

# Guidelines

FOR

ALTERNATIVE

TESTING SERVICES

FOR

STUDENTS WITH DISABILITIES

SUNY Canton

SUNY CANTON  
OFFICE OF ACCOMMODATIVE SERVICES

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## OVERVIEW OF TESTING PROCESS

### STUDENTS' RESPONSIBILITIES

STUDENTS must self-identify to Student Accessibility Services.



STUDENTS must register with Student Accessibility Services by submitting documentation and meeting with director to develop a plan for accommodations and to sign release forms.



STUDENTS submit official schedule to Student Accessibility Services Office EACH semester and faculty notification will be sent.



STUDENTS are responsible for meeting with instructors to discuss any impact of their disability in the academic setting.



STUDENTS who are eligible for testing accommodations are asked submit an electronic Test Scheduling form before each test.

### INSTRUCTORS' RESPONSIBILITIES

INSTRUCTORS should regard all notifications regarding students with disabilities with confidentiality and discretion.



INSTRUCTORS may discuss with students or the Student Accessibility Services how a disability impacts a student in their academic setting.



INSTRUCTORS will receive email notification when a student schedules a exam with Student Accessibility Services.



INSTRUCTORS must drop quizzes, exams, and exams off at the Accommodative Services at least two business days prior to exam (see pg. 5, #7 for special circumstances).



INSTRUCTORS are responsible for picking up quizzes, exams, and exams or arranging for pick up.



INSTRUCTORS should send a copy of all exams or quizzes for eligible students, regardless of email notification.

**STUDENTS' EXAMS WILL BE RESCHEDULED BY STUDENT ACCESSIBILITY SERVICES ( IF THE INSTRUCTOR FAILS TO DELIVER THE EXAM AT THE SCHEDULED TIME. (**

## GUIDELINES FOR ALTERNATIVE TESTING SERVICES

The Americans with Disabilities Act (ADA) of 1990 reinforced and extended the standards for compliance set forth in Section 504 of the Rehabilitation Act of 1973. The effect of this legislation on higher education is far reaching. Appropriate accommodations in policies, practices and procedures are necessary to avoid discrimination on the basis of disability. In order to comply with the mandate of Section 504, it is necessary to provide alternative testing arrangements to students whose disability may impair their ability to take examinations in traditional formats. It is the purpose of alternative testing to measure actual achievement rather than the measurement of a student's disability. Alternative testing arrangements might include extended time (up to double time), use of adaptive equipment (i.e. computer, spell checker, grammar check), a distraction-reduced room, the use of a reader or scribe, oral exams, enlarged printing, or Braille conversion. The needs for each student vary and accordingly accommodations are determined after reviewing current credible documentation of the individual's disability.

All students must expect to be evaluated according to SUNY Canton's established academic standards, and students with disabilities are no exception. It will sometimes be necessary, however, to make special provisions in order to ensure that those students with specific disability-related limitations have the opportunity to participate on an equal basis with their class peers. Testing accommodations are provided when there is a disability-related need for them. Faculty are not expected to alter their standards for evaluation. Individual departments should have essential required components for their curriculum in written format. Faculty should have written reference in their syllabus regarding accommodations in reference to department approved essential components of the curriculum.

The Student Accessibility Services Office was established to assist faculty in their legal obligation of compliance with ADA standards to students who have disabilities. Eligibility for services is determined by the Student Accessibility Services Director and is based on the current credible documentation provided by the student.

The student must self-identify to the Accommodative Services Office staff that he/she has a disability and is seeking accommodations.

1. Students who choose to use Student Accessibility Services must meet with the Director to determine appropriate accommodations. This process should occur at the beginning of their incoming semester.
2. All students choosing to use the alternative testing services are required to meet with the Accommodative Services Director for an orientation on the correct method for obtaining testing procedures.
3. Students are responsible for meeting with instructors during office hours to discuss alternate testing arrangements. It is important to note that it is the student's decision to self-identify and whether or not he/she chooses to utilize testing accommodations.
4. The student and the instructor must discuss any alternative date and time of the scheduled exam.

5. Students are responsible for signing up with the Office of Student Accessibility Services at least three (3) working days prior to each exam by filling out the online Test Scheduling form.
6. Instructors will receive an email when a student schedules an exam in the Office of Student Accessibility Services. Instructors should clarify any special test conditions to ADS such as open book, open notes, calculators allowed, etc. However, instructors should provide a test to ADS for every eligible student, **regardless of receiving an email.**
7. Instructors should ensure the exams arrive at least one business day before the scheduled time of the exam. (Note: If an exam needs to be audio recorded, or converted to Braille or large print, it should be delivered no later than one week before the scheduled time.) Cooperation regarding flexibility of scheduling exams is very important. Providing testing accommodations is a cooperative venture between the Office of Student Accessibility Services and faculty. Student Accessibility Services provides all of the accommodations; faculty arrange for the delivery and pick up of their own exams.
8. Students are expected to arrive on time to take their exams. !Students will not be given extra time if they arrive late. In the event that services cannot be provided, the student is responsible for making alternative arrangements with the instructor.

STUDENTS ARE EXPECTED TO UNDERSTAND AND FOLLOW THE ABOVE GUIDELINES. IF GUIDELINES ARE NOT FOLLOWED, THE ACCOMMODATIVE SERVICES OFFICE CANNOT GUARANTEE THE PROVISION OF SERVICE.

**STUDENTS ARE EXPECTED TO UPHOLD THE INTEGRITY OF THE EXAMINATION PROCESS AND ARE SUBJECT TO DISCIPLINARY ACTION FOR ACADEMIC MISCONDUCT.**

Students may take exams Monday through Friday between 8:00 a.m. and 4:30 p.m. Any exams taken must be completed within this time frame due to the availability of proctors. Appropriate testing accommodations may be available in evening and weekend hours by appointment.

### **Types of Testing Accommodations**

There are a number of appropriate testing accommodations, depending upon the specific disability-related needs of the student. Types of accommodations include the following:

**Extended Time.** This is one of the most common accommodations across disability groups. The typical recommendation is time and one-half or double time, but we do not provide unlimited time as an option.

**Reading Services.** Kurzweil software is available for students needing text-to-speech. If needed, tests can be read to an audio recorder and played for the student.

**Scribe Services.** Staff write down, verbatim, the student's answers, filling out a bubble sheet if

necessary. Students may use dictation software.

**Computer Access.** Many students can independently complete essay exams on computers; some may need enlargement, speech output, or a spell check program which can be provided at the Student Accessibility Services Office by advance reservation.

**Quiet and Comparable Testing Environment.** Some students require a distraction-reduced testing environment. All students should have testing environments comparable to those of their classmates -- i.e. testing space free from frequent interruptions with proper writing surface, seating, and lighting.

**Converted Format.** This may include large print, Braille, or audio recorded exam material.

All exams delivered to the Student Accessibility Services Office will be logged in as having been delivered by an appropriate faculty or staff member and then placed in a locked, secure location in the department office. The Student Accessibility Services Office will schedule all rooms and proctors for tests. Additional proctors are recruited from staff, administration, and community resources, if necessary.

Students who complete an exam prior to the beginning of their class will remain in the Student Accessibility Services Office until their class begins the exam, if requested by instructor.

For “pop” quizzes: Faculty should email or deliver the quiz to ADS as they would a regularly scheduled exam. Students in that course should be instructed to check with ADS 15 minutes before every class to see if there is a quiz. If “pop” quizzes aren’t a regular occurrence, ADS will contact the student 15 minutes before class to have them come to take the quiz.