



Things Faculty Members Can Do

While planning a course:

- Ensure that required texts are available in an accessible electronic format
- Plan ahead to ensure all audio clips, videos, and movies are captioned, as many veterans have experiences hearing loss. They can also benefit from captioning to keep them on track
- Have a more personalized approach in your syllabus/introduction; make sure your syllabus is before class begins
- Reduce quantity of work required, in favor of quality
- Look for structure - veteran students often appreciate the very clear direction that they are given (i.e. modules in order, clear direction on what to accomplish for each page, etc.)



During your courses:

- Permit in-class use of laptop computers for note-taking
- Be willing to wear FM microphones or be open to use any other improved listening technology
- Provide handouts in a timely manner so that those needing to convert documents to an electronic format have time to do so
- Utilize electronic platforms to store lectures notes, so that students may access the information through alternative electronic formats, as needed
- Allow students the ability to take a short break (5-10 minutes) during class sessions or testing environments when stressful situations arise
- Permit flexibility in class session attendance schedules, as long as absences do not conflict with the core requirements of the class
- Find ways to get veterans to self-identify (give them an opportunity during introductions or use index cards)
- Provide opportunities for veterans to connect with each other
- Provide activities to help student veterans integrate with non-veteran groups
- Remaining flexible in terms of classroom participation and even due dates
- Allow additional time to complete in-class assignments
- Allow for extra or extended breaks
- Provide student with instructor's notes or help student obtain quality notes from other students
- Allow student to audio record lectures for later playback
- Provide both oral and written instructions; clarify instructions
- For lectures, provide student with an outline or study guide when available
- Permit referencing a dictionary or thesaurus for assignments
- Provide preferential seating at or near the front of the classroom
- Avoid placing student in high pressure situations (e.g., short time frames, extensive volume of work; highly competitive)
- Exempt student from reading aloud in front of classmates because of impaired reading skills.

What you can do about assessments in your courses:

- Eliminate timed tests in favor of other assessment methods that do not penalize students who require extra time, low-distraction testing accommodations, or attendance flexibility, regardless of whether a disability has been identified
- Administer tests on the computer and/or on paper
- Allow students to be able to use an index card with faculty-approved notes or build memory joggers into the exams (if exams are necessary)
- Allow students to use index cards, blank paper, or a ruler to help keep their place on exams
- Assessment criteria other than timed exams
- In grading work, reduce emphasis on spelling and grammatical errors unless it is the purpose of the assignment
- Allow additional time to complete tests.
- Provide for completion of tests in a quiet, individual environment with the goal of minimizing distractions.
- Administer long examinations in a series of shorter segments with breaks allowed between sections.
- Allow oral examinations and assist student in having responses scribed, as needed.
- Allow student to clarify and explain responses on exams (and assignments).
- Permit student to keep a sheet with mathematic formulas for reference, unless memorizing the formulas is required.
- Permit student's use of a calculator.
- Permit the student to utilize a dictionary and thesaurus in writing test responses.

