

Senate Committee on Teaching and Advisement
and
Individual with Disabilities Committee

October 30, 2008
Brown Bag Discussion

Making Accommodations to Your Syllabus and Assignments

Faculty in attendance shared the following regarding accommodations and students with disabilities:

- Consider changing the paper color that you use to print syllabus and assignments. White is too stark for some.
- During a lecture or on lecture notes have salient points in bold or consider making them bullet points.
- Minimize text in order to create more white (or colored) space on the syllabus.
- For visually impaired students, auditory overstimulation may be a problem. Consider this when planning small group activities.
- Review the syllabus in preparation for a mid-term or final exam, highlighting for students key concepts addressed from each part of the syllabus.
- Make information available in as many formats as possible. For example, class notes could be available on Blackboard/Moodle, powerpoint presentations could be available, podcasting lectures is also an option. Concern was expressed that students may use podcasting to replace notetaking, reading the text etc.
- Students could be asked to paraphrase lecture/discussion every 15 minutes
- Notetaking for learning disabled could be challenging.
- Quizzes given as take home assignments to facilitate reading the text.
- Use a revision form that students complete when turning in multiple drafts of their work. Students answer questions about how the revisions they made address the comments or suggestions of the professor.
- Alternative assessments to written exams offered where professor highlights key criteria for the assessment.