

D A S S

Disability Accommodations & Success Strategies
Altshuler Learning Enhancement Center – 202 Loyd

DASS OFFICE

ACCOMMODATIONS PROCESS

Students are instructed to give faculty ample notification of their need for accommodations, such as extended time on testing, so that faculty will have adequate time to make appropriate arrangements. We strongly suggest at least a week in advance of the exam for this notification by the student. We encourage faculty to accommodate the students in a location near them so that the students may have someone with expertise to clarify an ambiguous test question if needed.

If the department/faculty cannot provide a suitable location for testing a student eligible for accommodations, DASS may be able to arrange for a testing setting and proctor at the L.E.C. if given sufficient notice. Please remember that DASS proctoring is available as a back up to faculty members, is an added expense to the University, and should not be seen as the first response to a student requesting accommodations. Also, DASS is not the best choice for proctoring computer-based tests, unless the student has an accommodation that requires a computer/word processor.

The steps to arrange for DASS proctoring include:

1. Determine the time you expect the student to take a test. The L.E.C. is open for test proctoring from 9-5 weekdays, so tests administered by this office must be taken within that timeframe.
2. Have the student--not the faculty member--call DASS to arrange for a proctored exam. We require that the student notify us at least 4 school days ahead of the exam date (or two weeks prior to final exams).
3. A DASS staff member will then send you an email with the DASS Test Proctoring Form attached. Please fill out and return this form promptly. It provides important information on test delivery, pick-up and administration.

WHY?

The accommodations recommended by DASS are intended to mitigate the impact of the disability on eligible students and to provide a fairer opportunity for these students to compete with the average student without a disability. Accommodations level the academic playing field, enabling instructors to assess the student's ability and mastery of course material, rather than assess the student's disability. When determining what accommodations to recommend, DASS follows several principles. The accommodations:

Should not necessitate that faculty lower standards or compromise on what is essential to the course. Faculty should maintain high expectations for students with disabilities. It is correct to think of this as an ethical or best practices issue: we do no one – including students with disabilities – any favors if we lower expectations.

Should not give the student an unfair advantage over peers, but a fair opportunity to compete with others who do not have a disability.

Should not require instructors to redesign class or impose an undue burden on the instructors.

Should not incur an undue financial burden to the University (in the context of its entire budget).