As a University of Idaho faculty member, you play an important role in promoting equal access for students with disabilities. You do this by creating accessibility in your courses, referring students who need accommodations to CDAR and working with students who have accommodations in your courses.

**Accommodations Defined**

Accommodations are adjustments or changes designed to provide students with disabilities an equal opportunity to participate in the university experience through access in courses, programs, activities, or services. Accommodations may adjust policy, structures, timelines, formats, presentation, and more.

**Why do Accommodations Matter?**

The University of Idaho is required to provide equal and integrated access to individuals with disabilities to be in compliance with federal law (Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, & the Fair Housing Act). See [FSH 6400](#) for the student accommodation policy.

**How are Accommodations Assigned?**

<table>
<thead>
<tr>
<th>Student</th>
<th>CDAR</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-identify as having a disability and needing accommodation</td>
<td>Meet with student to assess eligibility and assign reasonable accommodations</td>
<td>Facilitate accommodations as identified by CDAR and work with student</td>
</tr>
</tbody>
</table>

**Student**
Communicate with instructor and CDAR regarding accommodation needs and follow procedures for accessing assigned accommodations

**CDAR**
Support instructors and students by providing resources and answering questions

**Instructor**
Facilitate accommodations as identified by CDAR and work with student

**Common Accommodations**
The following are accommodation categories, please note this is not an exhaustive list

<table>
<thead>
<tr>
<th>Testing</th>
<th>Adjustments to the environment, time, format, and resources permitted during proctored exams and quizzes; often taken at CDAR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notetaking</td>
<td>Services or assistive technology to aid in the notetaking process. Can include audio recording of lectures, use of electronic devices in class, peer notetaker, and captionists.</td>
</tr>
<tr>
<td>Attendance-Based</td>
<td>Excused absences for disability-related symptoms or medical appointments. May include permission to turn in assignments after deadlines.</td>
</tr>
<tr>
<td>Physical</td>
<td>Alterations to the physical space to be accessible. May include room relocation, special seating, adaptive equipment, field trip considerations, rest periods, or additional space e.g., for service dog or ASL Interpreters.</td>
</tr>
</tbody>
</table>
Frequently Asked Questions

What if I cannot provide an accommodation?
CDAR is here to help students and faculty find a plan that works for everyone. Sometimes certain accommodations are not the best fit in all environments. Consult with CDAR with any concerns.

What if I am asked to accommodate a student but haven’t received anything from CDAR?
If a student states they need accommodations due to a disability, refer students to CDAR. Do not provide accommodations outside of CDAR (this is for your protection).

What if I suspect a student needs accommodations?
Refer students to CDAR if you suspect a student may need supports due to a disabling condition. This needs to be done tactfully as you do not want to assume disability or ask if they have a disability (never ask). Tips for referring are to share what you have observed about the student’s academic struggle and include CDAR in a short list of resources for the student, such as Counseling Center, Academic Coaching, and CDAR. For example, “I noticed you do not complete your exams, yet according to your assignments I know you understand the material. Have you ever considered talking with CDAR or the counseling center about possible test anxiety?”

What if accommodations conflict with statements in my syllabus?
Accommodations are necessary for the student to have equal access to the course and often require adjustments to the way the course is structured or presented. Contact CDAR for help navigating any challenges due to specific accommodations.

Syllabus Statement
Add the current disability accommodation statement on every syllabus. Find the current version on CDAR’s website and on the Beginning the Semester publication from Faculty Senate.

CDAR Quick Facts
- In FY 2019, 4% of the UI student population had accommodations with CDAR--- 500 students
- Raven Scholars is a supportive transition program for students on the Autism Spectrum

Want More Information?
Additional resources are available on CDAR’s website at www.uidaho.edu/cdar-faculty. Visit CDAR in the Bruce M. Pitman Center, Suite 127. Contact us at cdar@uidaho.edu or 208-885-6307.