



DIVERSITY AND MULTICULTURALISM COMMITTEE

APRIL 19, 2011

1:30 P.M.

BOARD ROOM

WELLS FARGO PLACE

30 7TH STREET EAST

SAINT PAUL, MN

Please note: Committee/Board meeting times are tentative. Committee/Board meetings may begin up to 45 minutes earlier than the times listed below if the previous committee meeting concludes its business before the end of its allotted time slot.

Committee Chair Louise Sundin calls the meeting to order.

- (1) **Minutes of March 15, 2011** (pp. 1-5)
- (2) Diversity and Multiculturalism Division Update
- (3) Demographic Characteristics of College and University Graduates (pp. 6-14)
- (4) The Center for College Readiness - Minnesota State Community and Technical College (pp. 15-16)
- (5) Proposed Amendment to Board Policy 1B.4 Access for Individuals with Disabilities (First Reading) (pp. 17-22)

Members

Louise Sundin, Chair
Duane Benson, Vice Chair
Jacob Englund
Alfredo Oliveira
Christine Rice
James Van Houten

Bolded items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
DIVERSITY AND MULTICUTURALISM COMMITTEE
MEETING MINUTES
March 15, 2011**

Diversity and Multiculturalism Committee Members Present: Trustees Louise Sundin, Chair; Trustee Duane Benson, Vice Chair; Jacob Englund; Alfredo Oliveira Christine Rice; James Van Houten

Diversity and Multiculturalism Committee Members Absent: None

Other Board Members Present: Trustees Cheryl Dickson, Clarence Hightower, Scott Thiss

Leadership Council Members Present: Whitney Stewart Harris, Executive Director; Phil Davis, President

A meeting of the Diversity and Multiculturalism Committee was held on March 15, 2011, at Wells Fargo Place, 4th Floor Board Room, 30 7th Street East, St. Paul. Chair Sundin called the meeting to order at 11:12 a.m.

1. Minutes of January 19, 2011

The minutes of the January 19, 2011, meeting were approved as written.

2. Diversity and Multiculturalism Division Update

Trustee Sundin called on Dr. Whitney Harris to give the update.

- Education Training
 - In February, the Academic and Student Affairs and Diversity and Multiculturalism divisions held their annual conference, with over 300 participants attending the event. At this event, colleges and universities shared best practices. More and more of these practices involve clearly articulated goals and measurable outcomes in their programs.

The Diversity and Multiculturalism division, under the guidance of President Davis and the Leadership Council Diversity Committee, held a forum with the chief diversity officers and presidents. President Davis said that at the same conference a year ago, three presidents met with the Chief Diversity officers, who expressed a need to communicate more closely with presidents. This year, a much greater number of presidents attended for the purpose of increased understanding of the role of diversity officers by using structured conversations.

- The division recently hosted a webinar, “Minnesota State Colleges and Universities Efforts on Access and Success for American Indian Students.” The webinar focused on best practices for working with American Indians in higher education.
- Recently, at the request of the Minnesota Minority Education Project, the Office of the Chancellor developed a ten-year recap of progress of underrepresented students in the Minnesota State Colleges and Universities system. Some of the points made: (1) Between 2001 and 2010, the enrollment of students of color increased by 118 percent. This speaks highly of what is happening on the campuses. (2) Enrollment of students who were Pell-eligible (the proxy for low income) increased by 53 percent to 86,113 between 2001 and 2010. (3) Enrollment of underrepresented students (first-generations students, low income students, and students of color) increased by 29 percent.

Dr. Harris said that the division would be doing a training session in April for diversity officers and access and opportunity officers on techniques that work well for low-income and first generation students.

3. The Power of YOU Update

Whitney Harris invited Donovan Schwichtenberg, President of Saint Paul College, to introduce the presenters and the presentation on the Power of YOU program.

Dr. Schwichtenberg said that the Power of YOU program began in 2006 as a partnership between Minneapolis Community and Technical College, Metropolitan State University and Saint Paul College, with the support of the mayors of both Minneapolis and St. Paul. It was conceived as a result of a 2004 Citizens League report that said that only three percent of Minnesota’s African American and American Indian ninth graders, and five percent of Latino ninth graders, were projected to complete a bachelor’s degree before they were 25 years old. The Power of YOU makes college possible for many who would not otherwise have pursued higher education.

To be eligible for the program, students must reside in either Minneapolis or St. Paul, graduate from a Minneapolis or St. Paul high school, meet the college admissions requirements, meet the financial aid criteria, and meet the family adjusted gross income cap of \$75,000.

Reede Webster, Executive Director of the Minneapolis Community and Technical College Foundation and Dean of College Advancement, said that the inception of the program was not only influenced by the Citizen’s League report but by the Itasca Group’s *Closing the Gap* report and other reports that spoke of the large achievement gap in Minnesota. He helped the initial organizing team to flesh out the program and fundraise. The Power of You has three overall goals: 1) K-12 reach back, reaching back to students in the public schools and working with teachers, counselors and students, to raise awareness of post-high school options and the free tuition provided by Power of YOU

and Pell grants. 2) Provision of financial support and grants 3) Retention and support services. Each of the participating institutions put together a support team for the students.

Many of the students are first generation and are not always comfortable navigating the system, about 70 to 100 percent of them are low income, and many face academic and day-to-day life challenges: about 10 - 15 percent are homeless or have housing challenges. To support the program, over \$5.6 million was raised from more than 40 foundations, corporations and individuals. The Legislature granted one-time funding in fiscal year 2009. This program has been a demonstration project, showing that by building a different model, enrollment and success rates could be increased.

Kathleen Gordon, Director of the Power of YOU program at Saint Paul College, said that students were recruited through high schools, community events, and various organizations. There are financial aid workshops and information sessions for prospective students and their parents. Once students are accepted, each college offers them orientations, registration assistance and welcome events.

Each student is assigned a retention advisor. Other support services offered include tutoring, study sessions, parent support groups, leadership academies, study skills training, an early alert retention system, and summer bridge programs between high school and college.

Power of YOU students who began at Saint Paul College or Minneapolis Community and Technical College are encouraged to continue their education at Metropolitan State University. They are eligible for \$1,000 in educational support per semester for up to four semesters.

The recruitment process targets urban, low-income and first-generation students. Over the last five years, more than 70 percent of the students were low income. In 2010, 100 percent were low income. The vast major of participants are students of color. Most require developmental coursework to raise their skills to the college level.

Nasreen Mohamed, Director of the Power of YOU program at Minneapolis Community and Technical College, described the results of an independent evaluation conducted by the Wilder Foundation. According to this evaluation, eight out of ten students reported that the Power of YOU program influenced their decision to go to college. The enrollment of new high school graduates from Minneapolis and St. Paul high school students nearly doubled at Minneapolis Community and Technical College and St. Paul College. Enrollment of students of color increased by 150 percent; and enrollment of low-income students increased by 115 percent. The Power of YOU students had a fall-to-fall retention rate of 65 percent, which is higher than the rate for the general student population. Ms. Mohamed said that the program empowers students and helps students who were underprepared in high school.

President Schwichtenberg distributed a Power of YOU newsletter and described some of the successes of participating students.

Trustee Van Houten said that the issue is too important not to evaluate the program more vigorously. Trustee Sundin said that there was also value in the individual stories that cannot always be quantified.

Trustee Oliveira asked whether they place students after they graduate. President Schwichtenberg answered that all students who attend the college are able to receive employment or transfer assistance.

Trustee Rice asked about whether there was data after the 2006 date referenced in the graph in the PowerPoint and whether the program received funds from Achieving the Dream. President Davis said that the Wilder study was focused on the change between the period before the inception of the program and the early cohorts. There is data available for later years. The establishment of an income cap after the second year flattened the trend line, because many of the more recent students are very low-income students. Except for the recent addition of Century College to Achieving the Dream, none of the system colleges are members, so they do not receive any money from Achieving the Dream; but there has been extraordinary support from private philanthropic organizations and from individuals.

Trustee Benson said he was interested in the change in people's perceptions: that many of the students did not initially think college was possible for them. He said that in general education for this population was free anyway; however, they didn't know about it, and they did not know they could be college students. The outreach made a big difference. A majority were underprepared, but they would have been more academically ready if they knew they could be college students. These are solvable issues addressed by giving people good information and assistance.

Trustee Dickson said she hoped the Power of YOU program can continue. It is important to provide hope. To get real reachback, she said, the program needs to be sustained over a long period of time. Trustee Hightower said that if there was the kind of rigorous review requested by Trustee Van Houten, if it could be demonstrated that this program is making a profound difference, it would challenge the system to find a way to sustain it.

Chancellor McCormick said the Power of YOU was initially fueled by grant money. The grantors did not intend to sustain it. The three presidents sustained it through a difficult time. If the system does the research and decides the program makes a difference, perhaps the system does need to get behind it, include it in the budget request and replicate the model.

Dr. Harris said he supports research, but he has talked to four Power of YOU students in homeless shelters. He thinks it is important to keep balance between the research numbers and the stories of the individuals affected by the program.

In response to a question, General Counsel Gail Olson said that selection of students has nothing to do with race. There is a misunderstanding for some people that special consideration is given in admissions or financial aid on the basis of race or ethnicity.

Trustee Sundin and President Davis expressed thanks to the guests for their presentation and the work they have done on the Power of YOU.

4. Demographic Characteristics of College and University Graduates

This agenda item was deferred to the next meeting because of a shortage of time.

The meeting adjourned at 12:06 p.m.

Respectfully submitted by Gale Rohde

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Diversity and Multiculturalism Date of Meeting: April 19, 2011

Agenda Item: Demographic Characteristics of College and University Graduates

- Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring
- Information

Cite policy requirement, or explain why item is on the Board agenda:

This was on the agenda in March, but due to time constraints, the committee postponed it to April. This item will include information on the demographic characteristics of state college and university graduates. The presentation will examine how program/majors and award levels vary by graduate demographic characteristics.

Scheduled Presenter(s):

Dr. Craig Schoenecker, System Director for Research
Dr. Whitney S. Harris, Executive Director for Diversity and Multiculturalism

Outline of Key Points/Policy Issues:

Dr. Schoenecker will present and discuss information on the demographic characteristics of college and university graduates.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

INFORMATION ITEM

**DEMOGRAPHIC CHARACTERISTICS OF
COLLEGE AND UNIVERSITY GRADUATES**

BACKGROUND

The Board of Trustees of the Minnesota State Colleges and Universities system is committed to increasing higher education access and success for all Minnesotans. The Governor and the 2007 Legislature approved \$22 million in additional resources to support the Access, Opportunity and Success initiative. The system implemented the initiative to improve recruitment, retention and success of underrepresented students. Funds were allocated to the colleges and universities and to three access and opportunity centers of excellence to expand recruitment and support services for underrepresented students in fiscal years 2008 through 2011.

Underrepresented students include three groups:

- Students of Color – American Indian, Asian or Pacific Islander, Black and Hispanic students.
- Low-Income Students – Classification includes students who were determined to be eligible for a federal Pell Grant using data from the Free Application for Federal Student Aid (FAFSA) and financial aid award data.
- First Generation Students – Classification includes students whose parents did not attend college based on student-provided data on parental education.

This item will elaborate on the attached PowerPoint, providing information on the demographic characteristics of state college and university graduates and an examination of how program/majors and award levels vary by graduate demographic characteristics.



Minnesota
STATE COLLEGES
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Graduate Demographic Profile

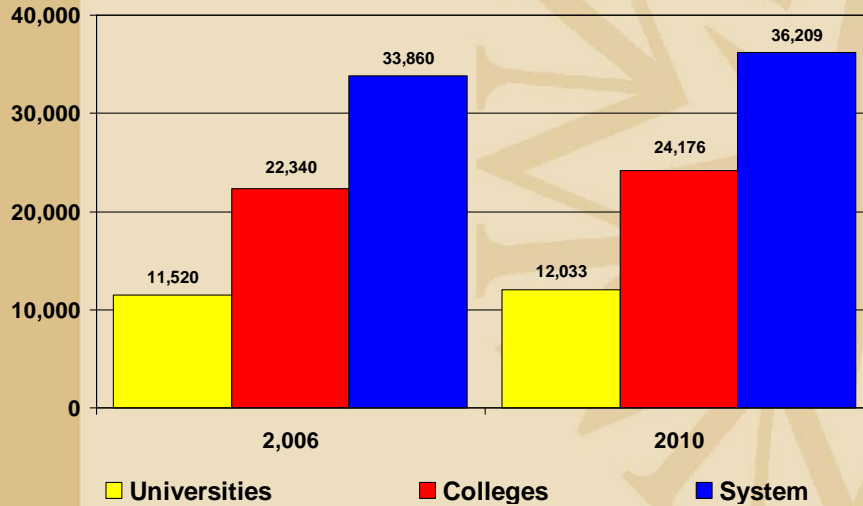
Board of Trustees
Diversity and Multiculturalism
Committee
April 19, 2011

The Minnesota State Colleges and Universities System is an Equal Opportunity employer and educator.



Minnesota
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Figure 1: Graduates Fiscal Years 2006 & 2010

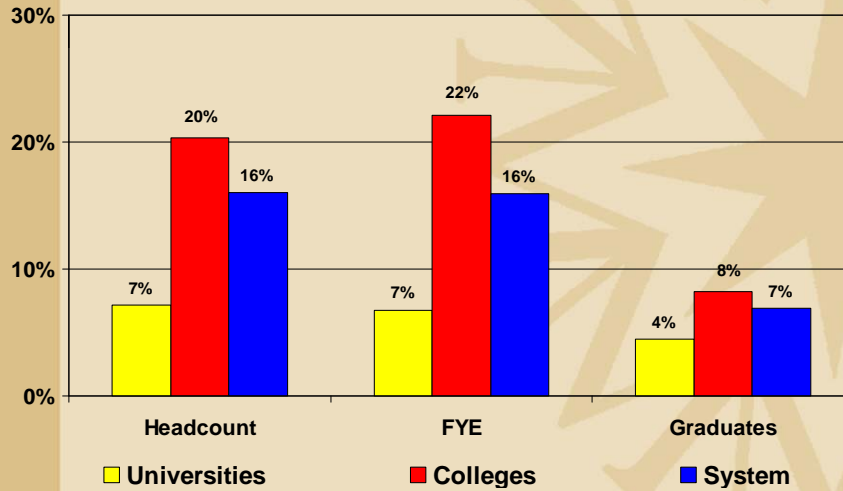


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Figure 2: Change in Headcount, FYE and Graduates FY 2006 to FY 2010

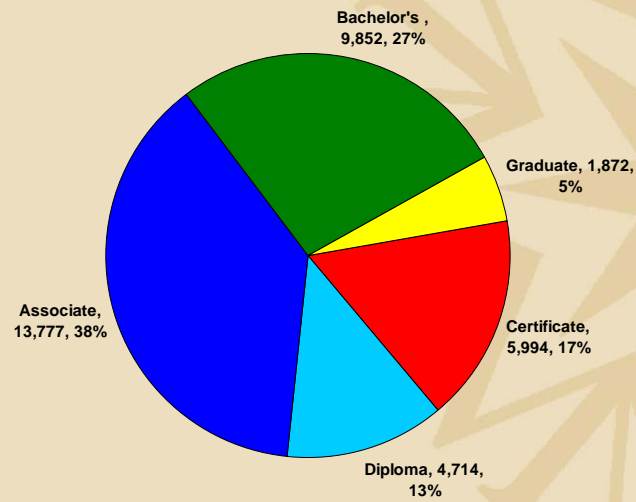


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Figure 3: Graduates Highest Award Fiscal Year 2010



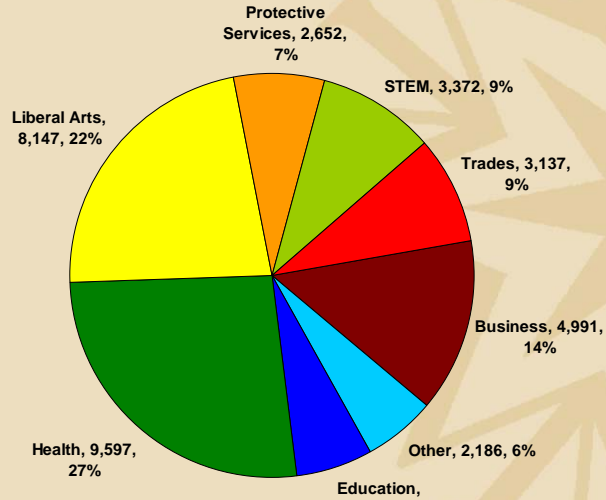
Total Graduates = 36,209

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Figure 4: Graduates by Program/Major Grouping Fiscal Year 2010



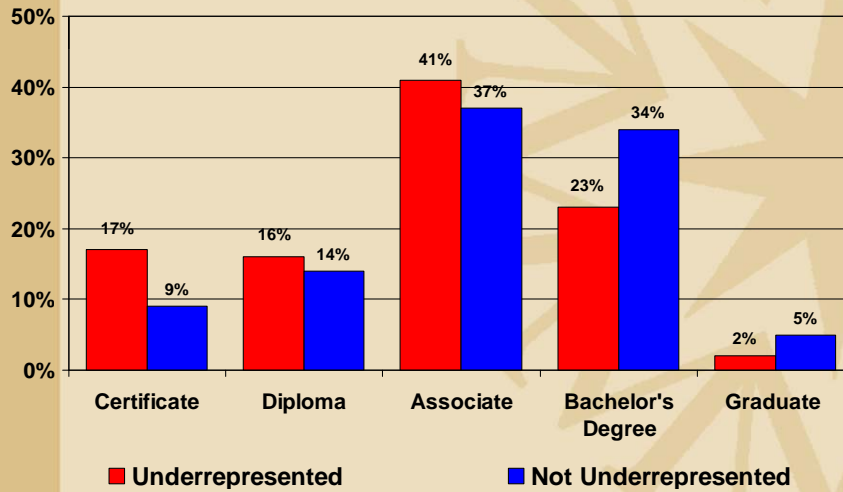
Total Credit Headcount = 36,209

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Figure 5: Percent of Graduates by Award Level & Underrepresented Status: FY 2010

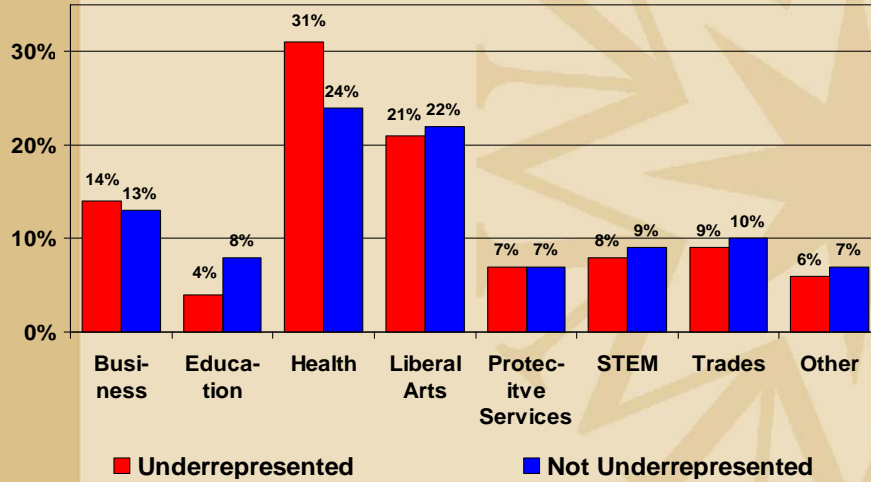


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Figure 6: Percent of Graduates by Program/Major Grouping and Underrepresented Status: FY 2010

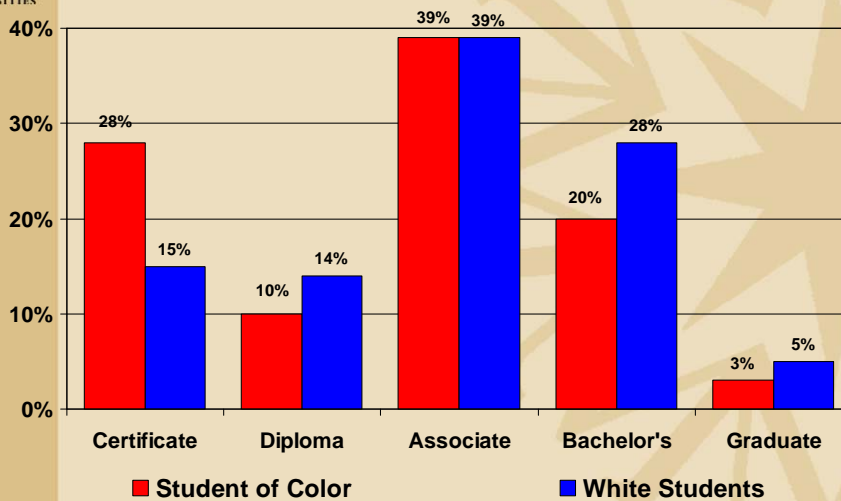


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Figure 7: Percent of Graduates by Award Level and SOC Status FY 2010

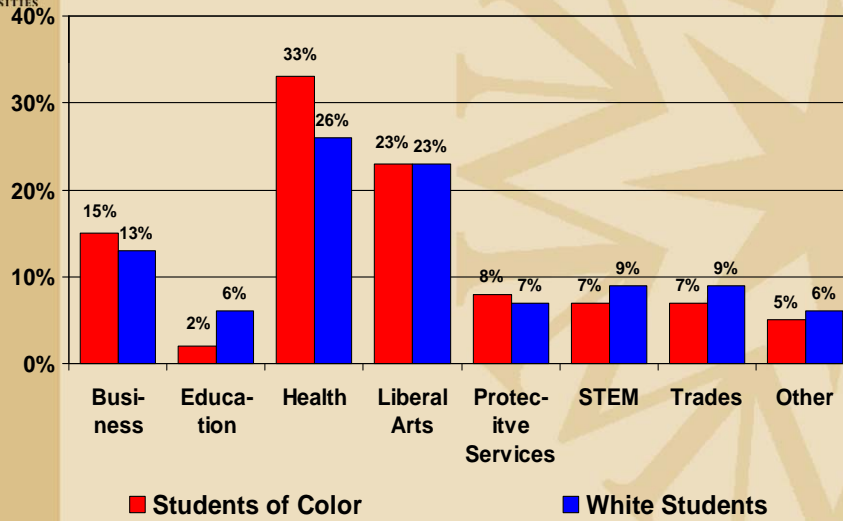


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Figure 8: Percent of Graduates by Program/Major Grouping & SOC Status FY 2010

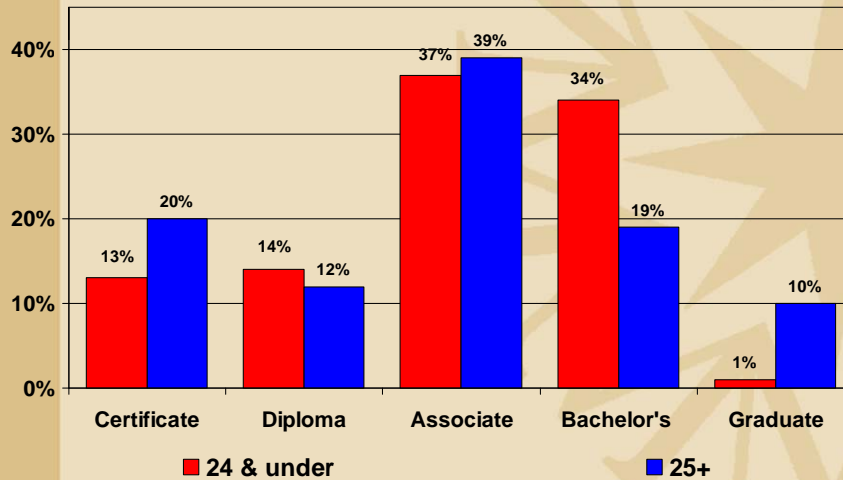


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Figure 9: Percent of Graduates by Award Level and Age FY 2010

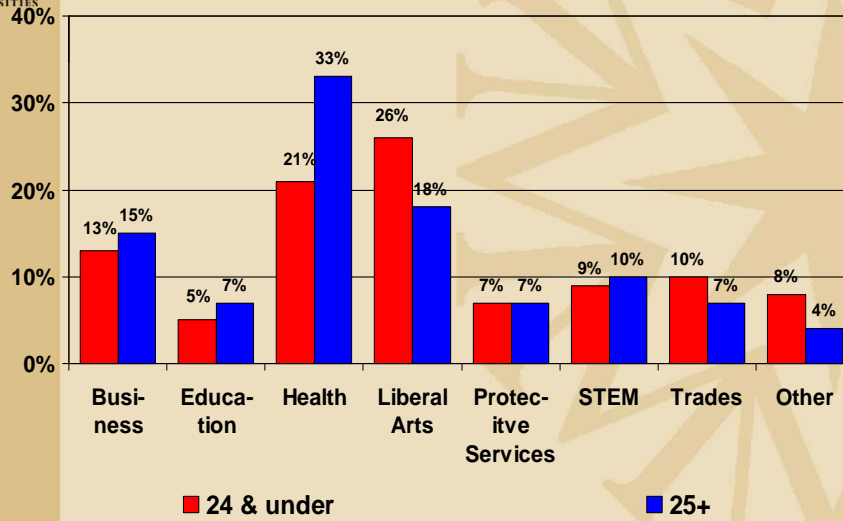


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Figure 10: Percent of Graduates by Program/Major Grouping & Age FY 2010

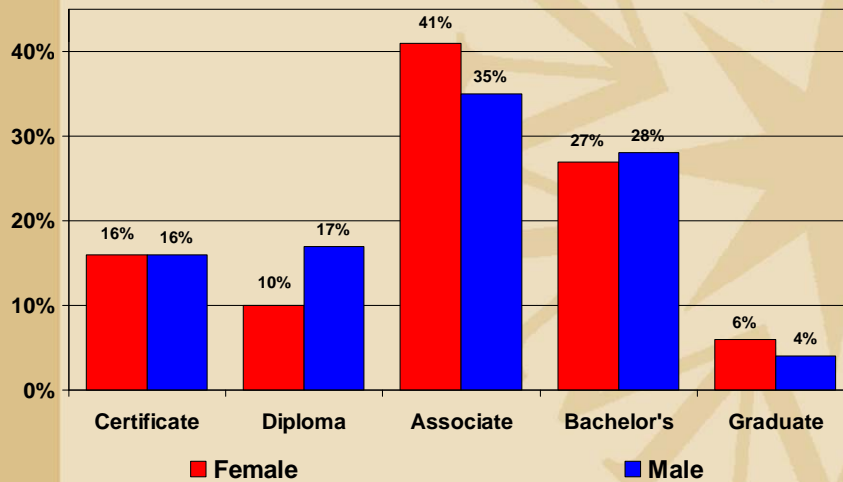


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Figure 11: Percent of Graduates by Award Level and Gender FY 2010

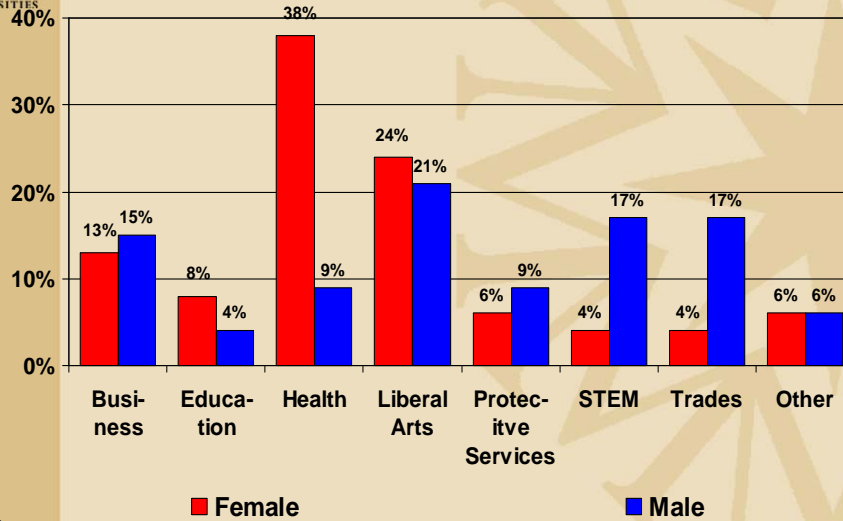


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Figure 12: Percent of Graduates by Program/Major Grouping & Gender FY 2010



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Key Points on Graduates

- Underrepresented: More likely to earn sub-baccalaureate awards and major in health programs.
- Students of Color: More likely to earn certificates and major in health programs.
- Younger students: More likely to earn bachelor's degrees and major in the liberal arts & trades
- Older students: More likely to earn associate degrees and major in health programs
- Females: More likely to earn associate degrees and major in health and education.
- Males: More likely to earn diplomas and major in STEM fields or trades.

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**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Diversity and Multiculturalism

Date of Meeting: April 19, 2011

Agenda Item: The Center for College Readiness – Minnesota State Community and Technical College

- Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring
- Information

Cite policy requirement, or explain why item is on the Board agenda:

The Board allocated \$3.4 million in each year of the biennium for the establishment of three college access and opportunity centers to increase the college readiness and college participation rates of underrepresented students. Board members have requested regular updates on the progress of the three centers.

Scheduled Presenters:

Paul Drange – Director, Center for College Readiness
Minnesota State Community and Technical College

Dr. Jill Abbott – Executive Dean, eCampus and K-12 Collaboration
Minnesota State Community and Technical College

Outline of Key Points/Policy Issues:

The presenters will provide an overview of the Center for College Readiness, including the use of the Ready or Not Writing program. Also, presenters will share additional information on underrepresented students served and partnerships developed with Minnesota high schools and within the Minnesota State Colleges and Universities system.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

INFORMATION ITEM
THE CENTER FOR COLLEGE READINESS – MINNESOTA STATE COMMUNITY AND TECHNICAL COLLEGE

BACKGROUND

Following a competitive Request for Proposal process, three College Access and Opportunity Centers were funded beginning in fiscal year 2008. The centers provide quarterly updates on their progress to the Office of the Chancellor. Summaries have been provided to the Board at previous meetings. At the April 2011 meeting the Center for College Readiness will provide a progress report on the advancements of the center and an overview of activity in assisting underrepresented students.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Diversity and Multiculturalism

Date of Meeting: April 19, 2011

Agenda Item: Proposed Amendment to Board Policy 1B.4 Access for Individuals with Disabilities (First Reading)

- Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring
- Information

Cite policy requirement, or explain why item is on the Board agenda:

Amendment to Board policy requires approval of the Board.

Scheduled Presenter(s):

Renée Hogoboom, Associate Director for Diversity and Multiculturalism

Outline of Key Points/Policy Issues:

The amendment clarifies policy language. In addition, the definition of disability was changed to more closely reflect Minnesota law rather than federal law.

Background Information:

The proposed policy is a first reading to amend Policy 1B.4 Access to Individuals with Disabilities.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

BOARD ACTION

**PROPOSED AMENDMENT TO BOARD POLICY 1B.4 ACCESS FOR
INDIVIDUALS WITH DISABILITIES (FIRST READING)**

INTRODUCTION

The Office of the Chancellor is submitting an amendment to Policy 1B.4 Access for Individuals with Disabilities.

BACKGROUND

The Board of Trustees approved this policy in 1995. During the cyclical review of this policy, we have amended the language to reflect the definition of persons with disabilities under Minnesota state law.

There have been no significant changes to the policy.

CONSULTATION

Consultation has occurred as follows:

- The policy has been broadly distributed to allow for review and comment by as many stakeholders as possible. A draft of the proposed policy was electronically distributed to the following group Listservs on February 16, 2011, for review and comment.
 - Presidents
 - Cabinet
 - Chief Academic Officers
 - Chief Diversity Officers
 - Chief Human Resources Officers
 - Disability Officers
 - Affirmative Action Officers
 - Chief Student Affairs Officers
 - Academic Deans
 - IFO State Leadership
 - MSCF State Leadership
 - MSUAASF State Leadership
 - MSCSA State Leadership
 - MSUSA State Leadership
 - MAPE, MMA, AFSCME State Leadership

RECOMMENDED COMMITTEE ACTION

The Diversity and Multiculturalism Committee recommends that the Board of Trustees adopt the following motion:

RECOMMENDED MOTION

The Board of Trustees approves the proposed amendment to Policy 1B.4 Access for Individuals with Disabilities.

BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES

BOARD POLICY	
Chapter	1B. SYSTEM ORGANIZATION AND ADMINISTRATION EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITY
Section	4. Access for Individuals with Disabilities

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1B.4 ACCESS FOR INDIVIDUALS WITH DISABILITIES

Part 1. Policy Statement:

Minnesota State Colleges and Universities is committed to the inclusion of individuals with disabilities in its programs, services and activities, 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.

Subpart A. Disability means, with respect to an individual, a physical or mental impairment which materially limits one or more of major life activities; a record of impairment, or is regarded as having such an impairment.

Subpart B. Record of impairment means a history of or a classification as having a mental or physical impairment that materially limits one or more major life activities.

Subpart C. Regarded as having an impairment means

- a. An individual has a physical or mental impairment that may not materially limit major life activities but the individual is treated by others as constituting such a limitation;
- b. An individual has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or
- c. An individual has no impairment but is treated by others as having an impairment.

Definitions:

Subpart A. An individual with a disability:

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

- 34 | ~~3. Any person who is regarded as having such an impairment which means:~~
35 | ~~a. Has a physical or mental impairment that may not substantially limit~~
36 | ~~major life activities but that is treated by others as constituting such a~~
37 | ~~limitation;~~
38 | ~~b. Has a physical or mental impairment that substantially limits major life~~
39 | ~~activities only as a result of the attitudes of others toward such~~
40 | ~~impairment;~~
41 | ~~c. Has no impairment but is treated by others as having such an impairment.~~

42 | **Subpart ~~DB~~. Personal devices and services:** ~~Examples of personal devices and~~
43 | ~~services~~ may include wheelchairs; individually prescribed devices, such as
44 | prescription eyeglasses or hearing aids; readers for personal use or study; or services
45 | of a personal nature including assistance in eating, toileting, or dressing.

46 | **Subpart ~~EC~~. Qualified individual:** ~~means a~~ A person who, with or without
47 | reasonable modifications to rules, policies, or practices, the removal of architectural,
48 | communication, or transportation barriers, or the provision of auxiliary aids and
49 | services, meets the essential eligibility requirements for receipt of services or
50 | participation in a system office, college, or university program or activity. Essential
51 | eligibility requirements include, but are not limited to, academic and technical
52 | standards requisite to admission or participation in an education program or activity.
53 |

54 | **Part ~~23~~. General Access Policy.**

55 | ~~The system office, Colleges, and universities, and the Office of the Chancellor~~ will
56 | provide access to programs, services and activities to qualified individuals with known
57 | disabilities as required by law. Where an individual asks for an accommodation, the
58 | ~~institutionsystem office, college, or university~~ may require the individual to provide
59 | documentation.
60 |

61 | **Part ~~34~~. Availability and Notice.**

62 | ~~Each Colleges, and universities, and the Office of the Chancellor~~ shall post notices in
63 | an accessible format to the public ~~statingdescribing~~ 1) ~~college or university~~ prohibition
64 | against discrimination, including the contact information of the person designated to
65 | receive complaints of discrimination; and 2) contact information for the person
66 | designated to provide information about or respond to requests for reasonable
67 | accommodation. ~~college or university contact for requesting reasonable accomodation or~~
68 | ~~information.~~
69 |

70 | **Part ~~45~~. Reasonable Accommodations to Ensure Access to Programs, Services, and**
71 | **Activities.**

72 | ~~The system office, Colleges, and universities, and the Office of the Chancellor~~ shall
73 | make reasonable accommodations to ensure access to programs, services, and activities as
74 | required by law. Access means that a qualified individual with a disability will not be
75 | excluded from participation in or be denied the benefits of the services, programs, or
76 | activities, nor will the individual be subjected to discrimination. Reasonable
77 | accommodations may include modifications to rules, policies, or practices, the removal of
78 | architectural, communication, or transportation barriers, provision of auxiliary aids or the

79 provision of equally effective programs, services, or activities. In accordance with the
80 Americans with Disabilities Act, accommodations will **not** be provided 1) for personal
81 devices or services even though the individual may be a qualified individual with a
82 disability, or 2) that result in a fundamental alteration in the nature of a service, program,
83 or activity or in undue financial or administrative burdens.

84
85 | **Part 56. Offered and/or Sponsored Services or Activities for Qualified Students**
86 | **with Disabilities.**

87 | Colleges and universities have a responsibility to provide access to services and/or
88 | activities that are operated or sponsored by the ~~institution college or university~~ or that
89 | receive significant assistance from the ~~institution. college or university.~~ Such access
90 | shall be provided in a reasonable manner as required by law. At a minimum, the
91 | following must be offered to qualified students with disabilities: 1) support, counseling,
92 | and information services that may include support groups, individual counseling, career
93 | counseling and assessment, and referral services, 2) academic assistance services that may
94 | include assistive devices, early registration services, early syllabus availability, course
95 | selection, and program advising, course work assistance, testing assistance, and
96 | modification, and tutoring, and 3) coordination services that may include personnel acting
97 | on the student's behalf and serving as the primary contact and coordinator for students
98 | needing services, assistance in working individually with faculty and administrators,
99 | intervention procedures, and grievance procedures.

100
101 | **Part 67. Process. ~~dure.~~**

102 | In consultation with the ~~Office of the Chancellors system office~~, each college and
103 | university shall establish a process ~~sdure~~ for individuals with disabilities to make requests
104 | for accommodations to access programs, services, or activities at the ~~institution college or~~
105 | ~~university~~, consistent with state and federal laws. ~~The process. Such procedure~~ for access
106 | to programs for individuals with disabilities must, at a minimum, include the following:
107 | a. The ~~Board of Trustees system~~ policy statement and ~~policy system~~ definitions.
108 | b. Assignment and identification of a staff member responsible for administering the
109 | delivery of services to individuals with disabilities.
110 | c. ~~Provide Aa~~ process for appealing a denial of a request for program access.

111
112 | *Date of Implementation:* 7/1/95

113 | *Date of Adoption:* 6/20/95

114 | *Subject and Date of Revision: ~~5/xx/11 - New Part I – added policy statement. Part 2~~*
115 | *~~changes the definition of disability to better reflect Minnesota statute. Parts 3 – 7 are~~*
116 | *~~language clarifications.~~*

117
118 | **References:**

- 119 | • Minnesota State Laws Chapter 135A.16
- 120 | • Minnesota State Laws Chapter 363A.03

121
122