



BOARD OF REGENTS POLICY: *Disability Resources*

SECTION I. SCOPE.

This policy governs the University of Minnesota's (University) commitment to equitable access and equal opportunity for disabled students, faculty, staff, and guests.

SECTION II. GUIDING PRINCIPLES.

The following principles shall guide the commitment of the University to equitable access and equal opportunity for disabled students, faculty, staff, and guests:

- (a) The University is committed to providing equitable access and equal opportunity in its programs, facilities, and employment without regard to disability, as is stated in Board of Regents Policy: *Equity, Diversity, Equal Opportunity, and Affirmative Action*.
- (b) The University values disability as an important aspect of human diversity and believes access to educational, work, co-curricular, and other opportunities for disabled people enriches the academic and social environment for all members and guests of the University community.
- (c) The University seeks to foster an inclusive community of faculty, staff, and students participating in research, scholarship, artistic activity, teaching and learning, or community engagement.
- (d) The University strives to use inclusive design practices to: (1) develop curricula and educational materials; (2) design buildings and other physical spaces; and (3) develop or select products and services that can be used by students, faculty, staff, and guests with diverse backgrounds, learning needs, and disabilities.

SECTION III. IMPLEMENTATION.

The University shall:

- (a) proactively provide disabled people with equitable access to and equal opportunity in its activities, facilities, technology, communications, employment, research, teaching, outreach, and educational programs;
- (b) provide reasonable accommodations to disabled persons in accordance with applicable state and federal law; and

- (c) promote and practice creating or adopting media, technology, instructional methods, building design for new and renovated facilities, and procurement practices that are inclusive and accessible to disabled students, faculty, staff, and guests.

REVISION HISTORY

Adopted: January 10, 1992

Amended: March 8, 1996; July 7, 2010; June 9, 2023

Last Comprehensive Review: 2023