



## **General Guidelines for Designing Accessible Classes**

1. Provide students with a detailed course syllabus that clearly addresses expectations at the beginning of the semester. Include assignment dates, reading assignments, attendance policies, and testing policies. Provide a statement on the syllabus that directs students with disabilities to the appropriate resources for accommodations.
2. Announce reading assignments well in advance; students may need time to receive their reading materials in alternative formats or to complete reading assignments.
3. Start each class period with an outline of material to be covered that day and briefly summarize the key points at the end of the lecture.
4. Speak directly to students, using gestures and natural expressions to enhance understanding.
5. Present new vocabulary and give course assignments in a variety of ways: in lecture, through examples, on the board, on handouts, at Websites, etc.
6. Create a web enhanced course on uiuLearn and use it to post daily notes of the lecture and assignments.
7. Allow students to record your lectures.
8. Provide opportunities for questions and answers and schedule review sessions.
9. Discuss the format of your tests with the class and, if possible, provide a sample test or copies of exams you have used previously.
10. Provide overheads and/or PowerPoint slides on uiuLearn.

Questions?

Contact the Disability Services Office at [disabilityservices@uiu.edu](mailto:disabilityservices@uiu.edu) or (563) 425-5949