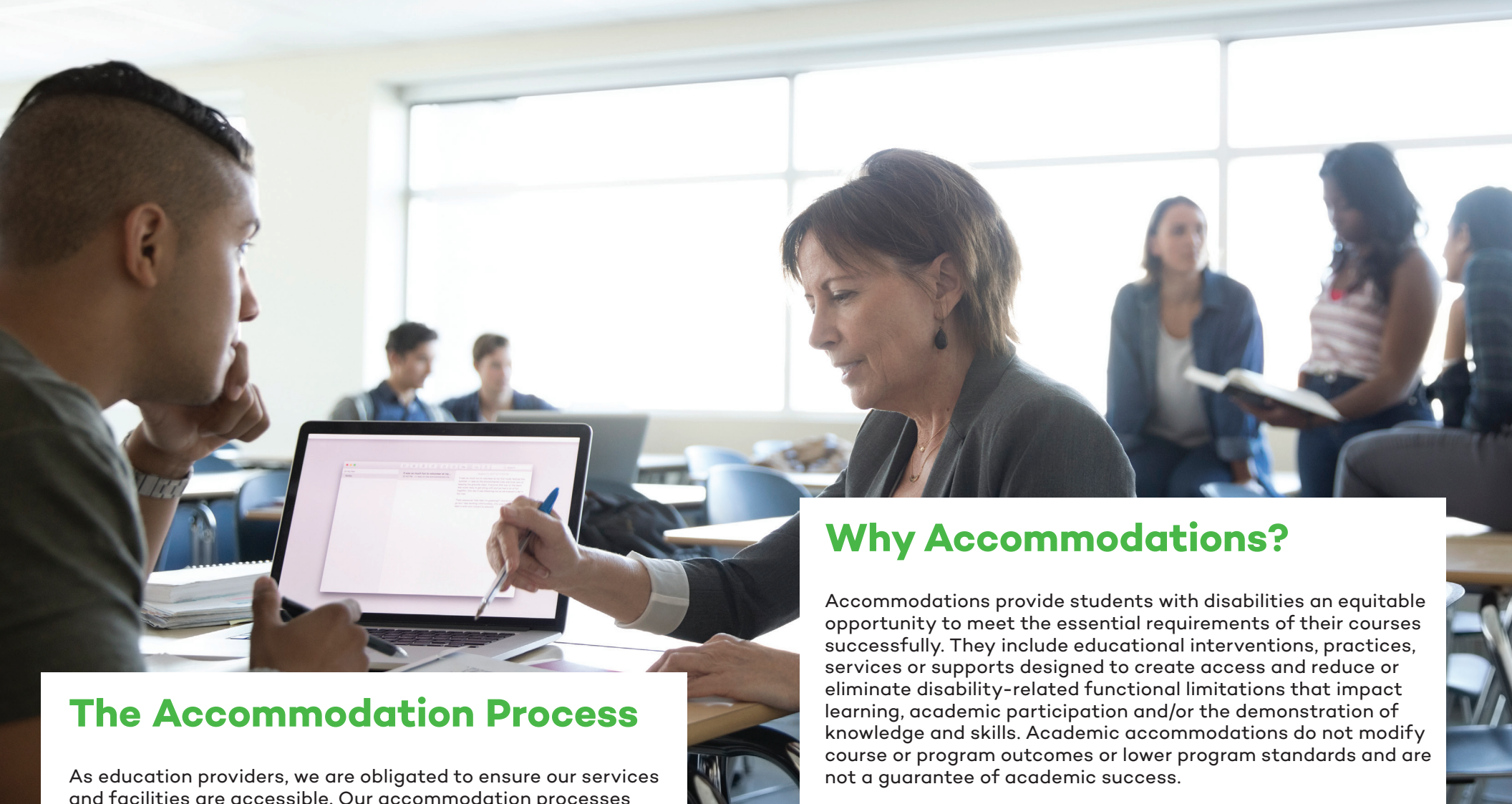


Faculty Guide for Supporting Students with Disabilities



**Together we can help students make the
most of their educational experience**



The Accommodation Process

As education providers, we are obligated to ensure our services and facilities are accessible. Our accommodation processes must be “appropriate, effective and dignified,” and students with disabilities must be “accommodated to the point of undue hardship. Educators at the post-secondary level are responsible for participating in the accommodation process (including the provision of specific accommodations), being knowledgeable about and sensitive to disability issues, and maintaining student confidentiality.” (Ontario Human Right Commission - OHRC).

This guide will assist you to support students with disabilities in your courses.

Why Accommodations?

Accommodations provide students with disabilities an equitable opportunity to meet the essential requirements of their courses successfully. They include educational interventions, practices, services or supports designed to create access and reduce or eliminate disability-related functional limitations that impact learning, academic participation and/or the demonstration of knowledge and skills. Academic accommodations do not modify course or program outcomes or lower program standards and are not a guarantee of academic success.

Students who request accommodations are required to provide Student Accessibility Services (SAS) with documentation completed by a regulated health care professional qualified to diagnose and describe the functional impact of the disability in the academic setting.

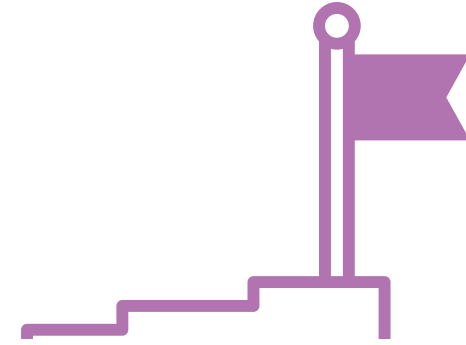
Following this, an Accommodation Plan (AP) is developed - a formal document that outlines an individual's accommodations. Development of the plan is a shared responsibility between students and Student Accessibility Services staff and, at times, you will be invited to assist. All parties have a shared responsibility to implement the plan.

Student Responsibilities

It is the student's decision and responsibility to self-identify and access services through SAS. Students are encouraged to provide SAS with current documentation well in advance of the school year. However, students can register with SAS at any time.

Students are expected to participate in developing their AP by meeting with SAS staff to answer relevant questions and provide information about restrictions or limitations based on their documentation. They must provide updated documentation when changes to the AP are necessary and contact SAS each semester to have their plan renewed.

Students are responsible for completing the appropriate forms to access services such as test accommodations, note taking and tutoring.



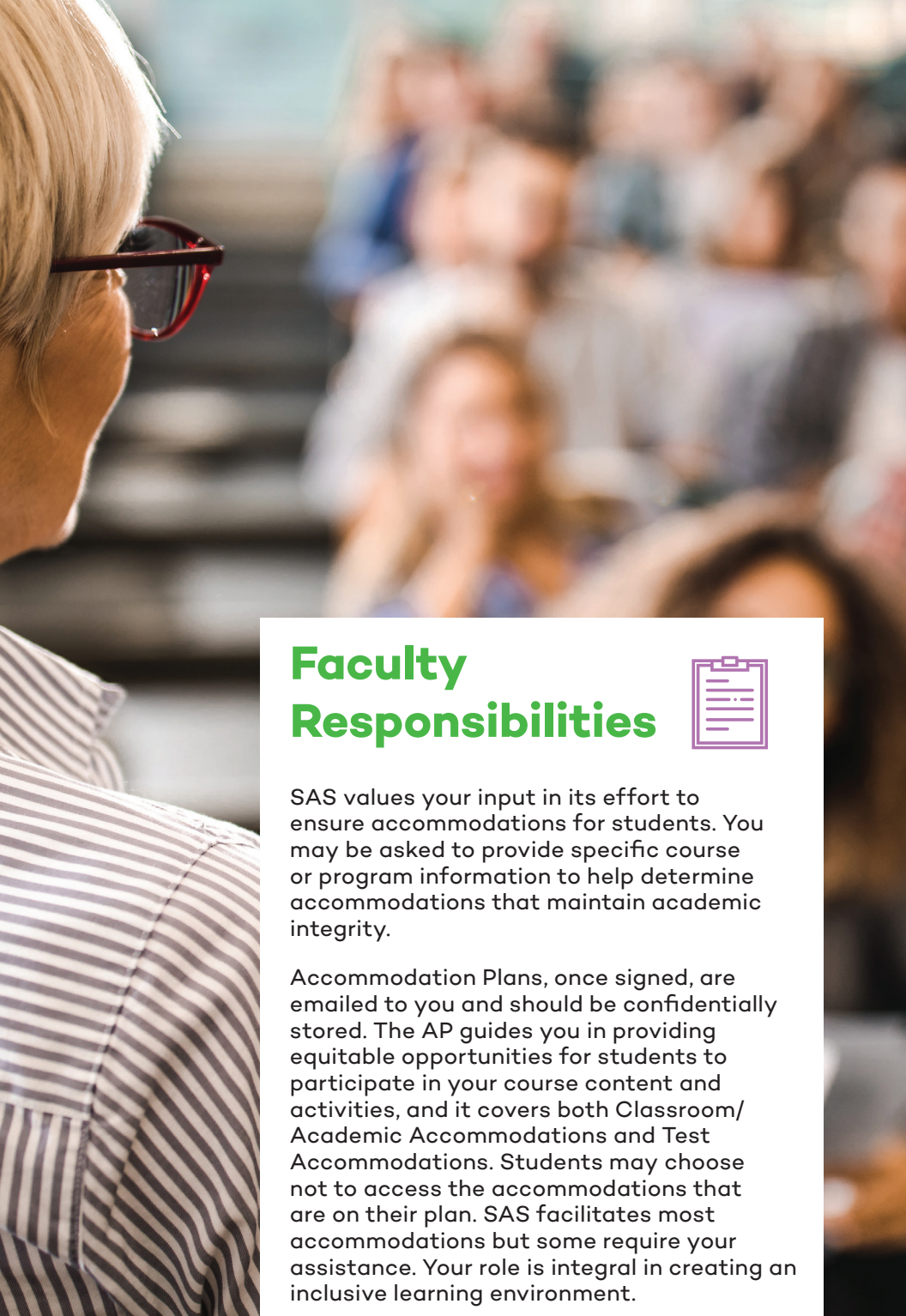
Student Accessibility Services Responsibilities

SAS facilitates the provision of accommodations through the AP. Each plan is based on documentation and informed by the principles of “respect for dignity, individualization, as well as integration and full participation” (OHRC).

Students without documentation are guided to obtain appropriate documents and an **Interim Accommodation Plan** may be implemented pending their receipt. SAS develops **Temporary Accommodation Plans** for students with injuries or illnesses such as broken limbs, concussions, short-term impairments following surgery or medical treatments, trauma, grief and highly distressing events. **Retroactive Accommodation Plans** are developed for students who have been unable to communicate their need for accommodations.

Students registered with SAS can access individualized learning strategy support, ongoing monitoring and assistive technology training with an Accessibility Strategist. Accessibility Strategists also assist students to access other support services and grants when they are eligible. Test accommodation services are coordinated through SAS by the Test Accommodation Facilitator and students take their tests in specialized settings. SAS also educates staff and students about disabilities and provides information regarding our services to community and regional high schools and organizations.





Faculty Responsibilities



SAS values your input in its effort to ensure accommodations for students. You may be asked to provide specific course or program information to help determine accommodations that maintain academic integrity.

Accommodation Plans, once signed, are emailed to you and should be confidentially stored. The AP guides you in providing equitable opportunities for students to participate in your course content and activities, and it covers both Classroom/Academic Accommodations and Test Accommodations. Students may choose not to access the accommodations that are on their plan. SAS facilitates most accommodations but some require your assistance. Your role is integral in creating an inclusive learning environment.



Understanding Specific Classroom/Academic Accommodations

Access to Class Notes

Accessible learning environments are often achieved through course design. For example, the need for note taking is eliminated when lecture notes are posted in Blackboard. When note taking is required, there are two possible options.

Peer Note Taking

Peer Note Takers are paid to take written or electronic notes and confidentially provide them to our students. You may be asked by the Tutoring Officer to announce that we need a note taker in your class. Students with a Note Taking accommodation are expected to attend classes regularly unless otherwise indicated on their AP.

Recordings

Students are permitted to record lectures with a digital recorder, laptop or other device and software. Recordings are for personal use only and must be deleted at the end of the semester as established in the Recording Device Policy Agreement. You will receive a copy of the agreement with the student's AP.

You have the right to ask students to stop recording during discussions considered sensitive or confidential in nature. To maintain confidentiality and to create an equitable environment, please ask all students to refrain from note taking at these times.



Understanding Specific Classroom/Academic Accommodations

Alternate Format Material

Ensuring students have access to handouts and presentations in an appropriate format is essential to inclusive learning. Some students require electronic Word or PDF documents, for use with assistive technology, in advance of class. Others need large font handouts. Forward these documents to students directly or forward material not in the required format, and tests, to SAS to be converted. Please note that this may require significant lead time.

SAS handles all requests from students for alternate format textbooks.

Extended Time for In-Class Assignments

Often, you can provide an assignment ahead of time so the student can hand it in during class, or you can accept it the following day.

Extensions

Depending on the nature of a disability, some students can request extensions in advance while others cannot. All requests should be given meaningful consideration regardless of when they are received. Students may request that SAS contact you on their behalf to request an extension.

Students are encouraged to give advance notification, when possible, each time an assignment extension is required. Typically, a one-week extension is allowed. Details regarding agreed upon due dates should be established in writing. In some cases,



students may require an additional extension. When extensions are not appropriate, such as with group projects or presentations, an alternate assignment is necessary.

Alternate Assignments

Alternate assignments must be comparable to the original assessment with regard to time and effort required, and must meet program standards.

Flexible Attendance

Students are encouraged to discuss with you the number of absences that may compromise essential learning outcomes. Consider the following:

- is attendance connected to the learning outcomes?
- can the student participate and acquire the necessary knowledge/skills in alternate ways (such as online recordings, tutorials, webinars, etc.)?



Understanding Test Accommodations

Students requiring test accommodations book their tests online with SAS. When a test is booked, you will receive an email request from SAS. The email acts as a cover sheet for the test and you will complete a portion to provide necessary instructions. You will be asked to deliver the test with the cover sheet at least one day prior to the scheduled test date. You are also responsible to pick up the completed test.

Most test accommodations are handled by SAS; however, we will need your assistance with the following accommodations:

Memory Aids

Memory aids are intended to trigger recall, not provide answers. Students who plan to use memory aids must submit them to you for approval 3 business days in advance of the test. You are responsible for submitting the approved memory aid with the test to SAS.

Tests Broken into Sections

Tests are divided and the student is allowed a break after completing a section. Students see one section at a time and cannot change completed sections. We may need your guidance to determine how the test is divided.

Rescheduling Tests

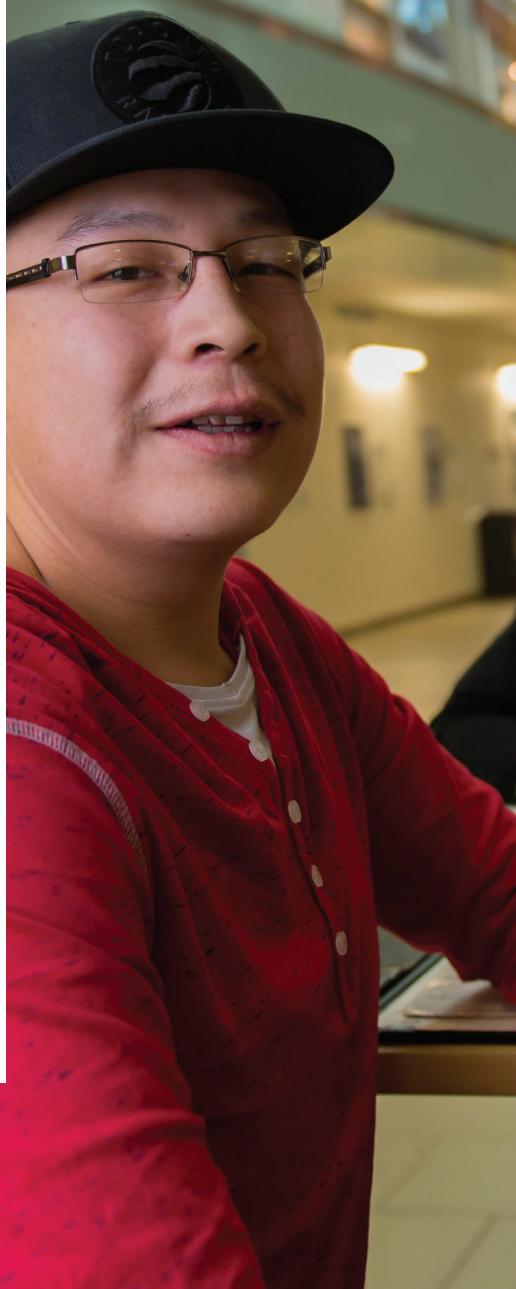
Students occasionally need to reschedule tests when absence is linked to disability. In these circumstances, students should notify you and SAS. SAS will contact you to determine if the test can be kept on file or if you wish to provide an alternative.

Alternate Methods of Evaluation

Alternate methods of evaluation must be comparable to the original assessment with regard to time and effort required.

Retroactive Accommodations

Accommodations for permanent or temporary disabilities are considered retroactive when the request is made after-the-fact as the result of a barrier that prevented a student from communicating their need for accommodation. SAS will contact you to discuss possible options when retroactive accommodations are required.



Frequently Asked Questions



Why doesn't the AP state the student's disability?

A student's diagnosis is confidential. According to the Ontario Human Rights Commission (OHRC), students are not obligated to disclose a diagnosis to faculty or staff.

What if I have a question about the appropriateness of an accommodation for my course?

Questions and/or concerns can be directed to the student's Accessibility Strategist identified on the AP. If the student does not have an Accessibility Strategist, call SAS.

A student's AP states that he is allowed to make audio recordings of my lectures. Do I have to comply?

Yes. The Recording Device Policy Agreement clearly defines the student's responsibilities while acknowledging the rights of faculty and students in the classroom. If specific circumstances in your lecture indicate against the use of recording devices, contact the student's Accessibility Strategist identified on the AP. With your assistance, alternative note taking accommodations may meet the student's needs and fulfill the College's duty to accommodate.

I have students with APs in my course. Apart from making sure they have accommodations, do I have to change my teaching style?

No. However, using principles of **Universal Design for Learning (UDL)** can maximize learning for all students in your courses. UDL recognizes that people learn in a variety of ways and so you design instruction for learners with a broad range of abilities, disabilities, learning styles, languages, cultures, etc. It's about flexibility in how students access material, engage with it, and demonstrate their knowledge. Implementing principles of UDL is not difficult. For example, consider the option of alternate assignments; allow your students to write an essay, give a presentation or complete a multimedia project to demonstrate their knowledge and meet the course objectives. For math, allow students to complete assignments in place of tests. Choice is key. UDL removes potential curriculum barriers, allowing more students to succeed.

Why do I get APs halfway through or at the end of a semester?

Students are encouraged to self-identify early in the semester; however, there is no deadline. The College is obligated to accommodate students whenever they self-identify a disability.

Do I have to provide accommodations for students who claim to have a disability, but don't have an AP in place?

No. However, the OHRC stipulates that a referral to Student Accessibility Services should be completed so that appropriate supports and services can be determined.

I suspect my student has a disability. Are there tactful ways to refer a student to SAS to determine if disability supports are required?

Faculty often struggle with referrals to disability services. In these situations, ensure privacy is maintained and discuss matters in your office or discretely before or after class. Don't ask a student directly about a disability. Explain that you've noticed academic difficulties, and encourage the student to make an appointment with Student Accessibility Services. Ultimately, it is the student's decision to access supports, but you should document the referral for your own records.



Confederation
COLLEGE

Student Accessibility Services

Student Success Centre
Shuniah Building, Room 153

(807) 475-6618

sas@confederationcollege.ca

confederationcollege.ca/accessibility