

## Faculty Do's and Don'ts when facilitating student accommodations:

### DO

- Ask for students to schedule an appointment or come to office hours to discuss accommodations. This includes bringing a copy of their student accommodation letter and if applicable, R.I.T.A form
- Ask the student to share with you their strengths and concerns about the class
- Discuss procedures for students to utilize specific accommodations
- Refrain from discussing students' disabilities and necessary accommodations in the hearing of fellow students or others who have no educational "need to know."
- Provide the accommodations on the student accommodation letter
- Contact ODS if you have concerns about any accommodation on a student's letter
- Grade the work of students with disabilities as you would grade the work of others
- Sign the student accommodation letter
- Use the word disability when talking with the student

### Do NOT

- Compromise the academic quality or rigor of your course. When students have received accommodations, there is no need to "give them a break" by being unduly lenient.
- Grade students more harshly because they have had extra exam time or other modifications. This would nullify the effect of the accommodations
- Discuss accommodations in the classroom with the student
- Tell a student you will NOT provide an accommodation
- Modify or alter the student accommodation letter
- Request the student to sign an additional agreement to receive accommodations. The only official agreement between the university and the student is the accommodation letter
- Ask the student his or her disability
- Take responsibility to submit a R.I.T.A form on the student's behalf

- Use the term “special needs” or “challenged” when talking with student

This list was compiled by the Margaret A. Staton Office of Disability Services