

## Welcome to the Disability Resource Center

### WELCOME!

The Disability Resource Center (DRC) promotes access and equity for all students, faculty, staff, and guests of the University of Minnesota, Morris. Our mission is **Facilitating Access**, and our goal is to maintain an environment in which everyone is treated in a respectful manner.

### INSTRUCTIONS:

This Welcome Packet contains important information about registering with our office. It also contains information about how we facilitate reasonable access by collaborating with you and your instructors. It contains essential information, so please take a few minutes to read it.

This packet also contains your registration forms; please fill in the requested information and either scan/email, fax, or hand carry them with you when you come to the DRC. Completing the forms in advance will help us use our meeting time more efficiently. We can fill out the forms during our meeting if they are not completed beforehand. The forms are at the end of this packet.

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## Working With the Disability Resource Center

### Students eligible for services

Current and prospective University of Minnesota, Morris students with disability or health conditions may be eligible for accommodations and services. A disability is defined as a physical or mental impairment that **substantially** limits one or more major life activities—including, but not limited to—caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, working, and operation of a major bodily function. **ADA 1990; ADA 2008**

#### **a) Accommodations**

The University of Minnesota, Morris has identified the Disability Resource Center as the office to determine and facilitate reasonable accommodations. A reasonable accommodation is a modification to a course, program, service, activity or facility that eliminates or minimizes disability barriers to allow equitable access. The staff member in the DRC who works individually with students is the coordinator.

#### **b) Providing services to students**

Students are encouraged to contact the DRC as early as possible to discuss reasonable accommodations or services. The DRC coordinator and students will discuss how the disability affects academics and student life. The primary responsibility of the coordinator is to determine students' eligibility for services and to facilitate the process of identifying appropriate and reasonable accommodations. The coordinator will also assist students with obtaining appropriate documentation.

#### **c) Personal History of Impact**

The student's own experience or personal history of disability is a primary focus in the process of determining accommodations. In the first appointment, the coordinator will ask the student to describe disability-related barriers they experienced in the past and current impacts. The coordinator will also explore strategies and accommodations the student used in other educational settings. Additionally, the coordinator may ask the student to provide documentation to understand their disability condition better. We ask the student to set up a phone or in-person meeting with the coordinator any time their situation changes.

### Appointments

To schedule a private and confidential appointment with the coordinator, students should call the DRC at 320-589-6178. We will ask students to identify the disability or health condition for which they are seeking services.

## Interactive Process

The DRC coordinator will engage in an interactive process to determine reasonable and appropriate accommodations with

- The student, who will describe their history of disability and any previous experience using accommodations and provide documentation of their disability or health condition.
- The faculty, who will provide information about essential academic requirements that apply to all students in a course or program.

While students may have recommendations for preferred accommodations, the coordinator is responsible for engaging in an interactive process with the student and instructor(s) to determine appropriate and reasonable accommodations in each academic environment. Accommodations are appropriate when they address disability-related barriers and provide needed access. Accommodations are reasonable when they meet these four criteria:

- Do not compromise essential requirement of a course, program, job, activity or facility or fundamentally alter the course of the program.
- Do not cause undue administrative or financial hardship.
- Do not compromise safety of the student or others.

The DRC coordinator will work with the student and their instructors to determine if an accommodation is reasonable. Accommodation decisions are made on a case-by-case basis and consider the student's strengths, limitations, and nature of the classes selected. For example, some accommodations may be useful in a classroom setting, while others are useful in a laboratory setting.

Disability or health conditions and documentation about those conditions are confidential information. Accommodations are not confidential. The DRC may share limited disability information with other University of Minnesota, Morris personnel on a need-to-know basis. Student files will only be released to the student or others outside the University with written consent.

The DRC coordinator recommends accommodations and provides a letter for each of the student's instructors. The student is responsible for delivering the letters and discussing with each instructor how to implement accommodations in each course. The coordinator can assist the student in preparing to talk with instructors about how to implement accommodations. If the student has questions or concerns about implementing them in any class, they should contact the DRC coordinator. Each semester, students are expected to contact the DRC coordinator to indicate their desire to continue receiving accommodations and to identify their registered courses. An accommodation letter is only effective during the term(s) stated on the letter and begins on the date the instructor receives it. Accommodations are not retroactive.

If an instructor has questions or concerns about accommodations, he/she should contact the DRC coordinator. In some cases, instructors need clarification about the intent of the accommodation. In other cases, the instructor and the coordinator may need to discuss specific intentions or the integrity of the curriculum. Sometimes the original accommodations need to be modified.

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## Documentation

Documentation is confidential information from an appropriately qualified health or other service professional who is knowledgeable about the student's condition. This professional might be a therapist, doctor, rehabilitation counselor, audiologist, nurse practitioner, or mobility specialist. Documentation can vary in length and format, but should focus on the ways the condition currently affects the student—especially in an academic environment. Here are some examples of useful documentation:

- Psycho-educational evaluation
- Neuropsychological assessment
- Individualized Educational Plan (IEP)
- 504 Plan
- Vocational assessment
- Information on previous use of accommodations
- Statement from health or other service professional
- Mobility assessment

The DRC coordinator uses documentation to better understand a student's experience of their condition, identify impacts in an academic setting, and make informed decisions to determine reasonable and appropriate accommodations.

When additional information is needed to determine accommodations, the DRC coordinator can help the student obtain what is necessary, which may require the student to sign a release of information for current providers. If the student is not working with a provider, the coordinator can provide referral information to the student. Students are responsible for the cost of assessments and appointments with providers.

Most health care professionals provide documentation letters at no charge. If this is not the case, the student is responsible for the cost of documentation.

## Rights and Responsibilities

### **Rights and Responsibilities of People with Disabilities Regarding Access to the University of Minnesota**

#### *Rights to*

- an equitable opportunity to participate in and benefit from employment, courses, programs, services and activities offered through the University;
- an equitable opportunity to work and to learn, and to receive reasonable accommodations, academic adjustments and/or auxiliary aids and services;
- appropriate confidentiality of all information regarding their disability/health condition and to choose to whom, outside of the University, information about their disability will be disclosed, except as required/permitted by law;
- information reasonably available in accessible formats.

### *Responsibilities to*

- meet qualifications and maintain essential institutional standards for courses, services and activities;
- self-identify as an individual with a disability/health condition in a timely manner when an accommodation is needed, and seek information, counsel, and assistance as necessary;
- provide documentation from an appropriate professional which describes how the health condition or disability impacts their participation in courses, programs, services, or activities;
- abide by the University of Minnesota Student Conduct Code ([Student Conduct Code](#)).

## **Rights & Responsibilities of the University of Minnesota, Morris Regarding Disability Access**

### *Rights to*

- evaluate students and identify and establish essential functions, abilities, skills, and knowledge for their courses, programs, services, and activities;
- request and receive, through the Disability Resource Center, current documentation that supports requests for reasonable accommodations, academic adjustments, and/or auxiliary services;
- deny a request for reasonable accommodations, academic adjustments, and/or auxiliary services if the documentation demonstrates that they are not warranted or if the individual fails to provide appropriate documentation;
- select among equally effective reasonable accommodations, adjustments, and/or auxiliary services;
- refuse an unreasonable accommodation, adjustment, and/or auxiliary services or one that imposes an undue hardship or fundamental alteration on a program or activity of the University.

### *Responsibilities to*

- provide information in accessible formats to students and guests with disabilities in a reasonable time upon receiving the request;
- ensure that courses, programs, services, and activities, when viewed in their entirety, are available and usable as broadly as possible;
- provide or arrange reasonable accommodations, academic adjustments, and/or auxiliary services in a timely manner for students and guests with disabilities in courses, programs, services, facilities, and activities;
- maintain appropriate confidentiality of records and communication, except as permitted/required by law.

## **Grievance Process**

If a student would like to address concerns about DRC services, they can follow the process outlined below.

1. Discuss concerns directly with the DRC coordinator if possible.
2. If concerns persist, speak with the Director for the Office of Academic Success.
3. If a student believes they have been discriminated against because of disability, consult with the University of Minnesota, Morris Office of Human Resources/Equal Opportunity and Affirmative Action by calling (320)589-6024. The office is located in 201 Behmler Hall, 600 East 4th Street, Morris, MN 56267  
[www.morris.umn.edu/services/hr/EqualOpportunity.html](http://www.morris.umn.edu/services/hr/EqualOpportunity.html)

## Registration Agreement

### **Disability Resource Center Registration**

1. I understand that I am registering for services from the Disability Resource Center at the University of Minnesota, Morris and that I may be eligible for services such as information, referral, reasonable accommodations, and/or other individualized services that may be needed for access to student employment, courses, activities, programs, services, or facilities.
  - I understand that the University needs information about health or disability impacts to provide services and to conduct reporting and research functions. These data are classified by condition and do not include personally identifiable information.
  - I understand that as a user of the Disability Resource Center, I am responsible for reviewing the rights and responsibilities pertaining to disability access (see Disability Resource Center Welcome Packet).
  - I understand that the Disability Resource Center employs an interactive process to determine eligibility for services and potential accommodations, and foremost in this process is a thorough self-report of personal impact. However, I also understand that services or accommodations are best identified when the Disability Resource Center coordinator is able to review current impact information described by a service provider who is qualified to describe or diagnose a disability or significant medical condition.
2. I understand that if I request the Disability Resource Center to facilitate accommodations on my behalf, they may need to consult with other University personnel and may share information about the impacts of my condition as necessary.
3. I have been given a copy of the Disability Resource Center Welcome Packet, and agree that I am responsible for understanding and following its provisions.

**Name (print)** \_\_\_\_\_

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Disability Resource Center** \_\_\_\_\_ **Date** \_\_\_\_\_

## Confidentiality and Release of Information

### **Disability Resource Center Confidentiality and Release of Information Policies**

The Disability Resource Center collects information to assist in determining reasonable accommodations for students of the University of Minnesota, Morris and is committed to following legal guidance in maintaining and protecting the confidentiality of this information. The information may include biographical history, health or disability information, assessment data, grades, performance reviews, and case notes. The intent of this document is to inform you of the Disability Resource Center's policies with regard to confidentiality and the release of this information. These policies incorporate relevant state and federal regulations, guidelines established by relevant professional associations, and the University Board of Regents' policies on managing personal information.

1. Only Disability Resource Center staff has automatic access to files. Any information gathered to determine the existence of a disability and reasonable accommodations will be considered highly confidential and will be shared with others within the institution on a need-to-know basis only. For example, University faculty and staff do not need access to diagnostic information regarding an individual's health or disability condition. However, they may need to know an individual's functional limitations and what accommodations are necessary/appropriate to meet the individual's disability/health-related needs. All health/disability-related information will be sent to and filed with the Disability Resource Center in order to protect confidentiality by limiting access to that information.
2. Information in files will not be released except in accordance with federal and state law, which require release in circumstances in which an individual:
  - states they intend to harm themselves or another person(s);
  - reports or describes any physical abuse, neglect, or sexual abuse of children or vulnerable adults within the last three years (this includes the occurrence of abuse or neglect to the individual if they were under age 18 at the time of the abuse);
  - reports the use of an illegal drug for non-medical purpose during pregnancy; or
  - reports or describes sexual exploitation by counseling or health-care professionals.
3. An individual's file may be required to be released in response to a court order or subpoena.
4. An individual may give written authorization for the release of information when they wish to share it with others. Before giving such authorization, the individual should satisfy themselves that the information is necessary to share, that they understand the contents of the information being released, and that providing this information is in their best interest.
5. The Disability Resource Center may charge a reasonable fee for costs incurred related to release of information.
6. The Disability Resource Center will retain a copy of all information provided. If an individual wishes to have a record expunged, they must make a written request to the Director, who will make a decision whether it is necessary for the Disability Resource Center to retain the record.
7. The Disability Resource Center may communicate or share health/disability information on a need-to-know basis as necessary to provide reasonable accommodations.

I agree that I have reviewed, understand, and agree to the above information.

**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**If under 18 years of age,  
Signature of Parent/Guardian** \_\_\_\_\_

**Date** \_\_\_\_\_

## Application for Services and Accommodations

### Demographic Information:

<b>Name:</b>		<b>Date:</b>	
<b>Student ID</b>		<b>University email:</b>	
<b>Date of Birth:</b>		<b>Gender:</b>	
<b>On Campus Residence:</b>	<b>Room/Apt. Number</b>	<b>Campus P.O. Box:</b>	
<b>Off Campus Address: Street:</b>	<b>City:</b>	<b>Zip Code:</b>	
<b>Permanent Home Address: Street:</b>	<b>City:</b>	<b>Zip Code:</b>	
<b>Cell Phone:</b>		<b>Home Phone:</b>	
<b>Military Veteran: Yes</b> _____ <b>No</b> _____			
<b>Major:</b> _____		<b>Adviser:</b> _____	
<b>Status</b> ( <i>circle one</i> )    1 <sup>st</sup> Year(Freshman)    2 <sup>nd</sup> Year(Sophomore)    3 <sup>rd</sup> Year(Junior)    4 <sup>th</sup> + Year(Senior)			
High School Student(PSEO or College in the Schools)		Recently admitted freshman	
Transfer student (indicate year in school) _____			
Non-degree student			
<b>Grade point average:</b>	<b>Number of credits to date:</b>	<b>Anticipated graduation date:</b>	
<b>Vocational Rehabilitation Services &amp; State Services for the Blind Information:</b>			
<b>VRS/SSB Client: Yes</b> _____ <b>No</b> _____		<b>VRS/SSB Counselor:</b> _____	
<b>Office/Location:</b> _____		<b>Phone:</b> _____ / _____ - _____	
<b>Email:</b> _____			

## Accommodation Request(s):

### Current Academic Year:

Semester:(check semester and add year)    Fall\_\_\_\_    Spring\_\_\_\_    Year\_\_\_\_\_

### I am requesting *(check all that apply)*

- Academic Accommodations (classroom, test-taking, books, etc.)
- On/Off-Campus Housing Accommodation
- Campus Accessibility (e.g. doorways, elevators, lighting, etc.)
- Service/Assistance Animals
- Dining Services

### Please describe the services you are interested in requesting:

Please describe the services you have received in the past (i.e.; Special Education services, Section 504 plan, Vocational Rehabilitation Services, accommodations for testing, classroom accommodations specific to your disability, etc.):

## Diagnostic Information:

1. Please identify any disorder(s) or impairment(s) with which you have been diagnosed:
  
2. Please identify any other condition(s) which impacts your academic learning in school:

Current medical, counselors, educational, clinical specialist you are seeing.

**(Please provide detailed contact information for your specialist. If there are multiple providers, list additional ones on the Additional Information portion on the next page)**

Name of Specialist: \_\_\_\_\_

Name of Facility: \_\_\_\_\_

Phone: \_\_\_\_\_                      Fax: \_\_\_\_\_

Email: \_\_\_\_\_

## Functional Limitations:

*Please check any of the major life activities, listed below, that you believe are affected/impacted as a result of your diagnosed condition. Please indicate the level of limitation you believe you experience as a result of the condition. Please explain any areas checked in the additional information section, identifying how you are specifically affected/impacted. It may be difficult to explain on paper but provide whatever information you can to assist us in understanding the areas of concern.*

**1=Mild 2=Substantial**

Life Activities	1	2		1	2
Caring for Oneself			Learning:		
Talking			• Reading		
Hearing			• Writing		
Seeing			• Calculating		
Walking/Standing			• Memorizing		
Lifting/Carrying			• Concentrating		
Sitting			• Listening		
Performing Manual Tasks			Other:		
Eating					
Working					
Interacting with others					
Sleeping					

Additional Information: Please explain how you are affected/impacted in any areas checked as 1 (Mild) or 2 (Substantial) problems in the functional limitations chart.