



# Syllabus Disability Statement

Adapted from materials developed through the Ohio State University Partnership Grant  
*Improving the Quality of Education for Students with Disabilities*

## Disability Statement Definition

A statement placed on course syllabi indicating a faculty member's willingness to provide reasonable accommodations to a student with a disability.

A sample disability statement that can be used/adapted for course syllabi:

*Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact...(at Foothill, the Disability Resource Center; at De Anza, Disability Support Services or the Educational Diagnostic Center) to coordinate reasonable accommodations for students with documented disabilities.*

## Rationale

The statement should be an invitation to students who have disabilities to meet with the faculty member, in a confidential environment, to review course requirements and to discuss their need for accommodations. Establishing reasonable accommodations should be considered on a case-by-case basis because of the functional limitations of each individual and the specific demands of the course will vary.

## Principles

- The accommodation process should be one of **collaboration** between student and instructor with support from the disability services office.
- Students already working with that office have provided that office with documentation of their disability.
- Faculty should not ask the student for documentation, however, they can request that a letter from ODS be sent to verify the disability.
- A statement on the syllabus and an announcement in class **normalizes** the accommodation process by treating it as just another part of the course.
- The statement can be altered to meet the **specific needs** of your department/courses.
- It is recommended that instructors for multiple section courses and labs **come to an agreement** on the syllabus statement used.

*"A disability statement opens the lines of communication making the student feel more comfortable approaching faculty to disclose their disability and need for accommodation". Jennifer Aaron, Student self-advocate*

This Fact Sheet was adapted from content compiled by the Ohio State University Partnership Grant “Improving the Quality of Education for Students with Disabilities,” funded by the US Department of Education under grant #P333A990046.