DATE: «Date»
TO: «professor»
FROM: Sara Wetzel
Program Coordinator for Disability Support Services
RE: «Name» («student ID #»)

«Name» is a student with a disability who is enrolled in your «Crsno» «Classname» class this quarter. According to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the University is required to help provide equal access to educational facilities and programs. It is the role of Disability Support Services to work in partnership with the student and with faculty to ensure that students have appropriate educational accommodations.

Specific accommodations given each student are based on common practices at other institutions of higher education. Each student requesting accommodations must have appropriate documentation on record with Disability Support Services and meet with me before accommodations are approved. After carefully reviewing «Name»’s documentation and having the personal interview, we determine which classroom accommodations would be most appropriate.

Attached are those accommodations relevant to classroom-based support for which this student is eligible. Please note that «Name» may not need or may choose not to use all of the approved accommodations in your class. In most situations, students are able to facilitate accommodations on their own. If they need to involve you according to the guidelines of the accommodation, it is their responsibility to contact you. In some cases, additional adjustments may need to be made due to the nature of the course. I will contact you if this situation should arise.

Thank you in advance for your cooperation. I appreciate all that you do to make the educational experience in your class a rewarding one. If you have any questions about accommodations or about the student please do not hesitate to call me at x2272.
CONFIDENTIAL

The following classroom accommodations have been approved for ____________.

- **Notetaker:** Most students are able to find their own notetaker by asking someone in the class they already know. On occasion, students may need assistance with locating a notetaker. If this should happen, the student may contact you for help. Please help the student by making an announcement at the beginning of class asking for a volunteer. In order to keep the student’s disability confidential, please do not announce the student’s name to the entire class. Instead, encourage the student with the disability to contact the volunteer notetaker after class to arrange the exchange of notes. Volunteer notetakers can make copies of their notes in the DSS office or may obtain NCR paper for notetaking purposes.

- **Study guides or lecture outlines:** Whenever possible, please give this student a study guide or lecture outline prior to the beginning of each class session. If you do not have study guides or lecture outlines available, the student can request a notetaker instead.

- **Assignments and handouts in alternative format:** Whenever possible, please put class assignments on disk or another alternative format as requested so the student can have access to the information. Other materials can be brought to the DSS office to be put on disk or another alternative format. Please bring the materials to the DSS office at least three days in advance for a four to six-page document (larger documents will require more advance notice).

- **Use of tape recorder for lecture or lab:** This student may choose to record lecture or lab. In some classroom situations, such as nursing classes where specific patients may be discussed, the need for confidentiality may take precedence over this accommodation. When this occurs, the Coordinator for Disability Support Services should work with you to find another accommodation that should give the student access to the material. If there is any concern about the need for confidentiality, the student and/or you should contact the Coordinator for Disability Support Services to discuss the situation.

- **Interpreter:** A sign language interpreter may be present in your class. To augment what the interpreter is doing, it may be helpful to the student’s understanding of the material for you to write key words or concepts on the board, to face the class when you are speaking so that they may lip-read and to re-state student questions for the whole class. The student may also need a notetaker to assist them if they are concentrating on the interpreter.

- **Realtime Captioner:** A realtime captioner may be present in your class. A realtime captioner types what is said in the class while the student reads it on a screen. To augment what the realtime captioner is doing, it may be helpful to the student’s understanding of the material for you to write key words or concepts on the board, to face the class when you are speaking so that they may lip-read and to re-state student questions for the whole class. The student may also need a notetaker to assist them if they are concentrating on the realtime captioner.

- **Assistive Listening Device:** An Assistive Listening Device works as a personal amplifier. The student may bring the system to class. As the professor, you will need to wear a lapel microphone that will transmit your voice to the student’s headset. Please feel free to contact the DSS office if you have any questions about using this device.
Extra time for exams: Please allow the student extra time on the exam, if requested. For most students this may be one and a half times the normal allotted time. You should identify a quiet, non-public location for the student to take the exam. The DSS office has space for students to take tests if no other location is available. The student should bring you an Exam Accommodation Form at least three days before the exam if they will be taking it in the DSS office. Please bring the Exam Accommodation Form and the test in a sealed envelope to the DSS office prior to the exam time so the student does not have to go to the classroom to get it. This may help keep the student’s disability confidential. Note that the student is responsible for letting you and us know when they will be taking exams in the DSS office.

Quiet location for exams: During testing, you should place the student in a quiet location separate from the classroom. The DSS office has space for students to take tests if no other location is available. The student should bring you an Exam Accommodation Form at least three days before the exam if they will be taking it in the DSS office. Please bring the Exam Accommodation Form and the test in a sealed envelope to the DSS office prior to the exam time so the student does not have to go to the classroom to get it. This may help keep the student’s disability confidential. Note that the student is responsible for letting you and us know when they will be taking exams in the DSS office.

Reader for exam: A reader may meet the student in the DSS office and read the test aloud. The reader will be instructed not to offer clarification or help. If clarification of the question is a problem, the student may write a brief explanation of how the student understood the question so you may have a better understanding of the student’s point of view when answering the question. The student should bring you an Exam Accommodation Form at least three days before the exam if they will be taking it in the DSS office. Please bring the Exam Accommodation Form and the test in a sealed envelope to the DSS office prior to the exam time so the student does not have to go to the classroom to get it. This may help keep the student’s disability confidential. Note that the student is responsible for letting us know when they will need a reader.

Scribe for exam: A scribe for a test may mark answers as directed by the student as well as write test essays as directed. A scribe will meet the student in the DSS office. The scribe will be instructed not to offer any clarification or help. If clarification of the question is a problem, the student may write a brief explanation of how the student understood the question so you may have a better understanding of the student’s point of view when answering the question. The student should bring you an Exam Accommodation Form at least three days before the exam if they will be taking it in the DSS office. Please bring the Exam Accommodation Form and the exam in a sealed envelope in the DSS office prior to the exam time so the student does not have to go to the classroom to get it. This may help keep the student’s disability confidential. Note that the student is responsible for letting us know when they will need a scribe.

Use of computer during exams: Please allow the student to use a computer during exams with extended writing such as essay exams. The DSS office has a computer in one of the testing locations. The student should bring you an Exam Accommodation Form at least three days before the exam if they will be taking it in the DSS office. Please bring the Exam Accommodation Form and the test in a sealed envelope to the DSS office prior to the exam time so the student does not have to go to the classroom to get it. This may help keep the student’s disability confidential. Note that the student is responsible for letting you and us know when they will be taking exams in the DSS office.
- **Alternative test or evaluation design:** Some disabilities warrant alternative tests or evaluation design. Alternative testing may involve such things as allowing students to take the exam orally or preparing a “conceptual test” in lieu of True/False and Multiple choice to evaluate the student’s knowledge of course concepts. This accommodation should not in any way alter the essential elements of the course. For example, a writing course must have some writing component in it, and no student can have that portion of the course altered. Students are responsible for contacting you no later than the second week of the quarter to discuss this accommodation as needed.

- **Notification about possible absences:** Due to the nature of the student’s disability, there may be times when the student may experience a flare up, and the student may not be able to attend class. This student will work to make sure he/she is preparing for possible flare ups by working on assignments well in advance to meet deadlines as outlined in the course syllabus. This student may want to meet with you periodically to make sure he/she is staying on track and not getting behind schedule. If an unexpected flare up should occur, it is the student’s responsibility to obtain any missed lecture or other information. If appropriate, please work with the student to adjust due dates for assignments with short turn around times, such as assignments given that day in class and due the following day, because these may be difficult for him/her to complete during flare ups. Please contact DSS if you have any questions about whether and in what manner and circumstances the absences can be accommodated.

- **Other:**