PURPOSE OF THIS POLICY

Colorado State University strives to provide equally effective access to its programs, services and benefits for everyone. CSU complies with Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008 (ADAAA), the Fair Housing Act (FHA), and the Colorado Anti-Discrimination Act (CADA). CSU does not discriminate on the basis of disability in the areas of education, including academic and extra-curricular activities, employment, public accommodations and services. The purpose of this policy is to establish the requirements and methods of compliance with these laws.

APPLICATION OF THIS POLICY

This policy applies to all colleges, departments and other units of CSU and all faculty, staff, other employees and students of the University.

POLICY STATEMENT

Colorado State University (CSU) complies with Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) and the ADA Amendments Act.
(ADAAA). CSU does not discriminate on the basis of disability in the areas of education, employment, public accommodations and services.

The Rehabilitation Act, the ADA and the ADAAA were designed to provide a clear and comprehensive national mandate for the elimination of discrimination against persons with disabilities, to provide enforceable standards addressing discrimination, and to ensure that the federal government plays a central role in enforcing these standards. The Director of the Office of Equal Opportunity (OEO) is responsible for the coordination of University compliance with the ADA.

**POLICY PROVISIONS**

A—Accommodations for Employees with Disabilities

If you are an employee at Colorado State University and would like to request reasonable accommodation(s), please contact the OEO at (970) 491-5836 to arrange a meeting. During this meeting, the OEO will review what it means to meet the definition of disability under the ADA and the ADAAA, what documentation is needed by the OEO in order to make an individualized assessment of your situation, and possible accommodation ideas.

You may complete these forms prior to meeting or they can be provided to you when you come to the Office of Equal Opportunity:

- **Reasonable Accommodation Request Form** to be filled out by the employee
- **Health Care Provider Evaluation Form** to be filled out by the health care provider

In the event that OEO needs to speak directly with or obtain additional documentation, information or records from a health care provider, the employee may fill out the **Authorization for Use, Disclosure or Release of Protected Health Information and Medical Records Form** authorizing such correspondence.

**DEFINITIONS USED IN THIS POLICY**

**Individual/Definition of Disability**

An individual with a disability as defined by the Rehabilitation Act, the ADA and ADAAA is a person who:

1. has a physical or mental impairment that substantially limits one or more major life activities; or,
2. has a record of such impairment; or,
3. is regarded as having such an impairment.

Three factors are considered to determine whether a person’s impairment substantially limits a major life activity:

1. the nature and the frequency of the impairment;
2. b. the expected duration of the impairment; and,
3. c. the permanency or long-term impact of the impairment.

**Major Life Activities may include:**

- Lifting, sleeping, concentrating, breathing, working, eating, walking, standing, reaching, thinking, reading, bending, hearing, seeing, speaking, learning, sitting, caring for self, interacting with others, performing manual tasks, and communicating.

  Major life activities may also include major bodily functions including immune, hemic, digestive, bowel, bladder, genitourinary, lymphatic, neurological, brain, respiratory, circulatory, endocrine, reproductive, musculoskeletal, cardiovascular, special sense organs/skin, and normal cell growth.

Temporary, non-chronic impairments of short duration, with little or no long-term or permanent impact, are usually not considered to be disabilities. Such impairments may include, but are not limited to, broken limbs, sprained joints, concussions, appendicitis, and influenza. **However, if the temporary, non-chronic impairment significantly impacts the otherwise qualified student’s ability to participate in, and/or benefit from an activity, an accommodation may be necessary on a short-term basis.**

**An individual with a disability who is otherwise qualified is:**

1. An individual who has a substantial impairment and meets the skill, experience, and education requirement of the position held or desired and who can perform the essential functions of the position with or without reasonable accommodations; and/or.

2. An individual who has a substantial impairment and meets the requirements needed to participate in, and benefit from, an educational activity or other university sponsored program.

**Reasonable Accommodations**

Reasonable accommodations for employees include any modification, adjustment or accommodation to a job, practice, policy, or the work environment that enables the employee to perform the essential functions of their position without creating undue hardship for the institution or employer.

Reasonable accommodations for employees may include, but are not limited to:

- acquiring or modifying equipment, or devices, or common practices and procedures;
- providing qualified readers or interpreters or assistive technology;
- job restructuring, modifying work schedules, reassigning to a vacant position, extending deadlines; and
· making existing facilities readily accessible to and usable by persons with disabilities.

Reasonable accommodations for otherwise qualified students include any modification, adjustment or accommodation that may be made without altering the essential function of a course, program of study, or other opportunity to participate in or benefit from it.

Reasonable accommodations for students may include, but are not limited to:

- Provision of auxiliary aids (e.g., sign language interpreters, assistive technology, readers, scribes, etc.)
- Adjustment in academic policies and procedures (e.g., extension in timelines, alternative methods to assess knowledge, substitution of non-essential requirements)

Interactive Process

The process for determining if an employee has a disability and whether there are reasonable accommodations that can be implemented is called the interactive process. It begins with essentially is a conversation between the employee and their supervisor, often facilitated by the Office of Equal Opportunity (OEO). For students, the interactive process begins when a student self-identifies to the Student Disability Center and meets with one of its accommodation specialists.

POLICY STATEMENT

The Rehabilitation Act, the ADA and the ADAAA were designed to provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities, to provide enforceable standards addressing discrimination, and to ensure that the federal government plays a central role in enforcing these standards. CSU is committed to inclusivity and to upholding these federal and state law mandates to accommodate individuals with disabilities in all aspects of their experience at CSU. CSU does not discriminate on the basis of disability in any area for which a student or other individual with a disability is otherwise qualified to participate.

The Director of the Office of Equal Opportunity (OEO) is responsible for the overall coordination of university compliance with the mandates for non-discrimination as it pertains to individuals with disabilities. The Student Disability Center (SDC) coordinates all requests for reasonable accommodations for students with disabilities.

POLICY PROVISIONS

A. Accommodations for Employees with Disabilities

1. Requesting Accommodations

If you are an employee at Colorado State University and would like to request reasonable accommodations, please contact the OEO at (970) 491-5836 to arrange a meeting. During
this meeting, the OEO will review what it means to meet the definition of disability under the ADA and the ADAAA, what documentation is needed by the OEO in order to make an individualized assessment of your situation, and possible accommodation ideas.

You may complete these forms prior to meeting, or they can be provided to you when you come to the Office of Equal Opportunity:

- Reasonable Accommodation Request Form to be filled out by the employee
- Health Care Provider Evaluation Form to be filled out by the health care provider

In the event that OEO needs to speak directly with or obtain additional documentation, information or records from a health care provider, the employee may fill out the Authorization for Use, Disclosure or Release of Protected Health Information and Medical Records Form authorizing such correspondence.

2. Reasonable Accommodation Requests

Employees seeking a reasonable accommodation may either be referred to the OEO by their supervisor or contact the OEO directly. In either instance, employees should call 491-5836 to set up a time to meet with the OEO. During this meeting, the OEO staff will further discuss the assessment and accommodation process and any required documentation needed from the employee.

Once all required documentation is received, the OEO will determine if the physical/mental impairment qualifies as a disability. If so, both the employee and supervisor will be notified in writing that they may begin the process to determine reasonable accommodations. The OEO can assist with the determination of reasonable accommodations should either party wish.

The OEO shall be informed of the agreed-upon reasonable accommodations, and record of such accommodations will be kept on file with the OEO.

3. Confidentiality

All employee medical information is kept confidential. Medical information is collected and kept in separate medical files with the following exceptions:

1.a. supervisors may be informed of necessary restrictions on the work or duties of an employee and accommodations necessary for the employee; or,

2.b. _____ first aid and safety personnel may be informed, when appropriate, if the disability might require emergency treatment or if any specific procedures are needed in the case of fire or other evacuation; and/or,

3.c. government officials who are investigating compliance with the ADA and the ADAAA and other federal and state laws prohibiting discrimination on the basis of disability may be provided relevant information upon request.
When supervisors are informed of an employee’s limitations and accommodations, the ADA prohibits the disclosure of the employee’s medical information to other persons, including other employees.

**B. Student Accommodations**

Students who need accommodation in academic programs should contact the Student Disability Center, (970) 491-6385, to initiate the process or visit the SDC website. The website address is: https://disabilitycenter.colostate.edu.

1. **Otherwise Qualified Students with Disabilities**

“Students with disabilities” refers to enrolled students at Colorado State University who are disabled according to federal non-discrimination laws. Disabilities include, but may not be limited to, physical impairments, learning impairments or chronic physical/mental illnesses or conditions.

“Otherwise qualified students with disabilities” are those students who meet the basic requirements of a program or activity. These students cannot be denied access to any program or activity offered or sponsored by the University solely on the basis of a disability. Eligibility criteria that screen out or tend to screen out individuals with disabilities are not allowed unless such criteria are necessary for successful participation in, or benefit from, the program or activity.

2. **Temporary Disabilities**

Temporary, non-chronic impairments or illnesses of short duration, with little or no long-term or permanent impact, are generally not considered disabilities. Students who are deemed to have temporary medical impairments or conditions often work with Case Managers who notify instructors for consideration of a student’s situation.

However, some short-term impairments or illnesses may significantly impact a student’s ability to effectively participate in and/or benefit from a university-sponsored academic or extra-curricular activity. These students may be referred to the Student Disability Center for reasonable accommodations for a limited amount of time. Such impairments may include, but are not limited to, broken limbs, concussions, extended hospitalizations and pregnancy. Reasonable accommodations determined by the SDC are not considered to be at the discretion of the instructor.

3. **Reasonable Accommodations**

The word “reasonable” is part of the legal definition that requires accommodations to be effective but not excessive. They must also be appropriate to the needs of the student related to the student’s disability. Reasonable accommodation refers to adaptations or modifications made to the environment or policies and procedures aimed at reasonably lessening the impact of a disability-related limitation.
Reasonable accommodations, including auxiliary aids and academic adjustments, are required based on federal regulations. Accommodations do not ensure success. Rather, the underlying purpose is to give a student with a disability who is otherwise qualified equitable access to any opportunity, activity or program sponsored by the University. This includes participation in academic majors and/or courses as well as extra-curricular activities and opportunities available to any other student at the University.

The reasonableness of any accommodation is determined based on the intersection of the disability, the task at hand and available resources. Reasonable accommodations are not meant to alter the fundamental nature of a course or program or the essential learning outcomes of a course or program. However, to achieve compliance a reasonable accommodation may require adjustments to how courses or programs are conducted and/or how specific program requirements can be met.

4. Fundamental Alteration

Under the ADAAA, “a public entity must reasonably modify its policies, practices, or procedures to avoid discrimination. If the public entity can demonstrate, however, that the modifications would fundamentally alter the nature of its service, program, or activity, it is not required to make the modification” (ADA Title II Technical Assistance Manual). The federal government has clarified that colleges and universities must ensure:

a. the decision as to whether an accommodation may fundamentally alter an essential course/program objective is made by a group of knowledgeable and trained individuals within the program, **including staff from the disability services office** (OCR No. 01-16-2120; No. 03-14-2248);

b. the group pursues a thoughtful, careful, rational review of the course/program essential objectives and requirements (OCR No. 01-16-2120); and

c. consideration is given to alternatives and modifications that do not fundamentally alter the course/program even if it is not the accommodation originally requested (OCR No. 01-16-2120).

5. Student Accommodation Process

The obligation to participate in the process of providing accommodations is an all-university responsibility. While the process of accommodation begins with the student, the participation of other entities, including the SDC, faculty, and staff, as partners is necessary in achieving compliance.

a. **Student Expectations, Role, and Responsibilities**

*Expectations*

The student is expected:

- To request reasonable accommodations
- To decide whether to use an accommodation or not for each course
• To consider equally effective alternatives to their initial request if the interactive process finds that there is a conflict between the type of accommodation requested and the nature of the activity
• To communicate with the student’s instructors regarding the accommodations, how they will be implemented, and any difficulties or concerns that arise

The student may expect:
• To have their personal information regarding their disability kept confidential
• To not be challenged regarding their need for an accommodation by faculty members
• To have their preference of the type of accommodation considered first before alternatives are provided
• To appeal (see below) any accommodation determination related to the accommodation process

Role

The accommodation process for qualified students with disabilities begins when a student self-identifies as having a disability and requests one through the Student Disability Center (SDC). The student is expected to enter into an individualized interactive process with SDC staff to determine reasonable accommodations and to be part of the implementation process when needed.

Responsibilities

The student is responsible for providing information and documentation regarding their disability/condition and the impact it has on them to SDC.

After the interactive process, accommodation letters are issued by SDC staff to signify that the student has submitted sufficient information to verify the student meets the definition of being disabled and is eligible for the accommodation. The student is responsible for delivering accommodation letters issued by the SDC to their instructors, or requesting SDC to do so.

Beyond the first semester receiving accommodations, a student may request accommodations for subsequent semesters via the SDC website.

Students are encouraged to meet with SDC staff at the beginning of the semester; however, they may choose to identify as having a disability at any time during their enrollment and attendance at the University. Notification of the need for an accommodation must be done in a timely manner in order to enter into an interactive process and to arrange for appropriate auxiliary aids or adjustments. Once a student has identified as needing accommodations, the University’s obligation to respond to the request for accommodations...
begins. Reasonable accommodations are not retroactive, meaning that accommodations are generally approved for the present and moving forward, not applied to the past.

Students are expected to notify the SDC when accommodations are not working effectively or are not being implemented according to a student’s need. Students may appeal any determination regarding a reasonable accommodation through the established process:

- The student informs the SDC Accommodation Specialist or the SDC Director that they wish to appeal a determination.
- The student provides SDC with a written statement of the reasons for the appeal.
- The Director and/or the Assistant Director of Access and Accommodations will interview the student and all relevant personnel involved.
- The Director will determine the outcome and relate it to the student in writing.

b. Student Disability Center Expectations, Role and Responsibilities

Expectations

The Student Disability Center is expected:

- To determine whether a student is eligible for accommodations through an interactive process
- To ask for information from the student regarding the nature and impact of their disability/condition
- To ask for verifying documentation of a student’s disability/condition
- To determine and recommend appropriate and reasonable accommodations for a student
- To enter into an interactive process with a student, staff and/or faculty to ensure accommodations are appropriate and implemented

Role

The Student Disability Center (SDC) is the primary unit on campus to work with students who request accommodations. The SDC plays a critical role in assessing and determining the need for accommodations and recommending appropriate and reasonable accommodations for individual students through an interactive process with the student, faculty member, and other entities when needed.

The SDC assesses the need for accommodations based on the information provided by the student, including verifying documentation of the disability/condition. After an interactive process with the student, accommodations are determined based on the type of disability/condition, the impact the disability/condition has on the student, and the nature of the activities for which the accommodations are needed. SDC staff recommend accommodations and other resources that would be appropriate to a student’s situation.
SDC staff then issue Accommodation Letters that outline the recommended accommodations to be given to the student to give to their instructors. SDC staff may send the letters directly to instructors if needed at the request of the student.

Responsibilities

The SDC staff will refer students to other resources on campus that may be beneficial as support for the student, including assistive technology or tutoring. Reasonable accommodations and other resources are at the discretion of the student as to whether they will be utilized.

SDC staff are partners with faculty and staff in the accommodative process. When recommended accommodations do not seem to be appropriate for a given course or activity, SDC staff must be notified by the faculty member, the student or others involved in the implementation so that an interactive process can occur to consider other options for effective accommodations. Faculty are responsible for notifying SDC of any such concerns of which they are aware, rather than asking or expecting the student to do so.

Examples of accommodations that may be provided include, but are not limited to:

- Accessible text – to format text into auditory or tactile formats
- Sign Language interpreters – normally two per course or other activity
- Class Transcribers – to transcribe extensive notes for lectures
- Transportation – via an electric cart and accessible van (limited to on campus only)
- Alternative Testing – to provide individualized testing environments outside of class
- Note taking support – coordination of volunteer note takers and paid note takers

c. Faculty Expectations, Roles and Responsibilities

Expectations

Faculty are expected:

- To determine learning outcomes and academic standards for their courses/program of study
- To determine course content and how it will be taught
- To maintain high standards of performance for all students
- To award grades appropriate to the level of a student’s demonstration of meeting learning objectives and/or mastery of the material
- To fail a student who does not perform to passing standards
- To contact the SDC if there are questions about the appropriateness of a given accommodation for a particular course
- To practice open communication including confirming a student’s request for accommodation and asking for clarification about a specific accommodation with SDC
- To deny a request for accommodation if a student has not been approved by the SDC for the accommodation

**Role**

Federal mandates mean the role faculty play is an essential part of the process. The role they play in the accommodation process is a collaborative one with the SDC and with the student. Many of the accommodations needed by students involve faculty participation in order to be effective. The following are some aspects of this type of collaboration:

- **Learning Outcomes:** Ensuring effective access for students with disabilities/conditions.
- **Syllabus Statement:** Ensuring students are welcome to bring forth their accommodation requests.
- **Confidentiality:** Ensuring the information shared by the student regarding their disability/condition is kept confidential from others.
- **Accommodations:** Determining alternative accommodations that give equitable access to an academic activity.
- **Fundamental Alteration:** Determining what is and is not a fundamental alteration of a course and/or program in consultation with SDC.

Under the law, faculty cannot refuse to provide an approved accommodation for a student with a disability as specified by the SDC. Nor can faculty have access to a student’s documentation verifying the disability. However, faculty may determine that an accommodation does not fit the nature of a given course or activity, and work with the SDC and the student in the interactive process to adjust accommodations. SDC makes the final determination as to reasonable accommodations for a student.

**Responsibilities**

Under the law, faculty are required to provide appropriate and reasonable accommodations for students who have disabilities/conditions that have been verified by the SDC. Faculty are responsible for referring students to the SDC if the student requests an accommodation but does not have an accommodation letter from the SDC.

It is important to consider the timeliness of an accommodation after a request is made. A delay in providing an accommodation puts the student at a disadvantage in participating in or benefiting from an activity. If an accommodation request is questioned, faculty are responsible for contacting the SDC to engage in an interactive process. However, the accommodation must be provided while the interactive process takes place.

Faculty are responsible for evaluating students based on their abilities rather than the manifestations of their disabilities. It may be necessary to consider other aspects of a course or program that may be modified to provide equitable access for a student to be able to participate in or benefit from the course or program. In certain situations, reasonable accommodations may require modification of standard classroom practices.
The following are examples of accommodations that may be necessary to ensure equal and effective access to participate in, or benefit from, an educational activity:

- Provide a copy of an exam to the SDC where the student can receive the accommodation needed (e.g., extra time, less distracting environment, assistive technology, etc.).
- Provide alternative ways to fulfill course requirements and to meet learning outcomes.
- Allow assistive technology such as audio recorders, electronic note-takers, and laptop computers to be used in the classroom.
- Modify attendance requirements and/or assignment deadlines (unless these are fundamental components of the structure of the course. See Fundamental Alteration.)
- Share copies of PowerPoints and/or other lecture notes. Ensure that the provided documents are accessible to screen readers for those who are visually impaired.
- Consider alternative ways of assessing students that allow for the student’s academic abilities to be measured and not their disabilities.
- Relocate a classroom that is not wheelchair accessible if a student with a mobility impairment is enrolled in the course.
- Employ principles of universal design when designing courses.

d. Staff Expectations, Roles, and Responsibilities

Expectations

Staff have the expectations:

- To develop and implement programs and/or activities for students
- To determine the essential criteria for participation in programs and/or activities for students
- To restrict participation in programs and/or activities to those who are otherwise qualified for a program or activity
- To hold all students to the student code of conduct and to implement appropriate consequences for infractions of the student code of conduct
- To implement sanctions for any student related to behavior that is inappropriate for a program and/or activity
- To create an environment that encapsulates the University's Principles of Community

Roles

Staff play critical roles in providing opportunities for otherwise qualified students with disabilities/conditions to participate in, and benefit from, programs and activities that are
Whether developing or implementing a program and/or activity, staff need to prepare for students who may not be able to participate in, or benefit from, the program and/or activity without appropriate accommodations. Prior planning of programs and/or activities is critical to ensure otherwise qualified students with disabilities/conditions are welcome to participate in, or benefit from, the program and/or activity.

**Responsibilities**

Staff responsible for developing and/or implementing programs and/or activities for students need to consider how to provide equal or equitable opportunities for students with disabilities/conditions so they are able to participate in, and/or benefit from the program and/or activity. When planning certain events, budget considerations will need to be made for any costs that may be related to providing appropriate accommodations. All opportunities should be designed to integrate students with disabilities/conditions with their nondisabled peers and provide the same roles or positions offered to their nondisabled peers. Aspects that need to be considered include, but are not limited to:

- **Recruitment** – Efforts should be made to include students with disabilities/conditions in all recruitment materials. Promotional materials should indicate students with disabilities/conditions are welcome. (Note: depicting someone with an apparent disability at least once may indicate an openness for students with disabilities/conditions but may not be enough.)

- **Advertisement** – Indicate whether a program is physically accessible and/or who to contact if accommodations will be needed (e.g., sign language interpreters). If using on-line systems for advertising, content should be formatted to be accessible to screen readers for those who are visually impaired and any video should be appropriately captioned for those who are hearing impaired. (Note: YouTube captioning is not enough.)

- **Participation** – Access to participation may require consideration of specific accommodations, such as wheelchair access, sign language interpreting, and assistance in navigating through certain activities. Indicate a direct contact for students to ask for assistance. Handouts that are given to participants need to be available in different formats (e.g., large print, auditory, braille).

- **Language** – How one refers to students with disabilities/conditions is important. Referring to participants “with all abilities” does not necessarily convey to students with disabilities/conditions that they are considered, since accommodations are for those with disabilities/conditions. Using a phrase that includes the word “disability” (e.g., with all abilities and disabilities) is more inclusive and conveys an openness to those who may need accommodations.

Staff are encouraged to contact the SDC as early as possible if there are concerns related to providing access for students with disabilities/conditions who are otherwise qualified to...
participate in, and/or benefit from any program or activity open to students. SDC can assist in determining what might be needed and the associated costs so that those developing programs and activities can plan accordingly. While SDC is willing to collaborate with university staff on accommodating students, it is up to each individual unit of the university to cover any of the costs that might be needed for the accommodation.

6. Accessible Materials:

Equal or equitable access to class materials often requires a joint effort on behalf of the faculty and SDC. Print material, either in hard copy or digital, must be made accessible in order to provide effective access.

Access to print material can be facilitated when faculty do it themselves. The Assistive Technology Resource Center provides instruction to creating accessible digital copy. See https://accessibility.colostate.edu/ for more information. Other print material can be converted to auditory or tactile formats through SDC. However, a copy of the print material is needed in a timely manner so the material can be delivered to the student without much delay.

7. Learning Outcomes

While determining essential or fundamental learning outcomes for a course/program is a primary responsibility of faculty, ensuring effective access for students with disabilities requires an interactive process to determine how best to be in compliance with non-discriminatory mandates. As noted in Fundamental Alteration, the process requires a group discussion that involves those who are most knowledgeable about the purpose of a course/program and those most knowledgeable about the needs of students with disabilities (i.e., SDC staff). SDC staff are always available to serve as a resource for faculty seeking assistance in providing reasonable accommodations to students.

8. Syllabus Statement

While the process of providing reasonable accommodations begins when the student requests them, it is an instructor’s responsibility to ensure that the learning environment is accessible and welcoming of that request. Instructors should include a statement on their syllabus which directs students with disabilities to the steps they need to take to receive classroom accommodations. The following is a sample statement:

If you are a student who will need accommodations in this class due to a disability or chronic health condition, I will need an accommodation letter from the Student Disability Center (SDC) before they are implemented. Please meet with me during my office hours to give me the letter and/or to further discuss your needs.

If you do not already have these letters, please contact the SDC as soon as possible to initiate the accommodation process. The SDC is located in room 121 of the TILT building. Contact them at 970-491-6385 or visit www.disabilitycenter.colostate.edu
9. Confidentiality

Confidentiality in the student accommodation process must be maintained by all parties. Disclosure of the type of disability is a personal choice and may be freely shared with faculty by the student but asking for that personal information is not allowed. Nor is asking for any information from the student that would further disclose such personal data beyond what is shared in an SDC accommodation letter. Accommodation letters should be filed in a secure place, and faculty should refrain from discussing students’ disabilities and necessary accommodations in the hearing of fellow students or others who do not have an “educational need to know.”

10. Fairness

Often faculty may feel that giving a student something extra is unfair to other students. However, not all students have a disability/condition that puts them at a disadvantage in an educational environment designed for an “average” student. Students with impairments and/or chronic illnesses/health conditions have the intellectual capability to succeed as demonstrated by meeting the qualifications for admission. But meeting the expectations of arbitrary practices created for the “average” student may not be as easily attainable. Therefore, it is inherently unfair to judge a person’s capability on whether or not they are able to do certain things the same way everyone else does.

11. Complaint Procedures

An individual with a disability who believes their disability is not being accommodated or who has experienced discrimination or harassment on the basis of disability should contact the Office of Equal Opportunity and also may file a complaint with the Office of Equal Opportunity, the U.S. Department of Education, Office for Civil Rights, or the U.S. Equal Employment Opportunity Commission. An individual may file a complaint with the Office of Equal Opportunity, the U.S. Department of Education, Office for Civil Rights, or the U.S. Equal Employment Opportunity Commission.

ADDITIONAL RESOURCES

ADA Home Page-Federal Government Resources http://www.ada.gov/

Bazelon Center for Mental Health Law http://www.bazelon.org/


Disability Resources on the Internet http://disabledresourceservices.org/services/
The Rocky Mountain Disability & Business Technical Assistance Center
http://www.adainformation.org/

Job Accommodation Network
http://askjan.org/

Federal Government Website for Comprehensive Information on Disability Programs and Services in Communities Nationwide
http://www.disability.gov/

National Center on Accessibility
http://www.ncaonline.org/

National Council on Disability
http://www.ncd.gov/

Office of Disability Employment Policy (ODEP)
http://www.dol.gov/odep/

United States Access Board
http://www.access-board.gov/

Web Accessibility In Mind (WebAIM)
http://webaim.org/

World Wide Web Consortium (W3C) Web Accessibility Initiative (WAI)
http://www.w3.org/WAI/