# 10 Tips on Accommodating Students at SDSU

1. Include a Disability Statement on Your Syllabus. This is required at SDSU and can be found in the SDSU Accessible Syllabus Template, which is maintained by the Center for Teaching and Learning.
2. Be proactive in making instructional materials available in advance of semesters to allow adequate time for alternative media coordination and distribution. An example of this is providing book order information to the bookstore when requested.
3. Respond to accommodation requests from Student Ability Success Center (SASC) as soon as possible. This allows SASC staff time to caption videos, study terminology for instruction via sign language, digitize texts, and more, beforehand, so that the student does not fall behind in their coursework.
4. Encourage students to seek accommodation early in the course so that course materials do not have to be made accessible at the last minute, and the students will have time to study. An example of this is a student needing to have documents altered to be accessible one day before the test. Note that students may notify you about their accommodations at any point during the semester, not simply during the first week of classes.
5. Protect the student’s privacy. Students’ privacy, including information about their disability, is protected by the [Family Educational Rights and Privacy Act](http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Meet with the student in private. Instructors should never discuss a student’s disability with anyone other than the student and staff involved in providing accommodations.
6. Speak with the student directly about what is needed and how to make accommodations work best for them. SASC may be able to answer questions regarding appropriate accommodations, but the students are the "experts" in how they navigate their disability.
7. Help students find note takers (fellow students) in their courses when this important accommodation is needed.
8. Record lectures for one or all students. Recorded lectures help all students with comprehension. These recordings can be made available to only the accommodated student or all students in the course.
9. When using Zero Cost Course Materials (ZCCM) and Open Educational Resources (OER) submit the information about ZCCM and OER to the bookstore, including title, author, publisher and ISBN number. This helps SASC find the item when the materials need to be converted to an accessible format.
10. Keep in mind that some students have hidden disabilities and others do not disclose their disability.

**SDSU Student Accommodation Support Contacts**Instructional Technology Services  
Phone 594-6348  
http://sdsu.zoom.us/my/sdsuits

Student Ability Success Center   
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