# Sample Letters of Accommodation 2

*Below are two different examples of accommodation letters that students will provide to their faculty. These represent two types of accommodation letters that are commonly used in the field. Note that both letters include student information, a statement of coverage (i.e. ADA and Section 504), a list of accommodations, and contact information for the student’s DSP. Note that the sample letters do not include information that discloses a student’s diagnosis. This second accommodation letter includes a list of accommodations with a brief description of suggested implementation.*

**IHE and/or DSO Name and Logo**

# Faculty Accommodation Notification

**Date:**

**Student ID:**

**Student Name:**

This student has documentation of a disability. The following accommodations are approved:

**Accommodation Accommodation Description**

Ability to audio record

Alternative texts/ Digital texts and materials

Extensions on course work

Time and a half (1.5 times)

Under certain circumstances, a student will audio record the classroom experience for personal use in study and preparation related to the class. A student is required to inform the instructor of their intent to use this accommodation prior to the first day of recording. Because classmates and other individuals in the class cannot be recorded without their knowledge, the instructor should inform the class (without revealing the identity of the student using the accommodation) that recordings may take place over the course of the semester.

Due to the student's disability, the student may require course content in alternative formats (which may include large print, electronic and braille documents). It is the student's responsibility to identify all course content which will be needed in alternative formats. The Disability Service Office will convert course materials to the chosen format. Please note, the process of converting course materials may take up to one week.

Based on the nature of the disability, a student may require extensions on certain coursework throughout the semester, which can include assignments, presentations or papers. It is the student's responsibility to talk with their professor and request an extension with reasonable notice prior to the scheduled due date. The student must plan in advance for their extension requests. This accommodation is requested by the student on a per-project basis and is granted at the discretion of the instructor in the spirit of providing reasonable accommodations.

Exam accommodations apply to an exam, quiz, or test that an instructor chooses to give to students. Exam accommodations are not limited to just those exams listed on the course syllabus, but also include any assessment done spontaneously or planned but not announced to the class. Instructors should be aware of their students' accommodations needs when scheduling such an assessment and work with the Disability Service Office ahead of time. Extended time for exams constitutes "time and a half" based on class time allotted for the exam (i.e., a 50- minute exam will provide a student with 75 minutes to complete an exam). Instructors may provide this accommodation by allowing a student extended time directly before or immediately after a scheduled exam time,

during office hours, or at any other mutually agreed upon time and location. Instructors may provide this accommodation by administering the exam through the Disability Services Office. Students must make these arrangements with reasonable advanced notice.

Accommodations are required under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. The purpose is to provide the student with an environment to obtain information and demonstrate mastery of information being tested by minimizing or eliminating the impact of the disability. **If any of the above academic adjustments results in a fundamental alteration of this course, please contact the Disability Services Office.**

All information regarding a disability is confidential. Each student is encouraged to explain why an accommodation is needed; however, the student has the option not to disclose the specific disability.

DSP Student