Types of Accommodations

Classroom Accommodations
- e.g., notetaking assistance, technology access, personnel support

Exam Accommodations
- e.g., additional time, alternative testing spaces, technology access

Course Accessibility Accommodations
- e.g., accessible educational materials, captions, accessible spaces

Flexibility Exploration
- e.g., attendance agreements, deadline agreements, participation

Policy Alterations
- e.g., course substitutions, modified course of study, ability to use a laptop for notetaking

Other Accommodations
- e.g., housing, parking, transportation, dining
Accommodation Letters

Sent by students to faculty

Students choose when to send them and what accommodations to send

Contains the accommodations approved by the university

Outline the accommodations faculty are responsible for implementing
Faculty Can and Should

You should create an environment that is welcoming, accepting, and understanding of diverse learning needs

You should hold all students to high standards

You should try and meet with students once you receive a letter

You should respond to letters promptly

You should keep accommodations (and conversations about them) private and confidential

If you have questions, you can reach out to SAS about possible next steps
Faculty Cannot and Shouldn’t

You cannot ask the student what their diagnosis is or question why they need the accommodations
  ◦ You can ask how you can support them
  ◦ You can connect them to campus resources

You shouldn’t discuss student accommodations with other faculty
  ◦ You can talk with SAS about concerns

You shouldn’t refuse to implement accommodations
  ◦ Talk with SAS about concerns

You shouldn’t announce accommodations to a classroom
  ◦ Accommodations should be private
How Come Accommodations Aren’t Enough?
Taking Stock

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