



Suggestions for Faculty and Campus Worksite Supervisors Regarding Students with Disabilities

Faculty:

- Schedule a private conversation with the student about how he or she learns best and what accommodations have worked well in the past.
- Create clear syllabi with detailed instructions for assignments and clear due dates, supplemented with in-class reminders of upcoming obligations.
- Post lecture notes or PowerPoint slides to CAMS or your course web page.
- Provide frequent feedback on academic progress, such as quizzes, opportunities to submit early drafts of papers, progress-checks on major pending obligations.
- Encourage students to seek clarification about assignments or exams during your office hours or by email.
- Design into your course multiple ways students can demonstrate competency or meet outcomes: quizzes, lab reports, exams, essays or other papers, individual or group presentations, digital projects, etc.
- Break long or complex assignments or project into sequential component parts.
- Plan a variety of instructional activities for each class session.
- If classroom interactions become an issue, develop a clearly understood non-verbal response, such as a hand signal to stop excessive interruptions or questions.

Worksite Supervisors:

- In a supportive manner, encourage student employees to disclose disabilities.
- Modify employee training to ensure that responsibilities are explicitly clear.
- Post important workplace policies and expectations, using visual aids where possible.
- Check in with student employees frequently and offer regular feedback on the quality of their work.