**Guidelines for Take-Home Tests**

**1. Purpose**

To provide an exam format that accommodates students who require more time due to processing disorders, mental health conditions, or other disabilities that impact concentration and stamina, allowing them to complete exams in a controlled environment that is conducive to their learning and performance.

**2. Scope**

**Eligibility:**

* Applicable to students with documented cognitive disabilities, mental health conditions, chronic health issues, or any condition that substantively impacts their ability to perform under standard timed exam conditions.
* Suitable for students who benefit from a low-stress environment, where they can manage their health needs concurrently with their exam duties.

**Application Process:**

* Students must submit a formal request to Disability Services. This request should include:
	+ A detailed description of their disability as diagnosed by a qualified health professional.
	+ An explanation of how the disability affects their exam performance.
	+ Medical or psychological evaluations that support the accommodations requested.
* The application should be submitted well in advance of the exam date—typically at the beginning of the semester or as soon as the course syllabus is available.

**Approval:**

* The Disability Services office will review each application in consultation with the course instructor to determine the appropriateness of the accommodation.
* Considerations will include the nature of the course, the type of examination traditionally used, and the potential for maintaining academic integrity.
* Approval will be granted based on a comprehensive assessment of the student's needs and the course requirements.

**Exam Format:**

* **Design of Questions:** The exam should consist of questions that require deep analysis, critical thinking, and application of knowledge, suitable for the extended time format.
* **Duration:** The duration allowed for the take-home exam should be clearly defined, typically ranging from 24 hours to several days, based on the complexity of the questions and the usual standards of the discipline.
* **Guidelines on Collaboration and Research:**
	+ Explicit instructions will be provided regarding what types of resources can be consulted (e.g., textbooks, online resources, lecture notes).
	+ Rules about collaboration with peers or others will be clearly stated to avoid any academic dishonesty.
	+ Students will be required to cite all sources and conform to academic integrity policies as specified by the university.

**Conducting the Exam:**

* **Submission Procedures:** Detailed procedures for submitting the completed exam will be outlined. These may include email submissions, uploads to a designated learning management system, or physical submission to a specific location.
* **Security Measures:** To maintain the integrity of the exam, random checks or follow-up viva voce might be employed to verify that the student's work reflects their understanding and capabilities.

**Support and Resources:**

* Disability Services should provide resources on effective take-home exam strategies, including time management, stress reduction techniques, and academic integrity.
* Students should have access to technical support if digital platforms are required for submission or exam completion.

**3. Post-Exam Process**

* **Feedback:** Timely and constructive feedback should be provided to help students understand their performance and areas of improvement.
* **Review Process:** If a student feels their performance was adversely affected by inadequate accommodations, a review process should be available to reassess their needs and the accommodations provided.

By expanding these guidelines, universities can better support students with disabilities by offering them a fair and accommodating exam environment. This detailed approach ensures that all students have the optimal opportunity to demonstrate their academic abilities in a manner that is reflective of their potential, irrespective of their disabilities.