**Guidelines for Open-Book Exams**

**1. Purpose**

To provide an examination format that supports students who perform better when they can access and utilize resources, thereby compensating for difficulties with memory retention or executive functioning. This format aims to assess understanding and application rather than memorization.

**2. Scope**

**Eligibility:**

* **Target Group:** Specifically designed for students with ADHD, memory impairments, executive functioning disorders, and any other condition that impairs memory-based testing capabilities.
* **Documentation Required:** Students must provide documentation from a certified healthcare provider that clearly explains how their condition affects their testing capabilities.

**Application Process:**

* **Formal Request:** Students must submit a formal request to Disability Services, outlining their specific needs and the reasons for requesting an open-book exam.
* **Supporting Documentation:** This request must be accompanied by medical or psychological evaluations provided by qualified professionals.

**Approval:**

* **Review Committee:** Requests are reviewed by a committee comprising representatives from Disability Services, the student’s academic department, and potentially an independent expert if deemed necessary.
* **Criteria for Approval:** Decisions are based on the relevance of the student’s condition to the demands of traditional, closed-book exams and the appropriateness of open-book exams as an accommodation.

**Conducting the Exam:**

* **Resource Guidelines:**
	+ **Allowed Materials:** Clearly specify which types of resources students are allowed to use during the exam, such as textbooks, course notes, online resources, etc.
	+ **Prohibited Materials:** Define what cannot be used, such as answer keys, pre-written essays, or any resource that provides direct answers rather than information.
* **Exam Duration:**
	+ **Adjustments:** The duration of the exam may be extended to accommodate the open-book format, recognizing that time may be needed to consult materials effectively.
	+ **Standard Duration:** Provide a standard duration for the open-book exams, with the possibility of additional time based on the student’s documented needs.
* **Supervision and Integrity:**
	+ **Monitoring:** Use appropriate methods to monitor the exam to maintain academic integrity. This may include proctoring software for online exams or physical supervision for in-person exams.
	+ **Guidelines for Integrity:** Offer guidelines to students about academic honesty specific to open-book format to prevent misunderstandings about acceptable use of resources.

**Post-Exam Processes:**

* **Feedback Mechanism:** Provide a mechanism for students to receive feedback on their performance in open-book exams to ensure continuous learning and adjustment of strategies.
* **Review Process:** Establish a process for students to appeal or discuss their grades, especially if they believe that the open-book format did not adequately accommodate their needs.

By implementing these expanded guidelines, universities can better accommodate students with specific learning disabilities by offering them an examination format that leverages their strengths and compensates for their challenges. This approach not only aligns with inclusive educational practices but also enhances the overall fairness and integrity of the examination process.