



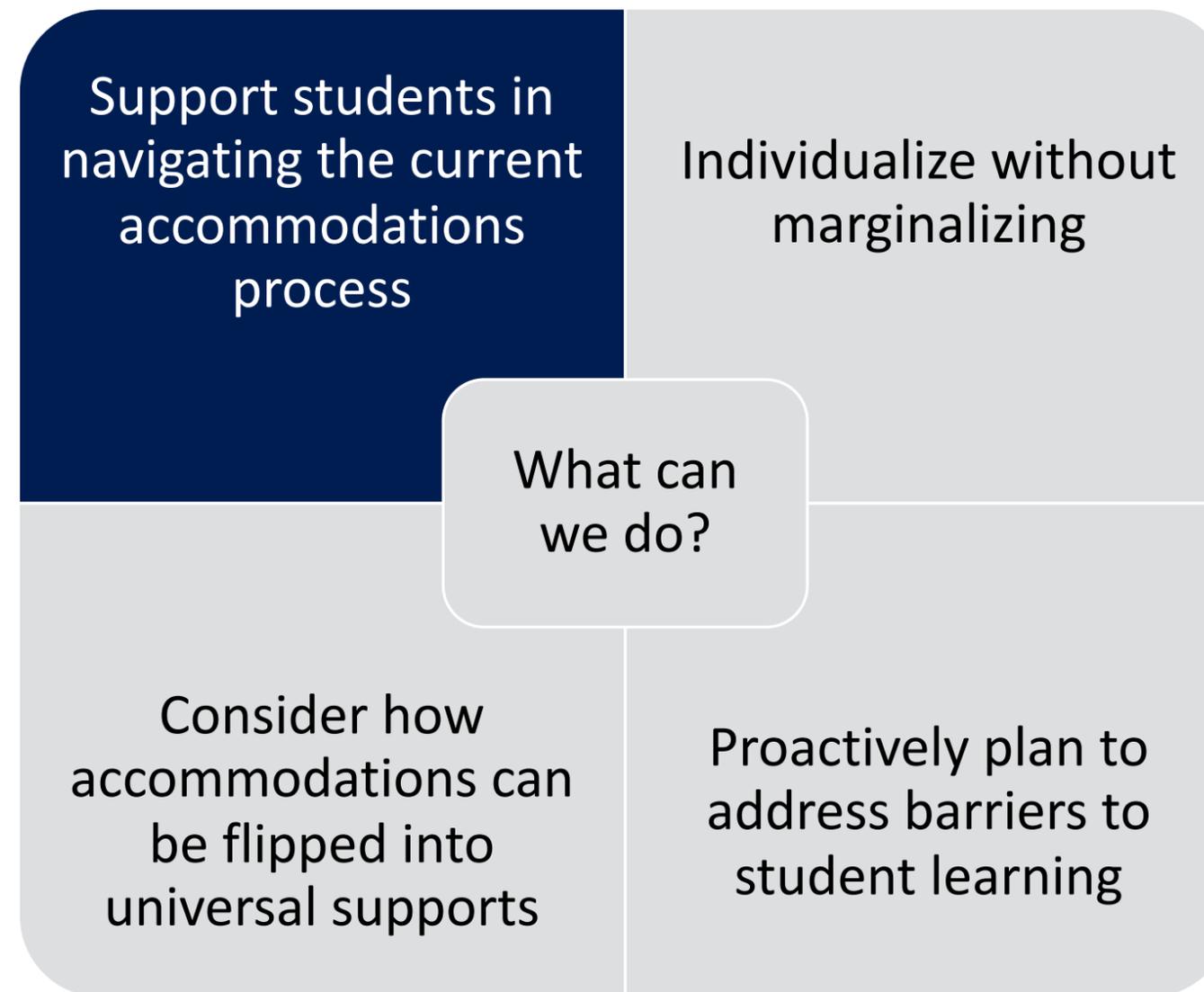
# Suggestion 1: Support students in navigating the current accommodations process

Need to support students in the current process

Need to:

- Encourage students to share letters
- Discuss accommodations with students
- Create plans with students as needed
- Monitor how accommodations are implemented

Communicate with SAS (we are here to support you!)





# Suggestion 1: Examples

Consider essential requirements

Ensure there is an updated syllabus statement

Personalize your syllabus statement

Reach out after you receive a letter to discuss:

- Accommodations on the student letter
- How the accommodations will work in your class
- Any other ways you can support the student
- How to keep in communication throughout the semester

Create accommodation agreements when things are uncertain

Support students in navigating the current accommodations process

Individualize without marginalizing

What can we do?

Consider how accommodations can be flipped into universal supports

Proactively plan to address barriers to student learning



# Suggestion 2: Individualize without Marginalizing

Consider essential requirements

Decrease stigma, increase compassion

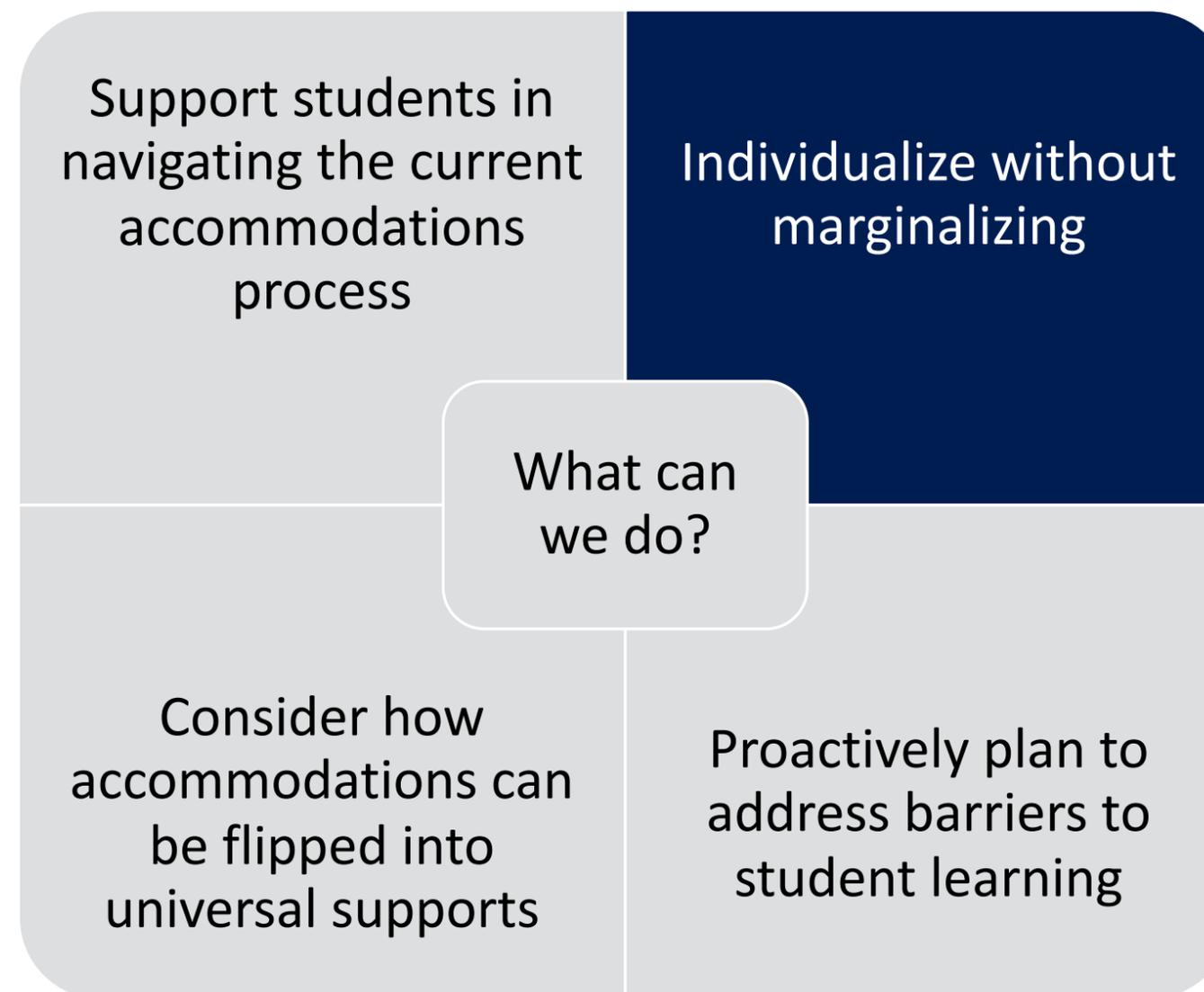
- Faculty openness to unique individual needs
- No assumptions about “capacity” or “normality”
- Assume intersectionality

Flexibility and supports widely available

Encourage diversity in learning by supporting multiple pathways for all students

Include disability representation in your curriculum

Talk with students about how individual supports can be implemented





# Suggestion 3: Consider how accommodations can be flipped into universal supports

Consider essential requirements

**Extra time on exams** - Schedule a specific exam time, but make additional time available to those who need it

**Notetaking supports** - Assign a class notetaker for each class; Create technology use contracts with students

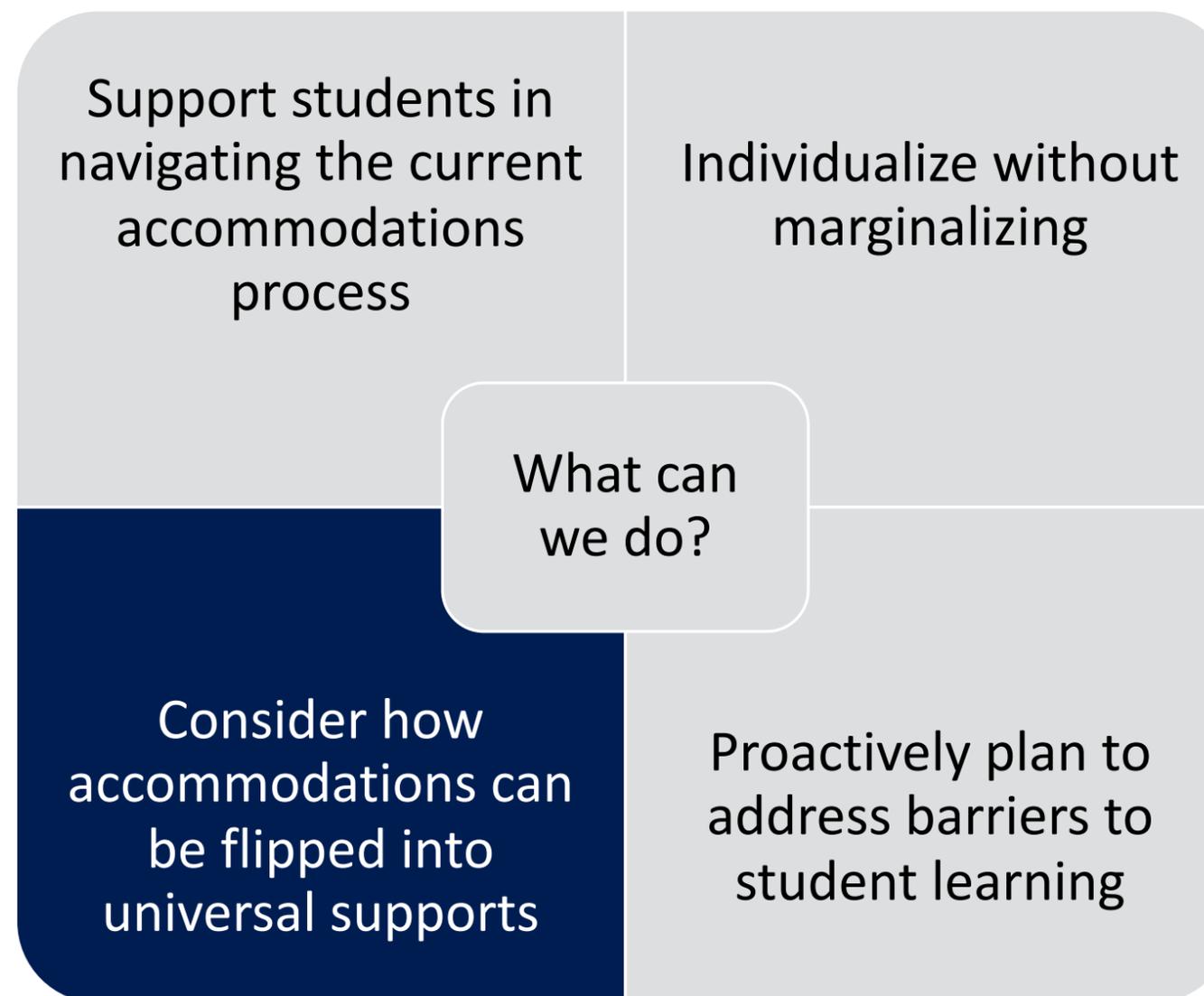
**Proactively share in-class materials** - Provide PowerPoints and other materials ahead of each class

**Presentation options** - Provide students with options around presenting knowledge

**Short breaks** - Allow all students to take breaks when needed

**Preferential seating** - Allow students to choose their seats

**Captions** - Turn on Zoom Captions





# Suggestion 4: Proactively plan to address barriers to student learning

Consider essential requirements

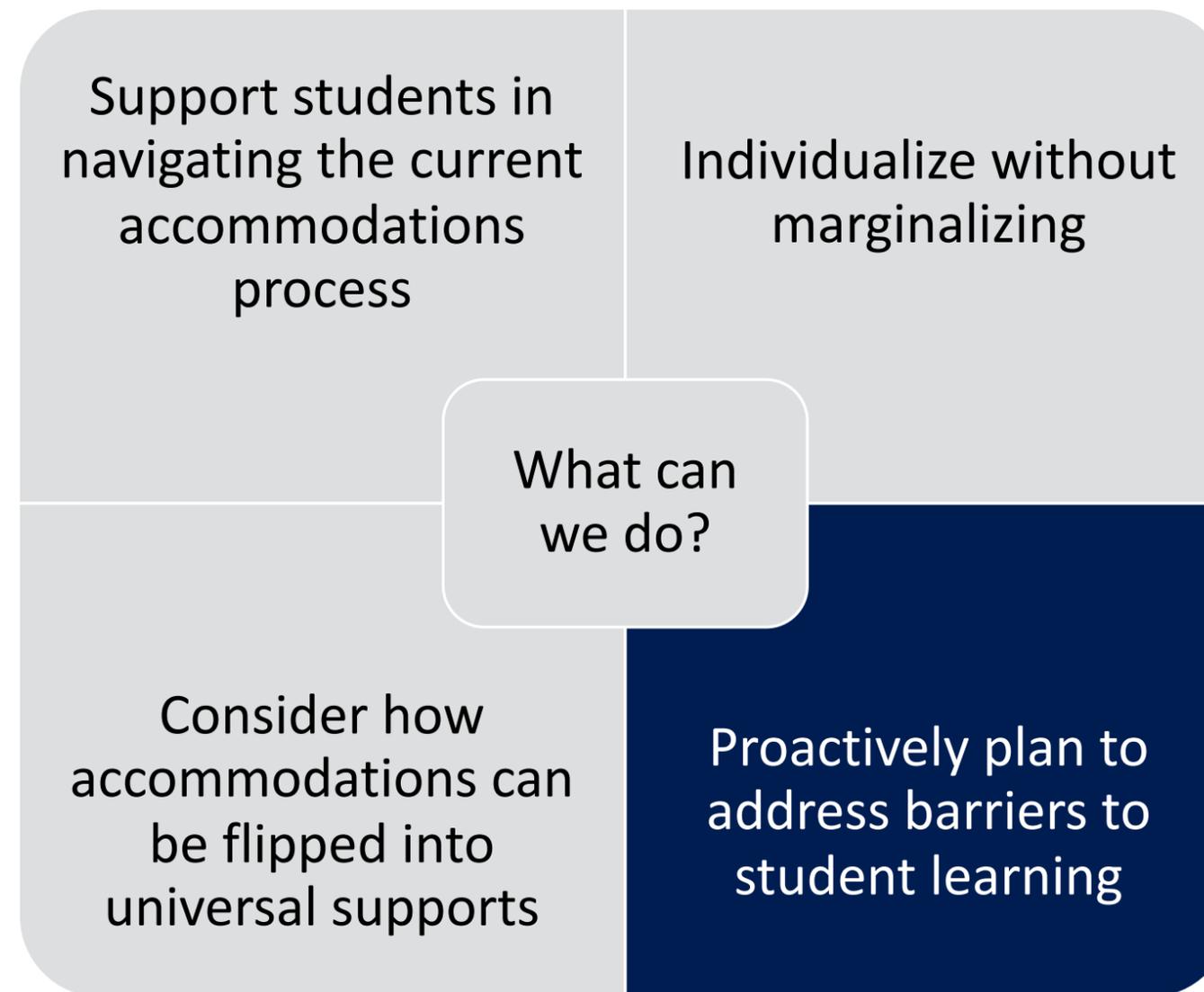
Build supports and scaffolds into instruction

Use models to help students see exemplars of work

Create flexible pathways to the same goals

Use the Universal Design for Learning (UDL) Guidelines

- A tool to help you understand where there are predictable barriers
- A tool to plan lessons and courses
- A tool to assess what you already do
- A tool to facilitate conversation with fellow instructors





# What Did We Cover Today?

## What are Accommodations?

- Defining accommodations
- Types of accommodations
- Accommodation approval process
- Accommodation letters

## How Come Accommodations Aren't Enough?

- Accommodations are individual, process based, limited, general, reactive, static

## How Can We Move Beyond Accommodations?

- Support students in navigating the current accommodations process
- Individualize without marginalizing
- Consider how accommodations can be flipped into universal supports
- Proactively plan to address barriers to student learning

