

## **Top 10 Tips for Professors Making the Classroom More Accessible and Inclusive**

### **10. Pre-course surveys are awesome**

Consider using the first day of class for a pre-course survey. On a note card, have students answer the question “Please let me know if there is anything that would impact your learning experience or ability to do well.” This will be inclusive of religious observances, disabilities, mental health issues, sports, etc.

### **9. Use your resources**

If you have questions about an accommodation, contact Student Accessibility Services. If the student is registered and their accommodation is marked on their form, do not delay in making the accommodation. \*

### **8. Respect Privacy and Anonymity**

Never assume that it’s your disability to tell or share. Be explicit—always ask permission before sharing any details about a student’s disability with anyone else. Even subtleties and little things matter.

### **7. Technology is your best friend**

Become an expert at using classroom technology (but make sure it’s accessible). Making accommodations for a student is easy, but if you don’t know how to turn captions on or use the smartboard, the accommodations can’t be made. SAS can help with this, or Classroom Technology Services.\* Be wary of technology that is not accessible (i.e. youtube videos without captioning).

### **6. Start your class off right**

By asking “Can everyone see and hear me today?” This helps everyone, not just students with disabilities.

### **5. One size does not fit all**

That is, students learn in a variety of different ways. Consider different ways to present your material, including but not limited to:

- lecture outlines
- writing key terms and phrases out on the board
- act it out, use your hands, remember that facial expressions help!

### **4. Rephrase and Repeat**

When students ask questions or offer comments, rephrase or repeat their comment to the whole class. This helps to put it in terms that the class is familiar with and clarifies the question for those who may not have heard it.

### **3. Encore, Encore**

Be open to the fact that students with disabilities may miss class for hospital visits or were there in class but missed a lot of the material. While note takers help to bridge this gap be open to repeating part of your lecture for the student. The most helpful professors’ often make their lecture slides and notes available to the student.

## **2. Be a good host**

When having guest lecturers, it may be helpful to mention to them that a student in the class (remember, anonymity) has a disability and needs certain accommodations.

### **1. Every silver lining's got a touch of grey**

That is, making your classroom more accessible, and making accommodations for an individual is not black and white. Rather, it should be a partnership between students, professors, SAS and any other party involved. Flexibility is a must.

\*Student Accessibility Services can be reached at 603-646-9900 or [student.accessibility.services@dartmouth.edu](mailto:student.accessibility.services@dartmouth.edu)

\*Classroom Technology Services can be reached at:

AV Emergency during class: 646-1155

Regular phone 646-2302

[classroom.scheduling@dartmouth.edu](mailto:classroom.scheduling@dartmouth.edu)