

The following three statements regarding having a discussion with a student about disability and accessibility accommodations may offer different templates for use in course syllabi. The italicized text within brackets is intended to be a place holder for specific ways to contact the instructor according to that instructor's context. The primary message is that although a student's needs may not change, how those needs are met may be different according the design of each course; thus, a conversation between the instructor and student is necessary to co-create a plan for learning in the course.

Sample Disability and Accessibility Accommodations Syllabus Statements

1. Students who wish to make use of academic accommodations (including but not limited to, extra time on exams, preferential seating, or frequent breaks), should notify me at the beginning of the semester, or as soon as it is made clear you have need of accommodations, regarding how you would like to use the accommodations to meet your learning needs. This confidential conversation ensures that we both understand how your accommodation(s) can best serve you to be successful in the course. Additional student support and resources are available through the [Center for Accessibility and Disability Resources](#) on campus.
2. Ensuring your academic success and learning needs are met are high priorities for me in this course. If your learning needs include an academic accommodation, including but not limited to, extra time on exams, preferential seating, or frequent breaks, please [***make an appointment, attend my office hours, or schedule a Zoom meeting***] so that we may confidentially discuss the specific ways that these needs will be met in this class. You can find additional student support and resources through the [Center for Accessibility and Disability Resources](#).
3. Co-creating a plan for how your documented accommodation(s), including but not limited to, extra time on exams, preferential seating, or frequent breaks, will be accounted for in course activities and assessment is the best way to ensure your learning needs are met. Please [***attend my office hours, meet with me after class, or schedule a Zoom discussion***] at the beginning of the semester, or as soon as it is made clear you have need of accommodations so that we may start the confidential process of creating that plan. You can find additional student support and resources through the [Center for Accessibility and Disability Resources](#).