



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



201 Smith Hall, 3 Garrison Avenue Durham, NH 03824-3594 • Phone(603) 862-2607 • NH Relay 7.1.1 • Fax (603) 862-4043 • www.unh.edu/sas

Memorandum of Accommodations

Confidential

To:
From: Student Accessibility Services (SAS)
Re: Test3 Testing3
ID #: 3T
Email: sas.office@unh.edu
Course: Test Course 101 A
Date: February 18, 2021

In accordance with the ADAAA (Americans with Disabilities Act, as amended) and Section 504 (Rehabilitation Act, Sec 504), Student Accessibility Services has determined that the above-referenced individual is a student with a disability and, on the basis of the diagnosis and supporting documentation, the following accommodations have been approved:

- Extended time: All formats of exams, quizzes, more than 10-15mins: 100%
- Distraction reduced environment. Provide a quiet testing environment with minimal distraction. This may allow for multiple people depending on the space and configuration.
- Provide a separate testing environment (individual room).
- Exams may need to be read (text-to-speech software OR human reader)

This information should be treated as confidential and discussed only with other faculty and administrators with a need to know.

NOTE: Complete instructions for modifying the time limit of an online quiz for an individual student can be found on this [Canvas Community weblink](#).

SAS verifies the existence of a disability and approves appropriate accommodations. Students are expected to meet with faculty to determine the logistics and implementation of accommodations. You are welcome to initiate contact, though the student has been directed to do so. These accommodations reflect the student's disability-related needs and, as such, may have more/less relevance to your course given course requirements, class structure, and exam format.

The University of New Hampshire is committed to providing reasonable accommodations to qualified individuals with disabilities that enable students to compete equitably with their peers in meeting



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

