**Syllabi Statement on Disability and Accessibility**

 Faculty Assembly Disabilities Committee (DisC)

The Faculty Assembly Disabilities Committee has crafted a sample syllabi statement on disability and accessibility designed to engage students and to encourage faculty to and create more accessible classrooms.

Sample Statement:

The University of Colorado Denver is committed to ensuring the full participation of all students in its programs, including students with disabilities. If you have a disability or think you have a disability and need accommodations, I encourage you to contact Disability Resources and Services ([DRS](https://www.ucdenver.edu/offices/disability-resources-and-services)) and/or speak with me as soon as you can. I am committed to providing equal access as required by federal law, and I am interested in developing strategies to help you succeed in this course.

**You are welcome to adapt and craft your own statement**, please keep in mind that your statement needs to comply with the [Americans with Disabilities Act](http://www.ada.gov/) and [Section-504](https://www.ed.gov/laws-and-policy/individuals-disabilities/section-504). Please avoid stigmatizing or terse legal language and create a tone of inclusivity. You can contact FA DisC or consult our [Resources](https://www.ucdenver.edu/faculty-staff/faculty-assembly/denver-campus/denver-campus-committees/faculty-assembly-committees/disabilities-committee/resources) for additional help on language and information on addressing ableism.

***Engaging Students with Disabilities and Providing Accommodations***

While students may share information about what they need, you are not allowed to ask students questions about their medical conditions, as that information is protected and private. Faculty are required to provide accommodations when formally requested by the DRS accommodation letters at any time during the course, but accommodations are not retroactive. This does not preclude faculty from going above mandated accommodations to provide a more accessible classroom or that promotes students’ success.

DRS does its best to articulate best accommodations, but it’s up to you and the disabled student to work out how those accommodations will play out in your class. In some cases, required accommodations may not make sense in your course or be in the student’s best interest. For example, you may want the student to have access to you during testing, so you may choose to provide the mandated extra time yourself rather than in the DRS testing center. Speak with disabled students, as they are the experts on their own disabilities.

If a student does not have a DRS letter and identifies to you as being disabled, the first step is to listen to the student. Some students may choose to self-advocate, cannot afford required testing to gain DRS documentation, have cultural issues that impede accessing accommodation, or have limited accommodation requests or be unaware of the accommodations process, and you may direct them to DRS for further information. The university does not require you to accommodate students without a letter from DRS specifying what accommodations they must receive, but you may have discussions with the student and make informed pedagogical decisions, as you would with any student who approaches you with a concern or idea. You are also invited to consult with DRS.

.

**Visit the** [**FADisCom**](https://www.ucdenver.edu/faculty-staff/faculty-assembly/denver-campus/denver-campus-committees/faculty-assembly-committees/disabilities-committee/accessible-pedagogy) **for information on inclusive teaching, digital accessibility tools for teaching based on national best practices, managing DRS accommodations, and employee and campus‐specific disability resources or email the Chair, Colleen Donnelly at colleen.donnelly@ucdenver.edu**