



Under the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and university policy, qualified students with disabilities are entitled to reasonable accommodations that provide equal access to the university's programs, services, and activities. Ensuring compliance with these requirements is a shared institutional responsibility. Faculty play a critical role in this process by implementing approved accommodations, fostering an accessible learning environment, and promoting equal educational opportunity for all students.

ADA COMPLIANCE

- **Review and implement approved accommodations promptly.** Read accommodation letters from the ARC and provide approved accommodations as soon as the course begins or when the accommodation letter is received.
- **Maintain confidentiality.** Protect the privacy of students with disabilities and discuss accommodations only in a private setting.
- **Engage in an interactive conversation when needed.** If you have questions about how an accommodation will be implemented, meet privately with the student. Contact the ARC if additional guidance is needed.
- **Honor approved accommodations.** Faculty should not delay, deny, or modify accommodations without first consulting the ARC.
- **Complete accommodation-specific forms when applicable.** If an accommodation requires a flexibility agreement (e.g., attendance or deadlines), complete the form collaboratively with the student and keep a copy for your records. If you need assistance determining reasonable limits, consult your Department Chair and/or the ARC. Students are not required to provide faculty with documentation related to their disability beyond their official accommodation letter from the ARC.
- **Use respectful, person-centered, and inclusive language.** Foster an environment that supports equal access, belonging, and full participation for all students.

EMERGENCIES, SAFETY, & CONDUCT

- **Call Public Safety 502-272-7777 in an emergency.** Safety Plans provide additional details. Faculty are not expected to administer medications such as epi pens or other emergency medications. Follow evacuation procedures and alert Public Safety if a student cannot self-evacuate in an emergency.
- **Follow Conduct Policy regarding student conduct.** Contact Department Chair, Academic Dean, or Dean of Students with questions or concerns.

INCLUSIVE PRACTICES

- **Incorporate Universal Design for Learning (UDL) and inclusive teaching practices.** (Faculty Development can provide guidance and support.)
- **Provide course materials in multiple accessible formats whenever possible** (e.g., text, visuals, audio, downloadable documents).
- **Share course materials in advance**, including slides, readings, and assignment instructions, to allow students adequate time to prepare and use assistive technology.
- **Offer flexible ways for students to demonstrate learning** when course learning outcomes permit (e.g., presentation, paper, project).
- **Caption all video and multimedia content.***
- **Provide meaningful alternative text (alt text) for images, graphics, and charts.***
- **Use high color contrast** between text and background to improve readability and accessibility.
- **Include an accessibility statement** in your syllabus inviting them to discuss approved accommodations and directing students to the ARC.
- **Foster an inclusive classroom environment** by encouraging students to communicate their access needs and normalizing the use of movement breaks, assistive technology, note-taking tools, and other technology

***Note:** Captioning, alternative text, and accessible color contrast are required for digital content under the revised ADA Title II accessibility standards. Faculty are encouraged to incorporate these features into all newly created materials and to progressively update existing course content to meet these requirements.

AVOID COMPLIANCE PITFALLS

- **Do not ask students to disclose their disability or diagnosis.** Students are not required to share information with faculty beyond their approved accommodation letter.
- **Do not refuse or deny an approved accommodation.** If you have questions about implementing an accommodation or concerns about whether it may fundamentally alter your course, contact the ARC before making any changes.
- **Do not use image-only or scanned PDF documents.** If text cannot be highlighted, searched, or read by a screen reader, the document may not be accessible to students using assistive technology.
- **Do not discuss a student's accommodations in front of others.** Move the conversation to a private location or arrange a meeting.
- **Do not make comments that identify or single out students receiving accommodations.** Avoid statements such as, "Grades are delayed because students with accommodations are still taking their exams," or other remarks that could reveal a student's accommodation/disability status.
- **Do not send group emails or messages that identify students receiving accommodations.** Communicate individually with students to protect their privacy and maintain confidentiality.