**Guidelines for Exam Timing and Scheduling Adjustments**

**1. Purpose**

To provide students with disabilities the necessary accommodations to complete examinations under conditions that meet their specific needs, including adequate time to rest and prepare between exams.

**2. Scope**

**Eligibility:**

* **Target Group:** Students who are granted extra time or other specific accommodations for exams due to documented disabilities such as cognitive impairments, physical disabilities, mental health conditions, or chronic illnesses that impact stamina and concentration.
* **Documentation Required:** Students must submit documentation from a healthcare provider that specifies the need for extra time and/or other accommodations during exams.

**Application Process:**

* **Formal Request:** Students must apply for scheduling adjustments through the Disability Services office, outlining their exam schedule and the accommodations needed.
* **Supporting Documentation:** This includes medical or psychological evaluations and a recommendation from a healthcare provider detailing why the student should not have multiple exams in one day.

**3. Assessment Adjustments**

**Scheduling Adjustments:**

* **No Multiple Exams in One Day:** Students who receive time extensions or other significant accommodations will not be scheduled to take more than one exam per day. This policy helps to manage cognitive fatigue, physical strain, and anxiety, thereby facilitating a fair assessment environment.
* **Planning and Coordination:** Disability Services will coordinate with academic departments and examination schedulers to ensure that students' exam timetables are adjusted appropriately. This may involve rescheduling exams or altering exam dates to accommodate this policy.

**Approval Process:**

* **Review by Disability Services:** Applications for no multiple exams in one day are reviewed by Disability Services in collaboration with academic departments.
* **Adjustments Based on Need:** Decisions are made based on the severity of the disability, the nature of the exams, and the student’s historical need for rest between exams.
* **Notification of Changes:** Students will be informed of any changes to their exam schedule well in advance of the exam period.

**Implementation:**

* **Instructor and Examiner Notification:** Ensure that all instructors and examiners are aware of the accommodation to prevent scheduling errors.
* **Monitoring Compliance:** Regular checks will be performed to ensure that the scheduling adjustments are implemented consistently across all departments.

**4. Review and Adjustment**

**Continuous Evaluation:**

* **Feedback Mechanism:** Students are encouraged to provide feedback on the effectiveness of the scheduling adjustments. This feedback will be used to improve future scheduling practices.
* **Periodic Reviews:** Disability Services will conduct periodic reviews of the scheduling policy to ensure it remains effective and responsive to students' needs.

**Adjustment Process:**

* **Adaptation to Student Needs:** If a student’s disability or condition changes, they may request a reevaluation of their scheduling accommodations.
* **Flexibility in Implementation:** The university will maintain flexibility in exam scheduling to accommodate unforeseen circumstances that may affect a student’s ability to perform under standard conditions.

By ensuring that students who require additional time or other significant accommodations do not have multiple exams scheduled on the same day, universities can better support their academic success and health. This detailed approach to scheduling exams underscores the institution's commitment to fairness, inclusion, and the well-being of all students.