



MINNESOTA STATE COLLEGE
SOUTHEAST

Office of Accessibility Student Guidebook

Office of Accessibility Staff:

Kate Parsi, M.S., Director of Academic Support and Advising

Email: accessibility@southeastmn.edu

Website: [Office of Accessibility | Southeast](#)

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Office of Accessibility

Minnesota State College Southeast is committed to providing equitable access for students with disabilities. The Office of Accessibility works closely with faculty, staff, and students to provide reasonable accommodations to qualified students to ensure that disability-related barriers do not impede a student's success.

Reasonable accommodation is a modification or adjustment to a course, program, service, job, activity, or facility that enables a qualified student with a documented disability to have an equitable opportunity. An equitable opportunity means an opportunity to obtain the same level of performance or to enjoy benefits and privileges as are available to similarly situated students without a disability. Reasonable accommodation depends upon the nature and degree of severity of the documented disability. While the Americans with Disabilities Act of 1990 requires that priority consideration be given to the specific methods requested by the student, it does not imply that a particular accommodation must be granted if it is deemed not reasonable and other suitable techniques are available.

A student seeking disability-related accommodations must self-disclose the nature of their documented disability to The Office of Accessibility. We serve currently enrolled students (including PSEO) who experience barriers in school settings due to the impact of a diagnosis such as:

- Mental Health Conditions (e.g. anxiety disorders, depression, bipolar disorders, schizophrenia)
- Learning Disability (e.g. dyslexia, dysgraphia, dyscalculia)
- Attention-deficit Disorder or Attention-deficit/Hyperactivity Disorder
- Autism Spectrum Disorder
- Blind, Vision Loss/Impairment
- Deaf, Deafness, Hearing Loss/Impairment
- Physical Disabilities
- Brain Injuries (Traumatic Brain Injury, Concussion)
- Chronic Health Condition (Autoimmune Disorders)
- Other conditions that lead to disability

To Request an Accommodation

Apply. Please fill out the online Accessibility Registration Form found [here](#).

- a. Personal Information
 - i. Please be sure to fill out each section

- i. Name: First and last
 - ii. Tech ID (not StarID)
 - iii. Date of Birth
 - iv. Cell Phone
 - v. Southeast Email Address: all emails related to your request will only go to your southeast email.
 - vi. Address: Street, city, state, zip code
- b. Questions: You will need to voluntarily disclose the disability or disabilities for which you are requesting accommodations. You will also need to provide details as to how your disability impacts your learning. Please remember accommodations in high school may be different than those you receive in college.
- c. Submit Documentation. At the end of the form, you will be asked to upload the necessary documentation. Examples of helpful documentation are:
 - i. **Individualized Educational Plan (IEP):** Students with learning disabilities (LD) or cognitive disabilities who received special education services in high school should provide their most recent 3-year reassessment and their last IEP as documentation. For others with LD or cognitive disabilities who underwent testing after high school, the documentation report should include referral concerns, academic and cognitive testing, a diagnosis, and a clinical interpretation.
 - ii. **504 Plans:** May be submitted as support documentation, but to receive disability accommodations, the student should present a report from a psychologist or medical professional that reflects current educational testing. Typically, this can be accomplished by providing the evaluation paperwork that was used to confirm a diagnosis and develop a 504 plan.
 - iii. **Statement from health or service provider:**
 - i. **Mental health** disability documentation from a treating physician, therapist, or psychologist should include a diagnosis, the date of the diagnosis, the most recent date the student was seen, a statement as to whether the student is still receiving care, indication of the length and severity of the impairment, and a description of the student's functional limitations.
 - ii. **Other health impairments** documentation should include a physician's report that states a diagnosis or impairment, the date of the diagnosis, the most recent date the student was seen, a statement as to whether the student is still receiving care, indication of the length and severity of the impairment, and a description of the student's functional limitations.

****Students who think they may have a disability but do not possess documentation should speak with the Director of Academic Support and Advising about how to receive an outside assessment and the possibility of receiving temporary accommodations until an appropriate professional has completed an assessment report. ****

Check your Southeast email account. You will be contacted via your Southeast email address regarding the next steps. The email is sent through a secure platform, Maxient. In the email you received you will be given a link and required to sign in using your Tech ID.

Meet. Meet with the Director of Academic Support and Advising, who also manages The Office of Accessibility, to discuss your request and any reasonable and appropriate accommodations that you may receive.

Timeline for Receiving Accommodations

Students should apply for services as soon as you are accepted to Southeast. This is essential in order to meet with the Director of Academic Support and Advising, and arrange for certain accommodations, which may include alternative format textbooks, interpreters, and other services. Please note, late Accessibility Service registration may limit immediate assistance. Students who need a sign language interpreter, special equipment or supplies should contact Accessibility Services before registering for classes. These requests could take up to two weeks to implement.

Students may choose not to disclose a disability until later in a semester, which is the student's choice; however, the same steps as above must be followed. Students should realize that accommodations are not retroactive. Registering early for accessibility services is recommended, but this is a student's choice.

Difference between Accommodations Offered at College and High School

We recognize that many of our students are looking to continue the support they received in high school. We are committed to working with each student to provide reasonable accommodation. There are differences between the policies, procedures, and accommodations that students should be aware of, such as:

In college, the student:

- must self-identify or disclose their disability.
- must provide documentation about their disability to the designated office.
- is considered an adult with privacy and confidentiality protection. Staff cannot discuss a student's academic process with parents or legal guardians without the appropriate [release of information](#).
- must request specific accommodations and provide supporting evidence through documentation.
- must act as an independent adult to activate and obtain accommodations and structure weekly schedules.

In high school, the school:

- is responsible for identifying students with disabilities.
- must provide the assessment of disability, classify disability, and involve parents.
- will discuss academic progress with parents or legal guardians.
- must develop an Individualized Educational Program
- must provide a free and appropriate education, including a modified program and appropriate related services.
- must coordinate the provision of all services, monitor progress, and evaluate results.

No Charge for Accommodations

The college will not charge students for necessary, reasonable accommodations.

Concern about Accommodations

Students with concerns about their accommodations should contact the Office of Accessibility staff as soon as possible so that the problem or concern can be addressed through the interactive process.

Accommodations – Granted on a Case-by-Case Basis

Some examples are listed below:

- Accommodations for the placement tests
- Alternative testing that may include extended time, a quiet place, audio recording, and others
- Note-taking or recording of lectures
- Use of Smartpens
- Audiobooks or e-textbooks
- Sign language interpreter/captioner
- Provision of and/or orientation to assistive technology
- Other reasonable accommodations

Services Provided Through the Accessibility Program

- Feedback about the course schedule
- Assistance with organization and/or time management (OTM)
- Support for coping with a disability in college
- Guidance with faculty contacts
- Referral to other services on campus, such as tutoring

Services NOT Provided Through the Accessibility Program

- Assistance with homework
- Individually prescribed devices
- Personal Care Attendants/Paraprofessionals
- Transportation
- Special college classes
- Case manager
- Tutoring – tutoring is provided to all students in the Academic Support Center
- Readers for personal use or study

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

Emergency Disability-Related Situations

Students who experience an emergency disability-related situation during a semester should contact The Office of Accessibility staff as soon as possible. Students who are hospitalized and unable to contact The Office of Accessibility staff on their own should request assistance from a family member or friend to make this

contact so The Office of Accessibility can communicate the information to the appropriate faculty as soon as possible.

The Office of Accessibility staff will consider emergency disability-related situations using the following guidelines:

1. the student has been diagnosed with a disability,
2. the absence was directly related to their disability, and
3. the absence was due to an unforeseen medical emergency and/or an unexpected disability-related situation

Emergency Disability-Related Situation Process

1. The registered student contacts The Office of Accessibility either in person or via email to request assistance when they experience an emergency disability-related situation.
2. The Office of Accessibility staff has a follow-up conversation with the student:
 - a. to determine if the situation meets the requirements of an emergency disability-related situation.
 - b. to request medical-related documentation to verify the emergency disability-related situation, if necessary.
3. If the request **does** meet the requirements of an emergency disability-related situation, The Office of Accessibility will contact each instructor to inform them that the student's absence was disability-related. The Office of Accessibility staff will ask the instructor and student to implement a plan to complete missed work/tests without penalty, while acknowledging that the Office of Accessibility staff is available to help facilitate the plan, if needed.
 - a. Submitting an emergency disability-related situation request *does not* guarantee that the student will be allowed to make up work missed during that time or that they will be excused from attendance points during that period.
4. The student should check their campus e-mail consistently for an update from The Office of Accessibility regarding how to move forward in communicating with their instructor. If concerns arise for the student while developing a plan with the instructor to make up the work, the student should contact the Office of Accessibility to discuss these concerns.

Course Information from Faculty

Students can find Southeast courses and course instructors by emailing or meeting with an instructor before enrolling in a specific course. At the meeting with the instructor, students may choose to discuss the syllabus and specific requirements, required textbook(s), papers, and exams, as well as the grading method. Course descriptions can be found at [Course Schedule](#).

Self-Advocacy

In college, students are responsible for getting the help they need, so they must be

able to advocate for themselves. Self-advocates are people who know what they need and will stand up for their rights. Making each of the following five steps a habit will help you to be a good self-advocate and a successful student.

Know yourself and your disability - Before you can advocate for yourself, you need to identify your strengths, weaknesses, interests, and preferences.

Know your rights and responsibilities - Colleges cannot close their doors to you because you have a disability; they must provide services that will allow you equal access to courses, programs, and events. You must understand your rights and responsibilities.

Know where to go for help - An important part of being a successful student is the ability to know when you need help. It's a good idea to write down the names and phone numbers of the people on campus who will help you, including those in the Office of Accessibility.

Take Action - A skill needed to reach your goals in college is being able to talk with your instructor(s) when you have a question or need. It may seem intimidating to speak with college faculty, so here are some helpful strategies to prepare for a meeting with them:

- Visit each instructor in the first week of each semester. This will “break the ice” and give you confidence for future discussions.
- Write some notes as a conversation guideline, and practice what you want to say before visiting your instructor.
- You may want to discuss your accommodations in your discussions with faculty.
- Refer the instructor to the Office of Accessibility staff if they need more information.
- Be confident! You know yourself better than anyone.
- Thank your instructor for meeting with you.

Use time management and organization. Successful students have learned how to use their time wisely. Here are possible strategies that you could implement:

- Use an organization tool such as a paper or electronic planner, calendar, or phone.
 - Include all your activities in the tool:
 - When you are in **class**.
 - When you **work** or have **fun** activities.
 - When you are going to **study** – include what you are going to study (this helps break down assignments), how long, and where.Blocking off time when you will study is like making an appointment with yourself. This decreases procrastination and is a reminder of homework due.

- Stay on campus to study if you do better in a quiet space with fewer distractions.
 - Look at your organizer at the beginning of each week. **Think** about assignments due for the week and beyond so you can plan your time and activities accordingly.
- Use study strategies
 - Reading: Look at the end of the chapter for key ideas and vocabulary, outline the chapter or write post-it notes on each column of a book, ask yourself questions based on the chapter questions. Read over several sessions to improve comprehension.
 - Writing: Use an outline or map to organize your thoughts. Think about your paper early and write down or audio record every idea to build on later, because good writing takes time. See your instructor or a tutor if you do not understand the assignment, cannot develop a topic, or are frustrated with your progress.
 - Use memorization techniques such as flashcards, songs, pictures, mnemonics, formulas, or principles.
 - Try reading or memorizing while on a stationary bike to learn more efficiently.
 - Take frequent breaks – every 30 minutes – to stay alert. If you study for 3 hours and have not learned anything, you have wasted your time.
 - Take a walk with your condensed study notes, talking out loud (whenever possible) to increase learning.
 - Be creative in your study time so you can learn efficiently and effectively.
 - More information about study skills is available in the [Academic Support Center \(ASC\)](#)
- Build a college schedule that increases the chance of success
 - How many classes should you take without feeling overwhelmed? Don't just think about the number of hours you'll be in class, but the amount of time needed to study, as well as other activities and responsibilities in your life. Some students underestimate their time commitments, which can result in course withdrawals, low grades, and suspension.
 - How many hours should you work at your job? 10-15 hours a week is usually the most that students can work and be a successful full-time college student. Students working full-time find one class per semester may be a manageable load.

Testing Accommodations

Testing accommodations may be a part of an accommodation plan and may include extended time, a distraction-free environment, having test questions provided in an audio format, or enlarged font, use of a note taker, computer use, and other reasonable testing accommodations.

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

After you have received your Approve Accommodations letter, you will be required to utilize RegisterBlast to manage all class-based testing you take in the Academic Support Center.

Signing up for an exam in REGISTERBLAST

1. Log in using the link in your D2L course - located in **Content**.

A screenshot of a D2L course content area. At the top, there are buttons for 'Upload / Create', 'Existing Activities', 'Add activities to Week 1', and 'Bulk Edit'. Below these, there are two entries: 'RegisterBlast - Winona' and 'RegisterBlast - Red Wing', both labeled as 'External Learning Tool'. Red arrows point to each of these links.

3. Pick your course:
- Find your course name and number.
 - If it's not listed, select "I am not finding my exam."

A screenshot of the 'Course Name and Number' dropdown menu. The menu is open, showing options: 'Select an option', 'Fake Course for RegisterBlast', and 'I am not finding my Exam'. A red arrow points to the 'I am not finding my Exam' option. Below the dropdown is a 'Choose a group above' field.

5. Select your date and time, then enter your personal info.

A screenshot of the exam registration form. It shows three sections: '4 Choose a Date (required)' with a date picker showing 'Tuesday, June 3, 2025'; '5 Choose a Time (required)' with a time picker; and '6 Who is taking this exam?' with a text input field. Red arrows point to each of these sections.

7. Click "Add to Cart", then "Complete Registration."

A screenshot of the 'Your Cart' page. It shows a summary of the exam: '1 Hour Exam' on 'Wednesday, June 25, 2025 9:00 AM' for '\$0.00'. There is a field for 'Apply promo/voucher code' and an 'Apply' button. Below, it shows 'Total exam fees' as '\$0.00'. At the bottom, there is a green 'Complete Registration' button and a '+ Add Another Exam' link. A red arrow points to the 'Complete Registration' button.

2. Select a group: Choose Accessibility Exam.

A screenshot of the 'Choose a group' dropdown menu. The menu is open, showing options: 'Select an option', 'Accessibility Exam - Summer 2025', and 'Accuplacer'. A red arrow points to the 'Accessibility Exam - Summer 2025' option. Below the dropdown is a 'Choose a group above' field.

4. Choose your exam or fill in exam details (like the standard exam length).

A screenshot of the exam registration form. It shows three sections: '3 Choose an exam' with a dropdown menu; '4 Choose a Date (required)' with a date picker; and '5 Choose a Time (required)' with a time picker. Red arrows point to each of these sections.

6. Review and agree to the Exam Guidelines, then check the box.

A screenshot of the 'Exam guideline acknowledgement' section. It contains a text box with the following text: 'By registering for this exam, you acknowledge that you have read and understood the exam guidelines and requirements. You agree to adhere to all rules and regulations during the assessment.' Below this, there is a section titled 'Exam Guidelines and Regulations:' with a list item '1 Arrive on Time: Please arrive at least 10 minutes before your scheduled exam time.' At the bottom, there is a checkbox labeled 'I agree to follow the above guidelines' and a green 'Add to Cart' button. Red arrows point to the checkbox and the 'Add to Cart' button.

8. Need help? Use the More Information box on the right or contact the Academic Support Center testing@southeastmn.edu



AcademicSupportCenter

Tutoring/Study Groups/Supplemental Instruction

Several tutoring services are available to Southeast students free of charge. General tutoring, writing assistance, and study skills information are available in the ASC. Information on tutoring can be found [here](#). In addition, an online tutoring service www.tutor.com is available for all students. Some students arrange for their own privately paid tutors, and others form informal study groups with students in a class to review and study class material.

Time Management and Organization

Students may request to meet with ASC staff for assistance with time management or organization. Study skills and organization information are also available in the ASC.

Note Taking

A request for a volunteer student notetaker for in-class courses or live online synchronous classes is made by contacting the Office of Accessibility. Students should usually attend class before requesting a note taker, as some instructors may post PowerPoint notes or video recordings on the class website or D2L/Brightspace, provide informational packets, or allow students to have a copy of the classroom presentation slides. Students may also choose to use note-taking alternatives, such as audio recording lectures or using a Smartpen device.

Students who determine the need for a note taker must request it. Once the request is made, the Office of Accessibility staff member will recruit a volunteer notetaker for each class requested. However, a note taker may not be available.

Students must be in class to receive notes. A one-time request to receive notes from the notetaker can be honored in the event of an emergency or illness. **If you are not receiving the notes you requested, contact the Office of Accessibility staff person immediately.**

Audio-Recorded Lectures

When supported by approved documentation, Students who have this accommodation are allowed to audio record educational information related to course instruction. Students should not record non-academic-related conversations or information that is personal in nature. Some instructors will only allow audio recording in class for the Office of Accessibility students who have this accommodation. It may be helpful to communicate with the instructor before beginning to use the accommodation. Students should not share the audio recording with other individuals or share them online, unless they have the instructor's permission. If there are concerns with the audio recording arrangement, contact the Office of Accessibility.

Smartpens

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

Duplicating or Photocopying

Students who have accommodation for a note taker are not charged for the duplication of class notes. Students needing enlarged copies of class handouts should discuss this with The Office of Accessibility staff.

Assistive Technology

The Academic Support Center (ASC) has on-campus computers with assistive technology available for student use. ReadSpeaker is also embedded in D2L for all students.

Audio/E-Text Textbooks

Audio/e-text textbooks should be requested once class registration has occurred and the materials have been purchased. Proof of purchase is required before these can be ordered for a student. Alternative text formats include electronic text files that can be read with text-to-speech software such as ReadSpeaker or audio books ordered. It is extremely important to request this early so that they are in place before the semester begins.

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

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

Other Accommodations

Other academic accommodations may be available through The Office of Accessibility. Accommodations are initially discussed during the intake/interview process, but students can also request to meet with The Office of Accessibility staff later if additional academic concerns are experienced. Reasonable postsecondary accommodations are considered on an individual case by case basis.

Transferring to Another Postsecondary College or Institution

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

Students should reach out to The Office of Accessibility if they would like a copy of the documentation they submitted to the office to confirm their diagnosis.

Requesting Interpreters or Captioners for Classes

Students who are deaf or hard-of-hearing who need interpreting or captioning services should meet with the Office of Accessibility to schedule interpreting/captioning **before registering for classes**. Late registration for classes may mean that interpreting services for that term cannot be provided in a timely manner. If you withdraw from a course, let the Office of Accessibility staff know immediately so that interpreting/captioning services can be canceled.

Physical Access Information

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

Campus Orientation - Students may make an appointment to meet with the Office of Accessibility staff to discuss campus accessibility or to receive an individual tour of the campus.

Bathrooms – Most bathrooms are ADA compliant. These bathrooms are marked throughout both campuses.

Classroom Access - The Office of Accessibility should be notified immediately if classrooms are not physically accessible. Appropriate steps to rectify the situation will be implemented.

Parking Permits - Disability parking is available for anyone with a state disability parking permit. Disability parking is available near the entrances of all buildings.

Complaint or Grievance Procedure

Internal

Students who are concerned about program access or a denial of an accommodation should discuss the concern with the Director of Academic Support and Advising by emailing accessibility@southeastmn.edu.

Students who would like to appeal the denial of an accommodation request or program access may use the Student Complaint/Grievance form, which is available in the Dean of Student's Office online at [Student Complaint, Grievance, or Informal Concern Form](#) or request a meeting with the Dean of Students, Kenney White by calling 507-453-1422, or emailing kenneth.white@southeastmn.edu.

Students who think they have been discriminated against because of a disability are encouraged to contact the Dean of Students at Southeast. Appointments may be made to meet with the Dean of Students, Kenney White, by calling 507-453-1422, or emailing kenneth.white@southeastmn.edu.

External

A student may file a complaint with the MN Department of Human Rights. This written complaint must be filed within one year of the alleged discrimination. MN Department of Human Rights 500 Bremer Tower, 7th Place St. Paul, MN 55101
<https://mn.gov/mdhr/intake/consultationinquiryform/>

A student may file a complaint with the Office of Civil Rights. This complaint must be filed within 180 days of the alleged discrimination unless the filing date has been extended. You may file a complaint with OCR using OCR's [electronic complaint form](#). For more information about filing a complaint visit, [How to File a Discrimination Complaint with OCR | U.S. Department of Education](#)

Additional Resources

Minnesota State College Southeast strives to fully comply with the provisions of the [Americans with Disabilities Act](#), which prohibits discrimination in employment and public educational services based on any individual's disabilities: Section 504 of the Rehabilitation Act and [Section 508 of the Rehabilitation Act](#) to ensure campuses, website, and on-line course offerings meet the requirements therein.

Minnesota State College Southeast follows Minnesota State Board Policy. [1B.4 Access and Accommodation for Individuals with Disabilities.](#)

1B.4 Access and Accommodation for Individuals with Disabilities

[Access a PDF copy of this policy](#)

Part 1. Policy Statement.

Minnesota State Colleges and Universities is committed to ensuring its

programs, services and activities are accessible to individuals with disabilities, through its compliance with state and federal laws. The system recognizes that individuals with disabilities may need accommodations to have equally effective opportunities to participate in or benefit from the system's programs, services and activities.

Part 2. Definitions. An individual with a disability:

Subpart A. An individual with a disability:

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

Subpart B. Qualified individual with a disability. An individual who, with or without reasonable accommodations 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.

Subpart C. Personal devices and services may 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.

Part 3. General Access Policy.

Colleges, universities and the system office shall provide access to programs, services and activities to qualified individuals with known disabilities as required by law. An individual requesting an accommodation may be required to provide documentation of eligibility for the accommodation.

Part 4. Availability and Notice.

Colleges, universities, and the system office shall post notices to the public in an accessible format stating 1) prohibition against discrimination on the basis of disability, and 2) contact information for the person designated to provide information about or respond to requests for reasonable accommodation.

Part 5. Reasonable Accommodations.

Subpart A. Programs, Services, and Activities. Colleges, universities and the system office 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 programs, services, or activities, nor will the individual be subjected to discrimination.

Reasonable accommodations may include: 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.

Subpart B. Employment. System Procedure 1B.0.1, Reasonable Accommodations in Employment, applies to accommodation requests by employees and applicants for employment.

Part 6. Offered and/or Sponsored Services or Activities for Qualified Students with Disabilities.

Colleges and universities have a responsibility to provide a qualified student with a disability access to services and activities that are operated or sponsored by the institution or that receive significant assistance from the institution. Such access shall be provided in a reasonable manner as required by law. At a minimum, the following must be available 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, 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 7. Process.

Each college and university shall establish a process for an individual with a disability to request an accommodation to access the institution's programs, services, or activities consistent with state and federal laws. The process for individuals with disabilities to request an accommodation must, at a minimum include the following:

- a. Provide the requesting individual with a copy of Board Policy 1B.4.
- b. Assignment and identification of a staff member responsible

for making a determination about the request for accommodation or the delivery of services.

c. Provide a process for appealing a denial of a request for accommodation.

The Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) extends civil rights laws to persons with disabilities. The ADA prohibits discrimination against people with disabilities in employment, transportation, public accommodations, communications, and activities of state and local government.

According to the ADA, "an individual is considered to have a disability if that individual either

(1) has a physical or mental impairment which substantially limits one or more of that person's major life activities, (2) has a record of such an impairment, or, (3) is regarded by the covered entity as having such an impairment."

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

Understanding the laws can assist you in achieving success as a student. Many web sites on the internet can help you learn more about how these laws relate to you. One site that may answer many of your questions is located at:

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

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

Section 504 of the Rehabilitation Act

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

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

brain dysfunction and developmental aphasia." Disabilities include drug addiction and alcoholism (Handicapped Persons' Rights) providing an individual does not include current illegal use of drugs.

Contagious and non-contagious diseases or conditions are included if the physical or mental impairment limits one or more of life's major activities (ADA Compliance Guide).

At any postsecondary setting, including Southeast:

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

Section 508 of The Rehabilitation Act

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

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

- uscode.house.gov)
- [Summary of Section 508 Standards](#)
- CHAPTER 16 - VOCATIONAL REHABILITATION AND OTHER REHABILITATION SERVICES, SUBCHAPTER V - RIGHTS AND ADVOCACY
<http://uscode.house.gov/download/pls/29C16.txt>

Acquisition & Procurement Regulations

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

Agency Shared Practices on Acquisition

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

Appendix A

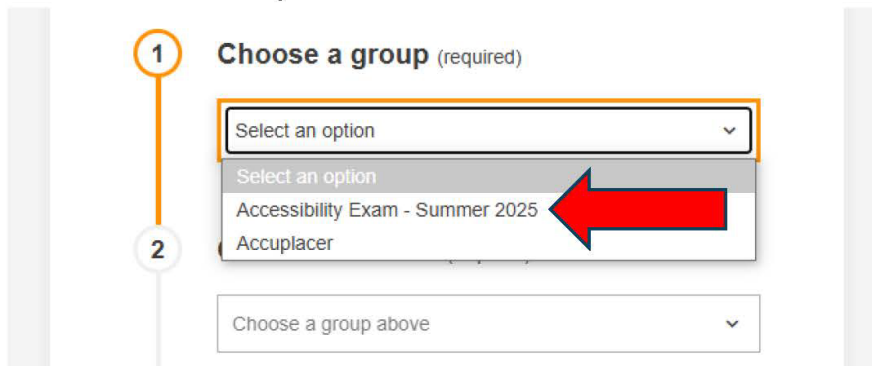
Detailed Student Instructions for RegisterBlast

Detailed Student Instructions for RegisterBlast:

1. Log into D2L and find the course that you have an exam in, go to **Content** and find the RegisterBlast link there.



2. After you are logged into RegisterBlast you are going to choose a group – here you will choose Accessibility Exam.



3. Next, you will choose your course name and number. If you are not finding your course name and number, you can select ***“I am not finding my exam”***.

1 Choose a group (required)

Accessibility Exam - Summer 2025

2 Course Name and Number (required)

Select an option

Select an option

Fake Course for RegisterBlast

I am not finding my Exam

Choose a group above

4. Then you will have the option to choose an exam - if you found your course name and number pick the exam with your course/syllabus, or if you did **NOT** find your course name and number you will fill out some more information about the exam (like how long is the exam without accommodations).

3 Choose an exam

Choose a group above

4 Choose a Date (required)

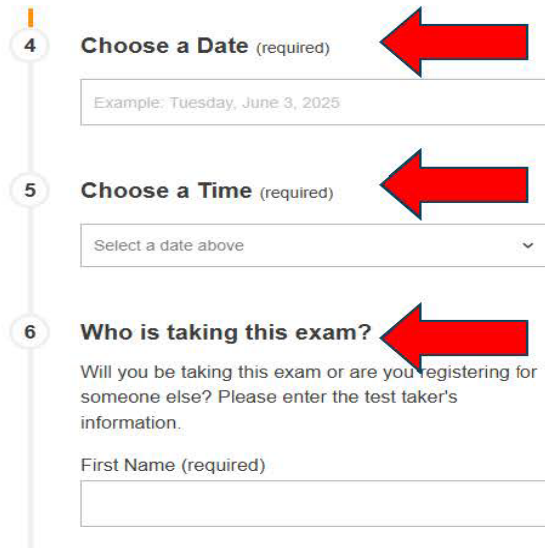
Example: Tuesday, June 3, 2025

5 Choose a Time (required)

Select a date above

6 Who is taking this exam?

5. Next, you will fill out your desired date, time, and personal information.



4 **Choose a Date** (required)

Example: Tuesday, June 3, 2025

5 **Choose a Time** (required)

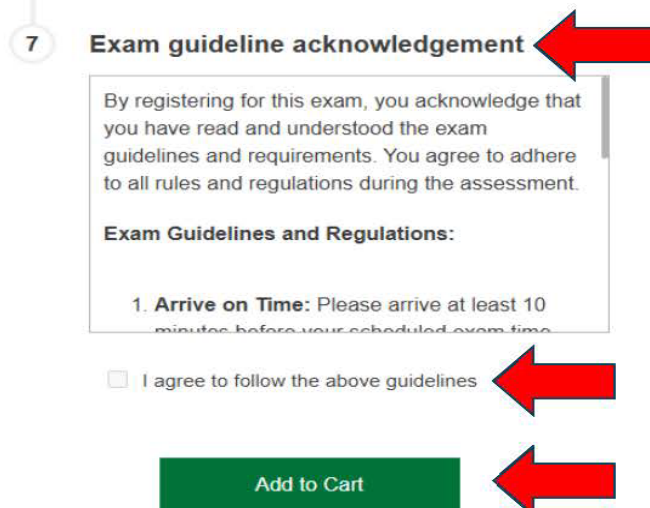
Select a date above

6 **Who is taking this exam?**

Will you be taking this exam or are you registering for someone else? Please enter the test taker's information.

First Name (required)

6. Once you have filled out the rest of your personal information, you will read the **Exam Guideline Acknowledgement** and click the box below to agree to the terms. Then you can click add to cart.



7 **Exam guideline acknowledgement**

By registering for this exam, you acknowledge that you have read and understood the exam guidelines and requirements. You agree to adhere to all rules and regulations during the assessment.

Exam Guidelines and Regulations:

1. **Arrive on Time:** Please arrive at least 10 minutes before your scheduled exam time.

☐ I agree to follow the above guidelines

Add to Cart

7. Once you click **Add to Chart**, you will then be prompted to complete your registration by clicking on the **Complete Registration** box.

Your Cart

1 Hour Exam
Wednesday, June 25, 2025 9:00 AM \$0.00 x

Apply promo/voucher code

Total exam fees \$0.00

[+ Add Another Exam](#)

8. If you need help with how to schedule, how to reschedule, how to cancel, or if you're having trouble scheduling, use the **More Information** box on the right-hand side of the screen. You can also reach out to the Academic Support Center testing@southeastmn.edu .

UNIVERSITY OF MINNESOTA COLLEGE SOUTHEAST Exams

Added to cart. Please note, your registration is not complete until you click the button below.

Your Cart

1 Hour Exam
Wednesday, June 25, 2025 9:00 AM \$0.00 x

Apply promo/voucher code

Total exam fees \$0.00

[+ Add Another Exam](#)

More Information

- [How to Schedule](#)
- [How to Reschedule](#)
- [How To Cancel](#)
- [Trouble Scheduling?](#)