



**Office for
Students with
Disabilities**
Student Handbook

Table of Contents

Mission	4
Vision	4
Core Values	4
Coordinator.....	5
Administrative Assistant.....	5
Director of Academic and Support Services.....	5
Office Phone Number	5
Email Address.....	5
Fax Number.....	5
Website	5
Confidentiality	6
Responsibility of the Student	7
COLLEGE POLICIES, RULES, AND REGULATIONS	7
Student responsibilities to access Disability Services	9
WHEN TO REQUEST ACCOMMODATIONS	11
SUBMITTING AN APPLICATION AND DOCUMENTATION TO OSD.....	11
INTAKE PROCESS	11
Documentation Guidelines	12
Documentation must:.....	12
Types of Disabilities	13
Examples of accommodations and services.....	13
Books in Alternate Format.....	15
INTERPRETERS	15
Class Attendance & Interpreter Cancellation Policy	15
Points to Remember.....	16
Personal note taking assistance	16
Testing Accommodations	16
Other Accommodations	17
Service Animals.....	17

How “Service Animal” Is Defined.....	17
Where Service Animals are allowed under the ADA	18
Service Animals Must Be Under Control.....	18
Inquiries, Exclusions, Charges, and Other Specific Rules Related to Service Animals.....	18
The Rehabilitation Act.....	20
The Americans with Disability Act (ADA)	21
The ADA in Relation to Section 504 of the Rehabilitation Act	21
Access and Accommodations for Individuals with Disabilities Policy	22
Student Complaints	22
Equal Opportunity and Non-Discrimination in Employment and Education Policy.....	22

The Office for Students with Disabilities at Anoka-Ramsey Community College would like to extend its sincere appreciation to the staff at Normandale Community College and St. Cloud State University for allowing us to use their resources in the compilation of this handbook.

PHILOSOPHY

Anoka-Ramsey Community College is committed to ensuring equal access to our facilities, services, and academic programs for students with disabilities. The purpose of this guide is to provide information and resources to support an environment that is accessible and inclusive for all individuals. It is our goal to facilitate an unwavering commitment to student success.

Mission

The Office for Students with Disabilities (OSD) provides access to academic programming and advocacy for students with disabilities in the pursuit of educational goals.

Vision

The Office for Students with Disabilities will facilitate a greater sense of awareness and social equity within the Anoka-Ramsey community. Anoka-Ramsey Community College will be recognized as an institution that respects and empowers independence and academic success among students with disabilities.

Core Values

We are committed to:

- Providing the highest quality services possible to our constituents
- Respecting differences and working toward greater diversity and inclusiveness
- Demonstrating civility in all discourse
- Using fiscal and human resources efficiently to assist students and promote the college mission

Staff Contact Information

Coordinator

Molly Tast

Email: molly.tast@anokaramsey.edu

Phone: 763-433-1318

Location: Coon Rapids Campus—L118; Cambridge Campus—Check in at information desk

Administrative Assistant

Kelly Torok-Linder

Email: kelly.torok-linder@anokaramsey.edu

Phone: 763-433-1968

Location: Coon Rapid Campus—L122 (co-located with Math Skills Center)

Director of Academic and Support Services

Jaimie Lopez

Email: jaimie.lopez@anokaramsey.edu

Phone: 763-433-1122

Location: Coon Rapid Campus—L124; Cambridge Campus—Check in at information desk

Office Phone Number

763-433-1350

MN Relay: 7-1-1

Email Address

DisabilityServices@anokaramsey.edu

Fax Number

763-433-1521

Attn: Disability Services

Website

[OFFICE FOR STUDENTS WITH DISABILITIES WEBSITE](#)

Eligibility for Disability Services

A person is eligible for disability services and accommodations at Anoka-Ramsey Community College if he/she:

- Has submitted a college application and meets the Anoka-Ramsey Community College regular admissions standards,
- Is considered a person with a disability,
- Has identified himself/herself to the institution through the Office for Students with Disabilities, and
- Has provided the Office for Students with Disabilities with appropriate documentation regarding the disability.

A person is considered to have a disability if he/she:

- Has a mental or physical impairment that substantially limits one or more major life activities (including learning); OR
- Has a record of such impairment: OR
- Is regarded as having such impairment.

Confidentiality

Information regarding a person's disability gained from medical examinations to the appropriate post-admission investigation shall be considered confidential and shall be shared with others within the college or university on a need-to-know basis. In other words, faculty members do not need to have access to information regarding a student's disability, only the accommodation(s) that are appropriate and necessary to meet the student's needs. Confidential information is kept in a separate file in the Office for Students with Disabilities and is not considered a part of a student's educational record.

RIGHTS & RESPONSIBILITIES

Anoka-Ramsey Community College is committed to supporting all students as they pursue their educational goals.

Students with disabilities have the right to:

- Equal opportunities to learn, work, and receive reasonable accommodations and/or auxiliary aids and services
- Access services that may be needed for equal access to courses, programs, services, jobs, activities, and facilities offered by the college
- Be treated with respect
- Privacy of information regarding the disability in accordance with applicable laws
- Report any grievance in a timely manner

Responsibility of the Student

Anoka-Ramsey Community College offers support services to any qualified student with a disability who requests such services. It is each student's responsibility, however, to make use of these services.

Each student is reminded that he or she is ultimately responsible for his/her academic success and must take the initiative to use time, facilities, and support services in a productive manner.

COLLEGE POLICIES, RULES, AND REGULATIONS

It is the responsibility of each student to know and abide by all College and Office for Students with Disabilities policies, rules, and regulations. Failure to do so will not exclude a student from any consequence, should a violation occur. The Office for Students with Disabilities will not be held responsible for acts of misconduct committed by any student.

Self-Advocacy

Self-advocacy is critical to success in higher education. **Colleges and universities are restricted from seeking out students with disabilities due to privacy laws.** You are responsible for requesting the services you believe you need; the college generally does not provide accommodations unless or until you ask for services.

Know yourself and your disability

Before you can advocate for yourself, you need to know how to talk about your disability in a way that other people will understand.

Know your rights and responsibilities

Colleges and universities cannot close their doors to you solely because you have a disability. Anoka-Ramsey Community College must provide services that will allow you an equal opportunity to access and participate in school activities.

Know where to go for help

A very important part of being successful in college is knowing when you need help and where to find it. Know the names and phone numbers of the people on campus who can help you, including staff in the Office for Students with Disabilities.

Take action

Develop a plan for communicating your needs. While the Office for Students with Disabilities can assist you, developing your own communication skills may be very helpful. Consider practicing before talking with your instructors. You might practice explaining to a counselor or a trusted friend the accommodations you believe you will need.

Student responsibilities to access Disability Services

- Contact the Office for Students with Disabilities if accommodations are needed.
- Submit an application and appropriate documentation to the OSD.
- Meet with the OSD staff each semester to request and discuss accommodations.
- Upon approval of certain accommodations, complete and submit all required forms,
 - *as requested by OSD.
- Notify the Office for Students with Disabilities right away if you have any questions or concerns about your accommodations.

Differences between High School and Postsecondary Education

Postsecondary institutions (colleges & universities) differ from high schools regarding the first step of providing academic accommodations. When a person with a disability needs an academic accommodation in high school, a team of people are assigned to discuss that student's classroom instructional accommodations. This is not the case with colleges and universities. In order to receive services from a postsecondary institution, a person with a disability must first disclose his/her disability to the institution. In most cases, the person would disclose this to Disability Services on campus.

High School

School 6 hours per day, 5 days per week

The school year is about 9 months long

Time is structured by others, and teachers closely monitor student's attendance

Students are not responsible for knowing what it takes to graduate

Teachers check students completed homework

Teachers might remind students of missed work and often provide students with information they missed when they were absent

Case manager acts as advocate

Services result from Individualized Educational Plan (IEP)

Regular parent contact

High Schools are required to identify students with disabilities and determine what is needed for the student to be successful.

Educational and Psychological testing is provided

Entitlement law (IDEA)

College

Students are typically in class 12-18 hours per week, depending on course load

The academic year is two 16-week semesters

Students arrange their own schedule with an advisor or counselor and manage their own time

Students are expected to know the graduation requirements for their particular program

Instructors don't always check student's homework

Instructors don't remind students of missed work, and they expect students to get notes from classmates for any classes they've missed

Students must advocate for themselves

Services are based on class by class and individual needs

Parent contact limited by privacy laws

Colleges are restricted from seeking out students with disabilities due to privacy laws

Students are responsible for providing documentation to the college

Civil Rights - Anti-discrimination law (ADA, Rehabilitation Act, Section 504 and the MN Human Rights Act)

Accessing Accommodations and Services

Once admitted, students with disabilities requiring accommodation(s) must contact the Office for Students with Disabilities (OSD) to request these services. In order to receive services or accommodations for a disability, the student must submit appropriate documentation of the disability to the OSD.

WHEN TO REQUEST ACCOMMODATIONS

Students may request accommodations at any time. However, it is highly advised that you begin the process several weeks prior to the start of the semester. Many accommodations take time to put in place, so requesting accommodations at least four to six weeks before they are needed is recommended. This is essential in order to arrange for certain accommodations including textbooks in alternate format, interpreters, and other OSD services. Late OSD registration may limit immediate assistance. Students who need a sign language interpreter should contact the OSD before registering for classes.

SUBMITTING AN APPLICATION AND DOCUMENTATION TO OSD

Once admission and eligibility is determined, the student must submit an application to the Office for Students with Disabilities along with appropriate documentation. The application and documentation can be submitted in person, via mail or fax, or it can be uploaded to our website.

Students who think they may have a disability but do not possess documentation should speak with the OSD staff about this process. The OSD staff can help refer students for an outside assessment. For more information about documentation, please see the section on documentation requirements.

INTAKE PROCESS

Once the application and documentation have been submitted, the OSD Coordinator will review that information. If the information submitted is sufficient, the student will be contacted to schedule an intake appointment. If more information is necessary, the student will be contacted with further instruction.

During the intake appointment, the student and OSD Coordinator will discuss the disability and its impact. Reasonable accommodations will be determined at that time

based on relevant documentation, discussion, and the interactive process. When the intake is complete, faculty will be notified of the accommodations by email.

- ❖ **Students are required to request accommodations through the Office for Students with Disabilities every semester they are enrolled.**

Documentation Guidelines

In order to determine reasonable accommodations, appropriate documentation regarding the disability is required.

Documentation must:

- Be completed by a qualified professional
- Reflect an adult level of functioning (18+ years); students may be asked to provide updated and/or other relevant documentation
- Include and/or address:
 - Diagnosis ○ How diagnosis constitutes a disability
 - Impairment of major life activities ○ Functional limitations
 - Temporary or permanent disability ○ Accommodation recommendations, if appropriate

Documentation can be uploaded to our website, faxed, emailed, or submitted in person.

Email: DisabilityServices@anokaramsey.edu

Web:

Phone: 763-433-1350

Fax: 763-433-1521

Please be prepared to provide documentation several days prior to an Intake Appointment, as documentation must be reviewed by the OSD staff before the appointment.

Accommodations and Services

Types of Disabilities

The Office for Students with Disabilities provides accommodations and services for a variety of disabilities including, but not limited to, the following:

- Learning Disabilities
- Hearing Loss
- Vision Loss
- Physical Disabilities
- Psychological Disabilities
- Attention Deficit Disorders
- Brain Injuries
- Autism Spectrum Disorders
- Cognitive Disabilities
- Other health related disabilities

Services and accommodations are determined on an individual, case-by-case basis. They are also contingent upon the documented nature of the disability and the functional limitations accompanying the disability.

Examples of accommodations and services

- **Alternative Testing Accommodations**—may include alternative testing location, word processing options, extra time, scribe, and/or other
- **Personal Note Taking Assistance**—may include copies of instructor notes and/or PowerPoints; a volunteer note taker may be available to help with notes
- **Priority Registration**—early registration to help students select the best schedule possible to work with their disability needs
- **Recording of Lectures**—students may record classroom lectures; use of Smart pen
- **Books in Alternate Format**—may include PDF, large print, etc.
- **Aid In Obtaining Assistive Technology**—varies upon need of students

- **Preferential Seating**—preferred seating in the classroom
 - **Adjustable tables or chairs**
 - **Interpreters**—access to professionals trained in American Sign Language
 - **Academic Advising**—services may include help with class selection, transfer questions, weekly check-in, time-management, etc.
 - **Other Reasonable Accommodations**—determined on a case-by-case basis, depending on the nature of the disability
- ❖ **Anoka-Ramsey Community College does not 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.**

In accordance with the law, there are some modifications that Anoka-Ramsey Community College does not provide as a reasonable accommodation. Examples include:

- Personal devices such as wheelchairs or glasses
- Personal services such as private tutoring or personal attendants
- Modifications that lower or change course standards or program standards
- Modifications that would change the essence of a program
- Services that impose an undue burden, administratively or financially

QUESTIONS OR CONCERNS ABOUT ACCOMMODATIONS

Students with questions or concerns about their accommodations should contact the OSD staff as soon as possible, so that the problem or concern can be addressed and resolved.

Policies & Procedures

Books in Alternate Format

If you are approved for books in alternate format as an accommodation, you will need to submit a request form for each book, along with your proof of purchase, to the Office for Students with Disabilities. It is very important to request your books in alternate format as soon as possible to ensure that they arrive before the start of classes.

Before receiving books in alternate format, students are required to sign an Alternately Formatted Material Use Agreement, which outlines policies and procedures regarding the use of materials in alternate format and affirms student agreement to comply with such expectations.

INTERPRETERS

Interpreters must be requested for classes upon registration each semester. It is the student's responsibility to notify the Office for Students with Disabilities of the need for interpreters each semester. Requests are made directly to the Coordinator of the OSD.

If you have an interpreter request for a college sponsored event, either on-campus or off-campus, please make these requests at least three business days before the event so that we may ensure an interpreter will be present.

Class Attendance & Interpreter Cancellation Policy

If you are unable to attend class and you need to cancel an Interpreter request, notification is expected by contacting the Office for Students with Disabilities.

You should provide the OSD with at least 48 hours advanced notice so that the Interpreter can be informed. In some situations, students may not be able to provide 48 hours' notice; however, any advanced notice is helpful. Failure to provide any advanced notice is considered a "No-Show".

To cancel an interpreter request, a student may do the following:

- Email the office at DisabilityServices@anokaramsey.edu
- Phone the Office for Students with Disabilities at 763-433-1350; MN Relay 7-1-1

Points to Remember

If you use an Interpreter:

- Let the Office for Students with Disabilities know if you plan to be absent or if class is canceled.
- If your interpreter does not come to class, notify the Office for Students with Disabilities.
- On the first day of class or in any new situation, please identify yourself to the interpreter.
- Personal conversations with the interpreter should not occur during the class.

Personal note taking assistance

If you are approved for note taking assistance and would like to request a volunteer note taker in one or more of your classes, please see the Coordinator of the Office for Students with Disabilities. You will be asked to fill out a [Note Taker Request form](#). The Coordinator will then work with your faculty to arrange a volunteer note taker in each class.

Important: Notes will be provided to you via your Anoka-Ramsey Community College student email.

If you are not receiving your notes, please contact the Office for Students with Disabilities right away.

Testing Accommodations

Testing accommodations may be a part of an OSD accommodation plan and may include the following:

- Extended time
- Alternative testing location
- Having tests audio recorded, enlarged, or scribed
- Use of computer
- Other reasonable testing accommodations

If students are approved to take tests in the campus Testing Center, appointments for the Testing Accommodations must be scheduled by the student in the Testing Center. The Coon Rapids Testing Center is located in room SC150, and the Cambridge Testing Center is located in room D208A.

For additional information about alternative testing, please contact the Testing Services staff at TestingServices@anokaramsey.edu or visit the Testing Center website at

Other Accommodations

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

Service Animals

Overview

- Beginning on March 15, 2011, only dogs are recognized as service animals under titles II and III of the ADA.
- A service animal is a dog that is individually trained to do work or perform tasks for a person with a disability.
- Generally, title II and title III entities must permit service animals to accompany people with disabilities in all areas where members of the public are allowed to go.

How “Service Animal” Is Defined

Service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties.

Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person’s disability.

Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.

This definition does not affect or limit the broader definition of “assistance animal” under the Fair Housing Act or the broader definition of “service animal” under the Air Carrier

Access Act. Some State and local laws also define service animal more broadly than the ADA does. Information about such laws can be obtained from the State Attorney General's office.

Where Service Animals are allowed under the ADA

State and local governments, businesses, and nonprofit organizations that serve the public generally must allow service animals to accompany people with disabilities in all areas of the facility where the public is normally allowed to go. For example, in a hospital it would be inappropriate to exclude a service animal from areas such as patient rooms, clinics, cafeterias, or examination rooms. However, it may be appropriate to exclude a service animal from operating rooms or burn units where the animal's presence may compromise a sterile environment.

Service Animals Must Be Under Control

Under the ADA, service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal's work or the individual's disability prevents using these devices. In that case, the individual must maintain control of the animal through voice, signal, or other effective controls.

Inquiries, Exclusions, Charges, and Other Specific Rules Related to Service Animals

- When it is not obvious what service an animal provides, only limited inquiries are allowed. Staff may ask two questions: (1) *is the dog a service animal required because of a disability*, and (2) *what work or task has the dog been trained to perform*. Staff cannot ask about the person's disability, require medical documentation, require a special identification card or training documentation for the dog, or ask that the dog demonstrate its ability to perform the work or task.
- Allergies and fear of dogs are not valid reasons for denying access or refusing service to people using service animals. When a person who is allergic to dog dander and a person who uses a service animal must spend time in the same room or facility, for example, in a school classroom or at a homeless shelter, they both should be accommodated by assigning them, if possible, to different locations within the room or different rooms in the facility.
- A person with a disability cannot be asked to remove his service animal from the premises unless: (1) the dog is out of control and the handler does not take effective action to control it or (2) the dog is not housebroken. When there is a legitimate reason to ask that a service animal be removed, staff must offer the person with the disability the opportunity to obtain goods or services without the animal's presence.

- Establishments that sell or prepare food must allow service animals in public areas even if state or local health codes prohibit animals on the premises. People with disabilities who use service animals cannot be isolated from other patrons, treated less favorably than other patrons, or charged fees that are not charged to other patrons without animals. In addition, if a business requires a deposit or fee to be paid by patrons with pets, it must waive the charge for service animals.
- If a business such as a hotel normally charges guests for damage that they cause, a customer with a disability may also be charged for damage caused by himself or his service animal.
- Staff are not required to provide care or food for a service animal.

MINIATURE HORSES

In addition to the provisions about service dogs, the Department's revised ADA regulations have a new, separate provision about miniature horses that have been individually trained to do work or perform tasks for people with disabilities. (Miniature horses generally range in height from 24 inches to 34 inches measured to the shoulders and generally weigh between 70 and 100 pounds.)

Entities covered by the ADA must modify their policies to permit miniature horses where reasonable. The regulations set out four assessment factors to assist entities in determining whether miniature horses can be accommodated in their facility. The assessment factors are (1) whether the miniature horse is housebroken; (2) whether the miniature horse is under the owner's control; (3) whether the facility can accommodate the miniature horse's type, size, and weight; and (4) whether the miniature horse's presence will not compromise legitimate safety requirements necessary for safe operation of the facility.

ADA regarding Service Animals

Disability Laws in PostSecondary Education

Individuals with disabilities are entitled by law to equal access to postsecondary programs. There are two laws that protect persons with disabilities in postsecondary education: The Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended) and the 1990 Americans with Disabilities Act (Pub. L. No. 1001-336). According to the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA, 1990), a student with a disability is someone who has a physical or mental impairment, has a history of impairment, or is believed to have a disability that substantially limits a major life activity such as learning, speaking, seeing, hearing, breathing, walking, caring for oneself, or performing manual tasks.

The Rehabilitation Act

Title V of The Rehabilitation Act of 1973 is generally regarded as the first civil rights legislation on the national level for people with disabilities. Section 504 of the Rehabilitation Act is a program access statute. It prohibits discrimination on the basis of disability in any program or activity offered by an entity or institution receiving federal funds. Section 504 states (as amended):

No otherwise qualified person with a disability in the United States...shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance.

Under Section 504, institutions were required to appoint and maintain at least one person to coordinate its efforts to comply with the requirements of Section 504. Individuals working in Disability Services have the ongoing responsibility of assuring that the institution/agency/ organization practices nondiscrimination on the basis of disability and should be included in any grievance procedures developed to address possible instances of discrimination brought against the institution. At Anoka-Ramsey Community College, the established office is the Office for Students with Disabilities.

The Americans with Disability Act (ADA)

The Americans with Disabilities Act (ADA) is a federal civil rights statute that prohibits discrimination against people with disabilities. There are four main sections of the law: employment, government, public accommodations, and telecommunications. The ADA provides additional protection for persons with disabilities in conjunction with the Rehabilitation Act of 1973. The ADA is designed to remove barriers which prevent qualified individuals with disabilities from enjoying the same opportunities that are available to persons without disabilities.

Postsecondary institutions are covered in many ways under the ADA. Employment is addressed by Title I, and Title II addresses accessibility provided by public entities. Accessibility provided by private entities is addressed in Title III, and Title IV addresses telecommunications. Miscellaneous items are included in Title V.

Amendments to the ADA, which took effect January 1, 2009, clarify who is covered by the law's protections. The ADAAA revises the definition of "disability" to more broadly include impairments that substantially limit a major life activity. The amendment also states that mitigating measures, including assistive devices, auxiliary aids, accommodations, medical therapies, and supplies have no bearing in determining whether a disability qualifies under the law.

The ADA in Relation to Section 504 of the Rehabilitation Act

Institutions that receive federal funds (such as Anoka-Ramsey Community College) are covered under Section 504. The ADA does not supplant Section 504 but the ADA standards apply in those situations where the ADA provides greater protection. Therefore, postsecondary institutions must adhere to both the Rehabilitation Act and the Americans with Disabilities Act.

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:

[ADA Q & A: Section 504 & Postsecondary Education](#)

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.

COMPLAINT OR GRIEVANCE PROCEDURE

[Access and Accommodations for Individuals with Disabilities Policy](#)

The Office for Students with Disabilities is committed to ensuring access and supporting student success. The Anoka-Ramsey Community College Policy regarding Access and Accommodation for Individuals with Disabilities is available online at:

[Access and Accommodations for Individuals with Disabilities 1B.4 Policy](#)

Student Complaints

Students who are concerned about program access or accommodations should discuss these issues with the OSD Director or Coordinator.

If you feel your concerns have not been resolved adequately after meeting with the OSD staff, you may choose to follow the complaint/grievance process listed on our website:

[Student Complaint Procedure 3F.2/11 Policy](#)

The Student Complaint/Grievance form is available online at:

[Student Complaint Form](#)

[Equal Opportunity and Non-Discrimination in Employment and Education Policy](#)

A student may also contact the Dean of Student Services to file a complaint of discrimination under the college's non-discrimination policy, which can be found at:

[Equal Opportunity and Non-Discrimination 1B.1 Policy](#)

REFERENCES AND RESOURCES

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

U.S. Department of Justice, Civil Rights Division, Disability Rights Section, Service Animals. [ADA and Service Animals](#)

Americans with Disabilities Act (1990, 2008)
[Americans with Disabilities Act document](#)

Section 504 of the Rehabilitation Act (1973)
[Section 504 Document](#)

Section 508 of the Rehabilitation Act
[Section 508 Document](#)

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

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

Lancaster, Sean and Mellard, Daryl
Individual Accessibility Accommodations Advocacy Model
University of Kansas, Center for Research on Learning, Lawrence, KS

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

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