



Baton Rouge Community College
Counseling & Accessibility Services (CAS)
Ph: 225-216-8643 Fax: 225-216-8642

Additional Key Points – What Professors Can Do

Before Classes Start and Early in the Term

1. During the first class, announce that if anyone needs special arrangements or consideration to come to see you.
2. Know about services available for students with disabilities and tell students about available campus resources (and community resources, if you are aware of any).
3. Give an outline of the course, explain course content and requirements clearly, be exact about necessary reading materials and provide this information early in the term to allow for advance planning by the student.
4. Discuss teaching and learning alternatives with students, take strengths and weaknesses into account, and make individual adjustments if these are needed.

During the Term

1. Make lectures and notes easy to understand, make assignments clear, be open-minded when dealing with students, understand and adapt to the needs of individual students.
2. Encourage the student to stay in touch with you (e.g., "If you have a problem, come and see me.").
3. If students need help finding classmates for note taking and the like, assist them with this.
4. Discuss problems with the student (e.g., frequent absences, lack of participation in class activities, inappropriate social behavior such as continually interrupting others).
5. If necessary, recommend that the student go to a tutorial service or a learning center for extra help.

Students with Visual Impairments

1. Make sure required materials (e.g., exams, assignments, handouts) are available in large print (instructors are able to email assignments to CAS for enlarged printing).
2. State aloud what you write on the chalkboard or overhead projector.

Students with Hearing and Speech Impairments

1. Give lectures slowly and loudly. Be sure that your mouth is not covered by your hand or a book. Repeat if necessary. Face the class and not the chalkboard, avoid standing behind the student or walking back and forth in front of the class. Write all important material on the chalkboard or overhead transparency and be sure that material is written clearly and that it is well organized. If you wear a beard or a mustache, be especially sensitive to students who may not hear you because they read lips.
2. Be patient and take the time to communicate effectively. Ask students to repeat or clarify if you don't understand their speech. In the case of a hearing impairment, check whether the student has understood you if you are in doubt.
3. Hand out typed or printed notes.
4. Repeat classmates' questions if the student can't hear these.
5. If the student has a speech impairment and you "call on" students to speak or read in class, check privately with the student to ascertain whether he or she feels comfortable speaking in class.

Students with Mobility Impairments

1. Ensure that the class, lab, building, field trip, etc. is in an accessible location.
2. Make sure that classroom and lab furniture are appropriate for wheelchair users.
3. Admit students who have mobility impairments to class if they occasionally arrive late.

GENERAL INFO

1. Be supportive but do not be overly solicitous. Treat the student as any other student whenever possible. Make adjustments to allow the student an equal opportunity to learn. Remember that identical treatment is not "equal" treatment.
2. Make adjustments when evaluating students' performance by giving them an equal opportunity to demonstrate that they have mastered the course material. **Do not**, however, accept work of a lower quality from students with disabilities and do not give unearned marks by assigning a passing grade only because the student tried hard.
3. Do not overcompensate by doing things for students that they can and want to do on their own.
4. Do not delve into students' medical histories or inquire about their diagnosis. Stick to the information that you need to evaluate the student's ability to function in your course.
5. Avoid embarrassing students by singling them out for special attention in class.
6. Do not discourage students from taking your course. If you foresee problems, discuss these but let students make up their own mind - they probably know their strengths and limitations better than you do.

****It is the faculty's responsibility to ensure that the accommodations determined and approved by the office of Counseling & Accessibility Services are provided to the student in a timely and responsive manner.****