**SAS Testing, Notetaking & Audio Recording**

**Accommodations Policy for
Faculty**

1. **Testing**

# Testing Services and Availability

All testing services require **five** (5) working days’ advance notice from the exam date.

Testing services are available to assist and facilitate the proctoring needs of all academic departments at College of Marin for SAS students. They are provided, at Student Accessibility Services’ **discretion**, in the SAS testing center or at the Assessment and Testing Center (ATC) after an SAS counselor has determined that the student's testing needs cannot be met in the classroom. If the student is qualified for an extra time accommodation, the h/she must make that request from h/her designated SAS counselor.

Accordingly, proctoring services provided by SAS follow the same procedures and policies regarding test integrity found in the classroom for any student regardless of SAS status or accommodation.

The proctoring of exams are a courtesy that SAS warmly extends to instructors to aid their respective academic departments in meeting their institutional ADA obligations.  More precisely, testing services are not required to be housed within SAS. This open policy allows any department or faculty member wishing to provide equivalent ADA compliant testing services to do so as long as h/she adheres to all applicable state and federal laws. SAS may consult with faculty executive leadership and/or legal counsel if requested on proper adherence to legally mandated student disability related obligations.

# Testing Contacts, Communication and Forms

All tests for SAS students should be sent via email to sastesting@marin.edu and cc'ed to our Testing Coordinator, Xzarrehparvar@marin.edu or they may be:

1. Dropped off at the SAS main office which is LC 50 or sent via internal campus mail to "SAS – Testing."
2. Tests must be received within **five (5) working days of the student’s exam date**.

Completed tests will **only** be returned through official college communication channels which includes intercampus mail or a designated COM email accounts.

Again, tests may not be processed if SAS receives them prior to **five** (5) working days’ notice.  If an instructor is delayed in creating and/or delivering an exam to SAS which precludes the standard **five** (5) day notice and barring any other communication, SAS will expect that h/she will provide ADA compliant testing accommodation h/herself.

Because of privacy law, **all correspondence** regarding students with disabilities must be made **through the instructor’s COM email**.  Should instructors have questions about any specific student’s accommodation, then h/she should contact the requesting student’s SAS counselor, which is noted on that student’s accommodations request form.  If that form is not immediately available for reference, then the instructor should feel free to contact SAS Director or Dean of Student Success.

# Pointers for Successful Syllabi for Student Testing Access

When preparing a new syllabuses or updating an old syllabus, please address the below items in terms of testing:

1. Clarify the difference between tests and quizzes.  Like tests, quizzes must be accommodated.  However, quizzes by definition offer a brief (typically 5-10 minutes) check-in regarding a student’s knowledge. They are not intended to be a comprehensive assessment of subject matter competence like an exam (typically 60-120 minutes).
2. Clarify how much time is allotted to complete an exam and quiz.  This is important because an SAS student with a double-time exam accommodation, could ask and receive for months to complete an exam which does not have a definitive completion time detailed in its respective course syllabuses.
3. Clarify how quizzes will be provided to students.  For example, quizzes 5-10 minutes in length will be provided to students with an accommodation, 15 minutes before the beginning of the class session in which it is planned.
4. **Note-Taking**
5. Definition
6. Note-taking accommodations are made available to supplement the personal notes of the registered SAS student.  It is not intended as a substitute for the student’s attendance or class participation. Accordingly, students who receive note-taking services are expected to attend classes on a regular basis.
7. Note-takers are fellow students enrolled in the same class as the student SAS accommodated who is eligible for note-taking services. Note-takers provide copies of the notes that they take for themselves, under SAS direction. Note-takers may provide the notes directly to the student, or they can bring notes to the SAS and make copies of the notes to SAS for student pick-up.
8. Students must meet with SAS to determine if note-taking services are an appropriate accommodation. To be eligible for note-taking accommodations, students must complete a separate application and provide documentation of a disability which describes a significantly impaired ability to take notes to the SAS.
9. Notetaking Perimeters
10. Notetaking services will be provided to students whose disabilities reflect an inability to record core course instructional points in writing. Notetaking services are not intended to:
	1. Substitute for learning effective notetaking skills
	2. Assure that a students whose disability does not impinge on their notetaking ability, are offered this additional service to assure their maximum academic performance.
11. Accommodated students will be provided notes for classes which they attend. That is, notes are not intended to substitute for that student’s course attendance or participation.
12. Notes will be provided to the accommodated student from the time a notetaker for the relevant course can be secured forward. This means notes are not provided retroactively (or before the notetaking accommodation is secured) to the accommodated student.
13. Notetaking Student Engagement Requirements

SAS can reasonably assure the timely provision of class notes to students with this authorized SAS accommodation, if:

1. All notes are submitted to SAS following their completion.
2. All notes will be picked-up directly by the student following their submission.

If SAS is afforded the opportunity to receive notes on a student’s behalf from the notetaker, then SAS can:

1. Review and assure the quality of notes. This allows the SAS to intervene (to include locating an alternative note-taker) should the notes provided on behalf of the accommodated student be difficult to read/follow.
2. Track the timeliness in which notes have been submitted to SAS as well as distributed to the accommodated student. This allows SAS office to intervene should a problem develop in note distribution to the student requesting them.
3. Electronically scan notes and keep them on file following distribution to the accommodated student. This allows for the notes to be recovered should they be misplaced by the accommodated student.

It follows, that if an accommodated student makes an informal agreement with a peer student to provide h/her notes directly, then SAS will not have the ability to assure those notes timeliness in delivery (should the note taker drop the course or miss class because of sickness). Hence, SAS can only take responsibility for the provision of student notes if allowed to receive and hold those notes for redistribution the accommodated student.

1. **Audio Recording Lectures and Course Activities.**
	1. Intension and Limits
2. Electronic/tape recording of spoken and/or audio based course content is one of the accommodations specifically identified in the U.S. Department of Education Section 504 Rules and Regulations as a means of ensuring full participation in educational programs or activities for students with disabilities.
3. Faculty have the right to protect intellectual property and ensure that the use of recordings are for the sole use of the student as an accommodation. As such, faculty may require students who use recordings to sign an agreement that protects the rights of the instructor and students in the course. Instructors have the right to direct the student to cease recording during portions of the class that involve personal reflection, self-disclosure, or confidential discussions.
4. Accommodated Student Requirements
5. Students agree that because of their disability, they have the right to audio record class lectures for personal use only.
6. Students agree that class related recordings may not be used or released for any other purposes.
7. Students agree that information contained in audio recordings is protected under federal and international copyright legislation and may not be published, released, or quoted without the instructor's explicit written permission and without properly identifying and crediting the instructor.
8. Students agree that the instructor may direct a student to cease recording during times when personal reflection, self-disclosure, or confidential information is being shared by peer students or course participants as part of the class.
9. Students agree that violation of the above points may subject that student to liability under copyright laws and/or litigation.