A Reference Accommodation Handbook
For Faculty, Staff and
Students with Disabilities

at

Bemidji State University

A Member of the Minnesota State Colleges and Universities

Prepared and Distributed by:

Disability Services Office
Sanford Hall

Office of the Vice President of Student
Development and Enrollment
Deputy Hall

January 3, 2010
# Table of Contents

ADA Forward................................................................................................................Error! Bookmark not defined.
Minnesota State Colleges & Universities Board Policies............................................. 3
**Responsibilities for Accommodations** ..................................................................... 6
  - Priority Registration .......................................................................................... 6
  - Note Taker ........................................................................................................ 8
  - Testing-Out-of-Class ..................................................................................... 9
  - Taped Textbooks and Journals or Other Assigned Readings ......................... 10
  - Typing Service ............................................................................................... 11
**International Study/Travel Abroad** .................................................................Error! Bookmark not defined.
ADA Forward

Bemidji State University offers a variety of accommodations to assist students with disabilities with their academic course work. The number of students with disabilities served by the university has increased from 27 students in 1983-84 to 300 students in 2009-10.

It is the intent of this publication to provide an ongoing reference detailing the responsibilities of students, faculty, and Bemidji State University under the provisions and guidelines provided in the Americans with Disabilities Act (ADA). Under this Act, when students self-identify their disability need to the University or their instructors, faculty have the legal obligation to ensure the students receive the recommended accommodations for their classes. The Disability Services Office is responsible for providing support to the faculty and students to help facilitate the accommodations.

All new students are officially notified about the Disability Services Office (DSO), via a form letter sent to them in their acceptance packets from the Admissions Office. This letter gives them brief information about the accommodations available to them and students are encouraged to contact the DSO to provide documentation of their disability and start a file with this office. Students are screened and appropriate accommodations for coursework are determined on an individual student basis. Faculty are notified each term about accommodations needed in a particular course.

The University has been fortunate to have many caring and involved faculty and staff who work together for student success. The DSO assists faculty through the coordination of accommodations and provision of academic support for students with disabilities. In addition, educational information is provided regarding the disability laws, particularly as the laws relate to the American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

This publication describes the types of most frequently requested accommodations provided by Bemidji State University including priority registration, interpreting services, note taking, textbook on tape, testing out of class, and other support services. If you have any questions regarding disability accommodations or other disability issues, please contact the Disability Services Office at 755-3883 or e-mail Khagen@bemidjistate.edu.

Dr Lisa Erwin
Vice President for Student Development and Enrollment

Kathi Hagen
Coordinator
Disability Services Office

Upon request this document can be made available in alternate formats. Please contact Kathi Hagen, 218-755-3883, for assistance. For TTY communication, contact MN Relay Service 612-297-5353 or 1-800-627-3529 and ask them to contact us at 218-755-3883.
Chapter 1 - System Organization and Administration
Section B - Equal Education and Employment Opportunities
1B.4 Access for Individuals with Disabilities

Part 1. Definitions

Subpart A. An individual with a disability:

1. Any person who has a physical or mental impairment which substantially limits one or more of such person's major life activities.

2. Any person who has a record of such impairment which means that a person has a history or has been classified as having a mental or physical impairment that substantially limits one or more major life activities.

3. Any person who is regarded as having such an impairment which means

   a. Has a physical or mental impairment that may not substantially limit major life activities but that is treated by others as constituting such a limitation

   b. Has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment

   c. Has no impairment but is treated by others as having such an impairment

Subpart B. Personal devices and services: Examples of personal devices and services include wheelchairs; individually prescribed devices, such as prescription eyeglasses or hearing aids; readers for personal use or study; or services of a personal nature including assistance in eating, toileting, or dressing.

Subpart C. Qualified individual: A person who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for receipt of services or participation in a system office, college, or university program or activity. Essential eligibility requirements include, but are not limited to, academic and technical standards requisite to admission or participation in an education program or activity.
Part 2. General Access Policy

The system office, colleges, and universities will provide access to programs, services and activities to qualified individuals with known disabilities as required by law. Where an individual asks for an accommodation, the system office, college, or university may require the individual to provide documentation.

Part 3. Availability and Notice

Each college and university shall post notices in an accessible format to the public describing 1) college or university prohibition against discrimination, and 2) college or university contact for requesting reasonable accommodation or information.

Part 4. Reasonable Accommodations to Ensure Access to Programs, Services, and Activities.

The system office, colleges, and universities shall make reasonable accommodations to ensure access to programs, services, and activities as required by law. Access means that a qualified individual with a disability will not be excluded from participation in or be denied the benefits of the services, programs, or activities, nor will the individual be subjected to discrimination. Reasonable accommodations may include modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, provision of auxiliary aids or the provision of equally effective programs, services, or activities. In accordance with the Americans with Disabilities Act, accommodations will not be provided 1) for personal devices or services even though the individual may be a qualified individual with a disability, or 2) that result in a fundamental alteration in the nature of a service, program, or activity or in undue financial or administrative burdens.

Part 5. Offered and/or Sponsored Services or Activities for Qualified Students with Disabilities

Colleges and universities have a responsibility to provide access to services and/or activities that are operated or sponsored by the college or university or that receive significant assistance from the college or university. Such access shall be provided in a reasonable manner as required by law. At a minimum, the following must be offered to qualified students with disabilities:

1. Support, counseling, and information services that may include support groups, individual counseling, career counseling and assessment, and referral services

2. Academic assistance services that may include assistive devices, early registration services, early syllabus availability, course selection, and program advising, course work assistance, testing assistance, and modification, and tutoring, and
3. Coordination services that may include personnel acting on the student's behalf and serving as the primary contact and coordinator for students needing services, assistance in working individually with faculty and administrators, intervention procedures, and grievance procedures.

Part 6. Procedure

In consultation with the system office, each college and university shall establish a procedure for individuals with disabilities to make requests for accommodations to access programs, services, or activities at the college or university, consistent with state and federal laws. Such procedure for access to programs for individuals with disabilities must, at a minimum, include the following:

1. The system policy statement and system definitions.

2. Assignment and identification of a staff member responsible for administering the delivery of services to individuals with disabilities.

3. Provide a process for appealing a denial of a request for program access.

Date of Implementation: 7/01/95
Date of Adoption: 6/20/95

Date & Subject of Revisions:
## Responsibilities for Accommodations

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Faculty Responsibilities</th>
<th>Disability Services Office Responsibilities</th>
<th>Student Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority Registration</td>
<td><em>When a student identifies that they receive priority registration, it is the responsibility of the faculty advisor to schedule an academic advising appointment with the student prior to priority registration. If a time cannot be scheduled prior to priority registration and it is the faculty person’s time conflict, another advisor needs to meet with the student and contact either the advisor or the Academic Advising Center for the student’s registration code. Faculty are notified each term of the date of priority registration.</em></td>
<td><em>To send faculty notification and time lines for priority registration each term. Faculty are notified via a faculty listserv announcement.</em></td>
<td><em>To make an appointment with their academic advisor and notify them of their priority registration status.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>To prepare and update as needed, a list of students eligible for priority registration and submit to the records office prior to registration for each term.</em></td>
<td><em>To double check with Disability Services office to be sure that they have been included on the priority registration list (new students first term at BSU only).</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>To provide assistance with registration if the student experiences a problem.</em></td>
<td><em>To be sure that the student has met their financial obligations at the University to be able to register; that an immunization form is on file for new students as well as having prior attendance at RMRW. (These cannot be waived for priority registration.)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>To be available to faculty and staff to answer questions about this service or any other disability issue.</em></td>
<td><em>To complete phone or web registration at the appropriate time.</em></td>
</tr>
</tbody>
</table>

**Please note that students registered with the Disability Services office are eligible for priority registration will have the priority date indicated as their registration time. Priority registration is always the Friday after the next semester schedules come out. For clarification of the date check with the Disability Services office.**

**A student may register after the day of priority registration, however the student assumes FULL responsibility for late enrollment. No guarantee for open classes is made after priority registration.
<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Faculty Responsibilities</th>
<th>Disability Services Office Responsibilities</th>
<th>Student Responsibilities</th>
</tr>
</thead>
</table>
| **ASL Interpreting** | *When a student who is deaf is enrolled in a course, it is the responsibility of the professor to provide an early syllabus (at priority registration or soon after) to the student so that interpreters can be contracted as soon as possible. This is a lengthy process and your cooperation is needed to make a successful placement.* | *To contract with qualified interpreters or vendors to provide American Sign Language (ASL) interpreting for students who are deaf. Interpreters can be available for*  
*classroom instruction*  
*Group projects*  
*Tutoring help*  
*Campus events such as workshops, concerts, plays, lectures and other event open to students.* | *To use priority registration times as scheduled to ensure early registration for the coming term to allow enough time to contract with qualified interpreters.*  
*To immediately notify the Disability Services Office of your schedule once your enrollment is completed. Submit the Request for Interpreter form providing all the information requested.*  
*To get an early copy of the syllabus from your instructor so you know when and where each class meets, days there are no classes and any additional meeting times required for the class. This includes group work, required meetings with the professor (if any), required/optional attendances at events, etc.*  
*To notify the Disability Services Office if you are ill or need to miss class so the interpreting services can be cancelled.* |
| *Students who qualify for an ASL interpreter require this accommodation for access to oral material in lectures and the classroom, as well as tutoring, group projects, and other assignments as needed by the student.* | *To work with the interpreter and student who is deaf for optimal seating arrangements to allow the student access to the lecture and discussion material presented in class.* | *To encourage students to become involved and participate in campus events and organizations, field trips, etc., to the extent they are interested in doing so.* | *To use priority registration times as scheduled to ensure early registration for the coming term to allow enough time to contract with qualified interpreters.*  
*To immediately notify the Disability Services Office of your schedule once your enrollment is completed. Submit the Request for Interpreter form providing all the information requested.*  
*To get an early copy of the syllabus from your instructor so you know when and where each class meets, days there are no classes and any additional meeting times required for the class. This includes group work, required meetings with the professor (if any), required/optional attendances at events, etc.*  
*To notify the Disability Services Office if you are ill or need to miss class so the interpreting services can be cancelled.* |

*Please Note: A **minimum of two weeks is necessary for an interpreter to be contracted by BSU. Please submit your interpreting requests at least two weeks in advance.***
<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Faculty Responsibility</th>
<th>Disability Services Office Responsibility</th>
<th>Student Responsibility</th>
</tr>
</thead>
</table>
| Note Taker    | *To announce in class **immediately** that a note taker is needed in their class, and to **actively** seek a note taker for the class.  
*To monitor if the student has excessive absences and notify Disability Services Office as such for more appropriate delivery of services. | *To screen students for the necessary accommodation and to officially notify faculty of this accommodation.  
*To hire and monitor note takers.  
*To copy all notes and distribute to students on a daily basis.  
*To maintain a list of student note takers each term to be used as a pool of potential student employees.  
*To be available to faculty to answer questions about this or any other disability issue. | *If using a note taker, the student **must** have regular class attendance to continue receiving notes. If a student has excessive absences that are **not** disability related, students will not be given notes for the days they are absent.  
*The student is responsible for picking up their notes every week, or notes will no longer be made available.  
Student note taker is responsible for bringing in the notes every day the class meets for Disability Services student workers to copy. Notes are to be dated for every class period, the instructor’s name and the class name will be on the first page of each day’s notes. The pages of notes are to be numbered beginning with page 1 on the first day of class and numbering all pages thereafter in consecutive order. |

A note taker is a student already enrolled in the course who takes lectures notes for the student with a disability.
<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Faculty Responsibility</th>
<th>Disability Services Office Responsibility</th>
<th>Student Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing-Out-of-Class</td>
<td>*Faculty who have <strong>private and quiet space</strong> available in their area, are encouraged to provide testing in their own dept. This allows the students an opportunity to ask the professor questions regarding the exam or the wording of specific questions. *To have exams/quizzes to Disability Services office <strong>prior</strong> to the student’s arrival to take the test. Students are expected to write their exams at the same time as the rest of the students unless faculty is notified otherwise. *Faculty may mail their exams (with a three-day advance mail time) to the Disability Services office or have a student worker or designated person deliver the exams to the Disability Services office. The office does not have sufficient help to pick up exams prior to test time.</td>
<td>*Notify faculty that this is an appropriate accommodation and whether or not extended time is needed. *Provide a secure area for storing tests until given. *Provide assistance to students who are testing. *To <strong>return</strong> tests to faculty when students are finished testing (or as soon thereafter as possible.) *To be available to faculty and staff to answer questions about this service or any other disability issue.</td>
<td>*To contact Disability Services Office at the beginning of each term and fill out the faculty notification form for appropriate accommodations. *To remind faculty three to four days in advance to send exams to the Disability Services office. *To notify the Disability Services office three to four days in advance what test you have and when you need a room. If a reader is needed, please indicate that on the notification form. *To show up at the scheduled time (the same time as the rest of the class unless previous arrangements have been made) on the day of the test. *To make alternate arrangements with the instructor if you cannot take a test at the specified time. <strong>It is the instructor’s sole decision whether or not a test may be taken late and the format for the late exam.</strong></td>
</tr>
<tr>
<td>Accommodation</td>
<td>Faculty Responsibility</td>
<td>Disability Services Office Responsibility</td>
<td>Student Responsibility</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Taped Textbooks and Journals or Other Assigned Readings</td>
<td>*When notified after priority registration that a student needs their textbooks on tape, the faculty is responsible for providing students with a syllabus for the next term as soon as possible.</td>
<td>*To help students access any reading material through outside agencies that they are using.</td>
<td>*To notify faculty of their need for early syllabi and textbook information as soon as they have registered for the next term.</td>
</tr>
<tr>
<td></td>
<td>*If a syllabus is not available, the name of the textbook, author, edition, publication date, and ISBN are needed along with the reading assignments (in order of assignment) for the term. This information is essential for the student to be able to get their reading material in time for the next term.</td>
<td>*Upon request to read assignments on tape and to inform students of the timeline involved.</td>
<td>*To contact their recording center or the Disability Services office for taping of their textbooks.</td>
</tr>
<tr>
<td></td>
<td>*All journal readings or handouts need to be provided to the student at the beginning of the term to facilitate reading assignments taped in a timely manner.</td>
<td>*To be available to faculty and staff to answer questions about this service or any other disability issue.</td>
<td>*To purchase books immediately and send the books to be taped by the various agencies. This must be done early enough to allow the taping center time to meet the student’s needs. The beginning of the term is not an appropriate time to be sending material out to be read.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*To check your mailbox in the Disability Services office once or twice a week to pick up any taped material that is done at BSU.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*To make sure that the Disability Services office is aware of any special needs regarding the reading, ie., study questions at the end of the chapter, vocabulary words, etc.</td>
</tr>
<tr>
<td>Accommodation</td>
<td>Faculty Responsibility</td>
<td>Disability Services Office Responsibility</td>
<td>Student Responsibility</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------</td>
<td>---------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Typing Service</td>
<td>*None</td>
<td>*To make sure that all pre-scheduled typing assignments are completed by the deadline agreed on with the student. *To type papers <strong>exactly</strong> as given to us. <strong>NO</strong> corrections in grammar, spelling, or punctuation will be made to any paper. All corrections must be made by the student writing the paper.</td>
<td>*To schedule all typing needs <strong>prior</strong> to submitting the paper to be typed. To provide the paper to the Disability Services Offices on time and on a jump drive. *To proofread typing done by Disability Services office and make any necessary changes. It is your responsibility to <strong>make changes and print your final paper</strong> over in the SuperLab</td>
</tr>
</tbody>
</table>

**International Study/Travel Abroad**

It is the responsibility of the Disability Services Office to advise International Study/Travel Abroad Departments with regard to University ACADEMIC responsibility for students with disabilities. To receive academic accommodations for travel abroad, students must initiate services with the Disability Services office prior to leaving the country. Academic accommodations cannot be arranged once you leave Bemidji State University.

It is the responsibility of the individual International Study/Travel Abroad directors to advise students interested International Study/Travel Abroad programs. To determine whether a particular program is physically accessible, students should meet with the director of the particular travel abroad program that they are interested in prior to making a deposit on the proposed trip. The physical requirements of study abroad programs vary significantly from country to country and students are responsible for meeting with the director to ensure that a trip is accessible to them based on the physical requirements of each program.
Deaf Students; Tuition Assistance

The Minnesota Legislature passed a bill within the Higher Education Law, which was signed by Governor Pawlenty, requiring the University of Minnesota and the Minnesota State Colleges and Universities to provide “tuition assistance” to deaf students. The law takes effect on July 1, 2005 and reads as follows:

11.12 Sec. 4. [135A.165] [DEAF STUDENTS; TUITION ASSISTANCE.]
11.13 (a) For the purpose of this section, a "deaf person" means
11.14 an individual with a hearing loss of such severity that the
11.15 individual must depend primarily on visual communication, such
11.16 as writing, lip reading, manual communication, and gestures.
11.17 (b) A deaf person, who is a resident student as defined in
11.18 section 136A.101, subdivision 8, is entitled to tuition
11.19 assistance for the tuition and fees remaining after deducting
11.20 any federal or state grants or other public or private grants
11.21 made to the person for the purpose of paying the tuition and
11.22 fees at a Minnesota state college or university or the
11.23 University of Minnesota. A deaf person must receive either a
11.24 federal Pell grant or a state grant under section 136A.121 for a
11.25 term to receive tuition assistance for that term.

The deaf individual applies for admission to Bemidji State University and must also apply for the Federal Pell Grant and a Minnesota State Grant to be applied at that college/university. At any time the individual chooses, s/he might wish to contact the disability services coordinator for interpreter services. The individual will be expected to provide documentation of their deafness at that time.

The student will be informed of their Pell grant award and MN State Grant through the normal financial aid processes. If s/he is eligible for either the Pell or State grant, the university will apply these and any other public or private grants to the costs of tuition and fees. Any remaining amount will be covered by the university. The covered costs will include actual tuition charged to the student plus mandatory fees as defined in System Policy plus those optional fees to charged to all students at that institution minus any of the following: Pell Grant, MN State Grant, institutional grants and scholarships, private grants or scholarships received by the student. The remaining amount is the Deaf Student Tuition Assistance.

It is the responsibility of the deaf individual to:

1. apply for the Federal Pell Grant and MN State Grant through the regular financial aid application process (FAFSA);
2. to contact the disability services coordinator to set up an appointment to document their deafness and request interpreters and/or other accommodations as needed;
3. to provide a copy of their financial aid award letter indicating that they are eligible for a Federal Pell Grant and/or a MN State Grant to the disability services coordinator who will notify the financial aid office that the individual has provided documentation of their
deafness. At that time the financial aid office will calculate the amount of the student’s tuition assistance according to the stipulated formula and will place a Minnesota Deaf Student Assistance Grant on the student’s account in that amount;

4. review their financial aid eligibility each term and confirm with the coordinator about their Federal Pell Grant and MN State Grant funding prior to the start up of the new semester.

Disability Services Office July 2005