



Office for Students with Disabilities

Faculty, Staff, & Student

Guide To Services

This document is available in alternative formats to individuals with disabilities by calling (218) 879-0805.

All provisions within this Guide to Services are subject to change without notice.

Revised for use in 2001-2003.

Introduction

This guide is designed to assist Fond du Lac Tribal and Community College faculty, staff, and students with the policy and procedures for accessing services and accommodations for students with disabilities.

Through the Office for Students with Disabilities students are provided access to programs, services, and activities. The OSD Counselor provides academic and personal support, advocacy, assistance with adaptive equipment, notetaking assistance, and testing accommodations. In addition, the OSD Counselor works in collaboration with campus personnel, community resources and vocational rehabilitation programs to promote student success. Services are provided upon request and are dependent on the assessed needs of the student. It is the responsibility of students with disabilities to make their accommodation requests prior to the start of each semester of attendance. To request accommodations please contact the:

**Office for Students with Disabilities
Fond du Lac Tribal and Community College
2101 14th Street
Cloquet, MN 55720
(218) 879-0805 (V/TTY)
1 800 657-3712**

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Mission

The mission of Fond du Lac Tribal and Community College is to provide higher education opportunities for its communities in a welcoming, culturally diverse environment.

To achieve this mission we will:

- ⇒ Promote scholarship and academic excellence through transfer and career education, and provide access to higher education by offering developmental education.
- ⇒ Respectfully promote the language, culture and history of the Anishinaabeg.
- ⇒ Provide programs which will celebrate the cultural diversity of our community and promote global understanding.
- ⇒ Promote a sense of personal respect and wellness.
- ⇒ Provide opportunity, experience, and access to current technology, preparing students for the future.

Policy and Procedures

Fond du Lac Tribal and Community College is committed to meeting the specific needs of students with disabilities and complies fully with the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Section 504 and the ADA mandate equal access for physically and learning disabled persons in educational programs.

Fond du Lac Tribal & Community College is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law.

A person with a disability must be ensured the same access to programs, opportunities, and activities at the College as all others. Existing barriers, whether physical, programmatic or attitudinal must be removed. There must be ongoing vigilance to ensure that new barriers are not erected.

Achieving full participation and integration of people with disabilities requires the cooperative efforts of all FDLTCC departments and personnel. FDLTCC will continue to strive to achieve excellence in its services and to assure that its services are delivered equitably and efficiently to all of its members.

Student Rights and Responsibilities

Every student with a documented disability has the right to:

- ⇒ equal access to courses, programs, services, activities, and facilities offered;
- ⇒ reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case-by-case basis;
- ⇒ appropriate confidentiality of all information pertaining to his/her disability with the choice of whom to disclose their disability to except as required by law;
- ⇒ information reasonably available in accessible formats.

Every student with a documented disability has the responsibility to:

- ⇒ meet the College's qualifications and essential technical, academic, and institutional standards for courses, programs, services, activities, and facilities;

- ⇒ identify themselves in a timely manner as an individual with a disability when seeking an accommodation;
- ⇒ provide documentation from an appropriate professional source that verifies the nature of the disability, functional limitations, and the need for specific accommodations;
- ⇒ follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids and services.

FDLTCC Rights and Responsibilities

FDLTCC through its OSD contact person has the right to:

- ⇒ maintain the College's academic standards;
- ⇒ request current documentation from a student completed by an appropriate professional source to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids and services;
- ⇒ discuss a student's need for reasonable accommodation, academic adjustments, and/or auxiliary aids with the professional source of his/her documentation with the student's signed consent authorizing such discussion;
- ⇒ select among equally effective and appropriate accommodations, adjustments, and/or auxiliary aids in consultation with students with disabilities;
- ⇒ deny a request for accommodations, academic adjustments, and/or auxiliary aids and services if the documentation does not identify a specific disability, the documentation fails to verify the need for the requested services, or the documentation is not provided in a timely manner;
- ⇒ refuse to provide an accommodation, adjustment, and/or auxiliary aid and service that is inappropriate or unreasonable including any that:
 - constitute a substantial change or alteration to an essential element of a course or program; or
 - pose undue fundamental or administrative burden on the College.

FDLTCC through its OSD Contact Person has the responsibility to:

- ⇒ **provide information to students and guests with disabilities in accessible formats upon request;**
- ⇒ **ensure that courses, programs, services, activities, and facilities, when viewed in their entirety, are offered in the most integrated and appropriate settings;**
- ⇒ **evaluate students on their abilities, not their disabilities;**
- ⇒ **provide reasonable and appropriate accommodations, academic adjustments and/or auxiliary aids and services to students and guests with disabilities upon a timely request by a student;**
- ⇒ **maintain appropriate confidentiality of records and communication concerning students with disabilities except where disclosure is required by law or authorized by the student;**

More specifically, the College's OSD Contact Person has the responsibility to:

- ⇒ **assist students with disabilities who self-identify and meet College criteria for eligibility to receive reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case-by-case basis;**
- ⇒ **assure confidentiality of all information pertaining to a student's disability;**
- ⇒ **inform students with disabilities of College policies and procedures for filing a formal grievance.**

Confidentiality and Release of Information

Fond du Lac Tribal and Community College is committed to ensuring that all information regarding a student is maintained as confidential as required or permitted by law. Any information collected is used for the benefit of the individual. This information may include test data, grades, biographical history, disability information, and case notes.

Guidelines about the treatment of such information have been adopted by the Office for Students with Disabilities are rigorously followed and shared with students. These guidelines incorporate relevant state and federal regulations, guidelines established by relevant professional associations, and relevant aspects of FDLTCC policies.

1. No one has immediate access to student files at the Office for Students with Disabilities. Any information regarding a disability gained from medical examinations or appropriate post admission inquiry shall be considered confidential. Information may also be released with the student's permission on a need to know basis. Disability-related information is to be treated as medical information is treated. For example, FDLTCC faculty, staff, departments, or supervisors do not have a right or a need to access diagnostic or other information regarding a student's disability, they only need to know what accommodations are necessary or appropriated to meet student's disability related needs. If an individual has requested an accommodation, they will be informed as to what information is being provided to the faculty or staff regarding the request. To protect confidentiality by assuring limited access, all student's disability-related information must be filed with the OSD Counselor.
2. Information in files will not be released except in accordance with federal and state law, which require release in the following circumstance if a student:
 - A. states they intend to harm themselves or another person (s);
 - B. 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 student if he or she was under age eighteen at the time);
 - C. reports the use of an illegal drug for non-medical purpose during pregnancy; or
 - D. reports or describes sexual exploitation pursuant to a court order or subpoena.
3. A student's file may be released pursuant to a court order or subpoena.

4. A student may give written authorization for the release of information when she or he wishes to share it with others. Before giving such authorization, the individual should understand the information being released, the purpose of the release, and to whom the information is being released. Information will not be released without consent unless it is required by federal or state law.
5. A student has the right to review his or her own file.

Student Complaints / Grievances

Students with disabilities are responsible for contacting the Office for Students with Disabilities Counselor if reasonable accommodations are not implemented in an effective or timely way. To resolve conflicts regarding recommended accommodations the Office for Students with Disabilities Counselor will work with FDLTCC faculty, staff, and students with disabilities. Students with disabilities who believe they have been discriminated against on the basis of their disability may file a complaint with the Vice President of Administration and Student Affairs.

FDLTCC Complaint Procedure and the Americans with Disabilities Act

The Americans with Disabilities Act of 1990 (ADA) was enacted to protect individuals with disabilities against the problems of discrimination in such critical areas as employment, housing, public accommodation, education transportation, communication, health services, and access to public service.

The purpose of the act is to provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities, to bring persons with disabilities into the economic and social mainstream, and to provide enforceable standards addressing discrimination against individuals with disabilities.

Procedure for filing a Discrimination Complaint Based on Disability

The ADA also requires FDLTCC to adopt and publish complaint procedures. An individual who believes she or he has been discriminated against on the basis of disability can file a complaint with the Vice President of Administration and Student Affairs.

Student Grievance Process

Any student attending Fond du Lac Tribal & Community College has the right to file a grievance under the Minnesota Higher Education Board Policy 3.8. A student may file a grievance which is a written claim raised by a student, a group

of students or the student government, alleging improper, unfair, arbitrary, or discriminatory action by an employee involving the application of a specific provision of a college rule or regulation or a board policy or procedure. (A copy of Board Policy 3.8 may be obtained at the Student Senate Office or the Vice President of Administration and Student Affairs.)

A student has the right to seek a remedy for a dispute or a disagreement through a designated complaint or grievance procedure. Each college shall establish procedures, in consultation with student representatives and others, for handling complaints and grievances. These procedures shall not substitute for other grievance procedures specific in board, college, or university regulations or negotiated agreements. Students should use available informal means to have a decision reconsidered before filing a complaint or grievance. No retaliation of any kind shall be taken against a student for participation in a complaint or grievance agreements. These procedures shall also protect data privacy rights.

Grievance Step Procedures and Time Lines

1. A student may file a grievance at any time after alleged improper, unfair, arbitrary, or discriminatory action.
2. Any student can obtain a Grievance Form in the Student Senate Office or counselors' office. Each student has the right to be represented by the student government or other designee.
3. Fill out the form completely. Be very specific, listing person(s) involved, time(s), date(s), and location(s) of the incident(s) alleging any improper, unfair, arbitrary, or discriminatory action by any employee involving the application of a specific provision of a college rule or regulation or board policy or procedure. If you choose to have a designee, you must sign the release of information form attached to the grievance form.
4. Return the completed form to the office of the Vice President of Administration and Student Affairs. The Vice President of Administration and Student Affairs has seven working days in which to respond to the grievance. If the grievance is of academic nature the Dean of Instruction will be consulted for input into the situation. A written explanation will be given to the student and student designee giving notice of the Administration's decision within seven days. If not resolved to the satisfaction of all parties involved, the grievance will proceed to step five.
5. The Vice President of Administration and Student Affairs and the student designee will schedule meetings to talk to the grievant and the person who is the subject of the complaint. A student has the right to representation at any meeting and may request a mediator of their choice: student, instructor, Student Senate Grievance coordinator, or other.

6. Records and minutes agreed upon by all parties involved will be kept on all meetings and discussions and may be consulted for future reference.
7. Written summaries/agreements of the parties involved will follow any discussion.
8. The grievance procedure shall include an opportunity to appeal a grievance decision. The individual to whom an appeal is directed should be identified by the college or university for the issue(s) in question. If the grievance involves a college rule or regulation, a student may appeal an official grievance through procedural steps up to the President or designee. The decision of the President or designee is final and binding. If the grievance involves a board policy or the actions of a college President, a student may further appeal the college or universal decision through the Chancellor to the Board. The decision of the Board is final and binding.

Certifying Eligibility for Services

To be eligible for disability-related services, students must have a documented disability condition as defined by the Americans with Disability Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Under the ADA and Section 504, a person has a disability if he or she has a physical or mental impairment that substantially limits one or more of the major life activities (walking, standing, seeing, speaking, hearing, sitting, breathing, taking care of oneself).

At FDLTCC the Office for Students with Disabilities is the designated office that obtains and files disability-related documents, certifies eligibility for services, determines reasonable accommodations, and develops plans for the provision of such accommodations for faculty, staff, students, and guests with disabilities.

The OSD provides or arranges a variety of auxiliary services to the College community, such as sign language interpreting, document conversion, assistive technology, exam modifications, and academic assistance.

Other forms of appropriate documentation consist of an evaluation by an appropriate professional that relates the current impact of the condition to the request.

In general, documentation should include:

- ⇒ A diagnostic statement including the date of the most recent evaluation
- ⇒ The current impact of (or limitations imposed by) the condition
- ⇒ Treatments, medications, devices or services currently prescribed or used to minimize the impact of the condition

- ⇒ The expected duration, stability or progression of condition

In addition to the basic documentation for a condition listed, recommendations from the treating professional are welcome and will be given consideration in evaluating a request.

Recommendations should:

- ⇒ Provide a clear description of the recommended accommodations
- ⇒ Connect the recommended accommodations to the impact of condition
- ⇒ Provide possible alternatives to the recommended accommodation
- ⇒ Include a statement of the level of need (or consequences of not receiving) the recommended accommodations

For additional information regarding the documentation of specific disabilities, please contact the OSD Counselor or refer to the College's web site: <http://www.fdl.cc.mn.us/web/osd/>

Determining Reasonable Accommodations

A reasonable accommodation is a modification or adjustment to a course, program, service, job, activity or facility that enables a qualified student with a disability to have an equal opportunity. Reasonable accommodations are provided to ensure access to all college courses, programs, services, jobs, activities, and facilities, including those that are off-site, such as field trips, internships, and fieldwork. An equal opportunity means an opportunity to obtain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly situated student without a disability. The College is obligated to make a reasonable accommodation only to the known limitations of an otherwise qualified disabled student. To determine reasonable accommodations, the Office for Students with Disabilities Counselor may seek information from appropriate campus personnel regarding essential standards for courses, programs, services, jobs, activities, and facilities. Final determination of reasonable accommodations is made by the Office for Students with Disabilities Counselor. Reasonable accommodations are determined by examining:

1. the barriers resulting from the interaction between the documented disability and the campus environment,
2. the possible accommodations that might remove the barrier,
3. whether or not the student has access to the course, program, service, job, activity, or facility without accommodations, and,
4. whether or not essential elements of the course, program, services, job, activity, or facility are compromised by the accommodations.

Procedure for Obtaining Academic Accommodations

To request disability related accommodations students are asked to do the following:

1. Students who require accommodations must seek assistance at the Office for Students with Disabilities in timely manner; preferably, prior to the start of each semester of attendance.
2. Students must provide documentation of their disability; the current impact of the condition, how it limits participation in courses, programs, services, jobs, activities, and facilities of the College, treatment of the condition, and the expected duration of the condition.
3. The Office for Students with Disabilities Counselor will file official documentation of the disability, including information about the manifestations of the disability.

4. The Office for Students with Disabilities Counselor will ensure that disability-related documents are kept confidential and shared on a limited and need-to-know basis only.
5. The Office for Students with Disabilities Counselor and the student will discuss the interaction between the disability and the academic environment and determine the reasonable accommodations. Consultation with faculty, staff, and outside professionals regarding essential elements and reasonable accommodations will occur in situations that are new, complex or sensitive.
6. The Office for Students with Disabilities Counselor will outline the process for the provision of reasonable accommodations and will present this verbally and in writing to the student. In determining reasonable accommodations the following questions will be answered: what accommodations will be provided; who is responsible for providing them; and how will they be provided. Standard policies and procedures, established by the OSD, for auxiliary aids and services (ie: sign language interpreting, document conversion, exam modifications, academic assistance) will be included in the plan.
7. The Office for Students with Disabilities Counselor will complete the Accommodations Memo and forward a copy to each faculty member certifying that the student has a disability and stating the determined reasonable accommodations.
8. Students will be responsible for contacting the OSD Counselor if reasonable accommodations are not implemented in an effective or timely way. The OSD Counselor will work with College personnel and the student to resolve disagreements regarding recommended accommodations.
9. Students with disabilities who believe they have been discriminated against on the basis of their disability may file a grievance with the Vice President of Administrative and Student Affairs.

Common Academic Accommodations

Reasonable accommodations depend upon the nature and degree of severity of the documented disability. While the Americans with Disabilities Act of 1990 requires that priority consideration be given to the specific methods requested by the student, it does not imply that a particular accommodation must be granted if it is deemed not reasonable and other suitable techniques are available. Below is a partial list of common academic adjustments:

- Accessible classroom/location/furniture
- Advanced notice of assignments
- Alternative test format
- Alternative ways of completing assignments
- Assistive computer technology
- Assistive listening devices
- Auxiliary aids and services (notetakers, lab or library assistants, readers, interpreters)
- Course or program modifications
- Course substitutions
- Document conversion (alternative print format)
- Early syllabus
- Exam modifications
- Priority registration
- Taped lectures
- Readers and scribes
- Referrals for assessment of suspected disabilities
- Sign language interpreting

Sign Language Interpreting

An interpreter facilitates communication between a deaf or hard of hearing individual and a hearing individual. Their role is similar to a foreign language translator, who bridges the communication gap between two parties. Interpreters assist deaf or hard of hearing people with understanding communications not received aurally. Interpreters also assist hearing people with understanding messages communicated by deaf or hard of hearing individuals. Sign language interpreters use language and fingerspelling skills; oral interpreters silently form words on their lips for speechreading. Interpreters will interpret all information in a given situation and also voice for deaf people, if requested.

Requesting an Interpreter

Deaf or hard of hearing students should request interpreters from the Office for Students with Disabilities when they register for classes or at least three weeks prior to the first day of classes, in order to ensure interpreter coverage. In the unlikely event that the student shows up for the first day of class without an interpreter, the student should be referred to the OSD where he or she can make their interpreter request.

College departments that receive requests or that anticipate needing an interpreter for public meetings or events should also contact the OSD. To ensure availability of interpreters, the OSD Counselor encourages people to make requests at least three weeks in advance.

Tips for Working with Interpreters

- Relax and talk normally, noting that there may be a lag time between the spoken message and the interpretation.
- When referring to objects or written information, allow time for the translation. Replace terms such as "here" and "there" with more specific terms, ie: "on the second line" or "in the left corner."
- In a conference room or class environment, the deaf individual and interpreter will work out seating arrangements, with the interpreter usually located near the speaker.
- Inform the interpreter in advance if there is an audiovisual element in a presentation, so arrangements can be made for lighting and positioning.
- When talking through an interpreter to a deaf or hard of hearing individual, look at and speak directly to the deaf person and not the interpreter. Avoid phrases such as "ask him. . ." or "tell her..."
- Be sensitive to sessions that extend longer than one hour. The interpreter may require a short break to maintain proficiency in interpreting.

Assistive Listening Devices and Captioned Videos

Assistive Listening Devices (ALDs)

Hard of hearing students may use an ALD in the classroom to enhance the voice of a speaker. The most common ALD is a personal FM system; the speaker wears a microphone and the student wears a receiving unit. Students may borrow an FM system from the OSD on an as-needed basis.

Captioned Videos

An increasing number of educational videotapes as well as television broadcasts are being “closed captioned” for deaf and hard of hearing viewers. Closed captions are similar to subtitles in foreign language films: captions appear at the bottom of the screen so the viewer may follow narration and dialogue. Television monitors manufactured after July, 1993 have built-in decoders that can be activated through the remote control.

- Instructors can determine whether or not videos are captioned by looking at the video container, which usually contains a short statement about captioning or carries the initials “CC” or a Q-like symbol.
- Instructors may request a television monitor with a built-in closed captioning decoder when ordering audiovisual equipment through their department.

Document Conversion

Alternative print formats (audio tape, braille, electronic, and large print) allow individuals with vision impairments and other disabilities to have access to standard print materials. All Fond du Lac Tribal and Community College publications, including course syllabi, are required to carry a Disability Access Statement:

This publication/material is available in alternative formats upon request. Please contact The Office for Students with Disabilities, FDLTCC, 2101 14th Street, Cloquet, MN 55720. (218) 879-0805 V/TTY.

The Office for Students with Disabilities provides the following document conversion services free of charge:

Audiotape

Many textbooks, novels, and periodicals are available on audio tape and can be obtained from public libraries, the Library of Congress, and Recordings for the Blind & Dyslexic. If determined appropriate, individuals requesting taped materials should first investigate these resources.

Costs for the services will be borne by the College. Documents not available on audio tape may be submitted to the OSD for recording:

Textbook taping

This service is primarily used by students who are trying taped textbooks for the first time and by students with emergency short-term needs. Students can make requests through the OSD. Audiotape recording takes a significant amount of time, depending on the size of the print document. Requests should be made at least three weeks in advance of when the material is needed.

Braille

Original documents may be submitted either in print, on computer disk, to the OSD for braille transcription. Documents in electronic format can be transcribed within a week; print materials require more time because they must be scanned or entered by hand. Disks or print materials may be brought to the OSD Counselor, who will then forward them to the proper off-campus resource.

Electronic

Many people have access to computers with synthesized voice devices and may request an electronic version of material. Anyone can provide an electronic version of a document simply by copying the document onto a computer disk for the person making the request. Documents can also be made available by placing them on the Internet, thereby benefitting all individuals who have access to a computer network.

Large Print

Anyone with access to a computer or copy machine can create large print documents by following one of the procedures below (ask the person making the request how much enlargement is needed).

With a computer: If a document has been created using a standard word processing program (either IBM or Macintosh), it can easily be enlarged before printing. It is best to use a font that is sans serif. Geneva or Helvetica fonts are the clearest. An eighteen-point type is generally the best. When the type is larger than eighteen points, fewer words appear on each page, making it difficult for a person to make sense of the document. Bold characters also make the print clearer. The following example illustrates the difference between standard and large print:

Standard print:

The quick fox jumped over the lazy dog.

Large print (Geneva, 18 point, bold):

The quick brown fox jumped over the lazy dog.

With a copy machine: Documents can be enlarged by duplicating them on a copy machine that can print on eleven-by-seventeen inch paper. This is a useful procedure for course packets (such as those available at a copy center) or articles in periodicals.

The OSD Counselor is available to answer questions about converting print materials to alternative formats and to provide assistance as needed.

Assistive Computer Technology

The College provides a balance of services and guidelines to ensure that its electronic information space is accessible to students with disabilities. Information Services in conjunction with the OSD, provides general access to public computing sites and individualized accommodations.

The computer accommodations available include:

- screen enlargement
- talking screens
- larger screens
- large print
- braille printing
- alternative keyboard and mice
- voice recognition
- video print enlargers (CCTVs)
- document scanning and conversion

General Access

Any site that anticipates use by a general population must anticipate and provide for at least general disability needs.

Individualized Accommodations

Individualized accommodations are arranged in instances where an individual has specific needs to access a specific information tool that is not provided in the general guidelines.

Disability Conditions and Instructional Strategies

Attention Deficit/Hyperactivity Disorder (ADHD)

While ADHD is a separate condition, students with ADHD use some of the same accommodations and instructional strategies as those with learning disabilities. ADHD is a persistent pattern of inattention or hyperactivity/impulsivity manifested in academic, employment, or social situations. It is marked in school settings by careless mistakes and disorganized work. Students often have difficulty concentrating on and completing tasks, frequently shifting from one uncompleted activity to another. In social situations, inattention may be apparent by frequent shifts in conversation, poor listening comprehension, and not following the details or rules of games and other activities. Symptoms of hyperactivity may take the form of restlessness and difficulty with quiet activities. ADHD arises during childhood and is attributed neither to gross neurological, sensory, language, or motor impairment nor to mental retardation or severe emotional disturbance.

Instructional Strategies:

The following strategies are suggested to enhance the accessibility of course instruction, materials, and activities. They are general strategies designed to support individualized reasonable accommodations.

- Include a Disability Access Statement on the syllabus (see Appendix).
- Keep instructions brief and as uncomplicated as possible.
- Assist the student with finding an effective notetaker or lab assistant from the class.
- Allow the student to tape-record lectures.
- Clearly define course requirements, dates of exams, when assignments are due; provide advance notice of all changes.
- Provide handouts and visual aids.
- When appropriate, team a reader with a non-reading student during in-class assignments.
- Use more than one way to demonstrate or explain information.
- Have copies of the syllabus ready three to five weeks prior to the beginning of classes so textbooks are available for taping.

- Break information into small steps when teaching many new tasks in one lesson (state objectives, review previous lesson, summarize periodically).
- Provide study guides or review sheets for exams.
- Provide alternative ways for the students to do tasks, such as dictations or oral presentations.
- Provide assistance with proofreading written work.
- Allow the use of spell-check and grammar-assistive devices.
- Stress organization and ideas rather than mechanics when grading in-class writing assignments.
- When in doubt about how to assist the student, ask him or her.
- Allow the student the same anonymity as other students (i.e., avoid pointing out the student or the alternative arrangements to the rest of the class).

Hearing Impairments

The causes and degrees of hearing loss vary across the deaf and hard of hearing community, as do methods of communication and attitudes toward deafness. In general, there are three types of hearing loss:

Conductive loss affects the sound-conducting paths of the outer and middle ear. The degree of loss can be decreased through the use of a hearing aid or by surgery. People with conductive loss might speak softly, hear better in noisy surroundings than people with normal hearing, and might experience ringing in their ears.

Sensorineural loss affects the inner ear and the auditory nerve and can range from mild to profound. People with sensorineural loss might speak loudly, experience greater high-frequency loss, have difficulty distinguishing consonant sounds, and not hear well in noisy environments.

Mixed loss results from both a conductive and sensorineural loss.

Given the close relationship between oral language and hearing, students with hearing loss might also have speech impairments. One's age at the time of the loss determines whether one is prelingually deaf (hearing loss before oral language acquisition) or adventitiously deaf (normal hearing during language acquisition). Those born deaf or who become deaf as very young children might have more limited speech development.

Some considerations

- The inability to hear does not affect an individual's native intelligence or the physical ability to produce sounds.
- Some deaf students are skilled lip readers, but many are not. Many speech sounds have identical mouth movements, which can make lip-reading particularly difficult. For example "p," "b," and "m," look exactly alike on the lips, and many sounds (vowels, for example) are produced without using clearly differentiated lip movements.
- Make sure you have a deaf student's attention before speaking. A light touch on the shoulder, a wave, or other visual signal will help.
- Look directly at a person with a hearing loss during a conversation, even when an interpreter is present.
- Speak clearly, without shouting. If you have problems being understood, rephrase your thoughts. Writing is also a good way to clarify.
- Make sure that your face is clearly visible. Keep your hands away from your face and mouth while speaking.

- Sitting with your back to a window, gum chewing, cigarette smoking, pencil biting, and similar obstructions of the lips can also interfere with the effectiveness of communication.
- Common accommodations for deaf or hard of hearing students include sign language or oral interpreters, assistive listening devices, TTY's, volume control telephones, signaling devices (e.g., a flashing light to alert individuals to a door knock or ringing telephone), priority registration, early syllabus, notetakers, and captions for films and videos.

Modes of Communication

Not all deaf students are fluent users of all of the communication modes used across the deaf community, just as users of spoken language are not fluent in all oral languages. For example, not all deaf students lipread; many use sign language but there are several types of sign language systems. *American Sign Language* (ASL) is a natural, visual language having its own syntax and grammatical structure. *Fingerspelling* is the use of the manual alphabet to form words. *Pidgin Sign English* (PSE) combines aspects of ASL and English and is used in educational situations often combined with speech. Nearly every spoken language has an accompanying sign language.

In addition to sign language and lipreading, deaf students also use sign and oral language interpreters. These are professionals who assist deaf or hard of hearing persons with understanding communications not received aurally. Interpreters also assist hearing persons with understanding messages communicated by deaf or hard of hearing individuals. *Sign language interpreters* use highly developed language and fingerspelling skills; *oral interpreters* silently form words on their lips for speechreading. Interpreters also voice, when requested. Interpreters will interpret all information in a given situation, including instructor's comments, class discussion, and environmental sounds.

Instructional Strategies

The following strategies are suggested in order to enhance the accessibility of course instruction, materials, and activities. They are general strategies designed to support individualized reasonable accommodations.

- Include a Disability Access Statement on the syllabus (see Appendix). Circular seating arrangements offer deaf or hard of hearing students the best advantage for seeing all class participants.
- When desks are arranged in rows, keep front seats open for students who are deaf or hard of hearing and their interpreters.
- Repeat the comments and questions of other students, especially those from the back rows; acknowledge who has made the comment so the deaf or hard of hearing student can focus on the speaker.

- When appropriate, ask for a hearing volunteer to team up with a deaf or hard of hearing student for in-class assignments.
- Assist the student with finding an effective notetaker or lab assistant from the class.
- If possible, provide transcripts of audio information.
- Face the class while speaking; if an interpreter is present, make sure the student can see both you and the interpreter (see "Tips for Working with an Interpreter").
- If there is a break in the class, get the deaf or hard of hearing student's attention before resuming class.
- Because visual information is a deaf student's primary means of receiving information, films, overheads, diagrams, and other visual aids are useful instructional tools.
- Be flexible: allow a deaf student to work with audiovisual material independently and for a longer period of time.
- When in doubt about how to assist the student, ask him or her.
- Allow the student the same anonymity as other students (i.e., avoid pointing out the student or the alternative arrangements to the rest of the class).

Learning Disabilities

Learning disabilities are neurologically-based conditions that interfere with the acquisition, storage, organization, and use of skills and knowledge. They are identified by deficits in academic functioning and in processing memory, auditory, visual, and linguistic information.

The diagnosis of a learning disability in an adult requires documentation of at least average intellectual functioning along with a deficit in one or more of the following areas:

- information processing speed
- spoken and written language skills
- abstract and general reasoning
- executive functioning (planning)
- memory (long-term, short-term, visual, auditory)
- visual processing
- reading skills
- mathematical skills
- visual spatial skills
- motor skills
- auditory processing

Some considerations

- A learning disability is not a disorder that a student "grows out of." It is a permanent disorder affecting how students with normal or above-average intelligence process incoming information, outgoing information, or both.
- Learning disabilities are often inconsistent. They may be manifested in only one specific academic area, such as math or foreign language. There might be problems in grade school, none in high school, and again in college.
- Learning disabilities are not the same as mental retardation or emotional disorders.
- Common accommodations for students with learning disabilities are:
 - alternative print formats
 - taped lectures
 - notetakers
 - alternative ways of completing assignments
 - course substitutions
 - early syllabus
 - exam modifications
 - priority registration
 - study skills and strategies training

Mobility Impairments

Mobility impairments range in severity from limitations on stamina to paralysis. Some mobility impairments are caused by conditions present at birth while others are the result of illness or physical injury. Injuries cause different types of mobility impairments, depending on what area of the spine is affected. *Quadriplegia*, paralysis of the extremities and trunk, is caused by a neck injury. Students with quadriplegia have limited or no use of their arms and hands and often use electric wheelchairs. *Paraplegia*, paralysis of the lower extremities and the lower trunk, is caused by an injury to the mid-back. Students often use a manual wheelchair and have full movement of arms and hands. Below are brief descriptions of other causes of mobility impairments.

Amputation is the removal of one or more limbs, sometimes caused by trauma or another condition.

Arthritis is the inflammation of the body's joints, causing pain, swelling, and difficulty in body movement.

Back disorders can limit a student's ability to sit, stand, walk, bend, or carry objects. They include, but are not limited to, degenerative disk disease, scoliosis, and herniated disks.

Cerebral palsy is the result of damage to the brain prior to or shortly after birth. It can prevent or inhibit walking and cause a lack of muscle coordination, spasms, and speech difficulty.

Neuromuscular disorders include a variety of disorders, such as muscular dystrophy, multiple sclerosis, and ataxia, that result in degeneration and atrophy of muscle or nerve tissues.

Some considerations

- Many students with mobility impairments lead lives similar to those without impairments. Dependency and helplessness are non characteristics of physical disability.
- A physical disability is often separate from matters of cognition and general health; it does not imply that a student has other health problems or difficulty with intellectual functioning.
- People adjust to disabilities in a myriad of ways; students should not be assumed to be brave and courageous on the basis of disability.
- When talking with a wheelchair user, attempt to converse at eye level as opposed to standing and looking down. If a student has a communication impairment as well as a mobility impairment, take time to understand the person. Repeat what you understand, and when you don't understand, say so.

- A student with a physical disability may or may not want assistance in a particular situation. Ask before giving assistance, and wait for a response.
- Listen to any instructions the student may give; by virtue of experience, the student likely knows the safest and most efficient way to accomplish the task at hand.
- Be considerate of the extra time it might take a disabled student to speak or act. Allow the student to set the pace walking or talking.
- A wheelchair should be viewed as a personal assistance device rather than something one is "confined to." It is also part of a student's personal space; do not lean on or touch the chair, and do not push the chair, unless asked.
- Mobility impairments vary over a wide range, from temporary (e.g., a broken arm) to permanent (e.g., a form of paralysis). Other conditions, such as respiratory conditions, affect coordination and endurance; these can also affect a student's ability to perform in class.
- Physical access to a class is the first barrier a student with a mobility impairment may face, and this is not only related to the specific accessibility of the building or classroom. An unshoveled sidewalk, lack of reliable transportation, or mechanical problems with a wheelchair can easily cause a student to be late.
- Common accommodations for students with mobility impairments include priority registration, notetakers, accessible classroom/ location/ furniture, alternative ways of completing assignments, lab or library assistants, assistive computer technology, exam modifications, and conveniently located parking.

Instructional Strategies

The following strategies are suggested to enhance the accessibility of course instruction, materials, and activities. They are general strategies designed to support individualized reasonable accommodations.

- Include a Disability Access Statement on the syllabus (see Appendix).
- If possible, try not to seat wheelchair users in the back row. Move a desk or rearrange seating at a table so the student is part of regular classroom seating.
- If necessary, arrange for a room change before the term begins.

- Make arrangements early for field trips and ensure that accommodations will be in place on the given day (e.g., transportation, site accessibility).
- Make sure accommodations are in place for in-class written work (e.g., allowing the student to use a scribe, to use assistive computer technology, or to complete the assignment outside of class).
- Be flexible with deadlines: assignments that require library work or access to sites off-campus will consume more time for a student with a mobility impairment.
- When in doubt about how to assist the student, ask him or her.
- Allow the student the same anonymity as other students.

Psychiatric Disabilities

Students with psychiatric disabilities have experienced significant emotional difficulty that generally has required treatment in a hospital setting. With appropriate treatment, often combining medications, psychotherapy, and support, the majority of psychiatric disorders are cured or controlled. The National Institute of Mental Health estimates that one in five people in the United States have some form of psychiatric disability, but only one in five persons with a diagnosable psychiatric disorder ever seeks treatment due to the strong stigmatization involved. Below are brief descriptions of some common psychiatric disabilities.

Depression is a major disorder that can begin at any age. Major depression may be characterized by a depressed mood most of each day, a lack of pleasure in most activities, thoughts of suicide, insomnia, and feelings of worthlessness or guilt.

Bipolar disorder (manic depressive disorder) causes a person to experience periods of mania and depression. In the manic phase, a person might experience inflated self-esteem and a decreased need to sleep.

Anxiety disorders can disrupt a person's ability to concentrate and cause hyperventilation, a racing heart, chest pains, dizziness, panic, and extreme fear.

Schizophrenia can cause a person to experience, at some point in the illness, delusions and hallucinations.

Some considerations

- Trauma is not the sole cause of psychiatric disabilities; genetics may play a role.
- Psychiatric disabilities affect people of any age, gender, income group, and intellectual level.
- Disruptive behavior is not an attribute of most people with psychiatric disabilities.
- Eighty to ninety percent of people with depression experience relief from symptoms through medication, therapy, or a combination of the two.
- Depression is a variable condition that may fluctuate during a person's lifetime.
- There are not more people with psychiatric disabilities, just more people seeking treatment outside the walls of state mental health institutions.

- Common accommodations for students with psychiatric disabilities are exam modifications, alternative ways of completing assignments, time extensions, taped lectures, early syllabus, and study skills and strategies training.

Instructional Strategies

The following strategies are suggested to enhance the accessibility of course instruction, materials, and activities. They are general strategies designed to support individualized reasonable accommodations.

- Include a Disability Access Statement on the syllabus (see Appendix).
- Spend extra time with the student, when necessary, and assist the student with planning and time management.
- Be flexible with deadlines.
- Allow the student to tape-record lectures.
- Assist the student with finding an effective notetaker or lab assistant from the class.
- Clearly define course requirements, the dates of exams, and when assignments are due; provide advance notice of any changes.
- When in doubt about how to assist the student, ask him or her.
- Allow the student the same anonymity as other students (ie., avoid pointing out the student or the alternative arrangements to the rest of the class).

Systemic Disabilities

Systemic disabilities are conditions affecting one or more of the body's systems. These include the respiratory, immunological, neurological, and circulatory systems. There are many kinds of systemic impairments, varying significantly in their effects and symptoms; below are brief descriptions of some of the more common types.

Cancer is a malignant growth that can affect any part of the body. Treatment can be time-consuming, painful, and sometimes result in permanent disability.

Chemical dependency is considered a disabling condition when it is documented that a person has received treatment for a drug or alcohol addiction and is not currently using. Chemical dependency can cause permanent cognitive impairments and carries with it a great deal of stigma.

Diabetes mellitus causes a person to lose the ability to regulate blood sugar. People with diabetes often need to follow a strict diet and may require insulin injections. During a diabetic reaction, a person may experience confusion, sudden personality changes, or loss of consciousness. In extreme cases, diabetes can also cause vision loss, cardiovascular disease, kidney failure, stroke, or necessitate the amputation of limbs.

Epilepsy/seizure disorder causes a person to experience a loss of consciousness. Episodes, or seizures, vary from short absence or "petit mal" seizures to the less common "grand mal." Seizures are frequently controlled by medications and are most often not emergency situations.

Epstein Barr virus/chronic fatigue syndrome is an auto immune disorder which causes extreme fatigue, loss of appetite, and depression. Physical or emotional stress may adversely affect a person with this condition. Human immunodeficiency virus (HIV+), which causes AIDS, inhibits one's ability to fight off illness and infections. Symptoms vary greatly. People with HIV or AIDS are often stigmatized.

Lyme's disease is a multisystemic condition which can cause paralysis, fatigue, fever, dermatitis, sleeping problems, memory dysfunction, cognitive difficulties, and depression.

Lupus erythematosus can cause inflammatory lesions, neurological problems, extreme fatigue, persistent flu-like symptoms, impaired cognitive ability, and connective tissue dysfunction, and mobility impairments. Lupus most often affects young women.

Multiple chemical sensitivity (MCS) often results from prolonged exposure to chemicals. A person with MCS becomes increasingly sensitive to chemicals found in everyday environments. Reactions can be caused by cleaning products, pesticides, petroleum products, vehicle exhaust, tobacco smoke, room

deodorizers, perfumes, and scented personal products. Though reactions vary, nausea, rashes, light-headedness, and respiratory distress are common to MCS.

Multiple sclerosis (MS) is a progressive neurological condition with a variety of symptoms, such as loss of strength, numbness, vision impairments, tremors, and depression. The intensity of MS symptoms can vary greatly; one day a person might be extremely fatigued and the next day feel strong. Extreme temperatures can also adversely affect a person with MS.

Renal disease/failure can result in loss of bladder control, extreme fatigue, pain, and toxic reactions that can cause cognitive difficulties. Some people with renal disease are on dialysis and have to adhere to a rigid schedule.

Some considerations

- Students affected by systemic disabilities differ from those with other disabilities because systemic disabilities are often unstable. This causes a person's condition to vary; therefore, the need for and type of reasonable accommodations may also change.
- Some common accommodations for students with systemic disabilities include conveniently located parking, notetakers, extended time to complete a task, modified course or workload, flexible deadlines, relocation of a meeting or class, early syllabus, priority registration, and exam modifications.

Instructional Strategies

Systemic disabilities often require instructional strategies similar to those listed for other disability conditions. The use of such strategies will depend on how the disability is manifested. If a faculty member would like more information about instructional strategies for students with systemic disabilities, he or she should contact the Office for Students with Disabilities Counselor.

Traumatic Brain Injury

Though not always visible and sometimes seemingly minor, brain injury is complex. It can cause physical, cognitive, social, and vocational changes that affect an individual for a short period of time or permanently. Depending on the extent and location of the injury, symptoms caused by a brain injury vary widely. Some common results are seizures, loss of balance or coordination, difficulty with speech, limited concentration, memory loss, and loss of organizational and reasoning skills.

Some considerations

- A traditional intelligence test is not an accurate assessment of cognitive recovery after a brain injury and bears little relationship to the mental processes required for everyday functioning. For example, students with brain injuries might perform well on brief, structured, artificial tasks but have such significant deficits in learning, memory, and executive functions that they are unable to otherwise cope.
- Recovery from a brain injury can be inconsistent. A student might take one step forward, two back, do nothing for a while, and then unexpectedly make a series of gains.
- Common accommodations for students with brain injuries are exam modifications, time extensions, taped lectures, course substitutions, alternative ways of completing assignments, notetakers, study skills and strategies training.
- Brain injuries often require instructional strategies similar to those listed for other disability conditions. Contact the OSD for more information.

Vision Impairments

Approximately 500,000 Americans have vision impairments to the extent that they are considered "legally blind." There are three degrees of vision loss: 1) *visual acuity of 20/200* -- the legally blind person can see at 20 feet what the average-sighted person can see at 200; 2) *low vision* -- limited or diminished vision that cannot be corrected with standard lenses; and 3) *partial sight* -- the field of vision is impaired because of an illness, a degenerative syndrome, or trauma. Only two percent of the people with vision impairments are totally blind; most blind people have some amount of usable vision.

Some considerations

- Some students with vision loss use canes or guide dogs for mobility purposes; however, many navigate without them.
- Like anybody, students with vision impairments appreciate being asked if help is needed, before it is given. Ask a student if he or she would like some help and then wait for a response before acting.
- Words and phrases that refer to sight, such as "I'll see you later," are commonly used expressions and usually go unnoticed unless a speaker is particularly self-conscious. Students with vision loss can still "see" what is meant by such expressions.
- When talking with or greeting a student with a vision impairment, speak in a normal voice; most people with vision impairments are not deaf. Speak to the student, not through a third party or companion, and use the student's name when directing the conversation to him / her. When entering a room, identify yourself to the student.
- When giving directions, say "left" or "right," "step up" or "step down." Convert directions to the vision-impaired student's perspective. When guiding a student (into a room, for example) offer your arm, let him or her take it rather than pulling the person's sleeve.
- If a student has a harnessed guide dog, it is working and should not be petted.
- Common accommodations for students with vision impairments include alternative print formats, magnification devices, bright incandescent lighting, raised lettering, tactile cues, adaptive computer equipment, readers for exams, print scanners, early syllabus, priority registration, taped lectures, and lab or library assistants.

Instructional Strategies

The following strategies are suggested to enhance the accessibility of course instruction, materials, and activities. They are general strategies designed to support individualized reasonable accommodations (see Determining Reasonable Accommodations).

- Include a Disability Access Statement on the syllabus (see Appendix).
- Have copies of the syllabus and reading assignments ready three to five weeks prior to the beginning of classes so documents are available for taping or braille transcription.
- Provide vision-impaired students with materials in alternative formats at the same time the materials are given to the rest of the class. The student must advise as to the format: large print, braille, or tape (see Document Conversion).
- Repeat aloud what is written on the board or presented on overheads and in handouts.
- Pace the presentation of material: if referring to a textbook or handout, allow time for students to find the information.
- Allow students to tape-record lectures.
- When appropriate, ask for a sighted volunteer to team up with a vision-impaired student for in-class assignments.
- Keep a front row seat open for a student with a vision impairment. A corner seat is especially convenient for a student with a guide dog.
- Make arrangements early for field trips and ensure that accommodations will be in place on the given day (e.g., transportation, site accessibility).
- Be flexible with deadlines if assignments are held up by the document conversion process.
- When in doubt about how to assist the student, ask him or her.
- Allow the student the same anonymity as other students.

Campus Phone Numbers

Administration
(218) 879-0811

Admissions
(218) 879-0808

Anishinaabe Student Congress
(218) 879-0707

Bookstore
(218) 879-0828

Business Office
(218) 879-0809/0812

Faculty Offices
(218) 879-0700

Financial Aid Office
(218) 879-0816

Housing Director
(218) 879-0708

Library
(218) 879-0838

Student Senate
(218) 879-0800

Switchboard
(218) 879-0800

Records Office
(218) 879-0813

Acknowledgments

Information from this guide was provided by:

University of Connecticut. Center for Students with Disabilities. Web page address:
<http://csd.uconn.edu>

University of Minnesota, Disability Services. Access for Students with Disabilities
Guide and Web page address: <http://disserv3.stu.umn.edu/AG-S/intro.html>

Accessibility Checklist for College Units

Access for people with disabilities encompasses four environments: Physical, Programmatic/Policy, Information, and Attitudinal. Assess the items below to help determine the accessibility of your unit.

OUR UNIT: _____ (Completed / In Progress / N/A)

Physical Environment

1. Provides a wheelchair accessible location (elevators, wide hallways, lowered fountains and phones, ramps, accessible restrooms) — — —
2. Locates all equipment in wheelchair-accessible areas and the most frequently used materials on lower shelves. — — —
3. Provides nearby disability parking. — — —
4. Schedules programs in accessible locations. — — —

Programmatic/Policy Environment

5. Allows alternative admissions tests or test administration procedures. — — —
6. Keeps disability-related information about a student confidential. — — —
7. Provides disability accommodations at events e.g., interpreters). — — —
8. Includes a statement regarding availability of accommodations on all advertising. — — —
9. Adapts policies to allow for students' disability-related needs:
 - o allows students to borrow reserved material for taping or enlarging if not provided by the office. — — —
 - o allows students with print-related disabilities to borrow materials for extended periods of time or use computers for longer periods of time — — —
 - o allows part-time students with disabilities to participate in programs for full-time students. — — —
10. Consults with Disability Services regarding specific disability issues. — — —

Information Environment

- | | | | | |
|-----|--|---|---|---|
| 11. | States on materials that they are available in alternative formats upon request. | — | — | — |
| 12. | Produces materials in alternative media (braille, large print, audiotapes) upon request. | — | — | — |
| 13. | Shows videos/films with closed or open captions. | — | — | — |
| 14. | Provides a TTY (teletypewriter for phone communication with deaf people). | — | — | — |
| 15. | Provides adaptive technology. | — | — | — |
| 16. | Includes information about Disability Services in promotional material. | — | — | — |
| 17. | Provides assistance to students who need: | | | |
| | o readers | — | — | — |
| | o scribes (for exercises & inventories) | — | — | — |
| | o assistance with operating equipment | — | — | — |
| | o assistance with procuring materials | — | — | — |

Attitudinal Environment

- | | | | | |
|-----|--|---|---|---|
| 18. | Monitors the attitudes of staff toward individuals with disabilities. | — | — | — |
| 19. | Encourages positive attitudes of nondisabled students toward individuals with disabilities. | — | — | — |
| 20. | Includes in materials pictures of people with visible disabilities portrayed in a positive manner. | — | — | — |
| 21. | Uses appropriate language to refer to people with disabilities. | — | — | — |

Adapted from Aase & Smith, Accessibility Checklist, 1990

Equal Opportunity Statements

Long form (For use in collegiate bulletins, employee handbooks, and application forms)

Fond du Lac Tribal and Community College is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

In adhering to this policy, the College abides by the Minnesota Human Rights Act, Minnesota Statute Ch. 363; by the Federal Civil Rights Act, 42 U.S.C. 2000e; by the requirements of Title IX of the Education Amendments of 1972; by Sections 503 and 504 of the Americans with Disabilities Act of 1990; by Executive Order 11246, as amended; by 38 U.S.C. 2012, the Vietnam Era Veterans Readjustment Assistance Act of 1972, as amended; and by other applicable statutes and regulations relating to equality and opportunity.

Medium Form (For most other publications and advertising for positions)

Fond du Lac Tribal and Community College is committed to meeting the specific needs of students with disabilities and complies fully with the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Section 504 and the ADA mandates equal access for physically and learning disabled persons in educational programs.

Short Form (for posters and cases of severe space limitations)

Fond du Lac Tribal and Community College is an equal opportunity educator and employer.

Disability Access Statements

When planning conferences, events, and other on campus activities, please notify the OSD of any requests for accommodations. In registration brochures, invitations, or fliers, use the following access statements.

To request disability accommodations, please contact:
The Office for Students with Disabilities, FDLTCC, 2101 14th
Street, Cloquet, MN 55720. (218) 879-0805 V/TTY.

Publications, such as course syllabi, college bulletins, program brochures, class schedules, newsletters, and instructional publications must be provided in alternative format (braille, large print, tape, electronic) upon request; document conversion is provided through the Office for Students with Disabilities (218) 879-0805 V/TTY. In these publications use one of the following statements:

1. This publication/material is available in alternative formats to individuals with disabilities upon request. Please contact: The Office for Students with Disabilities, FDLTCC, 2101 14th Street, Cloquet, MN 55720. (218) 879-0805 V/TTY.

Accreditation

Fond du Lac Tribal & Community College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. For additional information regarding accreditation, assessment, and other areas related to academic accountability, contact the Commission at (312) 263-0456, or view the website at: www.ncacihe.org