



# **ACCOMMODATIONS AND TESTING: WHAT ARE YOUR RESPONSIBLE FOR?**

**LPC DSPS:**

**Jennifer Tonn & Amanda Castelli**

# PURPOSE

- Opportunity to ask questions and different scenarios
- Clarify responsibilities: **Faculty** vs. **Student's** vs **DSPS office**
- Communicate testing procedures
- Empower **Faculty** to make appropriate judgments based on student learning outcomes while being equity focused

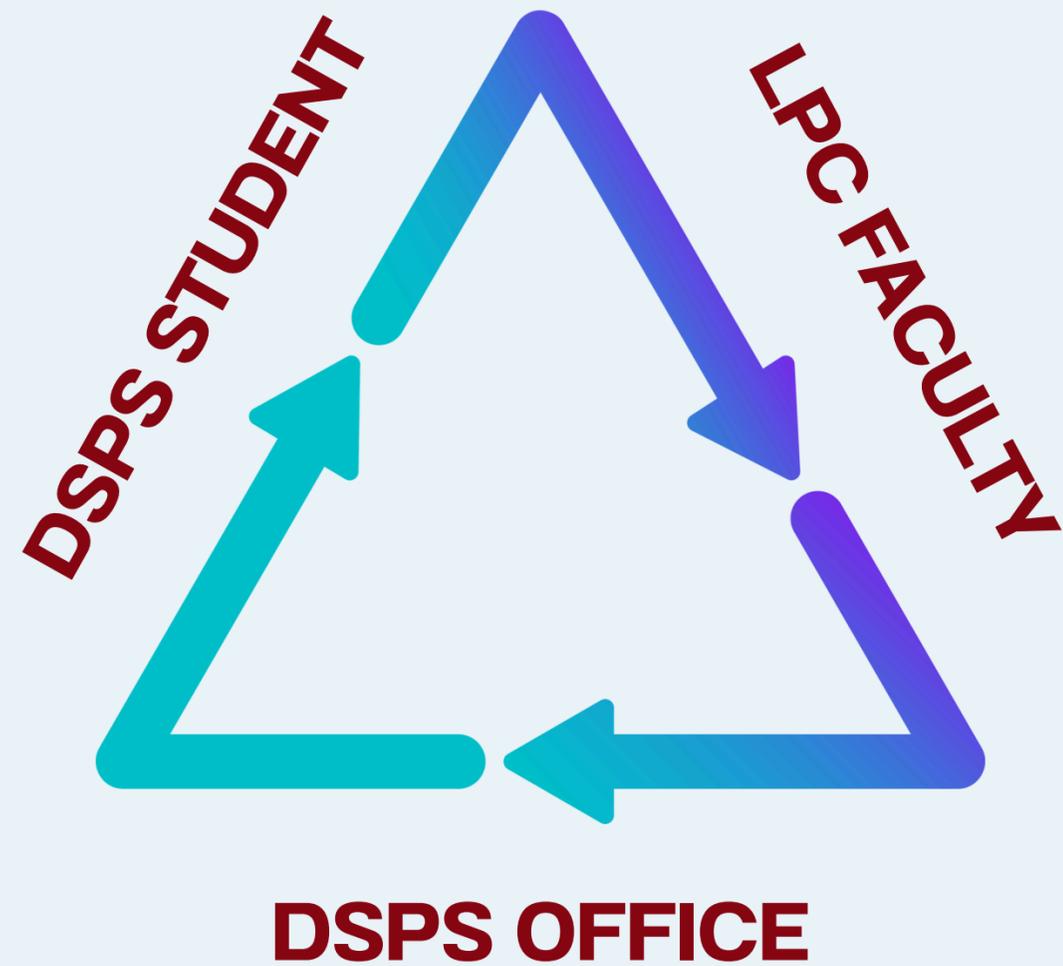
# REMINDERS...

- Every student deserves an opportunity to learn and demonstrate their **abilities**.
- Disabilities are a **natural part of human diversity**, and accessibility helps create a learning environment where all students can succeed.
- Providing accommodations is not about giving an advantage—it's about **removing barriers to learning**

# LET'S COLLAB!

- Supporting students with disabilities is a **collaborative** process between instructors, students, and the campus accessibility office.
- Instructors don't need to solve everything alone; **campus resources** exist to help guide accommodation implementation.
- **Clear communication and flexibility** often make the biggest difference.

# LET'S COLLAB!



# WHAT'S REASONABLE?

- Reasonable accommodations adjust how students access course material or demonstrate learning, **without changing the essential learning outcomes.**
- Examples might include extended exam time, alternative formats for materials, note-taking support, or flexible participation methods.
- The goal is equitable access, **not altering academic standards.**

# WHAT'S REASONABLE?

- If an accommodation seems difficult to implement, start with **curiosity** rather than frustration.
- Ask questions, seek guidance from the accessibility office, and explore possible solutions.
- Most challenges can be resolved collaboratively.

# SHHHHH!

- Students may or may not choose to disclose details about their disabilities.
- Focus on implementing the accommodation rather than asking for personal medical information.
- Keep conversations private and respectful.

# BE PROACTIVE

- Many barriers can be reduced before accommodations are even requested.
- Examples include:
  - Posting materials early
  - Using captioned videos
  - Providing clear assignment instructions
  - Designing flexible participation options
  - These practices support all learners, not only students with disabilities.
- This will save you lots of canvas messages and requests later!

# EXAMPLE ACCOMMODATION PLAN



**LAS POSITAS COMMUNITY COLLEGE**  
**DSPS Academic Accommodation Plan**  
**Academic Year 2025/2026**

Name: [REDACTED]

Recommended Accommodations:

**Tests/Calculator**

Spring 2026  
Academic Reading and Writing ENGL L1-H05 (ENGL L1-H05)

**Registration Assistance/Priority Registration**

Spring 2026  
Academic Reading and Writing ENGL L1-H05 (ENGL L1-H05)

**AB 1885**

Full-time 9+ units  
Spring 2026  
Academic Reading and Writing ENGL L1-H05 (ENGL L1-H05)

**Recording of Lecture**

Spring 2026  
Academic Reading and Writing ENGL L1-H05 (ENGL L1-H05)

# EXAMPLE ACCOMMODATION PLAN

## **Adaptive Media/Assistive Technology**

Spring 2026

Academic Reading and Writing ENGL L1-H05 (ENGL L1-H05)

## **Tests/Instructor Approved Note Card**

Spring 2026

Academic Reading and Writing ENGL L1-H05 (ENGL L1-H05)

## **Disability Related Counseling**

Spring 2026

Academic Reading and Writing ENGL L1-H05 (ENGL L1-H05)

## **Note Taking Support**

Spring 2026

Academic Reading and Writing ENGL L1-H05 (ENGL L1-H05)

## **Specialized Tutoring**

No cap on tutoring hours

Spring 2026

Academic Reading and Writing ENGL L1-H05 (ENGL L1-H05)

# EXAMPLE ACCOMMODATION PLAN

## **Disability Related Counseling**

Spring 2026  
Academic Reading and Writing ENGL L1-H05 (ENGL L1-H05)

## **Note Taking Support**

Spring 2026  
Academic Reading and Writing ENGL L1-H05 (ENGL L1-H05)

## **Specialized Tutoring**

No cap on tutoring hours  
Spring 2026  
Academic Reading and Writing ENGL L1-H05 (ENGL L1-H05)

## **Tests/Extended Time 1.5x**

Spring 2026  
Academic Reading and Writing ENGL L1-H05 (ENGL L1-H05)

## **Texts in Alternative Format (Audio, Enlarged, Braille)**

Audiobooks  
Spring 2026  
Academic Reading and Writing ENGL L1-H05 (ENGL L1-H05)

## **Tests/Breaks**

Spring 2026  
Academic Reading and Writing ENGL L1-H05 (ENGL L1-H05)

- **I have actively participated in the formulation of this Academic Accommodation Plan (AAP)**
- **I agree to abide by the DSPS policies and procedures, the Student Code of Conduct, and Academic Honesty**

**You must submit a semester request each semester to continue receiving services.**

Jessica Romo

## WHAT DOES THE FACULTY HAVE TO DO??

- Note taking assistance
  - provide notes ahead of time
  - audio recording
- Testing accommodations
  - extra time (canvas)
  - allow for student to take it in DSPS testing center
  - Note card

# WHAT DOES THE FACULTY HAVE TO DO??

- Spell check
  - use your judgment
- Extra time on homework
  - this is up to you!
    - is it reasonable? Is it episodic?  
medically related?



## Disability Resource Center Alternative Testing Policy and Procedures

1. Discuss your need for testing accommodations with your instructor.
2. Any test request that is not on the same day and time as the class needs prior authorization by the instructor.
3. Schedule your test at least **(3) business days (72 hrs.)** in advance, using *Accommodate* online system located in *MyPortal* or you may email [Lpctestproctor@laspositascollege.edu](mailto:Lpctestproctor@laspositascollege.edu) or come in and see the Test Proctor Jennifer Tonn.
  - Tests may only be schedule for the same day and time as the class unless it is outside of DSPS business hours or if you have had it pre-approved by the instructor.
  - You may not change the testing appointment unless the change has been approved by the instructor.
4. Only items that have been approved by the instructor & DSPS counselor are allowed in the testing rooms
5. Personal items (bags, purses, backpacks, etc.) must be stored with the testing proctor.
6. **Electronic devices such as smartphones, cell phones, smartwatches, laptops, etc., are prohibited in the testing area and may not be used at any time during the test.** Violations will be considered cheating. An email with supporting evidence (including photos if applicable) will be sent to your instructor.
7. Test proctors may be present in the testing room. You will also be remotely monitored using CCTV. We reserve the right to capture and send images from CCTV to your instructor in cases of suspected cheating. You may or may not be notified at the time of the incident.
8. You are not be permitted to leave the testing room and return without the approval of the test proctor.
9. If you are caught cheating, you will be required to meet with your academic counselor and/or the DSPS Director to discuss whether your testing room privileges will be suspended.

### **Cheating:**

Students taking their tests at DSPS are subject to the Student Code of Conduct. Anyone caught cheating will have their test session terminated, or the incident will be documented with the time, a written notation, and supporting evidence (such as images from cameras). A referral for potential disciplinary action will be made to the Dean of Student Services.

I fully understand the Alternative Testing Policies and Procedures. I realize if I do not adhere to these procedures, it may jeopardize my right to take a test at the testing center.

# ALL THINGS TESTING

Faculty are ultimately in charge of how the test is administered... we follow your instructions

# ALL THINGS TESTING

Students schedule tests as close as possible to the rest of the class

Students are responsible for scheduling, but instructors are allowed to say no!

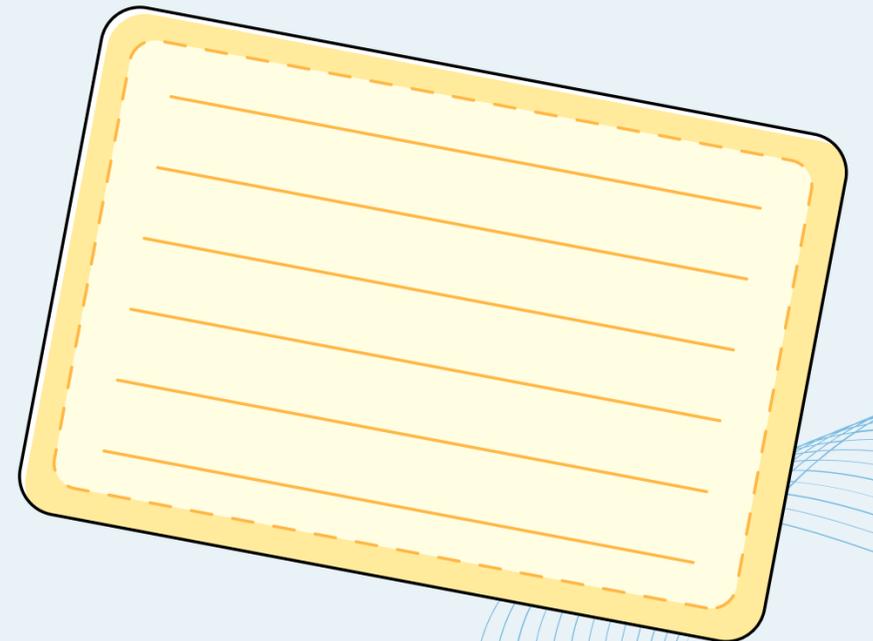
# ALL THINGS TESTING

If a student scheduled a test in the DSPS office only 1 day before, you are not obligated to send us the test...the student is required to do it 3 days in advance!

# MEMORY AIDS

## What is a Memory Aid?

A memory aid is a small reference tool that helps trigger your memory during an exam. It does not replace studying and does not contain answers to exam questions.



# MEMORY AIDS

Memory aids may be approved as an accommodation for students with documented disabilities. These students may experience challenges with:

- Rote memory
- Sequencing memory
- Working memory
- Long-term memory

Memory aids help students recall information so they can demonstrate their knowledge of course material during exams.

# MEMORY AIDS

## What You Can Include

- Keywords or short phrases
- Acronyms or abbreviations
- Brief prompts to help recall information
- Simple diagrams or drawings (if diagrams are not part of the exam)

# MEMORY AIDS

Students who have the Instructor-Approved Notecard accommodation must:

1. Create their own memory aid
2. Submit the memory aid to their instructor at least one week before the exam
3. Work with the instructor to ensure the aid follows course guidelines

The instructor reviews the memory aid to ensure it supports memory recall, does not reveal answers, and maintains the integrity of the exam.

Once approved, the instructor signs the memory aid or notes its approval when distributing the test (via email, in person, or through Accommodate). The same notecard must be submitted by the student with the completed test.

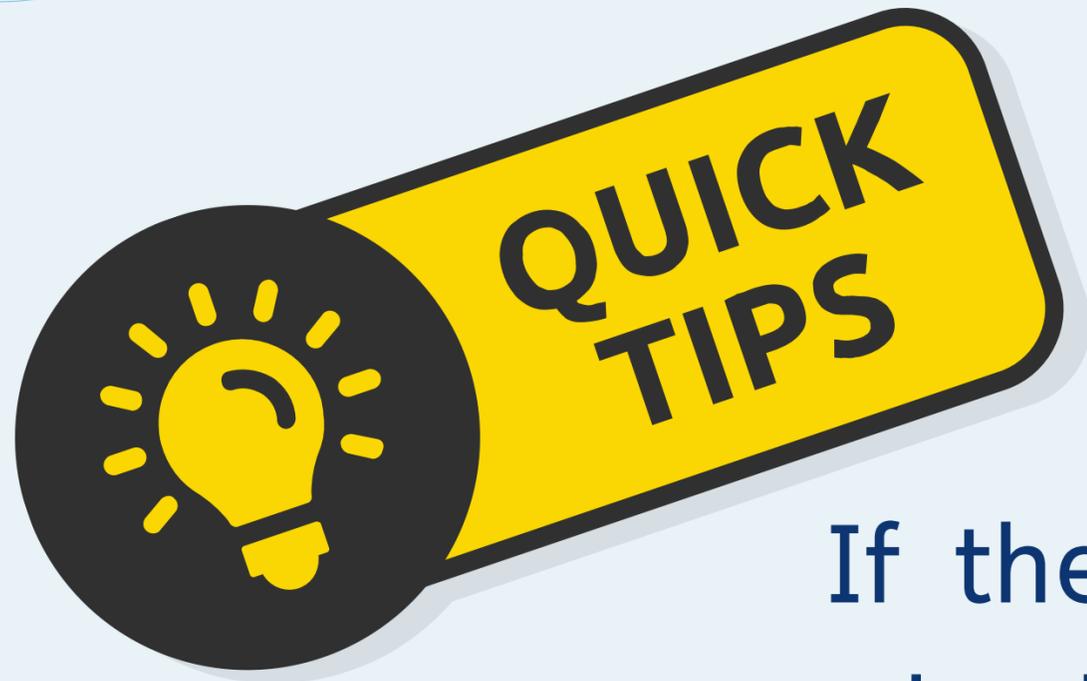
# MEMORY AIDS

## What You Cannot Include

- Full definitions or explanations
- Solved examples
- Full lecture notes
- Textbook passages
- Anything that directly answers exam questions



# MEMORY AIDS



If the memory aid would allow a student who has not studied to pass the exam, it likely contains too much information. Memory aids should trigger recall, not provide answers.

# MEMORY AIDS



You can black out content on the note card if it isn't appropriate to use



**THANK YOU!**