access support specialist works closely with the director to implement Center for Equal Access programs, activities, and accommodation recommendations made by the director, such as audiobooks, scribing, or interpreter. The support specialist ensures instructors have been notified of student’s request to use accommodations and administers the Center testing accommodation. The support specialist is the primary contact for special events.

**Sister Victorine Sitter**  
**Main Campus Testing Proctor**  
vsitter@css.edu  
218-723-5921  

The Testing Proctor provides testing support, such as a distraction-reduced environment, for students with testing accommodations. The proctor administers all testing throughout the school year following tests procedures established to ensure student accountability. The testing center is open **M-F 8:00-4:00 pm**. Please review [Testing Procedures (Main Campus)](#) to learn more about how students schedule tests through the Center.
Disability Service Liaisons

Maria Laughner, Arizona  
mlaughner@css.edu  
(623) 694-0984

Amie Anderson, Brainerd  
Aander10@css.edu  
218-625-4816

Nu Ly, Inver Hills Community College  
nly@css.edu  
651-403-8654

Teresa Ipina, Rochester  
tipina@css.edu  
218-625-4811

Rick Butte, St. Cloud  
rbutte@css.edu  
(218) 625-4801

Melissa Goodson, St. Paul  
mgoodson@css.edu  
651-403-8655

Disability Services Liaisons (DSLs) serve as on-site support for students at the extended sites. Currently, there is a DSL at the Brainerd, Inver Hills, St. Cloud, St. Paul and Arizona campuses. DSLs do not have any authority to issue or extend accommodations. They are not informed of the nature of the disability without the consent of the student. Their role is strictly to support students and answer questions about services and accommodations through the Center for both faculty and students. The DSLs consult with the Center for Equal Access should any issues or concerns arise.

Center for Equal Access Advisory Committees

Access Committee

The Access Committee serves as a resource to the Center in determining policies, procedures and accommodations. Members of this committee have expertise in disability-related fields and offer assistance as needed. Each School within The College are also represented. Four priority areas of working groups will address the following issues in the upcoming year: policies and procedures, student support and development, professional programs, and faculty development.
Assistive Technology and Accessibility Group

Campus professionals with expertise in technology and assistive technology serve as consultants and convene regularly to determine appropriate technology and auxiliary aids that meet students’ needs. Further, this group also looks at accessibility and compliance issues related to the website, Blackboard, and other campus technologies.

Applicable Laws that Dictate Higher Education

Section 508 of the Rehabilitation Act of 1973
This applies to Electronic and Information Technology: Websites, Online programs and services, Computer systems, Office machines, Telephones.

Americans with Disabilities Act of 1990; Americans with Disabilities Amendments Act of 2008

- ADA of 1990 essentially states that colleges and universities have the obligation to provide reasonable accommodations to students who have disclosed a disability.
- ADA of 1990 ensures students have equal access.
- ADAAA of 2008 restructured the definition of disability to be in line with Section 504 of the Rehabilitation Act (see Definition of Disability).
- Students must also have a record of such an impairment or being regarded as having such an impairment.

Section 504 of the Rehabilitation Act of 1973

- Federally funded programs cannot discriminate based on disability.
- This includes CSS because we accept federal financial aid funds.

Individuals with Disabilities Education Act (IDEA) of 1997; 2004

- Dictates to pre-Kindergarten (infants and toddlers) through grade 12.
- Goal is to offer individual services and education to help students with disabilities be successful and transition into life skills and independent living. Offers Free and Public Education to students with disabilities.
- Ensures rights of children and parents are protected.
- Higher Education institutions are required to participate in transition services as authored by IDEA.
Definition of Disability

As stated by the Americans with Disabilities Amendments Act of 2008:

“A disability is a physical or mental impairment that substantially limits one or more major life activities including caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, or working. It also includes the operations of major bodily functions including immune, respiratory, circulatory, endocrine, digestive, reproductive, neurological, brain, normal cell growth, bowel, and bladder.”

College Policies

Policy for Use of a Service Animal

Students who attend The College of St. Scholastica may require the use of a service dog. A service dog is defined by the Americans with Disabilities Act as “any dog individually trained to provide assistance to an individual with a disability.”

A service animal is not a pet. The goal of a service animal is to provide a life function or task for an individual who cannot perform the task themselves. Some tasks may include but are not limited to:

- Alerting a person with hearing impairments to sounds/cues
- Calming a person with PTSD through a flashback or anxiety attack
- Assisting with daily life tasks

Students who seek accommodations of a service animal are directed to follow the same procedures as students seeking other accommodations.

- A student must be regarded as having a disability according to the ADA.
- A student must register with the Center for Equal Access.

Owner Responsibilities

It is the responsibility of the student who seeks to use a service dog on campus to contact the Center for Equal Access prior to arriving on campus. The student seeking this accommodation is also responsible for the animal. Responsibilities include:

1. The service dog must be well-behaved and must not pose as an interruption to learning.
2. The service dog must be in the control (on a leash, harness, etc.) of the handler at all times.
3. The handler of the service dog must be able to manage elimination by the animal.
4. The handler of the service dog is responsible for any property damage caused by the animal.
5. The service dog may be prohibited from any areas or situations which could cause harm to the animal (such as laboratories).
6. The service dog must have distinguished markings which indicate the animal is a service animal.

Service Dog versus Assistance Animal

**Assistance Animals (AA)** do not fall under the guidelines of ADA as providing a life function or task that the handler cannot perform for themselves. An animal with a purpose of providing emotional support, comfort, therapy, or companionship is not considered a service animal. If you are requesting an AA, please see the Center for Equal Access. For more information, please see [Policy to Maintain an Assistance Animal (AA) within the College of St. Scholastica Residential Community](#).

Center for Equal Access Alternative Testing Arrangements Policy

The College of St. Scholastica fosters a number of academic opportunities for students to grow in their learning process. Testing is still a primary assessment measure of a student’s mastery of course content.

**Definitions**

- **Test**— An exam, quiz, or assignment that is administered with a defined time frame and completed within the indicated time allotment.
- **Alternative Test**— A test accommodation issued by the Center for Equal Access that requires an adjustment in the testing environment. The exam, quiz, or assignment is administered within a defined time frame by the Center for Equal Access, with a testing proctor provided.
- **Testing Proctor**— Official College staff/faculty who oversees and initiates the exam.

**Alternative Test Policy**

All CSS students are entitled to alternative testing environments if they meet any of the following criteria:

1) registered with the Center for Equal Access and issued alternative testing accommodations; or
2) a student registered with the Center for Equal Access who is taking an online or correspondence course, standardized exam independent from The College which requires a testing proctor.

**Note:** Students who are not registered with the Center for Equal Access but have approval from faculty to use alternative testing arrangements or are a CSS student taking an online or
correspondence course or standardized exam independent from The College must arrange alternative testing with the CSS Library at 218.723.6140, text at 218.422.6942 or email at askus@css.edu.

The Center for Equal Access Testing Center Use

Students registered with the Center for Equal Access (the Center) and issued an accommodations for alternative test environments have the opportunity to use the Testing Center. The Testing Center is designed to offer equal access in testing situations that a disability or chronic medical condition may limit. Students must have disclosed to the Center a functional limitation based on disability or chronic medical condition, have a record of the impairment, or be regarded as having a disability to be issued alternative testing accommodations.

Temporary Accommodations

In rare cases, accommodations for testing environments may be granted to students who may not meet the above requirements, but whose condition may compromise their academic and learning experience. These situations are determined on a case-by-case basis, but may include student athletes who experienced concussions during their season or students diagnosed with Mononucleosis. Students who do not qualify under the outlined circumstances will not be allowed to test with the Testing Center.

Auxiliary Aids Policy

Auxiliary aids are defined as devices or services that enable people with one or more life impairments to have an equal opportunity to participate in, enjoy the benefits of, and achieve the same level of achievement in programs, activities, and courses at The College of St. Scholastica. Common auxiliary aids include American Sign Language (ASL) interpreters, descriptive media services, audio or digital textbooks, use of speech-to-text software, screen reading software, iPads, digital recorders, and Livescribe Smartpens.

Students who request auxiliary aids due to circumstances related to disability must register with the Center for Equal Access.

1. Students requesting services that require personnel such as an ASL interpreter or audio describer, note-taker, or Access Assistant must make requests for services prior to the activity.
   a. One-time event requests must be made at least ten (10) business days in advance.
   b. An ongoing attendance by the service personnel for courses or activities must be requested at least three (3) months prior to the course or activity.
   c. A long-term or ongoing attendance involving internship, teaching, clinical experience, or study abroad must be requested at least five (5) months in advance.
2. Requests for conversion of textbooks into accessible formats must be given at least ten (10) business days in advance.

3. Any tools, computer software, or hardware requests must be given at least three (3) business days in advance of use. Students who check out items from the Center’s resource library must
   a. Complete a checkout form indicating date checked out and date of anticipated return.
   b. Care for materials while checked out and in use. Failure to do so (damage to or loss of equipment) may result in a charge to the student’s account.
   c. Failure to return items by the checkout date indicated will result in a service charge to the student’s account.

4. Requests for the use of auxiliary aids or adjustments to housing and residential purposes must occur at least 40 days (two months) prior to need.
   a. Members of the Access Committee with expertise in the area of disability will be consulted and determine the extent of the auxiliary aid or adjustment.

5. Auxiliary aids or adjustments may be denied if it fundamentally alters the outcomes of the program, class, or activity; or if it presents an undue hardship or burden on the institution.

6. Any adjustments or auxiliary aid requests to meet needs of a personal nature will not be considered obligatory in nature by the institution. This includes a Personal Care Assistant, tutor, or personal instruction.

**Residential Policies**

**Policy to Maintain an Assistance Animal (AA) within the College of St. Scholastica Residential Community**

According to the Fair Housing Act, it is required of The College to provide students who qualify the option of an Assistance Animal while living in residence at The College of St. Scholastica.

**Definition**

- **An Assistance Animal (AA)** is an animal selected to play an integral part in a person’s treatment process. An AA is not considered a service animal.

- **A Service Animal** is defined by the Americans with Disabilities Act as “any dog individually trained to provide assistance to an individual with a disability.”

Students who seek an accommodation of an AA are directed to follow the same procedures as students seeking other accommodations. A student must:

- Be regarded as having a disability according to the ADA.
- Register with the Center for Equal Access.
• Provide proper documentation from a licensed practitioner stating the functional limitations of a disability related to the use of an accommodation of a service animal to the Center for Equal Access (the Center).

Owner Responsibilities

It is the responsibility of the student who seeks to use an assistance animal (AA) on campus to contact the Center for Equal Access prior to arriving on campus. The student seeking this accommodation is also responsible for the animal, including but not limited to:

1. Providing updated documentation of vaccinations and annual health screenings from a licensed veterinarian.
2. Ensuring the animal has a litter box/living container or is trained to expel animal waste outside of the residence facility.
3. Any waste must be picked up by the owner of the animal and thrown away in a proper outside trash unit.
4. Litter boxes or living containers must be placed on a rubber mat and regularly changed to prevent odor and residue.
5. Food and water must also be placed on a rubber mat and stored in an airtight plastic container within the residence of the owner.
6. The animal is properly cared for, which includes grooming, feeding, and exercising the animal.
   • Residential Life has the option to inspect a residence at any time and investigate any concerns or reports of maltreatment from other residents. If an animal is noted for fleas, ticks, or other pests, the owner will be charged with the fumigation of the room and the treatment of the animal. The animal will not be allowed back in residence until proof of treatment is obtained by The College.
7. The student is financially responsible for any damages of property and or personal articles by the AA.
   • This includes, but is not limited to, any replacement of furniture, carpet, window, or wall covering, as well as cleaning costs considered above the normal cleaning provided for rooms.
8. The AA is allowed in the resident’s room or apartment, as well as hallways, lounges, lobbies, laundry rooms, refuse rooms, recreational areas, and passageways among and between buildings.
9. The AA must demonstrate a good temperament and reliable, predictable behavior.
10. The animal must not interfere in any routine activities of other residents, nor pose a distraction to academic learning and living.
11. The owner/student is responsible for all the actions of the animal.
12. The animal must be transported in a crate if the animal leaves the owner/student’s residence.
13. The student must notify the Center for Equal Access in writing if the animal is no longer needed as an Assistance Animal or is no longer in residence.
To replace one animal with a different animal, the student must file a new request.

14. Should the animal be removed from the premises for any reason, the student is expected to fulfill her/his housing obligations for the remainder of the housing contract.

15. Residential Life has the authority to relocate a student and the assistance animal as necessary per current contractual agreements.

Any violation of the above rules may result in immediate removal of the animal from The College of St. Scholastica. If this occurs, the student has a right to appeal the decision through the Center for Equal Access.

Residential Life Adjustment or Exemption Policy

The College of St. Scholastica values a community imbued in the Benedictine Values and diversity of all people. The College seeks to provide housing to students with all abilities and needs and will make necessary adjustments to living environments to students who disclose a disability or medical condition and warrant the adjustment. Students who seek an exemption from the Residential Life housing requirement due to disability or a chronic medical condition may also consider the procedure outlined below.

Students seeking to reside a service or assistance animal must follow the Service Animal Policy or Assistance Animal Policy.

Definitions

- **Adjustment**: An alteration or auxiliary aid that may aid in providing equal access to an environment, course, or program.
- **Disability**: See Definition of Disability
- **Exemption**: Status of release from obligation to live on campus through Residential Life.
- **Residence**: A dorm room, apartment or suite a student has been contracted to reside during the academic school year.

Request for Adjustments

Students with disabilities or chronic medical conditions which meet the definition of disability may seek adjustments to residences. To do so, students must:

1. Disclose and register with the Center for Equal Access.
2. Provide appropriate documentation from a licensed practitioner indicating functional limitations as well as recommendations for adjustments.
3. For new incoming First Year Students living in Somers Hall, initiate the process by July 1 prior to the start of the academic year.
4. For current students living in the apartments, initiate the process at by December 1 of the current academic year to secure use of accommodation for the following academic year.
Once a student initiates the request and the request is issued, the Center for Equal Access will:

1. Coordinate the process and ensure the adjustments meet the needs of the student by meeting with the student, Residential Life and Facilities office as needed.
2. With the student’s consent, involve representatives from the Access Committee with expertise of the related adjustment or auxiliary aids to assess and assist in the selection of the auxiliary aid or adjustment.
3. Communicate with the student throughout the process about the status of the adjustment prior to residency.

Common adjustments include a single room, bathroom in residence, and minor adjustments to doors, windows, lighting and fixtures.

- Students issued an adjustment from the Center for Equal Access of a single room cannot be charged an additional charge. The charge must be reflected of a student who is living in residence with one individual.
- Single room adjustments issued mid-semester or year will be determined where there is availability.
- Students requesting the adjustment will be moved, not their roommate.
- Preferences of the location of single room may only be considered during housing renewal or as new students complete the housing contract.

**Request for Exemption**

Students with disabilities or chronic medical conditions which meet the definition of disability may seek an exemption from the residency requirement at The College of St. Scholastica. To do so, students must

1. Disclose and register with the Center for Equal Access.
2. Provide appropriate documentation from a licensed practitioner indicating functional limitations as well as recommendations for adjustments.

If an accommodation for exemption from the residency requirement is issued, the Center for Equal Access will notify Residential Life via email and copy the student on the notification. An exemption may be issued immediately or for the next academic year depending on the request and the nature and severity of the limitation.

- An exemption is not retroactive; it begins the day an exemption is issued.
- Students cannot request a reimbursement of living costs prior to an exemption being authorized.
- If an exemption occurs during a semester and is considered immediate, a student cannot be charged for the remainder of the semester.

The College of St. Scholastica will not authorize any exemptions or requests for an adjustment that creates an undue financial or administrative burden, poses a risk to self or others, addresses needs of a personal nature, or has been determined to be non-essential.
Meal Plan Accommodation or Adjustment Policy

**Who Qualifies for the Adjustment:**
Students who experience certain food allergies and medical conditions in which food causes a limitation or impairment to one or more life functions.

**Procedure:**
1. Students who seek accommodations for any meal plan adjustment, accommodation, or exemption must first connect with Saints Dining.
2. If Saints Dining cannot accommodate a student’s request, they may be referred to The Center for Equal Access for further accommodation.
3. Students will schedule an Intake and Registration meeting with the Director of the Center for Equal Access and complete the Intake form prior to the meeting.
4. Students will present documentation of the medical condition prior to or at the meeting. Documentation can be faxed at the confidential fax (218-723-6482), emailed, or mailed to the Center for Equal Access.
5. The Director will facilitate a discussion with the student to determine whether academic accommodations are reasonable and relevant to the condition. Students will be required to articulate the limitations of the medical condition.

**Accommodations Defined**
Accommodations are an adjustment to a course, program, activity, or a living environment that ensures equal access.

**Accommodations are NOT:**
- An unfair advantage
- Granted if they fundamentally alter the outcomes of the class, program, or activity
- Retroactive. The accommodation(s) begin once a student requests to use an accommodation by submitting a “letter of accommodation” to the Center for Equal Access.

**Types of Accommodations**
- **Academic**- Auxiliary aids or adjustments within a course or program to ensure equal access. This may include field experiences, clinical placements or internships.
- **Residential**- Auxiliary aids or adjustments within a living environment to ensure equal access.

**Obtaining Academic Accommodations**
All requests for accommodations are to be considered on a case-by-case basis. Students requesting accommodations must meet with the Center for Equal Access. Students seeking
accommodations at the extended sites may contact the Center for Equal Access via email or by phone.

Prior or current accommodations in high school or at another college or university does not automatically mean that the student will receive any accommodations or the same accommodations at The College of St. Scholastica. Faculty and staff should not provide accommodations to students unless they are registered with the Center for Equal Access.

Documentation

Documentation guidelines are set by the Association for Higher Education and Disability and refined to fit the scope and practice of The College of St. Scholastica. The documentation includes:

1. **Primary Documentation**—Student's self-report (intake).
   - This is required for accessing resources and academic accommodations.

2. **Secondary Documentation**—Observation and Interaction between student and parents, teachers or co-workers.
   - This may include an IEP or 504 Plan from high school.

3. **Tertiary, third-party or external documentation**—Information from licensed professionals, including psycho-educational evaluation, doctor, psychologist or therapist recommendations and case notes.

The above documentation must be relevant and speak to the academic accommodations and resources the student is requesting, as well as how major life function is limited by the diagnosis or disability.

Students inquiring about academic accommodations are welcome to submit any or all the above documentation to the Center. Staff from the Center will follow up with the student and discuss further documentation (if any) that may be needed to establish academic accommodations and use of resources.

Students currently registered with the Center should also meet with the Director to determine if accommodations need to be reevaluated.

Requirements PRIOR to Obtaining Accommodations

- Students must seek services through the Center for Equal Access. Faculty, parents, or any other party cannot require students to register with the Center for Equal Access.

- Students must have a diagnosis that limits one or more life functions, including learning, concentrating, or reading.

- Students must have a current record of the diagnosis from a licensed professional.
Determining Academic Accommodations

The process of determining appropriate and reasonable accommodations is a three-pronged approach guided by the Association for Higher Education and Disability (AHEAD).

Three Areas Important in Determining Accommodations:

• **Student Intake**: Students will complete a narrative summarizing their understanding of their diagnosis, how it impacts or limits them in the academic or learning environment, and a list of requested accommodations and or previous accommodations used in the past.

• **Center Interview**: The Center and student will engage in an in-depth discussion of the narrative. They will review a student's history with the diagnosis or condition, how it limits them, and any other factors that may contribute to the situation.

• **Documentation Review from the Licensed Professional**: Documentation is reviewed by the Center to assist in the determination of accommodations. Documentation and the practitioner must be relevant to the diagnosis/condition; it must include the history or duration, assessment of limitations of major life function based on the diagnosis, and any recommendations of accommodations.

Once this process has been completed, then accommodations may be determined.

Communicating with Faculty

As with all students, students with disabilities are encouraged to speak with faculty about their learning needs in the classroom environment, but they are not required to do so.

• Accommodations for students are not negotiable; however, the extent to which an accommodation is given may be negotiable. Instructors are encouraged to ask questions and offer feedback to the Center regarding alternate accommodations.

• Accommodations that fundamentally alter the outcomes of the course will not be granted. Accommodations are given based on a case-by-case basis.

• Accommodations may be requested in an alternate format than the traditional method used in classroom instruction. Instructors with concerns or questions are encouraged to contact the Center for clarification.

• Accommodations may be granted or changed throughout the semester. The Center will inform faculty of any changes to student accommodations. These accommodations are not retroactive. Rather, they begin upon the Letter of Accommodation (LOA) submission.

• Faculty will be notified via email once the LOA request was submitted. (Please see [Faculty Notification Regarding Student Requesting Use of Accommodation](#))
Rights and Responsibilities

Required Accommodations

The College of St. Scholastica must provide reasonable accommodations to "level the playing field" within the learning and living environment. The student must be able to meet all academic requirements and abide by the Student Code of Conduct.

The exception is if a student’s request for accommodation ‘fundamentally alters’ the outcome of the course or program; and if the request becomes a hardship for The College.

Academic Requirements

Academic requirements are not waived due to a student's disability. Students must be able to meet the academic requirements with the approved accommodations. Auxiliary aids include adaptations needed to make the College campus and programs accessible. The Center is not obligated to provide the same accommodations received in high school or other colleges, or all the accommodations recommended by a medical professional. It is the student's responsibility to plan ahead if the accommodation or auxiliary aid requires a long lead-time, such as a sign language interpreter.

Students with disabilities have the right to:

- Full and equal participation in and access to the courses, programs, services, and activities of the College of St. Scholastica.
- Reasonable accommodations, academic adjustments, and/or auxiliary aids and services;
- Privacy and confidentiality of information regarding disability;
- Reasonably available information in accessible formats.
- Fail if the outcomes of the course or program are not met with reasonable accommodation.

Students with disabilities have the responsibility to:

- Meet institutional qualifications and maintain essential institutional standards for courses, programs, services, and activities;
- Present to the Center in a timely manner as an individual with a disability when an accommodation is needed and seek information, counsel and assistance as needed, preferably prior to the start of courses;
- Provide documentation from an appropriate licensed professional source.
  - Documentation should include a description of the nature of the disability and how it limits the student's participation in courses, programs, services, jobs, activities or facilities when accommodations are sought;
Documentation should also include recommendations of the nature of the disability to provide equal access and opportunity to the student with a disability;

- Follow published procedures for obtaining reasonable accommodations, academic adjustments, and/or auxiliary aids and services.
- Adhere to the Student Code of Conduct.
- Meet with staff from the Center at least one (1) occasion prior to graduation, specifically in junior year or acceptance to major (undergraduate) or before graduation (graduate).

**Instructors have the right to:**

- Request clarification of student accommodations from the Center.
- Ask for support from the Center.
- Provide input on alternative accommodations when situations arise.
- Question whether essential elements of the course or program are compromised due to an accommodation.

**Instructors have the responsibility to:**

- Present an Equal Access Statement in all course syllabi*.
- Comply with the accommodations issued in the Letter of Accommodation by the Center.
- Ensure classroom content is accessible to all students. Digital documents and electronic media such as videos must comply with Section 508 of the Americans With Disabilities Act. Please use this Accessibility Checklist and NCDAE.org website for guidance and support.
- Refer students who disclose a disability to the Center for Equal Access.
- Request clarification of student accommodations from the Center for Equal Access.
- Provide input on alternative accommodations when situations arise.
- Utilize the testing center (Duluth campus) or alternative testing arrangements (extended sites) for students with testing accommodations.
- Ensure online course content is Section 508 compliant.
- Arrange accommodations in the online learning environment (if applicable).

**The Center for Equal Access has the right to:**

- Identify and establish functions, abilities, skills, knowledge, standards and criteria for CSS courses, programs, services and activities.
Request and receive current documentation from an appropriate licensed professional that supports accommodation requests as well as requests for academic adjustments and/or auxiliary aids and services.

Deny a request for accommodations, academic adjustment, and/or auxiliary aids/services in consultation with a student with a documented disability for the following reasons:

- If the documentation does not meet Center guidelines and demonstrate that the request is warranted.
- If the student fails to provide appropriate documentation.
- If the student engages in academic dishonesty when testing with the Testing Coordinator.

Refuse to provide an accommodation, adjustment, and/or auxiliary aid or service that is ineffective or unreasonable, including any that:

- Pose a direct threat to the health and safety of others;
- Fundamentally alter the courses, programs, services, or activities of CSS.
- Pose an undue financial or administrative burden.

The Center for Equal Access has the responsibility to:

- Determine the accommodations and services to be provided to a student, taking into consideration official documentation provided by student, the student's preferences, available resources and course requirements.
- Provide information regarding policies and procedures to faculty, staff, students, and guests with disabilities and assure that this information be provided in accessible formats upon request.
- Ensure that courses, programs, services, and activities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings.
- Evaluate students and applicants on their abilities and potentials, not their disabilities.
- Maintain appropriate confidentiality of records and communication concerning students with disabilities.
- Describe the process for the provision of accommodations and services to the student verbally and in writing.
- With student consent, notify the student's instructors certifying that a student has a disability and stating academic accommodations approved by the Center via email through a Letter of Accommodation.
• Provide or arrange for effective, appropriate, and reasonable accommodations, academic adjustments, and/or auxiliary aids and services for students with identified disabilities in courses, programs, services, and activities.

• With student consent, notify appropriate College staff and administrators of non-academic accommodations and services such as housing, recreation, safety, employment, financial aid, transportation, health services, employment, insurance, and other co-curricular activities.

• Advocate, advise and educate students with disabilities and serve as a resource and referral to alternative resources.

• Educate the community about students with disabilities in Higher Education.

**Accommodation Procedures**

Students are required to follow specific procedures to use accommodations through an academic semester or year. Once a student requests their Letter of Accommodation through the online submission page, students are expected to follow procedures for each of their accommodations, which are outlined below.

**Alternative Testing Environments**

The Center for Equal Access offers students and faculty support for testing situations. Common accommodations to warrant assistance for testing include extended testing time and distraction reduced environment. Procedures for the Main Campus are different from the Extended Sites.

**Testing Procedures Main Campus:**

1. Students must be registered with The Center prior to requesting test accommodation, and have a Letter of Accommodation on file for the current semester.

2. Students must schedule each test or quiz **at least 7 days in advance of test date** using the test scheduling form. Preferably, students should schedule all tests and quizzes for a class at the beginning of the semester (upon receiving their class syllabi) whenever possible.
   - Students must take exams and quizzes during normal class period whenever possible. If class schedule or accommodated time prevents this, students are asked to work with faculty and the Center to make alternative arrangements.
   - **Note:** If the instructor has not provided a specific date for a test on the syllabus, but indicates which week the test will be, students should schedule the test with the Center for one of the days the class meets. Once the instructor announces the actual test date, students can use the online form to reschedule their test.
3. If date, time, or other exam information changes, students must use the test scheduling form and email access@css.edu to notify the Center of these changes.
   - Changes must be made at least one working day before the exam is scheduled, preferably as soon as students become aware of the change.
   - The Center will send an email to student and faculty confirming the change.

4. The Center will send a Google Calendar invite to student and faculty approximately 3-5 days in advance confirming test has been scheduled.
   - The faculty will bring test to the Center (by emailing a copy of the test to agille@css.edu or dropping the paper copy off at secure drop T2116 or S1124) at least one day prior to test date, providing any special instructions (e.g. open book, calculator, etc.) and type of Scantron to be used.
   - Test time is assumed to be full class period unless faculty provides otherwise.
   - Tests that will be administered online should be accommodated through Blackboard based on the student’s Letter of Accommodation (e.g. time and one half). There are instructions on how to do this on the “Resources” page of Blackboard (under the “Center for Equal Access” tab). Instructions can also be found on our website (see Faculty Instructions for Adding Time to Online Test).

5. On the day of test, the student goes directly to the Testing Center, S1124 (unless otherwise notified). The Testing Center is open M-F 8:00 am-4:00 pm with the exception of final exam week, when hours are extended.
   - Tests must be completed by 4:00 pm. If a test will last past 4:00 p.m. due to class schedule or accommodated time, students must make arrangements with the instructor and the Center to take the test early or sometimes the next day (with approval from the instructor).
   - If a student arrives later than the scheduled time, the test end time does not change.
   - If a student has three no-shows or is more than 15 minutes late three times without notifying the Center, the student may lose the right to use testing accommodations with the Center. To resume testing privileges, the student must meet with the Center Director to discuss the situation.

6. The Center will deliver the test back to the faculty when complete, usually via a sealed envelope delivered to the instructor’s office the same day or early the following morning.

Testing Policies
   - Only items specified by the instructor or part of a student’s requested accommodation are able to be used during the exam.
Center for Equal Access Faculty Handbook

- All student backpacks, etc. must be placed away from student near proctor’s desk.
- All non-approved electronic devices (e.g. phones, iPods, calculators, etc.) must be stowed away from student and near proctor.
- Student must have all approved material (pencil, notecard, eraser, calculator if allowed, etc.) on desk before starting exam.
  - Student may bring a beverage into testing room. No snacks are allowed unless a student has an accommodation that allows for this.
  - Student must take bio breaks, etc. prior to testing. Student may not leave test room once they have begun test unless their accommodation allows such.
  - A camera will record all use and action in the Testing Center. This camera will only be accessed if a claim of academic dishonesty has been brought to the attention of the Center.
  - If a student has three no-shows without notifying the Center, he/she may lose the right to use testing accommodations with the Center. To resume testing privileges, the student must meet with the director to discuss the situation.

If students have questions or concerns about these guidelines, they are to contact the Center prior to test time at access@css.edu or by calling (218) 625-4891.

**Testing Procedures - Health Science Center Program**

Students who wish to use their accommodations for alternative testing arrangements must schedule exams through the Alternative Exam Request Form at least seven (7) days in advance of the scheduled exam. When class and clinical schedule does not permit full use of accommodations (additional time), students will be allowed twenty-four (24) hours from the end time of the regularly scheduled exam to complete the exam. Any exams without time conflicts must be taken at the same time as the class. Timing of said exams must be communicated by the student to faculty and to The Center for Equal Access via the Alternative Exam Request Form. All exams will be proctored at the Duluth Main Campus (Science 1124 Testing Center).

Students must abide by the Code of Conduct and Academic Integrity Policy as indicated by their respective programs and The College of St. Scholastica.

**Testing Procedures – Extended Sites**

**St. Paul Campus Testing Procedure**

Students who choose to use testing accommodations must provide notice to and schedule all exams with the Coordinator of Student Academic Services/Disability Services Liaison (DSL) and instructor at least one (1) full week advance notice during the term.
• Students are responsible for notifying their instructor that they would like to use their accommodations for each exam. The DSL is **not** responsible for contacting instructors unless the exam has not arrived by test time.

• Students agree to take exams/quizzes during a time that works best for the DSL, student, and instructor.

**Faculty Exam Delivery to St. Paul Campus**

• Faculty must deliver exams by 5:00 p.m. and at least two (2) working days in advance of the scheduled exam. Exams should be delivered in a sealed envelope to Melissa Goodson’s inbox on site or via email.

• Exams will be returned to faculty inbox in a sealed envelope.

**St. Cloud Campus Testing Procedure**

Students who choose to utilize testing accommodations must provide notice to and schedule all exams with Rick Butte, Regional Director and the instructor **at least one (1) full week advance notice** during the term.

• Exams must be scheduled during regular office hours (M – TH 9:00 a.m. – 6:00 p.m., Fridays 9:00 a.m. – 2:00 p.m. or by appointment)

• Students are responsible for notifying their instructor that they would like to use their accommodations for each exam. The DSL is NOT responsible for contacting instructors unless the exam has not arrived by the scheduled test time.

**Faculty Exam Delivery to St. Cloud Campus**

• Faculty must deliver exams **by 5:00 p.m. and at least one (1) day in advance** of the scheduled exam. Exams should be delivered via email or by hand in a sealed envelope.

• Exams will be returned either via email in a PDF or placed in the faculty’s mailbox.

**Brainerd Central Lakes College Testing Procedure**

In accordance with an agreement with Central Lakes College Disability Services Office, The College of St. Scholastica students registered with the Center for Equal Access (the Center) who seek test accommodations must be **registered with the Center for Equal Access** and submit a Letter of Accommodation each semester prior to requesting test accommodation.

**Process to Request Alternative Testing Accommodations**

A CSS Student must complete the **Online Test Accommodation Form** for each test.

1. The student should complete their test request upon receiving the course syllabi. This is typically at the beginning of the semester or at the mid-semester mark. Otherwise a **minimum of three working days before the exam or quiz is required.**
a. The Center will send an email to CSS student and CSS instructor confirming test has been scheduled.

b. The Center will send an email to Andria Belisle at CLC and Amie Anderson at CSS-Brainerd notifying them of the request.

2. Instructors are required to email the exam to Anita Gille at agille@css.edu. Each exam should include the date, time and typical time allowance as well as any specific instructions needed to complete or administer the exam.

Scheduled Test Day Procedure

1. Student goes directly to the Disability Services Office in The Bridge: Office – E138

The Disability Services Testing Center is open M-F 8:00 am-4:00 p.m. Tests must be completed by 4:00 p.m. and during the traditional work week. Contact information for the Disability Services office: Andria Belisle, Coordinator Phone: 218-855-8175; TTY users call Minnesota Relay Service: 7-1-1 or 800-627-3529 Fax: 218-855-8267; Email: disabilityservices@clcmn.edu

Rochester Campus Testing Procedures

Students seeking alternative testing accommodations who attend the Rochester site will be addressed on a case-by-case basis. Students will contact the Center for Equal Access for further assistance. The Center will work with the Director of the site, Teresa Ipina (tipina@css.edu) to determine the best procedure conducive for the student, faculty and site.

Arizona Campus Testing Procedures

Students seeking alternative testing accommodations who attend the Arizona site will be addressed on a case-by-case basis. Students will contact the Center for Equal Access for further assistance. The Center will work with the Director of the site, Maria Laughner (mlaughner@css.edu) to determine the best procedure conducive for the student, faculty and site.

Center for Equal Access Exam Change Process

If date, time, or other exam information changes, student must complete an Online Change Form. Changes must be made at least 24 working days before scheduled exam time. Students
who do not submit an Exam Change Form will not be scheduled in the Testing Center and will have to take the test with the rest of the class.

*Exam Change Forms must be completed by student and approved by the faculty and Disability Services at CLC. The Center for Equal Access at CSS will administer this approval.*

**Testing Policies**

1. All exams are proctored. Only items specified by the instructor are able to be used on the exam. All other items must be placed out of reach.

2. If a student arrives later than the scheduled time, that time cannot be made up. *For example, if the test is scheduled for 1:00pm (and the class is one hour) and the student has double time as an accommodation, the exam will be administered from 1pm-3pm. If arrival is at 1:15pm, the ending time does NOT change.*

3. If a student has three no-shows without notifying the Center, he or she may lose the right to use testing accommodations with the Center. To resume testing privileges, the student must meet with the Director of the Center for Equal Access at CSS to discuss the situation.

**Testing Procedures – Online**

**Unproctored**

Students with online exams who have been issued accommodations for extended time on unproctored exams must contact their instructor and access@css.edu via email at least seven (7) days in advance of the first test date to ensure that the instructor has created a testing environment with accommodated time. Student is only required to inform instructor once each semester. Faculty must accommodate student in Blackboard based on Letter of Accommodation (eg, one and half time or double time). For information on how to accommodate in Blackboard, please see Faculty Instructions for Adding Time to Online Test in the Resources page of Blackboard, found under "Center for Equal Access."

**Proctored**

Students with online exams who have been issued accommodations for extended time on proctored exams should use the test scheduler link to schedule exams at least seven (7) days in advance of the test date, adhering to the testing procedures of their campus (please see Test Accommodations Main Campus or Test Accommodations Extended Campus to find details about each site's policies). Students will need to provide their own computer to take online tests.

**Faculty Instructions for Adding Time to Online Test**

- Instructions on How to Extend Time on Online Tests (Webpage/printable version)
- Instructions on How to Extend Time on Online Tests (Video version)
Voluntary Note-Taker
Students who obtain an accommodation for a voluntary note-taker are responsible for:

1. Informing the Center of their plans to use this accommodation for a specific class.
2. Maintaining communication with the voluntary note-taker.
3. Attending class. Students are only able to access notes from their note-taker if they attend class. An exception is granted if the absence is disability related.

The Center will contact the class and faculty member to request a voluntary note-taker. All information will be confidential. When a voluntary note-taker has been identified:

1. The volunteer meets with the Center to go over procedures and contract.
2. Voluntary note-takers receive priority registration as compensation for their services.

Auxiliary Aids
The Center will inform faculty of students who are granted use of auxiliary aids (preferential seating, captioned videos, tape recorded lectures, hearing devices, etc.) through the student’s accommodation letter. Faculty are not obligated to provide any auxiliary aids devices.

Extended Time (out of class) and Consideration for Absences
Students who obtain the accommodations extended time (out of class) and/or consideration for absences must maintain appropriate and timely communication with faculty and the Center. Students are responsible for:

1. Notifying their instructor and the Center director prior to missing class or an assignment due date via email or by phone.
2. State in email or in phone message that the student is missing class or unable to turn in an assignment by a particular due date “due to disability.”
3. Students must articulate a timeline to which they plan complete an assignment or makeup the content in the missed course.

Faculty may determine a student’s timeline is unreasonable. The student and faculty then must determine a reasonable timeline to make up assignments or class time. If there are concerns or issues regarding this matter, please contact the Center Director.

Accommodation Appeal Process
If a student feels as though a needed accommodation has not been issued, they may appeal the process. An appeal process should go through the formal grievance procedure as outlined in the following section.
Center for Equal Access Faculty Handbook

Center for Equal Access Grievance Procedure

It is the policy of The College of St. Scholastica that all otherwise qualified students with disabilities will be given equal educational opportunities in the classroom and other College-sponsored programs and activities, including study abroad programs, fieldwork, and clinical placements. The College will ensure that no otherwise qualified students with disabilities will be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any College class, program, or activity.

Appeals of requests for academic accommodations based upon a disability as stated in the Americans with Disabilities Amendments Act 2008 should use this procedure. Students desiring to appeal a denial of a request for auxiliary aids should use the Accommodation Appeal Process for auxiliary aid request denials, which is available from the Director of the Center for Equal Access.

Grievance Definitions

Bias Incident—An incident where a student receives single or multiple acts of verbal, written, electronic or physical expressions of disrespectful bias, hate, intimidation, or hostility by another student.

Grievance—A report of discrimination, retaliation or harassment based on disability. This could occur student-student, student-faculty, or faculty-faculty.

Grievant—A student who reports a claim of discriminatory practice, retaliation and/or harassment based on disability.

Harassment -- consists of any words or conduct that shows hostility or aversion toward an individual because of race, color, creed, religion, national/ethnic origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, age, genetic information, membership or activity in a local commission, or disabled veteran status, or that of his/her relatives, friends, or associates and that:

- Has the purpose or effect of creating an intimidating, hostile or offensive work or educational environment;
- Has the purpose or effect of unreasonably interfering with an individual's work or academic performance; or
- Otherwise adversely affects an individual's employment or academic opportunities.

Harassment may occur in situations where there is a power differential between the parties (between any persons on campus, such as faculty-student, or between any persons at any campus activities), or where the persons share the same status (i.e., student-student, faculty-faculty, staff-staff). It may occur between members of the same or opposite sex.

'Regarded As’— when a covered entity takes an action prohibited by the ADA because of an actual or perceived impairment that is not both transitory and minor.

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**Respondent**—The student, faculty or staff member accused of discrimination, retaliation or harassment.

**Intervention Options Available:**

1. **Bias Incident Report** — A report can be anonymous or reported by a third party. For more information or to file a report, go to Bias Incident Report Form.
2. **Collaborative Process** — A report of discrimination, retaliation, or harassment based on disability made by a student against an instructor or staff person to the Director of the Center for Equal Access.
3. **Formal Grievance** — A formal report of discrimination, retaliation, or harassment based on disability made by an instructor or staff person which a student requests specific action from The College that is outside of the scope of the Center for Equal Access. This process should be used if a grievance is filed against any staff from the Center for Equal Access.

The following procedure will be used to address situations which a student perceives to be discriminatory and/or a violation of Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act, the Minnesota Human Rights Act, or any other law enacted to ensure equal opportunity for all members of The College of St. Scholastica community.

**Important:** Retaliation to any grievance and/or practice related to disability or the Center for Equal Access is strictly prohibited and promptly investigated by the Access Committee. Retaliatory behavior may include adverse treatment, unsubstantiated grading practices, harassment, and intimidation related to participating in a grievance procedure. If there is any retaliation experienced by either the grievant or respondent, a report should be made directly to the Vice President level of the appropriate division or department.

**Initiating a Grievance**

The student initiates the grievance by written notice directed to the Director of the Center for Equal Access. If the grievance is against the director, then the written notice is given to the Dean of Students. The notice must contain, at a minimum, the following information:

1. A title or heading identifying the notice as a formal grievance pursuant to this procedure.
2. A description of the situation forming the basis of the grievance or actions alleged to be discriminatory.
3. The names of any individuals involved.
4. Individuals who may have knowledge of the matters alleged.
5. The result or corrective action desired.
6. The grieving party's name, address, and phone number.
Collaborative (Informal) Process
A student reports to the Director of the Center for Equal Access, of which the director:

1. Discusses the situation with the student.
2. Writes a detailed note of the claims of discrimination or harassment to be included in their file.
3. Informs the student of his/her options of action which may include:
   a. a meeting with the respondent, department chair or School Dean facilitated by the Director
   or
   b. a written notice to the respondent by the Director.
4. Requests a Release of Information in order to engage relevant individuals in the process.

The director also reserves the right to bring a collaborative grievance to the Access Committee and/or Formal Grievance procedures if a report is egregious in nature; if multiple grievances have been reported about one person, or if the nature of the situation places The College at-risk for litigation. In any of these cases, the institution assumes the role of grievant.

Formal Grievance
Grievant Meets With Center Director. Upon receipt of the written notice, the student (here titled ‘Grievant’) will meet with the Director of the Center for Equal Access to:

1. Discuss the grievant’s rights and the rights of the accused.
2. Sign a statement of “good faith” acknowledging everything said is true and to the best of his/her knowledge.
3. Determine the most appropriate plan of action based on the level of involvement of the department chair or Dean. (Typical report of grievance begins with the Department Chair; next, Dean of the School, and ultimately the Vice-President of Academic Affairs, Dean of the Faculty).

All grievances must be filed no later than 60 calendar days from the date of the alleged violation.

Notification. Both the grievant and the respondent will be notified in writing of the primary contact of the proceedings. The respondent will be notified of the charges, the name of the grievant, and the Grievance Procedures of The College. The respondent will be allowed to present a written response to the primary contact of the proceedings. Further notification is required through all aspects of the process.

Investigation. Two appointed members of the Access Committee shall investigate the grievance by interviewing the grieving party and any individuals identified in the written notice. The Access Committee shall conduct such further investigation as is necessary to respond to the
grievance. The results of the investigation will occur within twenty (20) days of receipt of the written grievance.

**Composition of the Grievance Panel.** The following individuals will be included on the grievance panel:

a. Dean of Students (where a student is the respondent) or Dean of the associated school (where an instructor is the respondent). If the respondent is a Dean, the Vice President of Academic Affairs will be part of the grievance panel.
b. Two members of the Access Committee
c. A faculty member at-large
d. Department Chair of respondent
e. Representative from Human Resources
f. Director of the Center for Equal Access (ex-officio)

The panel shall hear all grievances alleging discrimination. The Grievance Panel shall be so constituted that no staff member, faculty, or administrator involved in or associated with the grievance will hear the matter. Students will not be permitted to serve on the investigation.

**Grievance Hearing.** Within 20 working days following receipt of the written grievance the Access Committee shall schedule and hold a hearing to consider and decide the grievance. The grievant and respondent shall have the opportunity to present evidence and witnesses at the hearing. All relevant evidence which is trustworthy and reliable shall be considered by the Access Committee.

**Decision.** The Grievance Panel shall render its decision in writing within 10 working days of the hearing. The decision shall contain the reasons for the decision and any corrective action to be taken. All parties and others affected by the decision shall be provided with written copies of the decision, which shall also include notification of the availability of an appeal, as outlined below.

**Appeal.** An appeal of the Grievance Panel’s decision may be made to the President of the College by the grieving party or any affected party who appeared at the hearing. The appeal shall be made in writing within five working days of the Access Committee’s decision. The appeal shall include a copy of the Grievance Panel’s decision and the party’s reasons for requesting further review by the president. Upon receipt of the appeal, the president shall independently review all of the information submitted to or generated by the Access Committee and Grievance Panel. If, in the President’s discretion, further information is required, the president shall be authorized to conduct whatever additional research or investigation is deemed necessary, including meeting with the grieving party and/or others involved. The president will respond to the appeal, in writing, within 10 working days. The decision will include an explanation for the decision and/or notification of any corrective action to be taken.
External Resources

Students who do not feel the decision or process was in their best interest may pursue external resources and services. Students may seek resolution through one or both of the following agencies:

**Office of Civil Rights Department of Education**
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481
FAX: 202-453-6012; TDD: 877-521-2172
Email: OCR@ed.gov
http://www2.ed.gov/about/offices/list/ocr/aboutocr.html

**Minnesota Department of Human Rights**
Freeman Building, 625 Robert Street North, Saint Paul, MN 55155
651.539.1100 (main office, available 8:00 am to 4:30 pm)
(The Intake phone line is open from 9:30 am to 3:30 pm)
TTY: 651.296.1283
Toll Free: 800.657.3704
Fax: 651.296.9042
Asperger Syndrome (AS) and Higher Education

More students with Asperger Syndrome (AS) are entering college than ever before (VanBergeijk, Klin & Volkmar, 2008). Students with AS are typically high functioning and intelligent, while severe impairments in social functioning limit students’ ability to do well in college.

Common Characteristics of Students with Asperger Syndrome in a Classroom:

- Intellectually average or gifted.
- Poor organization.
- Desire for peer interaction and relationships but inability to initiate a relationship.
- Poor eye contact.
- Monotone voice.
- Repeated conversations, which may be irrelevant to course content.
- Interruptions at inappropriate times.
- Fixation on a particular subject or topic.
- Lack of flexibility with routines or procedure.
- Lack of connection to social aspects of class such as discussion and/or group work.
- Difficulty with abstract thoughts.
- May not understand rhetorical questions or abstract ideas.
- Unusual sensitivity to touch, sound, visual details and therefore experience sensory overload.
- May seem anxious or distracted.
- Poor fine motor skills.
- Avoid seeking assistance.
- May stop attending class because they do not know how to cope with stress and anxiety of the unknown.

Strategies to Use for Students with AS

- Provide structure and consistency with assignments, lecture, and class expectations.
- Warn students about impending changes such as with classroom location, group work, or other dynamics that are irregular from a typical class.
• Offer a variety of methods to communicate information.
• Provide students with clear directions.
• Limit rhetorical comments, innuendos, or analogies.
• Be clear with class expectations and establish individual “rules” if necessary (consult with the Center).
• Correct papers using simple comments and directives. Use a numbering system and state exactly what you want them to do.

On-campus Living and Academics for AS Students

Because social interaction and integration are part of the college experience, many students with AS choose to live on campus. Again, students with AS want to be socially connected, enjoy intimate relationships, and want to be active in the community. However, typical students with AS do not recognize social cues and typical interactions. Therefore, the transition to college may be extremely difficult for students with AS. Many students with AS may begin their college career performing poorly due to the stress, anxious of this new transition. By no means does this mean the student is not capable. If you see any of these characteristics in students, contact the Center for consultation and support. Furthermore, refer the student to the Center for Equal Access in Tower 2126 to ensure they obtain the support they need to be successful.
Center for Equal Access Key Definitions

General Terminology

**Accommodation:** An alternate method of participation, assignment completion, or testing that is based upon a disability.

**Auxiliary Aid:** A certain piece of technology, equipment or method used by students with a particular disability.

**Disability:** A physical or mental impairment that substantially limits one or more major life activities including caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating or working. This may include chronic illness.

**Grievance:** A procedure for students who claim they have been discriminated based on disability. Procedures to file a formal or informal grievance are published in the Student Handbook as well as on the Center Website.

**PTSD:** Post Traumatic Stress Disorder, commonly associated with a former crisis, difficult situation or trauma. Veterans and abuse survivors have a high rate of PTSD diagnosis.

**Reasonable Accommodation:** An accommodation that does not alter the fundamental outcomes of the course. All accommodations must be deemed 'reasonable' to be granted by the Center.
Accommodations List

Accommodations are designed to provide equal access in environments which the disability limits. Please note that not all accommodations may be reasonable for a particular course or program. Contact the Center for Equal Access (the Center) for further inquiry about this matter.

The Center for Equal Access will facilitate any requests for auxiliary aids or external resources.

**Consideration for absences** - An accommodation that allows students to miss class without penalty if participation or in-class discussion is part of a course grade. Students must be allowed to make up points/graded work in an alternative format.

**Access Assistant** - A person hired by The College (typically a work study student) to assist in activities where physical disabilities may limit the full participation in the class that is required for course credit. Access Assistants serve as a vehicle to accomplish tasks a person with a limitation cannot do themselves. Examples may include assisting in lab, clinical or field experience. Students who use an Access Assistant must be able to show mastery of material as any other student. Access Assistants do not offer personal care to students with disabilities.

**ASL Interpreter** - Use of an American Sign Language Interpreter. The Center will facilitate this request and inform faculty ahead of time.

**Audiobooks** - Books in audio format. The Center will source for books in alternative formats.

**Frequent breaks in class** - Students will be able to take breaks as needed during class or an exam. Often this is due to emergent bathroom needs or need for physical mobility.

**Use of a calculator** - Use of a calculator in exams and/or class assignments.

**Use of captioning services** - Caption Services is an outside company that captions as a lecture or class is in session. The Center will work with faculty to provide remote captioning services as needed.

**Closed Captioning** - Text on screen of spoken words in produced video or media. The Center will assist in obtaining captioned videos and media.

**Use of a computer** - A student is allowed to use a computer during class whether it is discussion or lecture to take notes. Students can be held accountable if they are not using their computer appropriately. Additionally, a student may use a computer to complete an exam.

**Use of a computer for essay exam** - Use of a computer to type answers to essay questions.
Descriptive services for media - Any video or media that includes non-verbal or visual cues must contain descriptive video. The Center will facilitate the process to create descriptive video, if the media does not include this feature.

Distraction free environment for testing - An accommodation that allows students to test in an environment free from distractions.

Distraction reduced environment for testing - An accommodation that allows students to test in an environment that limits distractions.

Use of a digital recorder in class - Students would use device to record lecture, speakers, etc. Class discussions sensitive or confidential in nature can restrict the use of a digital recorder.


Electronic handouts - Any handouts should be given via email or the Learning Management System. The Center can help facilitate any handouts that are not accessible or electronic.

Consideration for e-submission - Students are allowed to submit work via email or Learning Management System.

Extended time (out of class) - An accommodation which allows students an extended period to complete work. Students with this accommodation must communicate with their faculty if they plan to use this accommodation ahead of time and provide a reasonable time frame to complete their work.

Use of an F/M system - An F/M system allows for students who are hard of hearing a mechanism to amplify the main speaker's voice and lessen extraneous noise. This is typically used in large lecture venues or a high population. The Center provides a student with this device and notifies/trains faculty who may need to use the device.

Font enlarged to 20 point - Font on any written or printed publication is enlarged to the specific font indicated.

Font enlarged to 40 point - Font on any written or printed publication is enlarged to the specific font indicated.

Consideration for group work - In the event a course assignment contains an element of working in groups and this group work is not tied to a learning outcome, a student can choose to work alone.

Food and beverage in class - A student is allowed food and beverage in class.
Foreign language substitution - The foreign language requirement is substituted with an alternative course selected by the chair of the Global, Cultural and Language Studies department.

Use of hand device/stressball - Use of a device to maintain attention and stamina during a class or lecture.

Handouts on green paper - Handouts must be made on green paper. Paper may be ordered through the Center.

Use of a mask in class - A student may wear a mask during class. Students issued this accommodation typically use a mask to protect from infection and illness.

Note-taker for lectures - A note-taker takes notes during lecture-based classes. The Center facilitates the process of finding note-takers; faculty may give recommendations.

Consideration for class participation - Students will be able to elect when they contribute to class discussion or participation; no unsolicited participation including reading aloud in class. Students can be asked to participate on a specific day with advanced notice.

Consideration for pronunciation - Consideration how a student may pronounce or speak; particularly with regard to foreign language. Students may be asked to describe the technique to pronounce, important aspects of the pronunciation or other key indicators that mastery has occurred.

Priority registration - Students are allowed to register prior to the official registration week. The Center facilitates this process.

Reader - A person or assistive technology with text-to-speech software is administered during an exam. The Center will facilitate this process.

No Scantron - Students will not use Scantron bubble sheets during exams. Rather, complete the exam on the original exam unless instructor indicates.

Scribe - A testing proctor writes as a student dictates the answers on an exam. This will be completed through the Testing Center.

Use of a service animal - A service animal is a dog specifically trained to provide a function or task. It is not a pet. Please see the Service Animal policy.

Sighted guide - A trained student who assists a student with a visual impairment with orientation to the room, physical space, visual details, etc.
Use of a Smartpen - Use of Livescribe Smartpen by which a student is able to record lecture while taking notes. Lecture and notes are synchronized and may be downloaded to a student's computer.

Consideration for spelling and grammar - Consideration for minor grammatical errors, spelling, misuse of homonyms without penalty. Faculty must use their discretion with this accommodation. Writing that does not convey the intended message to reader or is illegible is not part of this accommodation.

Consideration for tardiness - A student may not be penalized for arriving late for class. Students can be held accountable for disrupting class. Students who may have emergent or unexpected bathroom needs or have mobility limitations may be issued this accommodation.

Double time on exams - Additional time on exams or in-class timed assignments equal to the length of the scheduled exam time. Faculty who teach online are responsible for ensuring exams are established with the additional time. Courses on ground can utilize the Testing Center or campus site to facilitate the accommodation.

Time and one half for exams and in class assignments - Additional time on exams or in-class timed assignments equal to the length of half the scheduled exam time. Faculty who teach online are responsible for ensuring exams are established with the additional time. Courses on ground can utilize the Testing Center or campus site to facilitate the accommodation.

Recall Handout - Use of an approved handout for an exam. The handout may include names, dates, vocabulary words in order to assist with short-term memory deficits. The handout is pre-approved by the instructor at least 24 hours in advance. The handout may not alter the fundamental outcomes of the exam.

Administration of Paper Exam - Faculty would allow for exam to be administered in a paper format.
Frequently Asked Faculty Questions

Is utilizing academic accommodations through the Center on a student’s academic record?
No. The use of academic accommodations is held confidential and not presented on any academic record. All records of disability are held within the Center and not shared unless a student gives written permission.

How do I know if a student is registered with the Center for Equal Access (the Center)?
Faculty will receive notification from the Center via email directly. This notification will include the accommodations approved by the Center.

When is a student required to notify me about a need for accommodations?
Students are not required to notify faculty of the need for an accommodation or nature of a disability. Students may register with the Center at any time throughout the semester, therefore obtaining accommodations at any time, providing the correct procedures have been followed to obtain accommodations through the Center.

Students granted accommodations are also not required to use them. It is the student’s right to choose when to utilize accommodations, even if they are achieving poor marks and registered with the Center.

Students with alternative testing accommodations (extended time or distraction reduced environment) must notify faculty and the Center at least 3 days in advance of the upcoming exam of their plans to use the Testing Center.

Am I allowed to request documentation from the student for any reason?
No. Documentation stating and describing a student’s disability is confidential information. Documentation for students registered with the Center is kept confidential. In order for the Center to share information with faculty or staff, the student must sign a consent for release of information.

Are students required to notify faculty about accommodations?
No. Students are not required to notify faculty of the need for an accommodation or nature of a disability. The Center for Equal Access will notify any instructors of academic accommodations through the Letter of Accommodation (LOA). Students are asked to request their LOA via the Center website. Students may register with the Center at any time throughout the semester, therefore obtaining accommodations at any time, providing the correct procedures have been followed to obtain accommodations through the Center. Even though students are granted accommodations, they are not required to use them. It is the student’s right to choose when to utilize accommodations, even if the student is achieving poor marks and registered with the Center.
If students have alternative testing accommodations (extended time or distraction reduced environment), they must notify the Center at least 3 days in advance of the upcoming exam of their plans to use the Testing Center. The Center will then contact the faculty to ensure the exam is delivered on the day of the exam.

**Are Faculty allowed to request documentation from the student for any reason?**

**No.** Documentation stating and describing a disability is confidential information. Documentation is kept confidential. In order for the Center to share information with faculty or staff, a student must sign consent for release of information.

**What should I do if a student discloses a disability to me?**

If a student discloses a disability, ask the student if he/she is registered with the Center. If not, refer to the Center. If students present medical documentation, do not keep the documentation and refer to the Center.

**A student is having a difficult time in a particular class. I suspect a disability. What can I do?**

It is important to maintain the established relationship you have with that particular student. The optimal action would be to complete an Academic Progress Report and refer the student to Academic Support Services. This allows the professional advisor to broach difficult conversations.

If you are at an Extended Site, please refer the student to their program advisor or Academic Support Coordinator at the respective site. Site managers are also great referral sources as they may have a relationship established.

If you have a good rapport with a student and exhausted the list of resources and services and know it is not of any other issue of a personal nature, you may refer directly to the Center.

**Can faculty fail a student with a disability?**

**Yes.** Any student with a disability has the same rights as other students including the right to fail. Work produced by the student should be equivalent to that of his/her peers. Provision of accommodations is no guarantee of academic success.

Some students are granted extended time (out of class) for assignments. In this case, students are responsible for providing faculty with an appropriate time line to complete missing work. If the student does not meet this deadline or communicate with the faculty regarding this matter, the student also has the right of failure for not meeting the required criteria of the course.

**Can faculty deny the student use of accommodations?**

**No.** Disabilities come in different forms and impact people in different manners. Students may have a hidden disability, which is not clearly visible or noticeable. Accommodations are granted based on appropriate documentation and interview process. Unless a particular accommodation is deemed unreasonable or may fundamentally alter the outcomes of the
course, accommodations must be followed. If you have questions regarding an accommodation, please contact the Center.

**What are hidden disabilities?**

Some disabilities are readily apparent while others are not. Many students with disabilities have hidden disabilities such as Attention Deficit Hyperactivity Disorder (ADHD), learning disabilities, psychological disabilities, or medical conditions. Whether a disability is hidden or obvious, the most important thing to remember is that each disability can vary from person to person. Thus, each student's needs must be considered on an individual basis.

**Are Academic Requirements Different for Students Registered With the Center?**

No. Academic requirements are not waived due to a student's disability. Students must be able to meet the academic requirements with the approved accommodations. Auxiliary aids include adaptations needed to make the College campus and programs accessible. The Center is not obligated to provide the same accommodations received in high school or other colleges, or all the accommodations recommended by a medical professional. It is the student's responsibility to plan ahead if the accommodation or auxiliary aid requires a long lead-time, such as a sign language interpreter.

**What Accommodations are required by Law?**

The College of St. Scholastica must provide reasonable accommodations to "level the playing field" within the learning and living environment. The student must be able to meet all academic requirements and abide by the Student Code of Conduct.

The exception is if a student’s request for accommodation ‘fundamentally alters’ the outcome of the course or program; and if the request becomes a hardship for The College.

**By providing accommodations for students with disabilities, aren't I giving them an advantage over other students in my class?**

No. Providing accommodations is not providing “advantage” but in fact “leveling the playing field” for students with disabilities. Academic accommodations merely allow students with disabilities the same opportunities to demonstrate their academic mastery as their peers.

**Why should I have to take extra time to accommodate students?**

The institution at large, not one particular person or office, is legally responsible for providing accommodations to students with disabilities. Since many accommodations are related to course requirements, it is necessary for faculty to take an active role in providing accommodations.
Differences Between High School and College Services

Documentation for Services
- **High School**: School provides an evaluation at no cost to student or family.
- **College**: Student is required to pay for and seek out an outside evaluation.

- **High School**: Documentation focuses on determining whether a student is eligible for services.
- **College**: Documentation must provide information on specific functional limitations and demonstrate the need for specific accommodations.

Self-Advocacy
- **High School**: Student is identified by the school and is supported by parents and teachers.
- **College**: Student must self-identify to the Center for Equal Access.

- **High School**: Primary responsibility for advocacy typically belongs to the parent or school.
- **College**: Primary responsibility for self-advocacy and arranging accommodations belongs to the student.

- **High School**: Teachers approach you if they believe you need assistance.
- **College**: Professors are typically open and helpful, but most expect you to initiate contact if you need assistance.

Parental Role
- **High School**: Parent has access to student records and can participate in the accommodations process.
- **College**: Parent does not have access to students’ records without the student’s written consent.

- **High School**: Parent advocates for student.
- **College**: Student advocates for self.

Instruction
- **High School**: Teachers may modify curriculum and/or alter curriculum pace of assignments.
- **College**: Professors are not required to modify instruction or alter assignment deadlines.

- **High School**: Students seldom need to read anything more than once; sometimes listening in class is enough.
- **College**: Students need to review class notes, text, and material regularly to do well in a class.
**Grades and Exams**

- **High School**: IEP and 504 Plan may include modifications to test format and/or grading.
- **College**: Grading and exam format changes are not generally available. Accommodations for HOW exams are given are given and supported by disability documentation.

- **High School**: Testing is frequent and covers small portions of material.
- **College**: Testing is typically infrequent and may be cumulative covering large amounts of material.

- **High School**: Make-up tests are often available.
- **College**: Makeup exams are seldom an option.

- **High School**: Teachers often take time to remind you of assignments and due dates.
- **College**: Professors expect you to read, save, and consult the syllabus (course outline); the syllabus spells out exactly what is expected of you, when things are due, and how you will be graded.

**Study Responsibilities**

- **High School**: Tutoring and study support may be a service provided by an IEP or 504 plan.
- **College**: Tutoring does not fall under college disability services. However, students are encouraged to seek out this resource on their own, as it is available to all students.

- **High School**: Your time and assignments are structured by others.
- **College**: You manage your own time and complete assignments independently.

- **High School**: You may study outside of class as little as 0 – 2 hours a week.
- **College**: You need to study at least 2 – 3 hours outside of class for each class hour.

**Online Resources for Students**

- **ABLEDATA** - [http://www.abledata.com/](http://www.abledata.com/)
- **ADD Resources** - [http://www.addresources.org/](http://www.addresources.org/)
- **American Autoimmune Related Diseases Association** - [http://www.aarda.org](http://www.aarda.org)
- **American Cancer Society** - [http://www.cancer.org](http://www.cancer.org)
- **American Council for the Blind** - [http://www.acb.org](http://www.acb.org)
- **American Diabetes Association** - [http://www.diabetes.org](http://www.diabetes.org)
- **Americans with Disabilities Act Document Center** - [http://www.jan.wvu.edu/links/adalinks.htm](http://www.jan.wvu.edu/links/adalinks.htm)
Association on Higher Education and Disability (AHEAD) - http://www.ahead.org
Brain Injury Association - http://www.biausa.org/
Celiac Disease Foundation – www.celiac.org
Crohn's and Colitis Foundation of America - http://www.ccfa.org
Cystic Fibrosis Foundation - http://www.cff.org
Epilepsy Foundation of America - http://www.efa.org
Huntington's Disease Society of America - http://www.hdsa.org
Immune Deficiency Foundation - http://www.primaryimmune.org
International Dyslexia Association - http://www.interdys.org
Learning Disabilities Association of America - http://www.ldanatl.org
Lupus Foundation of America - http://www.lupus.org
Microsoft Accessibility - http://www.microsoft.com/enable
A catalog of innovative products designed to make computers accessible to all.
Multiple Sclerosis Foundation - http://www.msfacts.org
Muscular Dystrophy Association - http://www.mdausa.org
National Association of People with AIDS - http://www.napwa.org  NAPWA is dedicated to improving lives of people with HIV disease at home, in the workplace, and in the community.
National Alliance for the Mentally Ill - http://www.nami.org
National Attention Deficit Disorder Association - http://www.add.org
National Center for Disability Services - http://www.ncds.org
National Center for Stuttering - http://www.stuttering.com
National Information Center for Children and Youth with Disabilities (NICHCY) - http://www.nichcy.org
National Institute of Mental Health Information Line - http://nimh.nih.gov
National Mental Health Association - http://www.nmha.org
National Neurofibromatosis Foundation - http://www.nf.org
National Organization for Rare Disorders - http://www.rarediseases.org
National Rehabilitation Information Center (NARIC) - http://www.naric.com
Spina Bifida Association of America - http://www.sbbaa.org
Tourette's Syndrome Association - http://www.tsa-usa.org/
WebAble - http://www.webable.com/
Sample Letter of Accommodation

DATE: September 5, 2001

FROM: Melissa Watschke MSW, LGSW
Director for Students with Disabilities

RE: Accommodations for Student Name (ID#)

THIS INFORMATION IS CONFIDENTIAL

STUDENT is a student with a disability and is registered with the Center for Equal Access at The College of St. Scholastica and enrolled in World History II, section 001 CRN: 20712 for 2015 Fall Semester. This student is to receive reasonable accommodations according to the Americans with Disabilities Act of 1990, the Americans with Disabilities Amendments Act, 2008 and the Rehabilitation Act, 1973. The following accommodations have been issued through the Center for Equal Access:

- Time and one-half for exams
- Note-taker for lectures
- Distraction reduced environment for testing

Accommodations by nature seek to provide equal access when a disability substantially limits a student within a learning environment. Accommodation(s) are not retroactive and therefore begin the date they are issued. Accommodations are considered reasonable if they do not alter the fundamental outcomes of the course. A student utilizing academic accommodations must follow Accommodation Procedures.

If you have any questions or concerns regarding these accommodations, please do not hesitate to contact me.

Sincerely,

Melissa Watschke MSW, LGSW
Director, Center for Equal Access
access@css.edu
mwatschke@css.edu
218.723-6747
Tower 2126
Sample Email Requesting Voluntary Note-Taker

From: Anita Gille, Center for Equal Access

To (BCC): Instructor
Students in Class

Subject: Request for Voluntary Note-taker: [Class]

This notice is being sent to students in this class and is also copied to the instructor. No action from the instructor is required.

Be Bold, Be Benedictine -- Help a Fellow Student in Your Class!

There is a student registered with the Center for Equal Access in your class in need of a voluntary note-taker.

A note-taker is responsible for attending class, taking legible notes, and maintaining good academic standing. The note-taker will then photocopy notes using a copy code or scanning notes via the computer.

The note-taker will be given an incentive of “priority registration” for volunteering. This means the student would register prior to any other student on campus for next semester.

If you are interested in becoming a voluntary note-taker, please respond to this email for more details.

Thank you!

Anita Gille
Center for Equal Access (formerly Disability Resource Center)
218.625.4891
e-mail: agille@css.edu
Office ~ Tower 2116 Main Campus
Testing Center ~ Science 1124 Main Campus
Secure Test Drop ~ Tower 2116 Main Campus
1200 Kenwood Avenue
Duluth, Minnesota 55811
Reference List


