Northern COLLEGE | ACCESSIBILITY SERVICES

2024 Edition

Faculty Reference Guidebook

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We would like to express our appreciation and acknowledgement of the work done by Fanshawe College in the development of material that has been included in this document.

Introduction

At Northern College we work collaboratively with faculty members, staff, and students to provide access and support for students with disabilities. While not all students with disabilities at Northern College register with Accessibility Services (AS), Northern College continues to be committed to providing a learning environment that is accessible for all students. The aim of this Faculty Reference Guide is to provide faculty members and staff with general guidelines about the legal and ethical responsibilities of Northern College to accommodate students with disabilities, and practical information on how to implement accommodations for students with dignity and respect. All campuses have Accessibility Services that support students with disabilities and faculty in a collaborative and encouraging manner. Students with documented temporary, short-term, long-term, prolonged or permanent disabilities can access individually designed supports and accommodations to meet their academic and workplace needs. Northern College's goal is to address the attitudinal, information, communication, technological, organizational, and physical barriers that can hinder the success of students with disabilities as they strive to achieve their educational, personal, and career goals. Northern College embraces the legal and ethical rights to equal opportunity and freedom from discrimination for individuals with disabilities as noted under

The Canadian Charter of Rights and Freedoms (1982)
http://laws-lois.justice.gc.ca/eng/Const/page-15.html

The Ontario Human Rights Code (Revised 1990)
http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90h19_e.htm

The Accessibility for Ontarians with Disabilities Act (2005)
http://www.ontario.ca/laws/statute/05a11

particularly as it applies to our students. Accommodations provided to our students with disabilities ensure **access** not success, and do not provide an advantage – they simply "level the playing field". We hope this Faculty Reference Guide will be a useful source of information about disabilities, that it will encourage dialogue with AS staff, and that it will enhance your own knowledge and ability to

foster an inclusive learning environment for all our students. We would appreciate any feedback you have about this document. Please send any comments and/or suggestions about this handbook to timminsaccessibility@northern.on.ca

Confidentiality

At Northern College, we are bound by specific legislation (Freedom of Information and Protection of Privacy Act; FIPPA and the Personal Health and Freedom of Information Act; PHIPA) regarding the privacy and confidentiality of students registered with Accessibility Services (AS). AS values the privacy of its students and the confidentiality of the personal, educational, and health information entrusted to us. To protect this privacy, it is our practice and obligation to limit disclosure of personal information to that which is minimally necessary for the delivery of services/accommodations of the student, or that is required by law or public safety.

Faculty should never ask students for specific disability-related information (e.g., diagnosis) unless students initiate this discussion and offer the information. If you have been given personal information about a student by the student or by staff from Accessibility Services (AS) it is because the student has provided consent, believes the information is important for his/her academic accommodations, and trusts you to also keep this information absolutely **confidential** (it cannot be discussed with anyone without the student's written consent). This policy is governed by Ontario's Information and Protection of Privacy Act. If a student has shared information directly with you, then it is your responsibility to protect the privacy of their personal information and only share it only when compelled by law, or when helping a student and servicing their best interests.

When students share information that relates to any risk of self-harm, or harm to others, it is the instructor's or staff member's responsibility to share that information as needed to prevent harm.

Accessibility Services, Advising, and local crisis services are among the resources available to consult with in these situations. If in doubt, please call 911.

AS is committed to supporting faculty members, staff, and students. You are welcome to discuss a student anonymously with AS staff, asking such questions as, "If you had a student who…, what

would you do?" It is also possible to arrange for a meeting with the student and his/her Accessibility Advisor. We also have Learning Strategists and Assistive Technologists who can consult with you regarding strategies to support students with disabilities.

If you wish to learn more about relevant information and privacy acts, please check out the links below:

Freedom of Information and Protection of Privacy Act (FIPPA)
http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90f31_e.htm

Personal Health Information and Protection of Privacy Act (PHIPA)
http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_04p03_e.htm

Personal Information and Protection of Documents Act (PIPEDA)
http://laws-lois.justice.gc.ca/eng/acts/P-8.6/index.html

The Role of Professionals

Northern has a very dedicated workforce that works compassionately and collaboratively to support the overall wellness of the student body. Positions within the college have specific roles in supporting student success and the ability to create and maintain professional boundaries while offering this support is important. Faculty members are always encouraged to approach students who are struggling with an attitude of good faith, empathy, and compassion. It is key that instructors remain in the role of educator when accommodating and supporting students and refer students expressing personal difficulty or the need for support for mental health issues to Advising and Accessibility Services. Working within the boundaries of the specific roles provides clarity to the students and faculty members and ensures that best practices are followed in terms of supporting student wellness.

If you are concerned about any student's immediate safety (i.e. imminent risk of self-harm or harm to others call 911). If you are generally concerned about a student's wellbeing or level of distress and feel they would benefit from speaking with someone, please encourage them to connect with Advising

and Accessibility Services or bring them to the Advising and Accessibility Services office on your campus for services and formalized support.

What is a Learning Disability?

- Learning disabilities may impact the brain's ability to store, process, retrieve, or communicate information.
- Learning disabilities may present as weakness in listening, writing, speaking, reading, reasoning, mathematics, social skills, and memory.
- Living with a learning disability may impact someone's relationships with friends, family, school, and themselves.
- Living with a learning disability does not indicate someone's level of intelligence.
- Learning disabilities can be invisible and lifelong.

Signs of Learning Disabilities for Post-Secondary Students and Adults

Signs that someone is navigating a learning disability may include:

- Spelling incorrectly (for example: spelling the same word differently in a single piece of writing)
- Avoiding reading and writing tasks
- Having trouble summarizing
- Having trouble with open-ended questions on tests and exams
- Having a weak memory
- Having difficulty adjusting to a new setting
- Having trouble understanding abstract concepts
- Not being able to pay attention to details or focusing on details too much
- Misreading information

Temporary Disabilities

During a student’s academic career, a student may experience a temporary disability. Northern College and Accessibility Services provides academic accommodations to students with disabilities that are both permanent and temporary in nature. In both cases, a student must follow the registration process with Accessibility Services and provide appropriate medical documentation outlining their functional limitations to support the request for Accommodation.

What They Are

- A temporary disability can be distinguished from a permanent disability by one or more of the following characteristics:
- Duration of the functional limitations of the condition are finite.
- The diagnosis is relatively new, and it may not yet be known whether the condition is permanent or ongoing.
- The experience of symptoms is acute.
- A full recovery is anticipated within a predetermined amount of time.
- The need for academic accommodation falls only when functional limitations are expected to be experienced.
- A comorbidity based on one or more of the above criteria that is experienced alongside a permanent disability or condition.

What They Are Not

- It is important to distinguish the difference between a temporary disability and other health conditions that a student may experience. A temporary disability generally would not be considered under the following circumstances:
- A common cold, flu, or virus where a full recovery is anticipated.
- Absence from a class or missed course test for a short duration due to common illness as identified above.
- Stress or undiagnosed symptoms of anxiety related to sitting tests or exams.
- Routine monitoring by healthcare practitioners such as check-ups, assessments or evaluations

Students are encouraged to follow their program area policies, guides, and procedures around missed classes, tests, or assignments when experiencing a common illness as described above.

Examples of Temporary Disabilities

The following are some examples of temporary disabilities for which academic accommodation may be sought or required:

- Sprains, strains or fractures
- Impairments in physical or psychological health following motor vehicle accidents.
- Concussions
- Newly diagnosed mental health conditions for which treatment and evaluation is ongoing.

- Return to studies following surgery.
- Undiagnosed disabilities for which a student is actively pursuing assessment and evaluation by a regulated healthcare practitioner.
- One or more of the conditions mentioned above that accompanies another permanent, diagnosed disability.

Note: Common illnesses can often lead to an exacerbation of existing conditions or result in new diagnoses which would fall under the temporary disability category

Permanent versus Temporary

In cases where a disability is permanent, a student is likely to experience recurrent or episodic flares of their condition resulting in decreased functionality. In addition, the functional limitations of their condition are unlikely to fundamentally change or resolve over time. The need for academic accommodation in cases of permanent disability is anticipated to be throughout the course of study. Examples of permanent disabilities could include Autism Spectrum Disorder, a diagnosed Learning Disability, sensory impairments (i.e. Blind/low vision, deaf/deafened/hard of hearing), and chronic systemic medical conditions.

Vision, Mission, Scope, and Values

Our Vision

A universally inclusive and accessible educational experience that fosters independence and autonomy for all students with disabilities.

Our Mission

Northern College cultivates accessibility and inclusivity by:

- Developing ongoing partnerships with students, faculty and staff.
- Providing opportunity for students to cultivate autonomy, confidence, and self-advocacy skills.

Our Scope

Northern College Accessibility Services strives to support and empower students experiencing disability related barriers to access and fully participate in their own educational experience. We do this by providing educational support to students based on their first-person experience of disability and as well as supporting documentation.

Northern College Accessibility Services **does**:

- Work with students and/or their documentation to put accommodations in place that remove barriers to accessing education
- Develop long term plans to support students in their academics
- Create Accommodation Plans and ensure faculty receive individualized Student Accommodation Letters
- Support student navigation of the accommodation system

Northern College Accessibility Services **does not**:

- Provide crisis or emergency counselling to students

Our Values

- Trust & Respect
- Empathy and Compassion
- The importance of a student's belief in themselves
- Integrity & Flexibility
- Positive Collaborative Relationships
- A Student's Right to an Equitable Education

Meet Your Accessibility Services Team

Accessibility Services provides a continuum of support to meet student needs and promote growth. Our diverse team has years of expertise in accessibility and accommodation and is ready to support you. Learn more about the Accessibility Services Team Roles and how they can best assist you!

Accessibility Advisors

An Accessibility Advisor helps to ensure that the academic environment is accessible. This may include Academic Support and Advocacy, Accommodation Planning and Management, and Psycho-Educational Assessment Co-ordination. Barriers to learning are identified and resources are offered to support learning. Students who learn differently or who have physical challenges are encouraged

to contact the advisors in Accessibility Services to discuss their program of study and any accommodations required.

Students who wish to register with Accessibility Services should meet with the Accessibility Advisor to discuss what our services are all about. Students who do not have the required disability documentation are encouraged to meet with the Accessibility Advisor to discuss options about how to obtain appropriate documentation.

Learning Strategists

Learning Strategists support students in understanding how they learn best. Through collaboration between yourself and a Learning Strategist, you will uncover and discuss your learning style, your strengths, and your challenges. This will allow the Learning Strategist to share learning strategies and tools that enhance your efforts and make you a more efficient learner.

Learning Strategists (LS) help students to become more effective learners in the college environment. Students registered with Accessibility Services can access the services of the LS through one-on-one sessions that are individualized to a student's disability-related needs. Some possible topics include time management, study skills and semester planning.

Assistive Technologists

Assistive Technologists (AT) help you explore technology that can support your disability-related needs in your academic studies. They provide you with training and support on this assistive technology.

Our Assistive Technologists (AT) help you explore technology that can support your disability-related needs in your academic studies. They provide you with training and support on this assistive technology.

Accessibility Services Testing Centre

Our Testing Centers coordinates accommodated tests and exams for students with disabilities registered with the Accessibility Services.

Legislation

Federal and provincial laws require that all post-secondary educational institutions provide students with disabilities an equal opportunity to succeed. Northern College accepts all qualified students - it does not discriminate on the basis of disability. It is guided by the following laws: **Canadian Charter of Rights and Freedoms (1982) Section 15(1)**

"Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination, and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability." This is federal legislation.

http://laws-lois.justice.gc.ca/eng/Const/Const_index.html

Ontario Human Rights Code (Revised 1990)

"Every person has a right to equal treatment with respect to services, good and facilities, without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability." Education is considered a service under the Human Rights Code. The major impact on faculty and staff is that if a student is denied reasonable accommodations then the student can file a complaint with the Ontario Human Rights Commission.

http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90h19_e.htm

The Ontario Human Rights Commission, Education Guidelines and Retroactive Accommodations

The Ontario Human Rights Commission has posted guidelines for accessible education and more specifically on post-secondary education. References are provided below.
http://www.ohrc.on.ca/en/guidelines-accessible-education

http://www.ohrc.on.ca/en/opportunity-succeed-achieving-barrier-free-education-studentsdisabilities/post-secondary-education

- All colleges in Ontario have been directed to consider, on a case-by-case basis, requests from students for retroactive accommodations. This is especially relevant for students with mental health conditions but may also relate to students with a new medical diagnosis. An example of this is that a student is not well enough to write a test or arrange an alternate date with faculty prior to a test, due to a disruption in their mental health. AS has always considered these types of requests, and instructors have often informally accommodated students as well.

Accommodations and Undue Hardship

Accommodations are provided consistent with our responsibilities under the Ontario Human Rights Code, which includes recognizing that a student with a disability is entitled to accommodation up to the point of undue hardship. Undue hardship relates to the associated cost, if any, and to any health and safety considerations. The onus of proof lies with the College to determine that the cost of accommodation is a hardship or that providing the accommodation creates a health and safety issue for the student or others.

It is important to consult with administration and/or Accessibility Services when considering any decision not to accommodate a student based on this claim. It is also important to note that the belief that a student would not be provided with this accommodation in their future workplace is not grounds for denying an accommodation in an educational setting. Educational institutions are held to a higher standard in meeting accommodation needs of students.

For more information please visit:

http://www.ohrc.on.ca/en/guidelines-accessible-education/undue-hardship-standard

Accessibility for Ontarians with Disabilities Act (AODA, 2005).

This act covers five specific areas: (1) Customer Service, (2) Information and Communications, (3) Employment, (4) Design of Public Spaces, and (5) Transportation. Each staff member who interacts with the public has already had training on the Customer Service Standard, which is now a condition of employment for all new employees. The Information and Communication Standards, the Employment Standards, and the Transportation Standards were harmonized into a single regulation known as the Integrated Accessibility Standards Regulation (IASR) 191/11.

For more information on the AODA Standards and their impact please visit:

http://www.aoda.ca/the-act/

http://www.mcss.gov.on.ca/en/mcss/programs/accessibility/understanding_accessibility/aoda.aspx

https://www.Northernc.ca/about-Northern/corporate-information/accessibility-commitment/accessibilityontarians-disabilities

Understanding Accommodations vs. Modifications

Accommodations are viewed as scaffolds to success that allow students with disabilities equal access opportunity to education and the college is required by law to provide these. Accommodations are individually tailored to a student's specific disability related needs and reduce the academic barriers. Accommodations may allow the student to demonstrate their knowledge and skills in an alternate way. Students with accommodations are still required to meet the published learning outcomes of their courses and program and any essential core requirements. Academic standards and integrity of a course are maintained. The college supports accommodations and equal access to education.

Modifications are significant changes to the course curriculum and learning objectives (i.e. the student musts to complete 4 of the 8 required projects in the course, marked by a different rubric). Modifications are not permitted within regular stream post-secondary programs.

If you require more information about accommodations verses modifications, please call the Accessibility Advisor on your campus.

Academic Considerations VS Academic Accommodations

Academic Considerations

Academic consideration is an action taken by an instructor in response to a student with an extenuating circumstance. Academic considerations are intended to minimize the impact of a serious or significant extenuating circumstance that is beyond a student's control.

Considerations may include but are not limited to:

- an excused absence
- a brief reprieve from coursework
- extended or deferred deadline
- a modified schedule for assignments
- labs
- placements
- projects or comprehensive exams
- a deferred exam or project
- a medical leave of absence
- an alternate assignment
- a re-weighting of assigned marks
- course withdrawal without penalty
- or other considerations deemed appropriate

Academic considerations are determined based on a conversation between the student and their instructor. Students are responsible for contacting their individual instructors to discuss academic considerations. The final decision regarding the academic considerations are made by the course instructor.

Academic Accommodations

Academic accommodations remove disability related barriers and enable students to access the academic environment. Students will either receive permanent or interim accommodations which are approved by Northern College Accessibility Services based on medical documentation that meets document criteria.

Terminology and Etiquette - Words with Dignity

It is important to treat all students with disabilities with **dignity** and **respect.**

This involves using consideration with terminology.

Use	**Instead of**
person with a disability	the disabled, the handicapped
person with a mental illness, person with a mental health issue	mentally ill, insane, crazy, psychotic

The terminology used to refer to people with disabilities may both reflect and influence attitudes towards them. Negative references may perpetuate negative attitudes and stereotypes. When at all possible, avoid describing students based on their disability. If necessary to refer to a student's disability, refer to the person as someone **with** or **having** a disability, disorder or medical condition or as someone with an accessibility need.

Examples:

Rather than describing Sally as **'epileptic'**, refer to Sally as **having epilepsy**

Instead of Ben being seen as **'learning disabled'**, refer to him as having a learning disability

Etiquette

There are many kinds and degrees of disabilities.

Examples:

Being **hard of hearing** is different from being **Deaf**

Having **low vision** is different from being **blind**

Do not make assumptions about a student's abilities based on their disability. Every person with a disability is unique, and accommodations and strategies must be determined on an individual basis. If students approach you to discuss their academic accommodations, please conduct these

conversations in private, not in the class or in the presence of other students. When seeking consultation or discussing a student with a colleague or administrator, share only what is necessary. For example, do not share the name of the student if it is not necessary.

* For more information, please refer to the Confidentiality section of this guide*

Introduction to Different Types of Disabilities and Resource Links

Disability-Specific Resources

The College Committee on Disability Issues (CCDI) has prepared useful information for faculty members on accommodating students with disabilities. Provided here is information on different types of disabilities, educational implications and instructional strategies together with recommended academic accommodations. This information represents recommended best practice in the area of meeting the academic needs of students with disabilities within a postsecondary academic environment.

http://www.disabilityissues.ca/english/links.html

To review CCDI's resource specific to students with learning disabilities, please visit: http://www.disabilityissues.ca/english/Link_docs/LDResour.pdf

To gain insight into the academic challenges faced by students with a mental health concern, please visit the Centre for Innovation in Campus Mental Health website whose mission is to help Ontario's colleges and universities enhance their capacity to support student mental health and well-being.

You can find everything you need here, from resources on student mental health, webinars with experts, campus initiatives, to the latest news.

https://campusmentalhealth.ca/

Transition-to-College

For students with disabilities, transitioning to college often involves more preparation and planning than experienced by their peers without disabilities. Northern College has CollegeBound - A Post-Secondary Transitional Program.

https://www.northerncollege.ca/students/advising/accessibility/collegebound/

The Accommodation Process

Students requesting accommodations, Accessibility Services (AS), and faculty members all have responsibilities relating to accommodations.

Student Responsibility

- To register with Accessibility Services on their Campus and meet with an Accessibility Advisor to discuss accommodations and required medical documentation.
- To re-register and renew their accommodations each semester with Accessibility Services on their Campus.
- To schedule to write their tests/exams in the Testing Centre if they wish to use their testing accommodations at minimum 3 business days in advance.

Faculty Responsibility

- To review student accommodation letter and Faculty Reference Guide.
- To submit the Faculty Test / Exam Information Form for each test / exam request form to the Test Centre on their Campus.
- “Surprise” Quizzes” or “Pop Quizzes” cannot be given in the classroom as this will not allow students to access their testing accommodations.
- If a test is scheduled and students are to return to class after they have completed the test, please take into consideration the Extra Time. accommodation. For example, if the class writes a one-hour test from 8:30am-9:30am and the class is to begin at 9:30am an Accommodated student writing in the Test Centre is permitted to write the test from 8:30am – 10:00am, and subsequently will miss some class instructional time.

- You may ask the student to start the test at 8:00am to ensure that they receive Extra Time Accommodation. Please ensure that these arrangements are made with the student prior to 3 business days, as per the Test Centers regulations.

PLEASE NOTE

- Students may choose not to use their testing accommodations
- Some testing accommodations (e.g. extra time, allowance to wear noise cancelling headphones) can be provided in class only if agreed upon between faculty and student.

Steps in the accommodation process:

Self-identification: Students who would like to receive accommodations based on having a disability initiate the accommodation process by identifying themselves to AS as having a disability or condition that might warrant accommodations. Students begin this process by reaching out to their AS office on their campus for further information. If students disclose a disability to you and they are not yet registered with AS, please encourage them to contact AS.

Students are not obligated to identify themselves to Northern College as having a disability. It is a choice that students make for themselves, and they are permitted to change their minds at any time. For example, a student may not want to receive accommodations at first (and therefore not contact AS) but later decide to request accommodations (either part-way through a semester or in a subsequent semester). Or, alternatively, a student might start out using accommodations but later decide to cease using accommodations.

Responding to Student Requests for Accommodation

It is helpful to confirm receipt of the Accommodation Letter with the student and Accessibility Services

Upon review, you may wish to discuss the students' accommodation needs with them directly or with Accessibility Services, to identify how to best support them in class.

When speaking with students about their needs, it is helpful to approach the conversation from a strengths-based and supportive lens to identify how they can be best supported in your class.

If a concern arises around how accommodation may impact a course learning outcome or requirement, it is best to first speak with the student about the concern and confirm your commitment to find a way to meet their accommodation needs. The student's Accessibility Advisor can be consulted if help is needed to find a resolution to an accommodation issue.

When a student requests accommodation, it is important that the email or verbal response to the request represents an openness to explore with the student what may be possible rather than indicating that an accommodation request cannot be granted. If faculty are not sure how to meet an accommodation request related to an accommodation listed on an Accommodation Letter, Accessibility Advisors can provide guidance and support to both students and faculty to determine the best approach to address an accommodation request.

Valid documentation

Students requesting accommodations provide valid documentation to AS. The student then "registers" with AS as having a disability. There are various types of documentation that are required, given the various types of disabilities/conditions. AS determines the documentation required for the type of disability/condition with which the student presents.

AS Accommodation planning

Students meet with an Accessibility Advisor to discuss reasonable accommodations based on their functional limitations, their skills and abilities, and the requirements of their program of study. Faculty might sometimes think that a student does not need the level of accommodation that is being provided, but AS typically has additional information about the student's disability that faculty do not have access to.

Note to Program Coordinators: Students with a disability registered with AS are permitted to reduce their course load to a minimum of 40% and still maintain full-time status according to Northern College and OSAP.

Accommodation Letter Distribution

The Accessibility Advisor or Learning Strategist prepares the Accommodation Letter and, with the student's consent, emails the Accommodation Letter to instructors. Accommodation Letters are sent

to all instructors each term, when the student re-registers for the new semester or when updates are made to the Letter with new medical documentation is provided

- Students are encouraged, but not obligated, to make an appointment with each instructor to discuss their accommodations and any individual needs regarding their accommodations (for example, preferential seating requirements). It is helpful for instructors to issue an invitation in class encouraging students to touch base individually about how they can best be supported in the classroom or course.

- Students are entitled to use any and all accommodations on their Accommodation Letters, however, they are not required to. For example, students might be eligible to write tests in the Test Centre and record lectures, but they might access only one of these (or neither)

Duty to Accommodate

Once instructors receive an Accommodation Letter, they must comply with the College's duty to accommodate and provide all accommodations listed on the Accommodation Letter (unless the student notifies otherwise).

- Student must re-register each semester to ensure they receive their accommodations.

- Accommodation Letters expire at the end of each semester. Accommodations are valid for the semester unless the student has received either temporary or interim accommodations. In these situations, the accommodations will either expire, or instructors will receive an updated version.

- The Ontario Human Rights Commission indicates that accommodated students must still be able to perform the essential course requirements. **Courses are not modified** in terms of standards or outcomes; however, the manner in which students meet the course requirements may be altered. In this way, academic integrity is maintained.

*If you have any questions or concerns, please contact the Accessibility Advisor on your campus.

Contact Your Campus' Accessibility Services Office

Haileybury Campus
jibbw@northern.on.ca
705-672-3376 ext. 1-8818

Kirkland Lake Campus
connorsk@northern.on.ca
705-567-9291 ext. 3625

Moosonee Campus
smallw@northern.on.ca
705-336-2913 ext. 5603

Timmins Campus
TimminsAccessibility@northern.on.ca
705-235-3211 ext. 2237

Test Centre

Students are responsible for booking their test with the Test Centre. Students will book their tests online via their Student Portal.

Only students who are registered with Accessibility Services will have access to the Test/Exam Accommodation form.

Students are required to book at **minimum of 3 business days** in advance of the test date so please ensure students have as much advance notice as possible of test dates throughout a term. Once a student has booked the test with the Test Centre an email will be sent to the instructor confirming the date and time the student has booked the test. Faculty will then submit a completed Accessibility Services Faculty Test Information Form to the Test Center a **minimum of 3 days prior** to the test date.

Instructors will then go to the Test Centre after the test date to collect the completed evaluation for marking, if the test is not an online test.

The Test Centre is used for students who have registered with Accessibility Services and require the use of the Test Centre. Reasons that students may need use of the Test Centre include the following:

- require extra time
- require a quiet/distraction free environment
- need access to short breaks
- require the use of assistive technology
- require a reader or scribe
- have missed a classroom quiz/test/exam and are a registered student who has arranged an alternate testing date
- are unable to write a classroom quiz/test/exam at the regular time and are a registered student who has arranged an alternate testing date

Testing Accommodations

Extra Time (Time and ½ is most frequently utilized)

General Information:

- The amount of extra time allotted for quizzes / tests / exams is indicated on the Accommodation Letter and is typically either time and a half (1.5x) or in some cases double time (2x).
- The extended time factor is applied to the base time allotted by the instructor for the quiz/test/exam (e.g., time and a half for a 60-minute exam would be 90 minutes).
- For written quizzes/tests/exams, extra time is only feasible in the Test Centre.
- If extra time on a test would mean that the student would miss other class time, the scheduled time for the student's test should be changed. For example, the student might start the test earlier than the students writing in the classroom.

Steps for Faculty Members:

For written quizzes / tests / exams, indicate the total allotted time (including any extra time) on the Accessibility Services Faculty Test Information Form that is submitted with the test to the Test Centre. This form will be e-mailed to faculty once the Test Accommodation Form is submitted by the student, or a hard copy can be obtained from your Accessibility Services Test Centre on your campus.

1) Extra time is to be applied to all "timed" evaluations such as tests, exams, and quizzes except in the case where a student is given 24 hours to complete a "take home test".
2) Extra time is to be applied to all "timed" evaluations such as tests, exams, and quizzes except in the case where a student is given 24 hours to complete a "take home test".
3) For online quizzes / tests / exams, apply the extended time factor to the time allotted for the student.
4) For assessments in a practical or lab setting, discuss the situation with the student and come to a mutually agreeable arrangement. Consult with the student's Accessibility Advisor on your campus when needed

General Information:

Time and ¼ - The student may request extra time on tests - up to the time allotted plus an additional 0.25 times the amount.

*Example is 1 and 15 minutes for a 1-hour test.

Time and ½ - The student may request extra time on tests - up to the time allotted plus an additional 0.5 times the amount.

*Example is 1 and 30 minutes for a 1-hour test.

Double Time - The student may request extra time on tests - up to twice the amount of time allotted.

*Example is 2 hours for a 1-hour test.

Virtual Delivery (Online Testing) Consideration

Create separate test in Blackboard with extra time or modify the original test completion time to the accommodated test completion time

Please Note

If completing an assessment in a particular period of time is an essential learning outcome of the course, extra time is not an appropriate accommodation for that assessment. This situation is rare and should be discussed with the student ahead of time. In rare circumstances, extra time for lab or practical assessments might not be feasible; this situation should be discussed with the student ahead of time.

- “Surprise Quizzes” or “Pop Quizzes” cannot be given in the classroom as this will not allow students to access their testing accommodations
- If a test is scheduled and students are to return to class after they have completed the test, please take into consideration the Extra Time accommodation.
  For example, if the class writes a one-hour test from 8:30am-9:30am and the class is to begin at 9:30am an Accommodated student writing in the Test Centre is permitted to write the test from 8:30am – 10:00am, and subsequently will miss some class instructional time.

- You may ask the student to start the test at 8:00am to ensure that they receive the Extra Time Accommodation. Please ensure that these arrangements are made with the student prior to 3 business days, as per the Test Centres regulations.

No More Than One Major Test or Exam per Day
General Information:

Students who have this accommodation and have two or more tests or exams scheduled for the same day (either in one course or across multiple courses) have the right to have their one of these dates reschedule to ensure that they have only one major assessment in a given day.

It is up to students to keep track of their schedules and bring it to their instructor's attention if the situation arises where they have more than one assessment scheduled on a particular day. Instructors do not have any responsibility to ensure that they are not scheduling more than one assessment per day, or that an assessment does not fall on the same day as an assessment in another instructor's course.

Students decide on a **case-by-case basis** whether they would like to change their assessment schedule if two or more assessments are scheduled on the same day.

Students sometimes decide that two assessments on the same day are manageable, in which case they do nothing to change the assessment schedule.

When two or more assessments on the same day are deemed by the student to be unmanageable, the student contacts the instructors involved to notify them that the assessment schedule needs to be changed.

Students and instructors reach a mutually agreed upon new date and time for the rescheduled assessment. It is reasonable to reschedule the assessment within a few days after the initial date of the assessment (or even the next day), provided there are not any conflicts with other assessments already scheduled (in the same course or other courses). However, any date / time mutually agreed upon is acceptable.

Students are to notify the relevant instructors in advance **(not the day before, except in exceptional circumstances).** Although there are not any firm rules about how much notice is enough, a week or more is generally considered sufficient. It is hoped, however, that instructors will be flexible in cases where there are extenuating circumstances.

Students are advised to contact instructors by email, so that instructors are not put in the position of students approaching them while in the hallway or at other inconvenient times. Email contact also serves as a record of the mutually agreed upon solution. If arrangements are made verbally, students are encouraged to send a follow-up confirmation e-mail.

The student will then schedule the new test date and time by submitting a Test / Exam Request through their student portal.

Universal Design Idea(s):

To reduce/eliminate the need for this accommodation, instructors may consider collaborating on exam schedules during program meetings.

Use of Memory Aid / Formula Sheet
General Information:

A student who has a memory aid or formula sheet as an accommodation must present the proposed memory aid/formula sheet to faculty **at least 5 business days** before the test / exam (where possible) for faculty to review and comment.

If faculty approve the memory aid / formula sheet as it is presented, they are to advise the student and send the approved sheet to the Accessibility Testing Centre, along with the Accessibility Services Faculty Test / Exam Information Form to the Testing Centre on their Campus.

Students are NOT to bring their memory aid/formula sheet with them to the test/exam. The testing centre will provide the approved sheet to the student with their test. This is to ensure that the correct, approved document is used without modifications.

Students who are using a memory aid / formula sheet should not be writing in class and should be using the testing centre.

If the test is on-line and the student is not local to a Northern College campus, the memory aid / formula sheet must be shown on camera to ensure that the one approved is what is being used. Wherever possible, the student must write in person in the testing centre of their nearest Northern College campus.

PLEASE NOTE

A memory aid should be a single sided sheet of paper,12 pt font or larger, and contain cues (triggers) that the student has developed to assist in recall of previously learned information, e.g. acronyms, pictures, mnemonics.

A memory aid is not

- A substitute for studying
- Course notes or course slides
- Lists of facts, concepts, or definitions
- A study / answer sheet

Steps for Faculty Members:

1) Upon receipt of a proposed memory aid from a student (which must be at least **3 business days** prior to the test), instructors are permitted to delete (black out) any information that would compromise ethical testing practices, such as a memory aid providing an answer on the test or conflicting with course outcomes. Instructors must approve and sign off on all memory aids in order for them to be used in the Test Centre.
2) After any revision of the proposed memory aid, attach the final/approved memory aid to the test, and send it to the Test Centre at least 1 business day prior to the test.
3) If students provide a proposed memory aid at least a week in advance of the 3 business day requirement, they may request consultation with the instructor regarding the appropriateness of their memory aid. After such consultation, students are permitted to further revise their

memory aid, if they provide their final proposed memory aid to instructors at least 3 business days prior to the test.

What Does a Memory Aid Look Like?

On a half sheet of 8 ½ X 11 paper or a large cue-card, the student records information that will trigger their memory for key information necessary for the test. It provides help for students with deficits in rote memory, sequencing memory, working memory and/or long-term memory to recall information.

There are Three Types of Memory Aids:

1) General Memory Aid – may include the use of some of the following items acronyms, acrostics, short phrases, pictures, diagrams, mind maps, method of loci, names, definitions, tables, and/or charts.
2) Memory Aid /Word List – used when spelling of important vocabulary words is vital to passing. The words must be organized in alphabetical order and not grouped in any specific manner.
3) Memory Aid/Formula Sheet – list of formulae that the student will have to know how to use during the test.

Instructors are within their right to disallow a formula sheet should it represent a clear academic advantage for the student

Universal Design Idea(s):

To reduce / eliminate the need for this accommodation, instructors may wish to introduce multiple means for demonstrating student learning. Options for students might include papers, group assignments or presentations. Traditional testing demonstrates both knowledge learned and one's ability to retrieve information from memory. Some instructors may choose to allow all students to bring memory aids that do not jeopardize academic integrity into the test environment.

Alternate Test Format
General Information:

Any assessments, including quizzes / tests / exams, must be submitted to the Test Centre for students with this accommodation. This may mean the student requires a printed copy of the test if the test is online, or text enlargement, meaning the test will be copied onto larger paper to make the text larger, or having the test printed test on colour paper (not B&W)

Universal Design Idea(s): To reduce / eliminate the need for this accommodation, consider producing all quizzes / tests / exams in an accessible electronic format.

Steps for Faculty Members:

1) Submit a hard copy of your quiz / test / exam along with a filled-out Faculty Test Information Form to the Test Centre.

   OR

2) At least **3 business days** in advance of the test date, email an electronic copy of the test (pdf or plain text Word doc) and a completed Faculty Test Information Form to the Test Centre on your Campus

***Note:** It is the responsibility of the faculty, not the student, to submit the test and complete all Test Centre documentation.

Chunking of Tests/Exams
General Information:

Chunking is when a test/exam is given to a student in 2-3 chunks or sections. The student must take the remaining chunks or sections of the test/exam within the same day (original test date) with up to 1-hour break between sections. During this time, the student will remain in the Test Centre for “on-site” tests, and in the case of distance students, stay in camera view during their break.

Please note: a doctor’s note is required to reschedule the test/exam or for the test/exam to be over 48 hours in case of a “flare-up” (see below for definition).

Flare-up

1) An exacerbation of a chronic disease.
2) a situation in which someone suddenly has problems because of a disease or illness after not having any problems for a long time.

Sometimes referred to as a flare-up, a flare occurs when symptoms of a disease that has been present for a time suddenly worsen. A flare is a transient worsening in severity of a disease or condition that eventually subsides or lessens. For example, in many arthritis conditions the joints can flare with worsening of stiffness, pain, and swelling.

What is the purpose of chunking?

The Chunking Accommodation protects the integrity of the unopened test/exam chunks by:

- Ensuring that the student is not disadvantaged if they have a flare-up of their condition during the test/exam. This accommodation allows the student to take the unopened portions of the test/exam at a later time.

- Preventing the student from having access to a test/exam in its entirety and then returning to the same test/exam at a later time after having the opportunity to review the questions.

What is the chunking process?

A student who requests to use chunking during their test/exams must first contact their faculty and request to utilize this accommodation **at least 5 business days** before the scheduled test/exam date.

- If the student is testing in the Accessibility testing center, they must schedule the test/exams no later than **five (5) business days** in advance and notify the Accessibility Advisor via e-mail of their request for “Chunking” of tests/exams).When the student arrives for their test/exam, they must confirm with the invigilator or faculty whether they will be using their Chunking Accommodation or whether they wish to receive and view their entire test/exam at once.

- If the student chooses to receive and view their entire test/exam at once, they immediately waive their Chunking Accommodation, including the ability to retest within 48 hours if they experience a flare-up of their condition during test/exam.

- If a student waives their Chunking Accommodation and a flare-up of their condition occurs during their test/exam, the student must follow the process for retest/make-ups given by their faculty to all students in their course.

- If the student chooses to use their Chunking Accommodation, the invigilator will hand each section of the chunked test in a closed envelope to the student upon request.

- Once the student receives the chunked section and opens the envelope, that section or chunk of the test/exam will then be considered for grading. Consistent with the process for all students, the student using a Chunking Accommodation cannot edit sections that have been handed in prior to any breaks.

What should I do if a flare-up occurs?

If a student using a Chunking Accommodation becomes ill or experiences a flair-up of their condition and cannot complete the test/exam, they must immediately inform the invigilator or faculty and turn in the opened sections of their test/exam. The opened sections of the test/exam will be handed to the faculty for grading. Any unopened sections of the test/exam that are turned in to the invigilator will be returned to the faculty for the student to complete at a later scheduled time. The student must obtain a doctor's note to be able to schedule the completion of the remaining test/exam sections.

What are my responsibilities as faculty?

- Once the accommodation request is received (and the student is eligible for Chunking of test/exam accommodation), faculty must break down the test into sections. The general rule of thumb is to break down the test into equal parts. Here are some general recommendations on how this can be approached:

- If the test/exam is 2 hours, break the test into 2 parts; if the test is 3 hours, break it into 3 parts, etc.

- Try to break sections into chunks where a natural break may occur. For example, if moving from topic to topic or question style to question style grouping (Ex: all multiple choice and true and false, and then all short answer and/or essay style questions).

- Include test chucking recommendations and/or schedules for the invigilators when testing on-site with Accessibility Services.

- Provide students with an e-mail with written directions before the test of the chunking schedule if writing via distance.

- If utilizing a platform such as Pearson, please note that the test/exam must be provided in paper format.

- Please keep in mind that some platforms will not allow chunking and may kick students out of the tests and submit during the break. It is recommended, where possible, to provide this accommodation in the format of written tests on-site or through one of the Contact North Centres' or other post-secondary institutions that offer invigilation services for students attending another post-secondary institutions.

- If a student cannot complete the test/exam due to a flare-up, they must obtain a medical note stating such. An alternate date can be arranged between the student/faculty and, if needed, the Accessibility Test Centre contact.

Use of a Non-programmable Calculator or Scientific Calculator
General Information:

Use of a non-programmable calculator is often used to assist students who have been diagnosed with a math-based disability (dyscalculia). The student can use a non-programmable calculator on tests. Scientific calculators are allowed when instructor specifies.

Steps for Faculty Members:

1) Meet with the student to determine if the calculator the student will be using is appropriate (iPod & iPhones are not acceptable).
2) Indicate "use of non-programmable calculator" on the Accessibility Services Faculty Test Information Form that you e-mail to the Test Centre, once the Test Accommodation form is received, to the Test Centre.

If use of a calculator conflicts with course outcomes and assessment of an essential skill, then you should contact Accessibility Services for a consultation.

Universal Design Idea(s): To reduce / eliminate the need for this accommodation, instructors may consider letting all students use a calculator for tests as long as it does not interfere with course learning outcomes.

Oral Tests / Exams
General Information:

This accommodation may be granted with supportive documentation. Where this accommodation is granted, faculty, with support from Accessibility Services, will make arrangements to evaluate the student orally.

Private Room
General Information:

The student will write tests in a room alone; the rooms are not sound proof, but the rooms are quiet.

Read Aloud
General Information:

The student will write tests in a room alone that is very quiet; as such, the student will be able to read aloud or use voice recognition software on tests.

Word Processor
General Information:

The student may use Microsoft Word to type their answers. Students must ensure to print their answers once they have completed their test.

Read & Write
General Information:

Read & Write is a text-to-speech and editing software program. The student will need a headset to listen to the speech output and may type their answers on the computer.

Speech Recognition Software
General Information:

The student talks, and the software types or controls the computer system. The student will be in a room alone, using a headset and a computer.

Kurzweil 3000
General Information:

Kurzweil 3000 is a text-to-speech software program that reads text aloud. The student will need a headset to listen to the speech output.

Freedom to Move Around
General Information:

The student can stand up and move around during a test in a quiet and non-disruptive manner. Other students may or may not be in the room; students with this accommodation will usually sit in an area where other students will not be disrupted by the movement.

Alternate Test Dates
General Information:

This accommodation is provided when a student's disability may impact their ability to complete test / exams on the date they are scheduled (e.g. students dealing with unpredictable periods of ill health).

It is the student's responsibility to contact their instructor in advance of the test / exam date, as soon as they are aware of the need to utilize this accommodation, to negotiate a new date. This accommodation does not allow for the student to no-show for tests / exams.

This accommodation is **not** a standing accommodation and should be requested on an as needed basis; the student must negotiate each and every alternate test date with their instructor.

It is recommended that no more than 1 or 2 alternate test dates be provided for a single evaluation, and that the evaluation be completed prior to the next scheduled evaluation in the course (to allow the student to receive feedback).

Repeated requests for alternate test dates for the same test or for several tests in the same course may affect a student's ability to participate in and successfully meet course/program learning outcomes. Where alternate test dates are requested in excess, withdrawal may be recommended as a reasonable alternative.

Supervised Breaks
General Information:

The student may take a break during the test. This may be coordinated in several ways; some examples are:

1) A student has extra time for a 3-hour test, time and a half, so the test is 4.5 hours. The student may ask to have the test separated into 2 parts. After the student completes part A, the student hands in part A and leaves the test room. The student may have a break for 30 to 60 minutes. Then, the student would come back and write part B of their test. The break does not count towards their total time for writing.
2) A student may take a break after a specified number of minutes. For the same 4.5-hour exam above, the student may take a break for 15 minutes every hour. An invigilator would accompany the student while the student takes the break. Then, the student would re-enter the exam room and continue to write the test. The break does not count towards their total time for writing.

Scribe
General Information:

The student may request the invigilator to write all their responses on the test.

The scribe will only write exactly what the student says. The scribe will then read back what they wrote to ensure it is correct before moving on to the next question.

The student will be alone in a room with the scribe.

*It is the Students responsibility to email their Accessibility Advisor at least **5 days** in advance to make arrangements

*Scribe will require a paper copy of the test

Reader
General Information:

The student may request the invigilator to read all or some of the text on the test. The student will be alone in a room with the reader.

Music
General Information:

The student can listen to music during a test. Students must provide music files to Accessibility Services a **minimum of 3 business days** prior to testing where it will be cleared for use.

Noise Cancelling Headset
General Information:

The student will wear a noise cancelling headset during the test.

CPen
General Information:

The student can use a CPen (reading pen) to scan text on paper and listen to the text out loud.

Dictionary
General Information:

The student is allowed to use a dictionary on the test. This must be approved by the instructor before the test.

Tinted Spectacle Lenses / Blue Light Glasses
General Information:

The student is allowed to wear tinted / Blue Light glasses during a test.

Washroom Breaks
General Information:

The student may have multiple washroom breaks during a test.The student will be escorted to the washroom by an invigilator to ensure test integrity.

Food/Beverage
General Information:

The student may bring food (e.g. granola bar) and a beverage into the test room.

Test Enlargement
General Information:

The test will be copied onto larger paper to make the text larger.

Screen Magnifying Software
General Information:

The student uses screen enlarging software.

Access to Spelling Tools
General Information:

Students who have access to spelling tools generally have a writing-based learning disability, such as dysgraphia. Students can often recognize the word when they see it or hear it, but struggle to spell the word correctly.

*If using spelling tools compromises the learning outcomes of the course, it can be revoked for the applicable test(s). If this accommodation will be revoked for any tests in the semester, please discuss the rationale of your decision with the student at least one week prior to the first test.

Different Types of Spelling Technology & Tools:

- MS Word spellchecker
- Word Prediction software, such as WordQ or TextHelp
- Speech-to-Text software, such as Speech Recognition Software

Universal Design Idea(s):

To reduce / eliminate the need for this accommodation, the instructor may consider not removing marks for spelling errors in assessment methods where the spelling of the word is not essential to the core content or course outcomes. Alternatively, allow students to use electronic spell-checking devices or vocabulary list when completing assessments. Another option is to allow students to express their knowledge in another way that is not dependent on writing and spelling.

Other *As specified on Accommodation Letter*
For Example: Student requires low lighting for tests / exams

Classroom Accommodations

Recorded Lectures (Use of a digital recording device)
General Information:

Students may use different recording devices, such as a laptop, Smartpen, digital recorder, smart phone, or tablet.

Students may be given this accommodation if they have hearing, memory, attention, concentration, and/or auditory processing difficulties.

Students with disabilities who require recording devices in the classroom as an accommodation will receive approval from their advisor once this policy has been reviewed by the student. Faculty member(s) will receive notice of the accommodation through the Accommodation Letter sent out by Accessibility Services.

Rationale:

- Recording of lectures allows a student opportunity to concentrate on the content presented in class, rather than the mechanics of writing.
- Recordings give the student the ability to review material that he/she might have missed or not grasped when initially delivered in class.
- Recordings enable a student to have equal access to class materials that might not otherwise be accessible to the student.

Steps for Faculty Members:

1) Students with this accommodation are allowed to record all academic material presented, just as all students are permitted to take detailed written notes.
2) If the class is delivered on-line, faculty is to record each session and post the recording to Blackboard. Faculty may opt to send the recording link directly to the student with accommodations. Students must sign a recording agreement with Accessibility Services.
3) Students sign a thorough and detailed Audio Recording Student Agreement with AS that states the recordings are to be used strictly for their own academic purposes and that no confidential or sensitive material will be recorded.
4) If you teach material that is considered confidential or sensitive in nature, please consider instructing the entire class to turn off any recording devices for these portions.

Procedure:

1) To qualify for this accommodation, the student must present the Accessibility Advisor with documentation from a regulated health care professional which identifies a bona fide disability related need for recording of lectures.
2) Students will make their own arrangements to record their classes, upon signing this agreement. Recording devices may be available through the Accessibility Services Lending Library.
3) Recorded classroom instruction / lectures will be used only for individual academic use and will not be used for any other purpose.
4) Students who have recorded lectures will **NOT** distribute or share the recording with any other individual, in any format, without obtaining the prior written consent of the faculty.
5) Faculty may announce to the class that the lecture is being recorded as an accommodation for a student with a disability, **without** revealing the student's name.
6) Respect the faculty's decision to prohibit recording of classes or portions of classes which may involve personal discussion and self-disclosure. In such a case, the student will work with the

7) faculty to discuss alternative arrangements to the recordings. Students should focus their recording on course material being presented by the instructor and record or capture in a manner that ensures the privacy of other students present.
8) Students who have been authorized to record classroom instruction are permitted to retain their copies until the end of their academic program. Students are responsible for the safe keeping and integrity of the college's intellectual property.

Unauthorized use of recording devices in the classroom and/or failure to comply with this agreement may result in student code of conduct sanctions being issued to the student.

Universal Design Idea(s):

To reduce/eliminate the need for this accommodation, instructors may wish to record their own lectures and make them available to all students (e.g. Blackboard)

Provide PowerPoint slides, Copies of Faculty Class Notes, and Handouts Prior to Class
General Information:

The student requires a copy of the PowerPoint presentation before class begins.

Having access to a copy of class materials can assist students who have vision or hearing loss, learning disabilities, divided attention difficulties, and/or physical disabilities. For example, a student may need to use assistive devices to preview these materials, which would allow them to prepare ahead of time and participate fully in the class.

Step for Faculty Members:

1) Post lecture notes, PowerPoint presentations, handouts etc. to Blackboard, or email them to the student prior to class. If it is not possible to provide the class materials prior to class, please do so within 24 hours. The instructor can email the presentation directly to the student if it is not posted online.

Universal Design Idea:

To reduce/eliminate the need for this accommodation, instructors may wish to post their lecture notes electronically (e.g. Blackboard) for all students to access ahead of time.

Preferential Seating (Student to Discuss Location with Instructor)

General Information:

- Some students with disabilities function at their best seated at a particular location in the classroom. Each student is unique in his/her needs in this regard. Some students prefer to be in the front row (for example, to minimize being distracted by other students in front of them, to better hear the instructor, or to better see what's on the board/screen). Other students prefer to be in the back row along the wall (for example, so that they can see everyone in front of them and cannot be startled by someone coming up behind them).
- Students with this accommodation need to inform their instructor of their preferred seating location.
- Instructors then assist the student to gain access to that seat or area of the classroom. This might mean gently asking another student to sit somewhere else in the classroom.
- Any discussion that needs to take place within the classroom should be done discreetly.

If a student chooses not to sit in the location arranged with an instructor, it is acceptable. Students are not limited to the seat/area they have identified but are entitled to that location if they wish.

Use of Assistive Technology: Laptop / Tablet / Mobile Device, Specialized Keyboard, Digital Recorder etc.

General Information:

Students with disabilities may use assistive devices in the classroom for a variety of reasons. For instance, many students utilize technology for organizational purposes such as noting test dates, assignment rubrics, and taking class notes.

Different Types of Assistive Devices:

- Laptop with specialized programs.
- Mobile devices (i.e. smartphone, tablet, iPod) with assistive apps
- Specialized keyboards
- Recording Devices

Universal Design Idea: To reduce / eliminate the need for this accommodation, consider letting all students use technology in the classroom to facilitate their learning.

Step for Faculty Members:

1) If you have concerns regarding a specific technology a student is utilizing, offer to meet with the student individually to discuss appropriate use of the device. Students are not obligated to discuss the nature of their disabilities or rationale for the use of their technology.

If you feel that the use of assistive devices compromises your course learning outcomes, address individually with the student and / or Accessibility Services.

Note Taker
General Information:

Students who have access to note-taking support / service may have a sensory, mobility, attentional, or language-based disability that prevents them from taking their own notes. Students who receive notes are still expected to attend class and participate fully in learning activities whenever possible.

Different Types of Note-Taking Services:

Peer Note-Takers

Peer note-takers are assigned to take class / lab notes for classmates with a note-taking accommodation. A peer note-taker is a paid position, paid for by the College. Accessibility Services facilitates this process with our students. Many students with this accommodation are able to identify a peer notetaker on their own, but some may require faculty assistance. We greatly appreciate the faculty's support in identifying potential student note-takers in their classes and you may be contacted by our department for assistance

Professional Note-Takers

- Professional Note-Takers are contracted by the college on an hourly basis to attend class and take detailed notes for a designated students.
- Professional Note takers are not members of the course and therefore do not participate in the learning activities or discussions. Their sole role to take detailed notes and provide a copy to the designated student after class.
- Professional Note-Takers are generally used in specific cases (i.e. for students who are Deaf or have significant mobility and dexterity issues).

Universal Design Idea(s):

In order to reduce / eliminate the need for this accommodation, instructor are encouraged to post lecture notes electronically on Blackboard for all students to access and/or have designated students post their notes to Blackboard. Instructors may wish to record their own lectures and make them available on Blackboard.

Additional time for in-class assignments
General Information:

The student may not be able to complete in-class assignments during class time. If time is not a requirement in the assignment, the student may request extra time after class is over to complete the assignment.

The student and instructor must discuss and arrange this each time additional time is required, and decide when and how the assignment should be submitted to the instructor, whether by email, handed in to the department office, etc.

Additional time to answer oral questions
General Information:

Some students require additional time to think before responding to questions orally.

One approach could be to give the student advance notice of the question(s) they may be asked in class.

Another approach could be to ask the student a question, tell them you will get back to them later for the answer, ask another student a different question, and then go back to the first student for the answer.

Additional time to finish labs
General Information:

The student may not be able to complete labs within the lab time allotted. If time is not a requirement in the lab, the student may request extra time after the lab is done to complete the assignment.

The student and instructor must discuss and coordinate when and how the student can access the lab to complete it.

Advance notice of in-class readings
General Information:

The student requires advance notice of any reading that will be discussed or done in class.

The notice is required because the student may require the text electronically to read it with text-to-speech software or because reading is difficult under timed pressure.

Alternate to group projects
General Information:

Provide alternatives to group projects; this to be discussed and arranged between the instructor and the student.

If group projects are not required as part of the course/program learning outcomes, the instructor and student may discuss an alternate way of demonstrating the knowledge that corresponds with the course objectives.

Assistance getting into groups
General Information:

The student may need help getting into a group for group assignments.

The instructor should check-in with the student privately to see if they will need assistance.

One approach could be to assign groups for projects. Another approach could be for the instructor to privately approach an already formed group and ask if the student can join the group.

Whatever the approach, it should be executed in a way that does not noticeably single out the student.

Proofreader
General Information:

Student may request the assistance from Accessibility Services to proofread assignments.

Class discussion facilitated
General Information:

Class discussions may need to be facilitated to ensure student is able to hear and participate.

Students may require the instructor to repeat questions that students ask in class. The instructor can reword or rephrase the question and ensure that interpreters and note takers hear the questions and answers as required.

Reduced Course Load
General Information:

A student can reduce their course load to part-time. Student must meet with their Program Coordinator to discuss a reduced course load pathway plan.

Computer for in-class assignments
General Information:

The student can choose to use a computer to complete in-class assignments instead of writing them by hand.

Educational Assistant
General Information:

The student requires an educational assistant person in class.

An educational assistant person is not a student. The person is there to help a student with several classroom duties such as unpacking books and packing up books, turning pages, aiding with computer use (i.e. moving the mouse), aiding in labs. When an educational assistant person aids in labs, it is done under the direction of the student to complete class assignments.

Email in-class assignments, no hard copy
General Information:

Email in-class assignments instead of providing a hard copy.

This will allow the student to manipulate the document to read it quickly and efficiently. Some students require electronic text for several reasons:

- Use with text-to-speech software
- Enlarged text

Electronic Textbooks
General Information:

In an electronic Textbook is needed, the student will request assistance from the Accessibility Services Department

Enlarged Documents
General Information:

Students may require documents and handouts to be enlarged to read them.

Instructor and the student should meet as soon as possible to discuss the student's needs. The student should specify the size of font for typed information and how large to create handouts (ex. 8 ½ x 11 □ 11 x 17)

Allow access to magnification system
General Information:

The student requires access to a magnification system in class.

This could include any device that allows the students to enlarge documents, textbooks, view the whiteboard, etc.

Ergonomic Aids
General Information:

The student requires ergonomic aids in the classroom or lab.

Face student when talking
General Information:

Whenever possible, please face the student when lecturing

Frequent Washroom Breaks
General Information:

The student may require frequent washroom breaks in class.

Handouts on colour paper
General Information:

Handouts on coloured paper (not black on white)

Freedom to Move Around
General Information:

Student may not be able to sit for long periods and may need to get up and move around. Students with this accommodation will usually sit in an area where other students will not be disrupted by the movement, leave the class discreetly, and return quietly to minimize disruption.

Listen to music in class
General Information:

The student may want to listen to music when doing in-class work; not during lectures.

May be drowsy in class
General Information:

The student may be drowsy in class due to disability-related issues.

Alternative to oral reading in class
General Information:

Provide an alternative to oral reading in-class

Do not call on student unless they volunteer
General Information:

Do not call on the student to provide answers unless the student volunteers.Some students have issues with speech for many disability-related reasons.

Allow photographing for note taking
General Information:

The student may photograph lecture notes and / or any other material presented in-class with instructor approval.

The student may wish to photograph the board after the instructor finishes writing on it, for example.

Physical Limitations
General Information:

The student has physical limitations. Please respect the student's decision to participate in activities as she or he sees fit, as long as this does not interfere with the course objectives.

Presentations done 1-on-1 or video
General Information:

Alternatives to graded in-class presentations (i.e. video record presentation and submit to instructor, 1-on-1 presentation with the instructor, etc.)

Virtual Delivery Consideration

Example: allow option to have video / camera off during class presentation.

Tinted Glasses (Lenses)
General Information:

Student is permitted to wear tinted glasses (lenses)

Allow Students to Leave Class as Required
General Information:

Students with this accommodation may need to unexpectedly leave class for a period of time for reasons related to their disability (e.g., diabetic “low”, Irritable Bowel Syndrome, flashbacks as part of Post-Traumatic Stress Disorder, etc.). Generally, these periods will be short (5 or 10 minutes) and allow the student the time and space to regroup and return to the class. However, there may be some situations that require the student to leave for longer periods.

Students are **not** to be penalized in any way for having to leave class for a period of time. This means that students are not to lose any marks for participation, or assessments missed during the time they had to leave the class. Students are permitted to leave and re-enter the class when ready in an unobtrusive manner. Please do not draw attention to the student’s exit or entrance back into the room.

Instructors usually do not have to do anything if a student must leave class. However, if there was an assessment while the student was out of the class, a mutually agreed upon arrangement will need to be made with the student. One possible solution is that the missed assessment is removed from the assessment/assignment list, leaving the student’s other assessment grades to be reweighted. Another possible solution is to have the student do the same assessment at another time or do an alternate assessment. Any other solution that is mutually agreed upon is acceptable.

Students are advised to contact instructors by email, so that instructors are not put in the position of students approaching them while in the hallway or at other inconvenient times. Email contact also serves as a record of the mutually agreed upon solution. If arrangements are made verbally, a confirmation email is recommended.

If an instructor feels that the student's absences are excessive, in that the student may be at risk of not being able to meet the learning outcomes of the course, the instructor is encouraged to discuss these concerns with the student. However, students are not to be asked the specifics of why they had to leave the class, only if it was a disability-related absence. Faculty members should never ask students for disability- related information. However, students may initiate this discussion and offer information pertaining to their disability and related challenges.

Allowances for Absences or Tardiness (may require rescheduling of tests and exams)
General Information:

Under exceptional circumstances, students with this accommodation might need to be absent from class to deal with symptoms of their disabilities or to attend crucial disability-related appointments that are not easily rescheduled for non-class times. When students have advance notice of their need to be absent, they are encouraged to inform their instructors prior to the class. This is generally possible in the case of appointments. However, there may be times when students have to deal with acute symptoms of their disabilities and are not able to give their instructors advance notice.

Students with this accommodation are **not** to be penalized in any way for having to miss classes and being unable to participate in classroom activities / discussions.

Instructors usually do not have to do anything if a student misses a class. However, if there was an assessment while the student was absent, a mutually agreed upon arrangement will need to be made with the student. One possible solution is that the missed assessment is removed from the grading list, and the student's other assessments are then re-weighted. Another possible solution is to have the student do the same assessment at another time or do an alternate assessment.

In cases where the class activity / evaluation is clearly linked and crucial to demonstration of a learning outcome (i.e. hands on nursing labs) the student will need to work closely with their instructor and their Accessibility Advisor to determine the best way to move forward.

It is up to the student to find out if any assessments were missed; instructors are not expected to keep track of students' absences. However, if instructors do notice, students are generally appreciative if instructors provide any useful information they missed.

Students are advised to contact instructors by email, so that instructors are not put in the position of students approaching them while in the hallway or at other inconvenient times. Email contact also serves as a record of the mutually agreed upon solution. If arrangements are made verbally, a confirmation email is recommended.

If an instructor feels that the student's absences are excessive, in that the student may be at risk of not being able to meet the learning outcomes of the course, the instructor is encouraged to discuss these concerns with the student. However, students are not to be asked the specifics of why they have been absent, only whether absences are related to the disability. For example, if a student is absent to attend a family event, that would not be a disability related absence, and that would not be an accommodated absence.

This accommodation is **not** a standing accommodation and should be requested on an **as needed basis**. Excessive absence may affect a student's ability to participate in and successfully meet course/program learning outcomes. Where excessive absence interferes with course/program learning outcomes, withdrawal may be recommended as a reasonable alternative.

If the instructor does not feel that the discussion with the student was successful, the instructor is encouraged to contact the Accessibility Advisor on their campus.

Use of Wireless Microphone / FM System (mic worn by instructor)
General Information:

A wireless microphone system consists of a transmitter (mic) and a receiver. The transmitter acts like a radio transmitter, which picks up the signal. The receiver picks up that signal and delivers it directly to the listener. Students may use a wireless microphone system if they have a hearing loss, divided attention and/or concentration difficulties, and/or auditory processing difficulties. If you have any questions or concerns, please contact the Accessibility Advisor on your campus.

Steps for Faculty Members:

1) The student will bring the FM system into class and give a microphone to the instructor to wear during class. The student will have a receiver and may have a laptop to record the lecture also.
2) The microphone can be turned “ON” while lecturing and can be turned “OFF” during breaks, group activities, or individual conversations.
3) During class presentations, provide the microphone to each speaker. Remember to return the microphone to the student at the end of each class. It is the student’s responsibility to provide the system fully charged. If the microphone transmitter indicates low battery, return it to the student.

Universal Design Idea(s):

To reduce / eliminate the need for this accommodation, instructors may wish to use their own microphone and face students while speaking. It is also helpful to post a copy of lecture notes prior to class and to record the lecture and make it available electronically for all students to access.

ASL (American Sign Language) Interpreter
General Information:

An interpreter is a person who interprets language for the student. The person could be someone who does sign language or someone who interprets what a student is saying via alternative communication systems such as a picture board. In addition, some students may use computer software to type and have the computer speak for them.

Suggested Practices for Communicating with your Students who are Deaf, Deafened, or Hard of Hearing:

- face the student ensure the environment is well lit
- be prepared to communicate in writing
- approach the student and get his/her attention before you speak to them
- open-ended questions may be used to make sure information has been properly conveyed
- speak normally and at a normal pace (no need to slow down or speak louder)

- looking away mid-conversation is disruptive; maintain eye contact
- keep your hands and objects away from your mouth
- rephrase misunderstood questions or comments
- eliminate background noises, if possible

Students:

- Personal conversations with interpreters should not interrupt the class work and should take place outside the class.
- Students are responsible for selecting appropriate seating in the classroom. Interpreters will try to accommodate students' preferences but must be able to hear what is going on and not interfere with ongoing class activity.
- Students should indicate when they do not understand the speaker or the interpreter.

Instructor:

- Communicate directly with your student. The role of Interpreters or Computerized Note takers is to facilitate communication.
- Deaf, deafened, or hard-of hearing students require preferential seating. This usually means sitting near the front where they can see the interpreter clearly.
- Write as many instructions on the blackboard as possible or provide student handouts. Try to incorporate visual aids (e.g., blackboard, overheads, flip charts, closed or open captioned movies) to prevent misunderstandings.
- Be aware that everything said in class or to the interpreter will be interpreted.
- In advance, provide the interpreters with a list of materials needed to properly prepare for the class; this includes videos unless they are open captioned.
- Be prepared to meet with the interpreter for consultation and planning.
- Be prepared to meet with the student and interpreter after class to discuss the student's progress.
- Avoid movements that distract or block the student's view of the interpreter.
- Do not turn your back to the student while you are speaking.
- If someone speaks inaudibly, several people speak at one time, or a concept is not understood, clarification may be requested by the interpreter.
- Ensure that only one person at a time is speaking.
- Provide at least one 5–10-minute break approximately every 50 minutes depending on content. Interpreting creates a few seconds delay or lag time in which the interpreter must listen, decode, and present the intended sentence or message. Interpreting takes intense concentration and physical stamina.

- Discuss with the rest of the class a procedure for interjecting questions and repeating hearing students' questions to identify the speaker and ensure clarity.
- Upon request, consult with the student and the Accessibility Advisor on your campus for additional time or alternate testing procedures.
- To get the attention of a student who is deaf or hearing impaired, gently wave your hand or lightly touch the person's arm or shoulder.

Suggested Steps for Faculty Members Before the First Class:

- Provide interpreters with any course materials so that they can prepare beforehand and become more familiar with the course terminology and sequence of topics to be discussed
- Discuss the physical space or structure of the learning environment and any barriers that may exist
- If possible, meet with the student and interpreter to share any questions or concerns
  Example: Are you, the faculty member, comfortable with the interpreter standing next to you?

Universal Design Idea(s):

To improve information delivery for students using this accommodation, instructors may wish to post their lecture notes electronically (example: post on Black Board) prior to class for all students to access, face the class when speaking, write additional notes on the board or annotate PowerPoint slides during lectures, and ensure all videos use closed captioning.

Attendant Care Person

The student requires an Attendant Care Person to assist in class. An Attendant Care Person may help the student with day-to-day tasks.

General Information:

- The attendant is not a student in your class and therefore does not participate in learning activities.
- Ensure you engage with the student directly.
- There are many reasons why an individual may have attendant care, including turning pages for a student, monitoring a medical condition, assisting with transportation and/or assisting with personal needs such a s removing coats, putting coats on, feeding, and other such activities.
- The attendant care is organized and booked by the student and/or their Accessibility Advisor. The attendant is not an employee of the college but rather a supportive person contracted by the student to provide individualized service to the student.

Steps for Instructors:

1) Ensure that there is adequate seating for the additional individual who will not be on your class roster.
2) Speak with the student privately about the parameters of the attendant's needs such as extra handouts, note taking, access to Blackboard, and seating preference.

Students with attendant care in the classroom will have an Accommodation Letter that you will have received. If you have any questions or concerns regarding attendant care, please contact the Accessibility Advisor on your campus.

Conversion Ready Materials

General Information:

A common reason that students have this accommodation is the use of text-to-speech (TTS) software that assists with reading (due to a learning disability, concentration difficulties, low vision, etc.).

Step for Faculty Members:

Any course content or information delivered to students with this accommodation must be in an electronic format (e.g., pdf or plain text Word doc). Information can be posted on Blackboard or emailed directly to the student.

Universal Design Idea(s):

In order to reduce/eliminate the need for this accommodation, all course content and information should be created in an accessible format from the start and distributed to all students electronically (e.g. Blackboard).

Placement Accommodations

Steps for Faculty Members & General Information:

Students who are registered with AS as having a disability are entitled to accommodations on placement, just as they are entitled to accommodations while attending classes on campus.

Steps in the Placement Accommodation process:

1) The student makes contact with AS and/or the Placement Coordinator of their program to begin discussions about the nature of the placement and accommodations that might be appropriate for the placement site.
2) The Accessibility Advisor, Placement Coordinator, and student may connect by phone, video call or email, to review the nature and location of the placement.
3) The student and Accessibility Advisor discuss the information gleaned from the Placement Coordinator and decide on reasonable placement accommodations. Considerations may include placement schedule, adaptive technology and location.
4) The Accessibility Advisor may seek further clarification and/or advice from the Placement Coordinator about the role of the student at placement and the logistics of specific accommodations in the placement environment (i.e. if the student requires a longer block to complete placement is the placement site amenable t this or should another placement site be considered).
5) The Accessibility Advisor sends an electronic copy of the Placement Accommodation Letter to the student and the College Placement Coordinator (or designate). The College Placement Coordinator or student then forward the Placement Accommodation Letter on to the placement site supervisor.
6) Arrangements are made, if required, for any adaptive technology or software the student may require while on placement.

If any changes need to be made to the Placement Accommodation Letter, either before or after placement starts, the student contacts their Accessibility Advisor.

Just like the accommodations granted for classes, placement accommodations need to be reasonable. This means that the requirements of the placement are sometimes incompatible with a student's accommodations. For example, a student used to recording lectures might wish to record meetings on placement. However, it is often not permitted to record meetings on a placement site due to confidentiality. For example, a student attending placement in a correctional facility or hospital may

not be permitted to record meetings, as this would interfere with policies and procedures in the facility. There would also be restrictions in terms of equipment permitted in the facility. For example, a student might usually use his/her cell phone to keep track of class times while on campus, but this would not be acceptable in a correctional facility, where cell phones are not permitted.

Accessibly Advisors and Placement Coordinators will work collaboratively to determine reasonable accommodations that will meet the student's disability related needs while respecting the policies and procedures of the agencies who offer student placements.

Placement Coordinators are encouraged to contact the Accessibility Advisor on their campus if they have any questions or concerns regarding a Placement Accommodation

Once the email is forwarded to the **College Supervisor (or designate)** and **Placement Agency Supervisor** by the student, the accommodations become active.

By forwarding the Confidential Placement Accommodation Letter, students acknowledge that they have read and understand their responsibilities.

Placement Site: The information provided in this letter is provided for the purposes of placement accommodation only and is not to be shared with other worksite personnel. It must be stored in a secure location while the student is on placement and deleted upon completion of placement.
College Supervisor (or designate): The information provided in this letter is provided for the

purposes of placement accommodation only and is not to be shared with other college personnel. It must be stored in a secure location.

Use of Service Animal

General Information

What is a Service Animal? Ontario Regulation 429/07 of the Accessibility for Ontarians with Disabilities Act, 2005, Section 4. (9) states:

"An animal is a service animal for a person with a disability if;

- it is readily apparent that the animal is used by the person for reasons relating to his or her disability"

OR

- the person provides a letter to AS from a physician or nurse confirming that the person requires the service animal for reasons relating to the disability.

Who Uses a Service Animal?

Service animals are used for many reasons, such as:

- vision loss
- culturally Deaf, oral deaf, deafened, or hard of hearing disabilities
- mental health disabilities
- physical disabilities
- epilepsy or other seizure-related disorders
- autism or other developmental disabilities

What are the Rules for Service Animals?

Ontario Regulation 429/07 Section 4(2) states: "If a person with a disability is accompanied by a guide dog or other service animal, the provider of goods or services shall ensure that the person is permitted to enter the premises with the animal and to keep the animal with him or her unless the animal is otherwise excluded by law from the premises."

Currently Northern College requires that all service animals on campus be registered with a nationally recognized registration body (i.e. National Service Dogs of Canada). This ensures that the animals are properly trained service animals who have been raised to safely work alongside people with

disabilities in public and populated spaces. These animals will be fitted with specialized vests and are not to be petted or interacted with by others when they are working.

If there is any question about the authenticity of the purpose or appropriate use of a service animal and the matter cannot be resolved otherwise, faculty are advised to contact Accessibility Services on their campus.

What If Someone Is Allergic to A Service Animal on My Campus?

Options to consider for safely allowing service animals when this type of situation arises could include: creating distance between the two individuals, eliminating in-person contact, and changing the time the two receive the service.

Is There Anywhere on Campus Where a Service Animal Could Be Restricted?

Below are two exceptions to the Customer Service Standard requirements:

1) Where food is prepared, stored or sold.
    - Ontario Regulation 562 under the Health Protection and Promotion Act states that animals are excluded in places where food is manufactured, prepared, processed, handled, served, displayed, stored, sold or offered for sale. The exception is that service dogs are permitted where food is normally served, sold or offered for sale.

1) Where health and safety requirements could be violated.
    - Rare situations may arise where another person's health and safety could be seriously affected by the presence of a service animal on campus. If another person's health and safety could be seriously impacted by the presence of a service animal on premises open to the public, a provider should fully analyze all options for safely allowing the service animal.

Respect and Responsibilities

Tips for Interacting with Service Animals and People Who Use Service Animals:

- Service animals should not be distracted; they are working.
- Always speak to the individual.
- Ask the owner if you are unsure if the animal is a service animal.
- Service animals should only be fed by the user/owner.
- Service animals foster independence and freedom for persons with disabilities. If the user/owner needs your help, they will ask for it.

Service Animal Control Requirements for the User/Owner:

The user/owner must always be in full control of the service animal. The animal must be well-groomed and measures should be taken to maintain flea and odour control. A service animal must be well behaved and its user/owner must ensure that the animal does not engage in behaviour that would be a direct threat to the health and safety of others.

Source: Canada. Ontario Ministry of Community and Social Services. Training Resource: Accessibility Standards for Customer Service, Ontario Regulation 429/07, Accessibility for Ontarians with Disabilities Act, 2005 (AODA). Queen's Printer for Ontario, 2009. PDF. http://209.167.40.96/units/unit_cust-serv-reg/doc_training/lang_en/files/Training-Resource_EN.pdf.

(Adapted from St. Clair College's "Service Animal Guide".)

Please contact the Accessibility Service office on your campus if an issue arises because the animal is in class.

Accommodations to be discussed in advance between the faculty and student

Extended Deadlines for Assignments and Projects
General Information:

Students who have this accommodation have the right to have extensions on their assignment due dates. The purpose of this accommodation is **not** to account for poor time management skills, but to reflect the extra time it takes some students with disabilities to complete assignments. For example, students with a Learning Disability in Written Expression likely know the subject matter as well as other students, but often take longer to express themselves in writing than other students. As another example, students with concentration difficulties, which can occur in several different types of disabilities, may take longer to read large amounts of material than other students, and/or may take longer to put the assignment together.

It is the student's responsibility to bring it to their instructor's attention that they may need an extended deadline on an assignment or project. A revised deadline **can be negotiated** between the instructor and student that is appropriate for the situation. In some cases, advance notice of an extended deadline request may not be possible due to the episodic nature of some types of disabilities.

Students with this accommodation will meet with their Accessibility Advisor to learn how to use this accommodation appropriately.

Students are to notify the relevant instructors, in advance, when possible, of their wish to reschedule the due date. This notification should not generally occur the day before or the day an assignment is due, however, instructors have the capacity to still grant this type of request under exceptional circumstances as appropriate. Although there are not any firm rules about how much notice is enough, a week or more is generally considered sufficient in most situations.

Students and instructors reach a mutually agreed upon new date and time for the rescheduled assignment. It is reasonable to reschedule the due date within a week after the initial due date, provided the student does not have a lot of other assessments at the same time (in the same course or other courses). However, any date mutually agreed upon is acceptable.

Students are advised to contact instructors by email, so that instructors are not put in the position of students approaching them while in the hallway or at other inconvenient times. Email contact also serves as a record of the mutually agreed upon solution. If arrangements are made verbally, students are encouraged to follow up with a confirmation e-mail.

This accommodation is not a standing accommodation and should be requested on an as needed basis; the student must negotiate each and every deadline extension with their instructor.

This accommodation does not mean:

- Open ended deadlines
- Elimination of all deadlines and permission to submit work all at once at the end of the course
- Submitting assignments at the student's convenience
- Automatic re-weighting of grades to compensate for assignments not submitted

Repeated requests for extensions on the same assignment or for several assignments in the same course may affect a student's ability to participate in and successfully meet course/program learning outcomes. Where extensions interfere with course/program learning outcomes, withdrawal may be recommended as a reasonable alternative.

If instructors have any questions or concerns regarding a student's request for an extended deadline, they are encouraged to contact the Accessibility Advisor on their campus.

Allowances for Absences or Tardiness
General Information:

All accommodations for students are developed within the framework that is consistent with our obligations under the Ontario Human Rights Code; Directive 2016.

The Allowances for Absences or Tardiness Accommodation is approved by the student's Accessibility Advisor based on documentation from a Regulated Health Care Professional (e.g., physician, psychologist, etc.). Given the episodic nature of the student's disability, the student may, on occasion, be required to miss courses. The Allowances for Absences or Tardiness Accommodation is not a standing accommodation and should be requested on a case-by-case basis. Please see below for various guidelines in which a student may be supported using this accommodation.

All students are expected to meet the learning outcomes of a course, and to complete the required assignments and assessments in a course, even if unable to attend a course, on occasion, due to a disability-related reason. Extended absences may affect a student's ability to participate in, and successfully meet, the learning outcomes of a course. A student's program determines when the number of absences is considered extended and has negatively impacted the student's ability to meet course learning outcomes.

Student Responsibilities:

- Provide Accessibility Services with documentation from a Regulated Healthcare Professional indicating that occasional disability-related absences may occur
- Arrange to meet with faculty / instructors to discuss the best way to contact faculty/instructors if an absence due to a disability-related reason is required
- If a disability-related absence is known ahead of time, student needs to contact the instructor to discuss the upcoming absence and to determine the best way to make up missed in-course assignments, quizzes, or tests
- If it is not possible to inform faculty /instructors in advance of an absence, notification of the absence should be given by the student as soon as possible after an absence
- Keep Accessibility Services informed of disability-related absences as a pattern of absences will require timely, proactive intervention and support from Accessibility Services and program area

- It is recommended that students contact a peer to receive notes from a lecture that is missed due to a disability-related reason

Accessibility Services Responsibilities

- Identify the need for the Allowances for Absences or Tardiness Accommodation on the student's Accommodation Letter
- Refer students to the Allowances for Absences or Tardiness Accommodation Guide for more information on how to use the Allowances for Absences or Tardiness Accommodation
- Act as a resource for faculty / instructors and students regarding a student's use of the Allowances for Absences or Tardiness Accommodation

Faculty / Instructor Responsibilities

- Accept the disability-related Allowances for Absences or Tardiness Accommodation request in good faith
- Avoid requesting specific information regarding the nature of a student's disability as students are not required to disclose this information when requesting the Allowances for Absences or Tardiness Accommodation
- Documentation from the student's Registered Healthcare Professional that confirms the need for the Allowances for Absences or Tardiness Accommodation is on file with Accessibility Services. It is not necessary for faculty / instructors to request additional documentation from the student when the Allowances for Absences or Tardiness Accommodation is requested with the exception of missed major tests and exams (e.g., midterms, finals) where additional documentation may be required as per program policy
- When the Allowances for Absences or Tardiness Accommodation is requested, students should not be deducted marks if a course participation grade is assigned for the course. An alternative way to meet the participation requirement can be considered where possible
- Faculty / Instructors should provide students with information regarding program policies and expectations around attendance and program polices regarding submission of documentation when a major test, exam, or coursework component is missed
- When absences are determined to be extended, assist the student and Accessibility Services with determining whether a student's absences have impacted the student's ability to meet the learning outcomes of a course
- Consult with the student and Accessibility Advisor if there are questions about the Allowances for Absences or Tardiness Accommodation

Absences from Lab-Based Classes

- Due to program policies, requirements, resources, and course scheduling, students should discuss with faculty / instructors in advance of using the Allowances for Absences or Tardiness Accommodation, to determine what options, if any, may be available for missed lab-based classes within a course. Examples of Lab-based classes include healthcare simulation labs
- In some lab-based courses that incorporate problem-based group learning assignments, program policies may limit the number of classes that can be missed, and a pattern of missed classes may result in a student being unable to meet the learning outcomes of a course. In some programs, there may not be an opportunity to replicate lab-based classes
- Students are to provide notice to faculty / instructors of their absence from a lab-based class for a disability-related reason, in advance when possible, or as soon as possible after a lab-based class has been missed

Absences from Problem-Based Learning (PBL) Classes in Healthcare Programs

- In classes that incorporate problem-based, small group activities and assignments, program policies may limit the number of classes that can be missed. Given the dynamic nature of group discussions, there may not be an opportunity to replicate activities and assignments, and a pattern of missed classes may result in a student being unable to meet the learning outcomes of a course.
- Students in healthcare programs that involve PBL activities and assignments are advised to familiarize themselves with their program policies and requirements regarding PBL class attendance, and follow program policies regarding reporting absences from PBL classes
- Students are to provide notice to faculty / instructors of their absence from a PBL class for a disability-related reason, in advance when possible, or as soon as possible after a PBL class has been missed
- There are no substitutions for PBL assignments

Absences from Tests and Exams

- Students who request the Allowances for Absences or Tardiness Accommodation and miss a major test or exam (e.g., midterms, finals) due to a disability-related reason must follow their program area policies and guidelines on making up missed tests and exams and may be required, as per their program policy, to provide additional documentation that supports absences from a major test or exam
- At the faculty or instructor's discretion, an alternate test or exam may be given to a student if a test or exam is missed

Absences from Field / Clinical Placement

Students who anticipate that disability-related absences may impact their field or clinical placement attendance should familiarize themselves with their field or clinical placement attendance requirements and discuss the impact of any disability-related absences with their program field or clinical placement coordinator. Absences from field or clinical placement may result in a student being unable to meet placement learning outcomes. Accommodation requests for disability-related absences from field or clinical placement will be discussed on a **case-by-case** basis. If field or clinical placement accommodations are required, students are advised to contact their Accessibility Advisor to discuss developing the field placement support form well in advance of placement.

Extended Absences from a Course or Courses or Field/Clinical Placement Due to Disability

When a student's program has determined that a student will not meet the learning outcomes of a course or courses due to extended absences, the student is advised to contact their Accessibility Advisor and program coordinator to discuss the option of withdrawal from a course or courses or field/clinical placement as a reasonable alternative.

Do not hesitate to bring any questions or concerns to Accessibility Services on your Campus

APPENDIX

Appendix A: Sample Confidential Placement Accommodation Letter

This Confidential Placement Accommodation Letter was developed to equalize the opportunity of this student in meeting the essential requirements of his/her field placement at your organization. This form was completed by an Accessibility Advisor and Student, in consultation with their College Supervisor (or designate) as required.

This form is prepared in accordance the Ontario Human Rights Code and the Ontario Human Rights Commission's Guidelines on Accessible Education, Sept 2004. For information on working with individuals with disabilities, visit the Ontario Human Rights Commission (OHRC) website: www.ohrc.on.ca/en/issues/disability.

Name of Student:

Program Name:

Placement Start Date:

Name of Placement Site:

Name of College Supervisor:

Terms:

- The student has a documented disability and is receiving support and accommodations through Accessibility Services at Northern College.
- The student is expected and required to accomplish core competencies of the placement and meet the stated essential placement requirements in order to pass the placement.
- The student can request a meeting with the Accessibility Advisor and the College Supervisor (or designate) to discuss his/her placement accommodation needs.
- Accommodations become active once the student provides the College Supervisor (or designate) and Placement Agency Supervisor with the Placement Accommodation Letter.
- If possible, students are encouraged to provide their Placement Accommodation Letter **prior** to the placement start date to allow time to consider any practical matters.

The student will notify Accessibility Services and the College Supervisor (or designate) if accommodation-related difficulties arise on placement.

Accommodations:

- **List Accommodations**

Activating Accommodations

This Confidential Placement Accommodation Letter has been emailed to the student by:

Accessibility Advisor Name

Accessibility Advisor EMAIL _____@Northernc.ca

Accessibility Advisor Phone Number

Appendix B: Example Test/Exam Accommodation Request Form

Northern COLLEGE

Accessibility Services

Test/Exam Accommodation Request Form

This student is registered with Accessibility Services and is legally entitled to the following test accommodations in accordance with Northern College Policy and the Ontario Human Rights Code.

SECTION 1: (to be completed by student)

Name: _____, _____ Time of test/exam: _____

Student ID: _____ Date of test/exam: _____

Class: _____ Professor: _____

Program: _____ Year (circle): 1 2 3 4

Student Signature: _____ **Date:** _____

Instructions:

1. *Bring form to professor for signature and approved items as soon as you know you have a test scheduled.*
2. *Bring form AT LEAST 5 days prior to test date, to the Accessibility Services offices so accommodations can be arranged. Accomodations may not be available if students do not make arrangements **24 HOURS PRIOR** to the test/exam.*

SECTION 2: (to be completed by professor)

Please INITIAL the approved classroom items (items for the entire student body) and sign below.

_____ Dictionary _____ Notes _____ Use of computer

_____ Thesaurus/spell check _____ Open Book _____ Calculator

_____ Student's account _____ Test account _____ Formula Sheet

Amt of Time for Test: _____ Contact #/Location during Test: _____

Professor signature: _____ **Date:** _____

Instructions:

****Please deliver the test/exam to the Accessibility Services office 24 HOURS PRIOR to the test or exam. Students are not permitted to pick up/deliver tests to Accessibility Services or to faculty. ****

Please note that alternative test dates or times may be required in order to accommodate this student's class schedule and availability of the Accessibility Services Centre.

SECTION 3: (to be completed by Accessibility Services office)

Invigilator: _____ Date: _____

Test/exam received by: _____ Date: _____

Test/exam returned to: _____ Date: _____

STUDENTS ARE NOT PERMITTED TO TAKE UNAUTHORIZED NOTES OR OTHER MATERIALS TO THE TEST ENVIRONMENT. STUDENTS ARE MONITORED BY ACCESSIBILITY SERVICES STAFF. ACADEMIC DISHONESTY WILL NOT BE TOLERATED AS PER DEPARTMENTAL POLICY.

Appendix C: Example Letter of Accommodation

Northern COLLEGE

Accessibility Services - Timmins Campus
4715 Hwy 101 East
South Porcupine, Ontario
Canada P0N 1H0
Phone. 705-235-3211 F. 705-235-7277
https://www.northerncollege.ca/students/advising/accessibility/

CONFIDENTIAL – LETTER OF ACCOMMODATION

NORTHERN COLLEGE - ACCESSIBILITY SERVICES - TIMMINS CAMPUS

Student: [NAME] **Student #**: [STUDENT NUMBER]
Program: [PROGRAM]
Instructor(s):

- Instructor 1
- Instructor 2
- Instructor 3

The Above-named student has been identified as a student with a disability and is registered with Accessibility Services. Students have the right to be free of discrimination because of disability; to receive fair and equitable treatment; and to receive educational accommodations which are reasonable, necessary, and appropriate based on the specific disability. Please find below a list of accommodations that may have been requested by this student to facilitate equitable access. Accommodations have been approved by Accessibility Services, and documentation is on file.

Testing Accommodations:

- Testing Accommodation 1.
- Testing Accommodation 2.
- Testing Accommodation 3.

Classroom Accommodation:

- Classroom Accommodation 1.
- Classroom Accommodation 2.
- Classroom Accommodation 3.

Accommodations to be discussed in advance between the faculty and student:

- Advanced accommodations 1.
- Advanced accommodations 2.

It is suggested that the student

1. Discuss with their instructor(s) in private their accommodations in relation to the specific course.
2. Discuss with their instructor(s) the nature of upcoming tests to guide their accommodation choices.

Please feel free to contact your Campus' Accessibility Services department to discuss any of these accommodations. If your student has testing accommodations, please kindly review the testing responsibilities on the next page.

We thank you for working with us to help support our students!

Northern College - Accessibility Services Department – Timmins Campus
Extension: 2237 **Email:** TimminsAccessibility@northern.on.ca

Northern COLLEGE

Accessibility Services – Timmins Campus
4715 Hwy 101 East
South Porcupine, Ontario
Canada P0N 1H0
Phone. 705-235-3211 F. 705-235-7277
https://www.northerncollege.ca/students/advising/accessibility/

Note to faculty:

All information regarding a disability is **confidential.** The student is not required to disclose or discuss specific related information about their disability with faculty. Faculty can consult with Accessibility Services on questions concerning academic accommodations.

Faculty should allow students with disabilities to record classes when such recording is necessary to provide equal access to course material.

Faculty have a right and responsibility to ensure that the class atmosphere is harassment-free, inclusive, and nondiscriminatory for students with disabilities. This includes addressing issues of classroom behavior that is inappropriate according to the Student Code of Conduct.

ACCOMMODATED TESTING STUDENT AND FACULTY RESPONSIBILITIES	
Student Responsibilities	**Instructor Responsibilities**
▪ You must book your test/exam via the Student Portal's 'Accommodated Test Request' form, at least three (3) business days in advance. ▪ If you do not see the option to request an accommodated test, please contact your Campus' Accessibility Services department. To book a test, click on the following link to access the Northern College Student Portal (https://secure.northernc.on.ca/student/nph-student.pl?act=my_account)	▪ Upon receiving a student request for an accommodated test/exam, you are expected to fill out a 'Faculty Test/Exam Information Form' and submit it to your campus' Accessibility Testing centre. ▪ Timmins Campus - send tests with any details/instructions as well as questions to AccessibilityTesting@northern.on.ca ▪ Haileybury Campus - upload test to the Test Bank and contact hldisAbilities@northern.on.ca if you have questions ▪ Kirkland Lake Campus - send test with any details/instructions as well as questions to kldisAbilities@northern.on.ca

Appendix D: Example Faculty Test/Exam Information Form

Accessibility Testing – Faculty Test/Exam Information Form

The following form is intended to be filled out by Northern College Faculty who have received an Accommodated Test/Exam Request. Please fill out all fields to the best of your abilities, it will ensure that miscommunication is eliminated.

Faculty Information

Faculty Contact (Last Name, First Name): _____

Class Location: _____Contact #: _____

Class Time (mm/dd/yy): _____Time (X: XX to X: XX): _____Total Hrs: _____

Faculty Email: _____

Test/Exam Information

Date (mm/dd/yy): _____Class Allotted Time (X:XX to X:XX): _____ Total Hrs: ___

Blackboard w/ Password: ❑	Essay Questions: ❑
Blackboard w/o Password: ❑	Open Book: ❑
Respondus w/ Password: ❑	Class Notes: ❑
Respondus w/o Password: ❑	Calculator: ❑
Pearson MyLab: ❑	Cheat Sheet (if approved): ❑
Multiple Choice Questions: ❑	Scrap Paper Allowed (Shred after): ❑
Short Answer Questions: ❑	Scrap Paper Allowed (Keep after): ❑

Please provide passwords here: _____

If the test/exam is not online, how are you delivering this test to Accessibility Services?

Email: ❑ | Test Bank: ❑ | Drop-off: ❑

Invigilator's Report:

Actual Start: _____ Actual End: _____ Total Hrs: _____

Assigned Invigilator: _____ Location: _____

Notes:

_____

_____

Date Test Picked By: _____ By: _____

Test Scanned + Emailed to: _____ (Faculty)

Appendix E: Accessibility Services Memory Aid Accommodation Guide

Memory Aid Accommodation

Memory Aids are accommodations to support students who have specific psychological/medical documentation that supports the use of memory aids. Memory aids give students an equal opportunity to demonstrate their knowledge in a test and/or exam by lessening the impact of their disability.

Accommodations are not intended to reduce academic requirements or alter the standards by which academic performance is assessed.

Accessibility Services staff will assist in determining if a memory aid is an appropriate accommodation and can, if requested, support the student in developing their memory aid.

Approval of the contents of the memory aid is at the instructor's discretion and it should not run contrary to the essential requirements of the course.

Disclaimer:
Memory aids developed for use at Northern College may NOT be accepted for use during Provincial or National Exams.

Legislative Requirements and Guidelines for Providing Accommodations

Guidelines on Accessible Education, a document created by the Ontario Human Rights Commission, outlines the scope of application and principles of accommodation for public and private education providers:

Scope of Application

1) Defining disability

"A disability may be the result of a physical limitation, an ailment, a perceived limitation or a combination of all these factors. The focus is on the effects of the preference, exclusion or other type of differential treatment experienced by the person and not on proof of physical limitations or the presence of an ailment" (p. 6).

1) Duty to accommodate disability

"Once a disability-related need has been identified, or where *prima facie* case of discrimination has been established, education providers have a duty to accommodate the needs of a student with disabilities to allow them to access education services equally" (p.5).

1) **Public and private education institutions**

"The right to equal treatment and the duty to accommodate exist for publicly funded and privately funded early childhood pre-schools, elementary and secondary schools, colleges and universities"
(p. 6).

Principles of Accommodation

1) **Respect for dignity**

Education providers must accommodate students in a manner that respects the dignity of an individual with disabilities which encompasses self-respect and self-worth. Accommodations should respect a student's right to privacy, autonomy, and dignity (p. 7).

2) **Individualized accommodation**

"There is no set formula for accommodation. Each student's needs are unique and must be considered afresh when an accommodation request is made" (p. 7).

3) **Inclusion and full participation**

"Education providers must first make efforts to build or adapt education services to accommodate students with disabilities in a way that promotes their inclusion and full participation" (p. 8).

Who Requires a Memory Aid?

Memory aids may be recommended for students with documented disabilities characterized by deficits in rote memory, sequencing memory, working memory, and/or long-term memory. The memory aid allows the student to demonstrate his or her knowledge of course materials without taxing already compromised memory function. Disabilities that may affect memory include:

- Head injury.
- Psychiatric disability
- Specific learning disability
- ADD/ADHD
- Medical condition

What is a Memory Aid?

The memory aid allows the student to demonstrate knowledge of course material by helping to trigger the student's memory. A proper memory aid is a sort of 'pocket reference' or 'address book'

that will not be useful to the student unless he/she has a solid knowledge of how to use the information it contains. If the student does not understand the course material, a proper memory aid will not help.

- Memory aid is typically an 8.5" by 11" piece of paper (double sided) that
- Can be handwritten or typed in 12-point font.
- Can include diagrams, mind maps, general formulas, acronyms, pictures, etc.
- Can be organized chronologically, or by module or chapter.
- Makes sense only to the student who created it and will use it.
- Includes only the information the student cannot remember.
- Same number of characters in larger font for visually impaired students.

What is not a Memory Aid?

- Memory aid is not meant to record all the facts, concepts or processes being tested. This means that a memory aid should **NOT**:
- Exceed one page (double sided).
- Include specific examples of how formulas are used.
- Include complete terms and definitions.
- Include all information from the course (only the information a student is unable to remember).
- Be created to replace studying – because a memory aid will not help if a student has not studied the material.

Only the mutually agreed upon memory aid will be allowed in the test. This means a student cannot bring other course materials in to the test/exam.

Process for the Development and Use of a Memory Aid

Once a memory aid is an approved accommodation by an Accessibility Services Advisor, as prescribed on supporting documentation, the steps below can be followed in order to use the Memory Aid for tests/exams.

Discussion with faculty.

The student will meet with his/her faculty about the use of a memory aid and decide when the memory aid will need to be completed. Ideally, this consultation around development of the memory aid should

occur at a mutually agreed upon timeline between the student and professor before a scheduled test/exam.

The student books his/her test.

The student creates his/her memory aid.

This can be done in consultation with an Accessibility Services Advisor who should initial the memory aid to indicate their involvement in creating it.

The memory aid is given to the professor.

The professor receives the memory aid prior to the test/exam respecting the mutually agreed upon timeline, he/she will determine whether the information on a memory aid is acceptable. If the memory aid is deemed acceptable, the faculty member will sign and keep a copy to attach to the student's test. If it is deemed unacceptable, the student will be asked to make the necessary changes and resubmit the memory aid for approval. The student and the professor are encouraged to work together to find alternatives to support the student's needs, but also to maintain the integrity of the test. **If the student and professor are unable to agree on a memory aid**, the faculty member shall provide the student and their Accessibility Advisor with a written explanation of their rationale for rejecting the memory aid; as well as suggest specific revisions in order to ensure that a mutually agreeable memory aid can be developed. **If this cannot be achieved, the appropriate Dean/Associate Dean/Manager should be contacted.**

The final approval of a memory aid.

The memory aid will be approved within a reasonable timeframe in order to allow for amendments, if necessary, and the professor will attach the memory aid to the test/exam and submit it to the respective individual in charge of the Accessibility Services testing area.

The student should keep a copy of the memory aid for study purposes only.

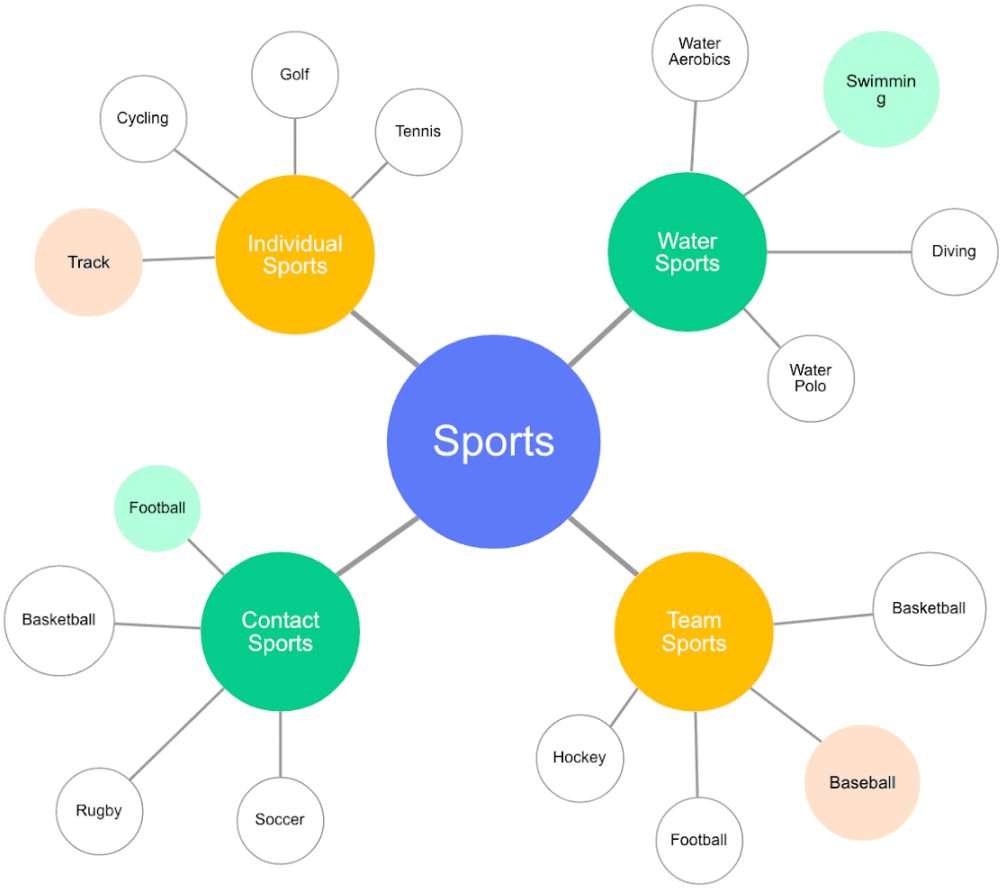
Students do not need to bring their copy of the memory aid to the test or exam.

The memory aid will be returned with the completed test/exam.

Memory Aid Examples

While the following memory aid examples do not include all elements of a memory aid, they provide an idea of what a memory aid can look like.

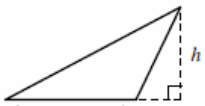
An example of a Mind Map



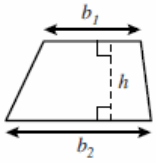
An example of a formula sheet

Geometry Formula Sheet

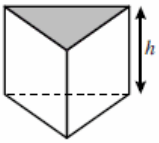
Geometric Formulas



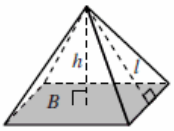
$A = \frac{1}{2}bh$



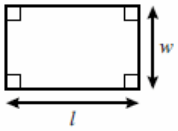
$A = \frac{1}{2}h(b_1 + b_2)$



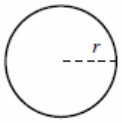
$V = Bh$
$L.A. = hp$
$S.A. = L.A. + 2B$



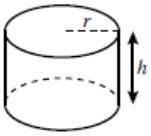
$V = \frac{1}{3}Bh$
$L.A. = \frac{1}{2}lp$
$S.A. = L.A. + B$



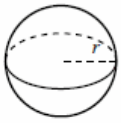
$A = lw$
$p = 2(l + w)$



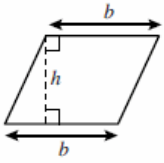
$A = \pi r^2$
$C = 2\pi r$



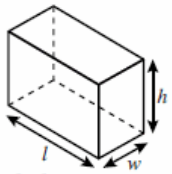
$V = \pi r^2 h$
$L.A. = 2\pi rh$
$S.A. = 2\pi r(h + r)$



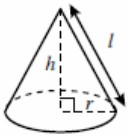
$V = \frac{4}{3}\pi r^3$
$S.A. = 4\pi r^2$



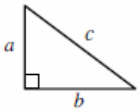
$A = bh$



$V = lwh$
$S.A. = 2lw + 2lh + 2wh$



$V = \frac{1}{3}\pi r^2 h$
$L.A. = \pi rl$
$S.A. = \pi r(l + r)$



$c^2 = a^2 + b^2$

Geometric Symbols

Example	Meaning	Example	Meaning
$\angle A$	angle A	$\overrightarrow{AB}$	vector AB
$m\angle A$	measure of angle A		right angle
$\overline{AB}$	line segment AB	$\overleftrightarrow{AB} \parallel \overleftrightarrow{CD}$	Line AB is parallel to line CD.
AB	measure of line segment AB	$\overleftrightarrow{AB} \perp \overleftrightarrow{CD}$	Line AB is perpendicular to line CD.
$\overleftrightarrow{AB}$	line AB	$\angle A \cong \angle B$	Angle A is congruent to angle B.
$\triangle ABC$	triangle ABC	$\triangle A \sim \triangle B$	Triangle A is similar to triangle B.
$\square ABCD$	rectangle $ABCD$		Similarly marked segments are congruent.
$\square ABCD$	parallelogram $ABCD$		Similarly marked angles are congruent.

Abbreviations

Volume	V
Lateral Area	$L.A.$
Total Surface Area	$S.A.$
Area of Base	B

Pi

$\pi \approx 3.14$

$\pi \approx \frac{22}{7}$

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Other Examples

Acronyms*: An invented combination of letters where each letter is a cue to an idea.*

- Example: **HOMES** is an acronym for remembering the names of the Great Lakes: **H**uron, **O**ntario, **M**ichigan, **E**rie, **S**uperior

Acrostic*: A* sentence created where the first letter of each word is a cue to an idea.

- Example: **M**y **V**ery **E**nergetic **M**other **J**ust **S**erved **U**s **N**ine **P**izzas is a famous acrostic for the order of the planets.

Keyword: Valuable for recalling of factual information and involves four steps

1) Identifying the information that need to be remembered (meaning of the word: barrister).
2) Identifying previous knowledge (meaning of the word: lawyer).
3) Creating a keyword that cues the unfamiliar work and can be easily visualized (bear and barrister).
4) Creating a simple picture of the keyword interacting with the familiar knowledge together (i.e.: a bear acting as a lawyer)

Memory Aid – Questions and Answers Sheet

Q. What is a memory aid sheet?
A. A memory aid sheet is an accommodation granted to students with supporting, prescribed documentation.

Q. Who is responsible for making the memory aid sheet?
A. It is the student's responsibility to create the memory aid sheet, though an Accessibility Services Advisor is available to discuss and develop supportive aids.

Q. How soon before the test should a memory aid sheet be created?
A. Students should create their memory aid sheet well in advance of a test/exam for approval by their professor.

Q. What size can my memory aid sheet be?
A. Students are encouraged to make their memory aid sheet on 8.5"X11" sheet (one or two sided).

Q. What can I put on my memory aid sheet?
A. To create your memory aid sheet try to use acronyms, acrostics, pictures, personal examples or mind maps. You may also be allowed to include key formulas, definitions to specific terms or a word list (with no definitions).
Remember the memory aid sheet is supposed to be a prompt for you, if it can help other students in your class, it is most likely not a memory aid.

Q. Can a professor refuse my memory aid sheet?
A. Yes. Your professor can refuse your memory sheet if he/she believes that it is providing you with answers instead of memory cues or prompts. Students are encouraged to see their Accessibility Services Advisor if this occurs, and it is recommended that the faculty member correspond and meet with this individual to explain why the memory aid was unacceptable and recommend possible changes.

Q. Do I bring the memory aid to the test/exam?
A. No. The memory aid will be attached to your test/exam but keep a copy to assist you in studying.

Memory Aid – Mental Checklist

Did you check that…

- Using a memory aid is on your Accommodation Form for this semester.
- You have talked to your faculty about using a memory aid for this test/exam.
- The memory aid contains only information that you need to prompt your memory.
- The memory aid does not contain examples of problems, terms, or definitions, etc. (Consult your Accessibility Services Advisor for support.)
- The memory aid meets size requirements.
- The memory aid was given to your faculty in advance of a test/exam based on or a mutually agreed upon timeline.
- If you and the faculty cannot agree on the contents of your memory aid, please see your Accessibility Services Advisor.
- You and the faculty have agreed on the memory aid that will be used for the test/exam.

Appendix F: High School VS College: Points to Consider

Points to Consider	High School	College
Access to education for students with disabilities is regulated by…	The Education Act	The Charter of Rights and Freedoms and Accessibility for Ontarians with Disabilities Act.
To show that a student has a disability, they must…	Have an IEP that is based on a formal diagnosis or an informal identification.	Have recent documentation (3-5 years old) of their disability (for students with a Learning Disability/Disability, a full Psychoeducational Assessment is often required)
The decision to disclose one's disability is made by…	Your parent or guardian (until you are 18).	You
To decide which accommodations students need…	Teachers can recommend various accommodation to students, often all students with learning difficulties have access to the same accommodations.	Accessibility Services advisors will review your documentation and only choose specific accommodations that address your areas of functional impairment.
To inform teachers/professors of accommodations	The special education teacher provides each classroom teacher with IEPs for appropriate students	Accessibility Services develops a letter of appropriate accommodations that is communicated to professors/instructors.
Teachers/professors will know your specific disability…	Always – your identification/diagnosis is written right on your IEP beside your list of accommodations.	Only if you specifically tell them – otherwise they will only know which accommodations you receive, but not why.
The cost of assessments is provided by…	The school board (due to limited availability many seek private assessments)	You (funds may be available via private health insurance and/or OSAP)
The cost of assistive technology is provided by…	The school board via SEA application	You (unless you qualify for BSWD)

Appendix G: Ethical and Appropriate Use Guidelines for Recording Devices in Classrooms

The following document will explain the Recording Devices policy for Faculty members.

Students with disabilities who require recording devices in the classroom as an accommodation will receive approval from their Accessibility Advisor once they have reviewed the Recording Devices policy with the student. As a member of the faculty, you will receive notice of this via the Accommodation Letter that will be sent out by Accessibility Services.

Rationale:

- Recording lectures allows a student the opportunity to concentrate on the content presented in class, rather than the mechanics of writing. This is especially beneficial for students who may have upper limb impairments or those with learning disabilities that affect their ability to split their attention between absorbing what is being said and what needs to be written down.

- Recordings will allow students the ability to review class materials that they may have missed or not been able to grasp and understand when deliver initially in-class.

- Recordings also allow students to have equal access to class materials that might not otherwise be accessible to the student.

Procedures:

- Students will make their own arrangements to record their classes; if the class is not already being recorded online – for example, a Zoom class should be recorded when the class is started, and the videos should be made available for download. For on-site lectures, the student will be responsible for recording.

- Students are never permitted to distribute or share the recording – or the materials in any format – without your written consent. It is only for individual educational use.

- You may announce to the class that a lecture is being recorded as an accommodation for a student with a disability, HOWEVER you must NEVER reveal the identity of the student. To do so is considered a breach of the student's privacy.

- Students must respect your decision to prohibit the recording of classes or portions of classes which may involve the discussion or disclosure of personal information and experiences. In such a case, the student should work with you to discuss alternative arrangements for recordings. Students should focus their recordings on course materials being presented by the instructor and record/capture in a manner that ensures the privacy of their fellow students is preserved.

Appendix H: Words with Dignity

Use respectful terms when referencing people with disabilities

Use	Instead of
person without a disability	normal
accessible parking, accessible washrooms	handicapped parking, handicapped washrooms
person who uses a wheelchair	confined to a wheelchair, wheelchair bound
person with a mobility disability, person with a spinal cord injury	physically challenged, crippled
person who stutters, person with a communication disability	stutterer, speech handicapped
person who is blind, person who is visually impaired	the blind
person with Downs Syndrome, person with an intellectual disability, person with a developmental disability	Downs, imbecile, mentally retarded, mentally challenged
person who is Deaf-Blind	Deaf and dumb, Deaf mute
person who is hard of hearing, person who is Deaf	the Deaf
person with a mental illness, person with a mental health issue	mentally ill, insane, crazy, psychotic
person with a disability	the disabled, the handicapped
person with diabetes, arthritis, etc.	afflicted with, suffers from

Appendix I: Accessibility Standard for Student / Customer Service

It has been said that it is not our differences that are the problem; it is our responses to differences. (Anonymous)

This document offers tips to remove barriers your Student / Customer may face in accessing their education. It covers:

- Attitudes that create or remove barriers;
- How to keep the focus on the barrier, not the disability;
- How to remove communication barriers;
- Assistive devices and how to serve customers who use them;
- How to help Student / Customer accompanied by a support person; and
- The rights of persons accompanied by service animals;
- Your Student / Customer are your best source of information about their needs. Most solutions will be simple, and your Student / Customer will appreciate the attention and consideration.
- If you notice that a Student / Customer is having difficulty, a good starting point is to ask: **How can I help you?**

1. Attitudes that create or remove barriers

Attitudes: One of the biggest barriers faced by persons with disabilities is attitude. Your Student / Customer with disabilities come to school for an education; treat them as you would any other Student / Customer and do not judge what you think someone can or cannot do. Comments regarding their disability, expressing pity or telling them they are inspirational will single them out and would not be appreciated or appropriate.

General Disability Etiquette Tips:

- Do not make assumptions about someone's abilities or limitations; every person's disability is different. Focus on removing the barrier, not identifying the disability.
- Ask questions if you are not sure what someone needs. Do not ask "What is your disability?" Instead, ask **"How can I help?"**
- Address all your Student / Customer, including those with a disability, with respect. Eye contact and a smile go a long way.
- Take cues from your Student / Customer. For example, if a person is blind, this does not mean the individual is also hard-of-hearing.

- Be patient – people with disabilities may need more time to express themselves or to move about.
- To support Student / Customer with serious anxiety, consider ways to make your reception area calming, or offer a separate quiet space, if possible.
- Speak to your Student / Customer, not to the person accompanying him or her. Having a disability does not prevent people from making their own decisions about which products to buy or services to request.
- Use respectful language that puts the person first. (Example: “person who has a mental health issue.”)

2. Focus on the barriers, not the disability

Physical barriers create obstacles that make it difficult for people to easily access a place. Physical barriers may include obstructed hallways, narrow doorways, high shelves, curbs or stairs, etc. People with temporary or permanent health conditions, injuries, disabilities or age may be greatly impacted by such barriers.

Physical barriers not only create challenges to moving through space; they also affect an individual’s ability to manipulate things, such as a box, an Interac machine, or doorknobs. A high shelf is an obvious barrier for a person of short stature. Other barriers may be less obvious, such as when your customer is having difficulty handling objects due to pain, numbness, or spasms.

TIPS:

- Do not assume what assistance is required. Instead, ask if you can help.
- During longer conversations, consider inviting everyone to sit.
- Organize the space (aisles, desks, tables) so there is room for wheelchairs, scooters, and walkers.
- Inform Student / Customer where they can request assistance and make sure someone is available to help.
- If you are asked to help push someone in a wheelchair, do not leave the person in an awkward place, facing a wall, in crowded corridors, or in the path of opening doors.
- Technological Barriers occur when technology, or the way it is used, cannot be accessed by everyone.
- Allow Student / Customer to contact you in a variety of ways (example: if you typically offer online registration only, also offer information for registration by phone or email.

- Always offer an option that does not rely on technology to access education.
- Be prepared to converse with someone who uses a cell phone, iPad or computer to communicate.

Systemic barriers are policies, practices or procedures that result in some people receiving unequal access or being excluded. If you have a no-pet policy, know that this does not apply to service animals.

3. How to Remove Communication Barriers:

Communication barriers result when the way information is presented cannot be received or understood by everyone (for example, when successful messaging relies specifically on good sight, hearing, clear speech, and comprehension).

3.1 Communication barriers occur for people who are blind or have a vision impairment when customers are expected to read signs, forms and general information, understand physical gestures, locate landmarks or see hazards.

TIPS:

- Do not assume only persons with white canes or accompanied by service animals have low or no vision.
- If you realize someone has a visual impairment, identify yourself as you approach and speak directly to the Student / Customer.
- Always give Student / Customer the opportunity to tell you what they need.
- If someone requests guidance, offer your elbow or shoulder to guide them. Relax and walk at a normal pace. Let the Student / Customer know when you are approaching an obstacle (pillar), narrow opening, or stairs.
- If someone requests assistance with reading or instructions, speak clearly and offer precise and descriptive instructions, away from other Student / Customer.
- Offer alternative formats, in larger print or electronically. Many people who are blind use screen reader software on their computers to read.
- See also “the rights of persons accompanied by service animals.”

3.2 Communication barriers occur for people who are hard of hearing, deafened or Deaf when there are no alternatives to spoken communication. People who are hard of hearing or deafened typically use amplification (e.g. hearing aids), speak and may read lips. People with severe/profound hearing loss may use a combination of communication forms, including American Sign Language (ASL), print and spoken language. Others communicate using ASL or through print.

TIPS:

- If you know a Student / Customer is hard of hearing, you may wish to attract the individual's attention with a welcoming comment, a gentle touch or a wave.
- Always give Student / Customer the opportunity to tell you what they need.
- Make sure you face your Student / Customer and speak at a normal pace. Do not shout or exaggerate your lip movements. If necessary, move to a well-lit area away from a window, or to a quieter space.
- You may wish to ask if another form of communication would be helpful. Options include paper and pen or texting.
- If you are unsure the Student / Customer understood you, repeat or rephrase what you said. Confirm that you have been understood.
- Some matters discussed with Deaf clients may require professional interpretation. Look at and speak directly to your customer, not to the interpreter. Contact the Accessibility Services Office for information.
- If communicating with Student / Customer and clients using a public address system, offer a visual alternative, for example, a public display screen.
- In an emergency, alert the Deaf individual by tapping them on the shoulder to get their attention. Use gestures to indicate the emergency, need to evacuate, etc.

3.3 Communication barriers occur for people with speech impairments when the Student / Customer must speak clearly in order to receive service in person or on the phone.

Some people's speech is unclear, so you may wish to request they repeat or write down information.

Other people may use a communication board, computer voice synthesizer or other assistive devices to converse.

TIPS:

- Do not make assumptions about why a person is having difficulty speaking or is slurring words. A stroke, injury, disability, or a recent trip to the dentist may all affect your Student / Customer speech.

- Do not assume that a person who is unable to speak clearly is unable to understand.
- Always give customers the opportunity to tell you what they need, including how they wish to communicate.
- Be patient. Find a quiet place. Do not interrupt or finish your Student / Customer sentences.
- If you are unsure what was said, repeat it back to confirm, or politely ask the customer to repeat the information. If possible, ask questions that can be answered with a “yes” or “no” response.
- If you cannot understand a person communicating with you by phone, let them know you are having difficulty understanding and ask if there may be another way to communicate. Do not hang up!

3.4 Barriers to understanding may occur when the customer is required to comprehend, concentrate, learn, organize, or remember information.

TIPS:

- Do not make assumptions about why a person is having trouble understanding or about what they should be able to understand. Brain injury, learning and intellectual disabilities, mental health, dementia and a very busy day can all affect understanding or memory.
- Use a respectful tone and always give customers the opportunity to tell you what they need.
- Address your customer directly, not the person who may be accompanying them.
- Use plain easy-to-understand language. It may help to provide one piece of information at a time.
- If you are in a busy area with many distractions, consider moving to a quieter, less distracting location.
- Be patient - some people may take a little longer to process information, to understand and to respond.
- Write important information down so the person does not have to rely on their memory.
- Keep written information clear and simple. Leaving blank space on the paper (keeping the page uncluttered), using bullet points and using pictures can all help with messaging.
- Use simple signage in key traffic areas to help with wayfinding.
- If a Student / Customer appears to be anxious or in crisis, ask them to tell you the best way to help. Be confident, calm and reassured.

4. Assistive devices and how to serve Student / Customer who use them

Assistive devices enable people with disabilities to do everyday tasks and activities to overcome many barriers. Assistive devices include wheelchairs, walkers, hearing aids, white canes and sometimes computers or cell phones.

TIPS:

- Ask permission before touching or handling any assistive device.
- Do not move mobility devices out of a Student / Customer reach or vision.
- Let Student / Customer know what assistive devices you offer. Some organizations, for example, have computers on hand with large monitors.
- Do not be afraid to use a cell phone for communication so a Student / Customer can read what they cannot hear.
- Always notify Student / Customer if an accessibility feature, such as an elevator or accessible washroom, is temporarily out of service. Provide a contact for more information and offer an alternative accommodation when possible.

5. How to help customers accompanied by a support person (Attendant Care, Educational Assistant)

A customer may be accompanied by a support person who assists them with mobility, personal care or understanding.

TIPS:

- Welcome support people to your workplace or place of business.
- Speak directly to your Student / Customer, not to the support person. Do not assume the individual with a support person will not understand.

6. The rights of people with service animals

According to The Human Rights Code a service animal is “an animal that has been trained to provide assistance to a person with a disability…” (for example, guide dogs are trained to assist people who are blind). Service animals assist people with a wide range of disabilities and illnesses, including autism, diabetes, epilepsy, anxiety and post-traumatic stress disorder (PTSD).

TIPS:

- Service animals are welcome wherever the public is welcome.
- Service animals are working animals, not pets, so petting and addressing the animal may be confusing or distracting.
- Guide dogs typically wear a harness. Other service dogs may wear vests.
- If it is unclear whether the Student / Customer is accompanied by a pet or a service animal, staff may ask if the animal has been trained to help with a disability related need. Do not ask what the customer's disability is.
- Do not apply "pet policies" to service animals.
- Do not charge extra for the presence of a service animal.
- Service animals must be under the care and control of their owners at all times. Faculty may remind the handler that barking, wandering and other misbehavior by the service animal are not permitted. If the handler is not in control of the service animal, faculty may ask them to leave.

7. Maintaining Barrier-free access

The law requires that an organization maintain features of a building or space that help create barrier-free access (for example, wide hallways). If accessibility features, such as an elevator, are temporarily unavailable, customers must be notified, preferably in advance.

TIPS

- Ask Student / Customer if you can help (for example, by offering to open a door.
- Organize displays or tables with lots of passing room for wheelchairs, scooters, and walkers.
- Post a sign to tell customers when an accessibility feature is temporarily unavailable and who to contact for more information.

Appendix J: Northern College Student Rights and Responsibilities

Students with Disabilities have a right to:

- Equal access and equal opportunity to participate in their academic experience.
- Be treated with dignity and respect.
- Appropriate, individualized accommodation.
- Protection and security of their confidential information.
- Timely service provision, consistent with notice provided by the student.
- Prompt, equitable investigation and resolution of concerns.

Students with Disabilities have a responsibility to:

- Notify the College, through their Accessibility Services Office, of any changes to medical diagnosis or changes to program of study that may require a review of your accommodations.

- Provide this notification as **early as possible**, respecting any administrative deadlines (e.g., semester-specific deadlines to register for accommodated exams).

- If receiving interim accommodations, and you wish for the accommodations to continue, provide your Accessibility Services Office with documentation meeting the Accessibility Services Office documentation criteria.

- Collaborate with your Accessibility Advisor, instructors, or others, as necessary, to develop, implement and update your academic accommodation plan.

- Communicate your **accommodation plan** to your instructors and others as appropriate and where classroom learning / evaluation accommodations are needed, with as much advance notice as possible.

- The Accessibility Services Office cannot retroactively provide accommodations to any in course deliverable (i.e., test, exam, assignment) if this step is not completed.

Appendix K: Test Centre protocol and etiquette

Students writing with Accessibility Services must follow the protocols and etiquette of the Test Centre to uphold academic integrity in the testing environment. Please read carefully.

Test Centre Protocol

- Students must submit a Test / Exam Request Form a minimum of **3 business days prior** to their arrival at the Test Centre.
- Students should arrive about 10 minutes before their test/exam time. This allows the student to be seated and set up for their Test / Exam.
- Late arrivals beyond 15 minutes after the scheduled testing time may not be accepted depending on exam duration and hours of operations.
- Invigilators will assign seating within the Test Centre.
- Prior to starting your test or exam, you will be asked to store your belongings in a designated area by Testing Centre staff. Only authorized materials should be at your desk.
- During a test/exam, students can only communicate with Test Centre staff. The staff cannot give any guidance or answer questions regarding test/exam content.
- Students must adhere to the length of their test as outlined by their instructor.
- A notice will be given when your test time has concluded. Students must hand in all test/exam materials to the invigilator at that time and must not make any last-minute changes or alterations to the test or exam.
- All materials, including scrap paper, must be handed in to the exam invigilator
- Students must supply their own pens, pencils and calculators (if required/allowed)
- Testing Services will not administer tests/exams that are passed their write date/time, unless arrangements have been made with faculty for a re-write date.

Prohibited Items

- Electronic devices of any kind, including cell phones, all watches, iPods, tablets, USBs, MP3 recorders etc., are not permitted at the student's exam workstation. All devices will be required to be turned off and stored in the invigilator office for the duration of the test.
- Bags, coats, and other personal items must be placed in the Invigilator office or in your student locker for the duration of the test.
- Students are discouraged from bringing valuable personal items with them, as the Testing Centre staff is not responsible for lost or stolen items.
- If a student is found in possession or accessing any unauthorized materials, devices, or participate in unauthorized behavior during their exam their test/exam will end, and an incident report will be created and sent to the instructor for academic integrity violation review.

Test Centre Etiquette

- No loitering or talking in the Testing Centre or the outside area
- Ear plugs are available to help reduce noise.
- Children are not allowed in the Testing Centre and cannot be left unattended while any student is writing.
- Please refrain from wearing scented products as Northern College is a Fragrance-Free campus.
- Unauthorized behaviour will be reported to your instructor who will determine the consequences.
- Unauthorized behaviour or conduct includes talking to others while in the testing room, accessing prohibited materials and websites, being disruptive, disrespectful, and/or threatening to staff or other users of the Testing Centre. Please see Northern College's policy on Academic Integrity and the Student Code of Conduct.
- Students will follow all instructions given to them by Testing Centre staff prior, during and after testing while in the Centre.
- In case of emergency (fire alarm, lockdown), students are to follow the instructions of the Testing Centre staff.

Appendix L: Allowances for Absences or Tardiness Faculty / Instructor Responsibilities

All accommodations for students are developed within the framework that is consistent with our obligations under the Ontario Human Rights Code; Directive 2016.

The Allowances for Absences or Tardiness Accommodation is approved by the student's Accessibility Advisor based on documentation from a Regulated Health Care Professional (e.g., physician, psychologist, etc.). Given the episodic nature of the student's disability, the student may, on occasion, be required to miss courses. The Allowances for Absences or Tardiness Accommodation is **not** a standing accommodation and should be requested on a **case-by-case basis**. Please see below for various guidelines in which a student may be supported using this accommodation.

All students are expected to meet the learning outcomes of a course, and to complete the required assignments and assessments in a course, even if unable to attend a course, on occasion, due to a disability-related reason. Extended absences may affect a student's ability to participate in, and successfully meet, the learning outcomes of a course. A student's program determines when the number of absences is considered extended and has negatively impacted the student's ability to meet course learning outcomes.

Faculty/Instructor Responsibilities

- Accept the disability-related Allowances for Absences or Tardiness Accommodation request in good faith
- Avoid requesting specific information regarding the nature of a student's disability as students are not required to disclose this information when requesting the related Allowances for Absences or Tardiness Accommodation
- Documentation from the student's Registered Healthcare Professional that confirms the need for the related Allowances for Absences or Tardiness Accommodation is on file with Accessibility Services. It is not necessary for Faculty/Instructors to request additional documentation from the student when the related Allowances for Absences or Tardiness Accommodation is requested with the exception of missed major tests and exams (e.g., midterms, finals) where additional documentation may be required as per program policy

- When the related Allowances for Absences or Tardiness Accommodation is requested, students **should not** be deducted marks if a course participation grade is assigned for the course. An alternative way to meet the participation requirement can be considered where possible
- Faculty/Instructors should provide students with information regarding program policies and expectations around attendance and program polices regarding submission of documentation when a major test, exam, or coursework component is missed
- When absences are determined to be extended, assist the student and Accessibility Services with determining whether a student's absences have impacted the student's ability to meet the learning outcomes of a course
- Consult with the student and Accessibility Advisor if there are questions about the related Allowances for Absences or Tardiness Accommodation

Student Responsibilities:

- Provide Accessibility Services with documentation from a Regulated Healthcare Professional indicating that occasional disability-related absences may occur
- Arrange to meet with faculty / instructors to discuss the best way to contact faculty/instructors if an absence due to a disability-related reason is required
- If a disability-related absence is known ahead of time, student needs to contact the professor to discuss the upcoming absence and to determine the best way to make up missed in-course assignments, quizzes, or tests
- If it is not possible to inform faculty /instructors in advance of an absence, notification of the absence should be given by the student as soon as possible after an absence
- Keep Accessibility Services informed of disability-related absences as a pattern of absences will require timely, proactive intervention and support from Accessibility Services and program area
- It is recommended that students contact a peer to receive notes from a lecture that is missed due to a disability-related reason

Accessibility Services Responsibilities

- Identify the need for the Allowances for Absences or Tardiness Accommodation on the student's Accommodation Letter
- Refer students to the Allowances for Absences or Tardiness Accommodation Guide for more information on how to use the Allowances for Absences or Tardiness Accommodation
- Act as a resource for faculty / instructors and students regarding a student's use of the Allowances for Absences or Tardiness Accommodation

Absences from Lab-Based Classes

- Due to program policies, requirements, resources, and course scheduling, students should discuss with faculty / instructors **in advance** of using the Allowances for Absences or Tardiness Accommodation, to determine what options, if any, may be available for missed lab-based classes within a course. Examples of Lab-based classes include healthcare simulation labs
- In some lab-based courses that incorporate problem-based group learning assignments, program policies may limit the number of classes that can be missed, and a pattern of missed classes may result in a student being unable to meet the learning outcomes of a course. In some programs, there may not be an opportunity to replicate lab-based classes
- Students are to provide notice to faculty / instructors of their absence from a lab-based class for a disability-related reason, in advance when possible, or as soon as possible after a lab-based class has been missed

Absences from Problem-Based Learning (PBL) Classes in Healthcare Programs

- In classes that incorporate problem-based, small group activities and assignments, program policies may limit the number of classes that can be missed. Given the dynamic nature of group discussions, there may not be an opportunity to replicate activities and assignments, and a pattern of missed classes may result in a student being unable to meet the learning outcomes of a course.
- Students in healthcare programs that involve PBL activities and assignments are advised to familiarize themselves with their program policies and requirements regarding PBL class attendance, and follow program policies regarding reporting absences from PBL classes

- Students are to provide notice to faculty / instructors of their absence from a PBL class for a disability-related reason, in advance when possible, or as soon as possible after a PBL class has been missed
- There are no substitutions for PBL assignments

Absences from Tests and Exams

- Students who request the Allowances for Absences or Tardiness Accommodation and miss a major test or exam (e.g., midterms, finals) due to a disability-related reason must follow their program area policies and guidelines on making up missed tests and exams and may be required, as per their program policy, to provide additional documentation that supports absences from a major test or exam
- At the faculty or instructor's discretion, an alternate test or exam may be given to a student if a test or exam is missed

Absences from Field / Clinical Placement

Students who anticipate that disability-related absences may impact their field or clinical placement attendance should familiarize themselves with their field or clinical placement attendance requirements and discuss the impact of any disability-related absences with their program field or clinical placement coordinator. Absences from field or clinical placement may result in a student being unable to meet placement learning outcomes. Accommodation requests for disability-related absences from field or clinical placement will be discussed on a case-by-case basis. If field or clinical placement accommodations are required, students are advised to contact their Accessibility Advisor to discuss developing the field placement support form well in advance of placement.

Extended Absences from a Course or Courses or Field/Clinical Placement Due to Disability

When a student's program has determined that a student will not meet the learning outcomes of a course or courses due to extended absences, the student is advised to contact their Accessibility Advisor and program coordinator to discuss the option of withdrawal from a course or courses or field/clinical placement as a reasonable alternative.

Do not hesitate to bring any questions or concerns to Accessibility Services on your Campus

Appendix M: Retroactive Accommodation Guide for Faculty

The Ontario Humans Rights Council 2018 Policy on Accessible Education provides a framework for consideration of Retroactive Accommodations.

Northern College's goal is to ensure equalized and barrier-free opportunities exist for everyone. When considering retroactive considerations, we are committed to prioritizing both institutional and student needs. This includes satisfying essential learning requirements, preserving academic integrity, and addressing the student's needs for accommodation.

A student may request a retroactive accommodation for – but not limited to:

- Completing outstanding work.
- Writing/rewriting exams
- Absences.
- Evaluations (test, exams, assignments.)

A variety of qualifying circumstances can lead to the disruption of a student's functioning and impair their capacity to meet academic expectations. Examples include but are not limited to:

- Medical conditions.
- A Death in the family.
- An injury or assault.
- Hospital admission.

Specific to mental health, sudden and acute emergencies can occur that affect a student's ability. Additionally, medications for treatments may cause side effects and can also lead to sudden impairment.

Roles & Responsibilities

A request for retroactive accommodation requires a collaborative effort. As a member of faculty, you will need to do the following as a Subject Matter Expert:

- Determining if a learning outcome has been met and recognizing that an outcome can be met in more than one manner;
- Developing and evaluating the method of measure/evaluation/grading used to assess learning; and
- Consulting with Accessibility Services and the Student in the process of a retroactive accommodation.

The **Accessibility Services Advisor (or Designate)** is responsible for:

- Ensuring that the request and consideration for retroactive accommodation meets the duty to accommodate.
- Reviewing, evaluating, and interpreting relevant documentation; while ensuring confidentiality.
- Suggesting options for the Student and Faculty to consider, and ensuring that the student has an equalized opportunity to demonstrate mastery of course outcomes.
- Working collaboratively with the Student and Faculty to determine the most appropriate way to address a retroactive accommodation request.

It is important to consider the necessity of documentation when requesting. Requests for accommodation should be accepted in good faith. Northern College, as an accommodation provider, is required to “bear the cost of any required medical information or documentation”. In some cases, access to a healthcare professional to complete a request for medical documentation may act as a barrier.

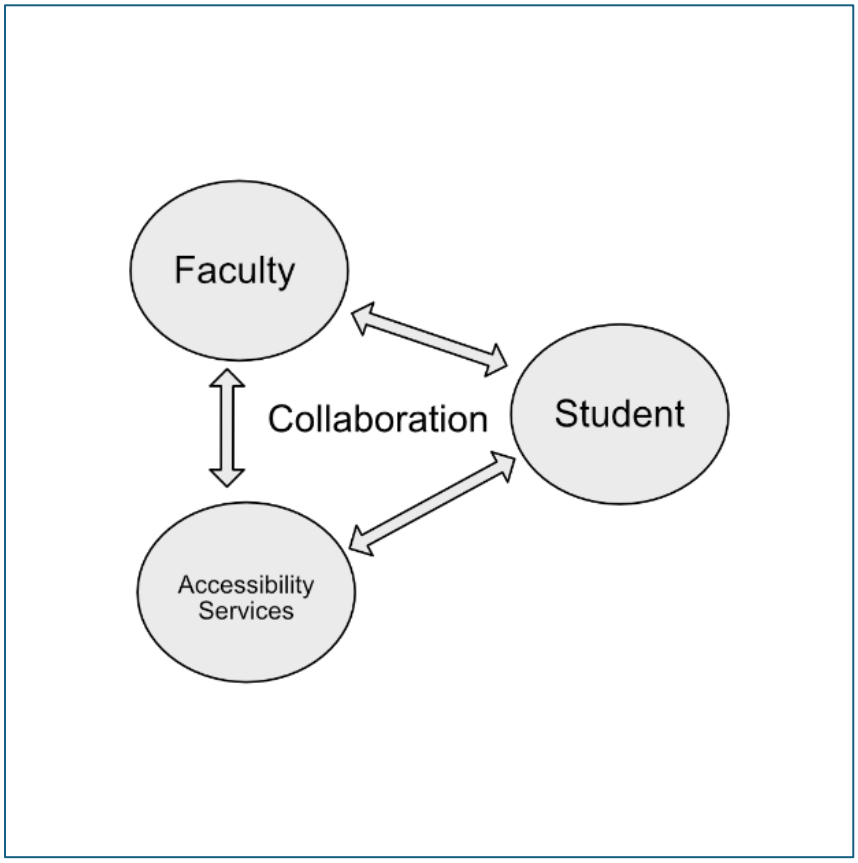

Figure 1: The Collaboration Process

Appendix N: Ethical and Appropriate Use Guidelines for Recording Devices in Classrooms – Information for Faculty members

Students with disabilities who require recording devices in the classroom as a accommodation will receive approval from their Accessibility advisor once they have reviewed the Recording Devices policy with the student. As a member of the faculty, you will receive notice of this via the Accommodation Form that will be sent out by Accessibility Services.

Rationale:

- Recording lectures allows a student the opportunity to concentrate on the content presented in class, rather than the mechanics of writing. This is especially beneficial for students who may have upper limb impairments or those with learning disabilities that affect their ability to split their attention between absorbing what is being said and what needs to be written down.

- Recordings will allow students the ability to review class materials that they may have missed or not been able to grasp and understand when deliver initially in-class.

- Recordings also allow students to have equal access to class materials that might not otherwise be accessible to the student.

Procedures:

- Students will make their own arrangements to record their classes; if the class is not already being recorded online – for example, a Zoom class should be recorded when the class is started, and the videos should be made available for download. For on-site lectures, the student will be responsible for recording.

- Students are never permitted to distribute or share the recording – or the materials in any format – without your written consent. It is only for individual educational use.

- You may announce to the class that a lecture is being recorded as an accommodation for a student with a disability, HOWEVER you must NEVER reveal the identity of the student. To do so is considered a breach of the student's privacy.

- Students must respect your decision to prohibit the recording of classes or portions of classes which may involve the discussion or disclosure of personal information and experiences. In such a case, the student should work with you to discuss alternative arrangements for recordings. Students should focus their recordings on course materials being presented by the instructor and record/capture in a manner that ensures the privacy of their fellow students is preserved.

Appendix O: Glossary of Terms and Acronyms

Disability

A disability is a complex phenomenon, reflecting an interaction between features of a person's body and mind and features of the society in which they live. A disability can occur at any time in a person's life; some people are born with a disability, while others develop a disability later in life. Disabilities can affect an individual's physical capabilities, or their ability to organize, retain, understand or use verbal or nonverbal information.

Ableism

Discrimination of abled-bodied people, a belief or perception that persons with accessibility needs as being less worthy of respect and consideration, less able to contribute and participate, or of less inherent value than other. Ableism can occur consciously or unconsciously, and can be embedded in institutions, systems, or the broader culture of a society.

Flare-up

The exacerbation of a chronic disease after a period of no or lessened symptoms. A flare-up occurs when symptoms of a disease that has been present for a time suddenly worsen. A flare-up is a transient worsening in the severity of a disease or condition that eventually subsides or lessens.

Individualized Education Plan (IEP)

An Individualized Education Plan – or IEP – is a written plan that describes accessibility programs, accommodations, and services that a school board will provide for a student. IEPs are not used in Ontario College, instead colleges use an Accommodation Plan that is created by your Campus' Accessibility Services Department and sent to your instructors/professors.

Accommodation

Any modification that helps reduces or eliminates barriers to participation in society or education when an individual with a disability interacts with the existing physical or digital environment.

Assistive Technologist

An Assistive Technologist - sometimes referred to as an Adaptive Technologist or AT – is a learning support professional who specializes in the training, procurement, and provision of adaptive technologies that meet the unique needs of accommodated individuals.

Assistive Technology

Assistive technology (AT) is any item, piece of equipment, software program, or product system that is used to increase, maintain, or improve the functional capabilities of persons with disabilities.

Learning Strategist

A Learning Strategist is a learning support professional who works with students to identify learning preferences, strengths and challenges to develop personalized strategies. A Learning Strategist can help a student understand how they can work more effectively.

Accessibility Advisor

An Accessibility Advisor is a learning support professional who helps to ensure that the learning environment is accessible. An Accessibility Advisor can provide academic support and student advocacy and assist in coordinating a psycho-education assessment. Students who wish to register with Accessibility Services should see an Accessibility Advisor to discuss accessibility options.

Bursary for Students with Disabilities

The Bursary for Students with Disabilities – or more commonly referred to as the BSWD – is a bursary application that is accessible for students with disabilities who are funded through OSAP. The BSWD is provincially funded by the Government of Ontario and is accessible to Ontario residents. The BSWD can be used to fund a psychoeducational assessment, pay for equipment or software, or access to counseling services. The CSG-DSE shares the same application as the BSWD.

Canada Student Grant for Services and Equipment – Students with Disabilities

The Canada Student Grant for Services and Equipment – Students with Disabilities or the CSG-DSE, is a student grant available for students with disabilities for the purchasing of assistive technology. The CSG-DSE is a federally funded grant from the Government of Canada.

Ontario Student Assistance Program

The Ontario Student Assistance Program – or OSAP – is a financial aid program that can help students pay for college or university. It must be applied for in order to access funds. Funding can be either grants or a student loan that must be repaid at a future date. For more information or help applying, students should contact their campus FAO.

Financial Aid Officer

A financial aid officer reviews student financial aid applications at postsecondary institutions and determines approval and the amount of financial aid awarded to the students. They can also assist students in understanding the processes of the OSAP system.

Disability Verification Form (DVF)

The Disability Verification Form – or DVF – is an OSAP form that is used to collect information regarding your disability, including documentation from your healthcare provider. This information is used to verify your status as a person with a disability for Ontario Student Assistance Program (OSAP) purposes.

Healthcare Professional (HCP)

A Healthcare Professional (HCP) is an individual who is a certified provider of health care treatment and advice based on formal training and experience such as a family physician, psychologist, etc.

Speech-to-Text Software

Speech to text is a speech recognition software that enables the recognition and translation of a spoken language into text on a computer or personal device.

Text-to-Speech Software

Text-to-Speech software (TTS) is assistive technology software that enables digital text to be read out loud.

Recording Device

Recording device means any audio recorder, electronic device or other instrument that creates an audio recording for future review.

FM System

A frequency modulation system or FM System is an assistive device that is used to help a person with hearing loss or impairment listen in noisy places, such as a classroom. It involves the use of two devices, a microphone unit and receiver unit. A speaker uses the microphone unit to directly feed audio to the receiver unit; an individual can then use a pair of headphones to listen.

Retroactive Accommodation

Accommodations requested after the fact, such as after a deadline, test, or course completion. Requesting a retroactive accommodation will require situational review and must be considered in conjunction with the unique circumstances and individual student needs.

Reader

An individual who is tasked on reading tests/exams out loud as an accommodation.

Scribe

An individual who is tasked on writing/typing answers for tests/exams as an accommodation. A scribe cannot and will not answer test questions for a student and cannot help outside as acting as a means of writing/typing answers. They effectively act as a student's hands.

Electronic Textbook

A textbook that is present in an accessible alternative format, usually an accessible pdf.

Calculator

A small electronic device used to perform mathematical operations and display the result.

Formula Sheet

A paper sheet created by the student to aid in the recollection of mathematical formulae.

Appendix P: Testing Accommodations

Student Responsibility:

- To register with Accessibility Services on their Campus and meet with an Accessibility Advisor to discuss accommodations and required medical documentation
- To re-register and renew their accommodations **each semester** with Accessibility Services on their Campus
- To schedule to write their tests/exams in the Testing Centre if they wish to use their testing accommodations **at minimum 3 business days in advance**

PLEASE NOTE

- Students may choose not to use their testing accommodations
- Some testing accommodations (e.g. extra time, allowance to wear noise cancelling headphones) can be provided in class **only if agreed upon** between faculty and student.

Faculty Responsibility:

- To review student accommodation letter and Faculty Reference Guide
- To submit the Faculty Test / Exam Information Form for each test / exam request form to the Test Centre on their Campus
- “Surprise Quizzes” or “Pop Quizzes” cannot be given in the classroom as this will not allow students to access their testing accommodations
- If a test is scheduled and students are to return to class after they have completed the test, please take into consideration the Extra Time accommodation.
  For example, if the class writes a one-hour test from 8:30am-9:30am and the class is to begin at 9:30am an Accommodated student writing in the Test Centre is permitted to write the test from 8:30am – 10:00am, and subsequently will miss some class instructional time.
  You may ask the student to start the test at 8:00am to ensure that they receive the Extra Time Accommodation. Please ensure that these arrangements are made with the student prior to 3 business days, as per the Test Centres regulations.

Description	Testing Accommodations - Explanation
Extra Time **(Time and ½ is most frequently utilized)**	**Time and ½ -** The student may request extra time on tests - up to the time allotted plus an additional 0.5 times the amount. *Example is **1 and 30 minutes for a 1-hour test** **Double Time -** The student may request extra time on tests - up to twice the amount of time allotted. *Example is **2 hours for a 1-hour test** **Virtual Delivery (Online Testing) Consideration** Create separate test in Blackboard with extra time or modify the original test completion time to the accommodated test completion time
Private Room	Student will write tests in a room alone
Read Aloud	Student will write tests in a room alone; as such, student will be able to read aloud or use voice recognition software
Tests/Exams Outside Classroom	Student can write test/exams in the Test Centre
Word Processor	The student may use Microsoft Word to type their answers. **Students must ensure to print their answers once they have completed their test**
Read & Write	Read & Write is a text-to-speech and editing software program
Speech Recognition Software	Student talks, software types or controls the computer system
Access to Spelling Tools	May include: MS Word spellchecker, Word Prediction software, such as TextHelp or Speech Recognition Software
Non-programmable Calculator or Scientific Calculator	Student can use a non-programmable calculator on tests. **Scientific calculators** are permitted when instructor specifies.
Formula Sheet / Memory Aid	The testing centre will provide the faculty approved sheet to the student with their test. This is to ensure that the correct, approved document is used without modifications
Freedom to Move Around	Student can stand up and move around during a test in a quiet and non-disruptive manner
No more than 1 major test / exam per day	Student may request to move a test / exam if the student has more than 1 scheduled on the same day

Description	Testing Accommodations - Explanation
Alternate Test Dates	Student may request an alternate test date. This accommodation is not a standing accommodation and should be requested on an **as needed** basis
Supervised Breaks	Student may take an invigilator supervised break during the test
Chunking of Tests/Exams	Test / exam is given to a student in 2-3 chunks or sections the same day (original test date) with up to 1-hour break between sections
Scribe	May request the invigilator to write any or all their responses on the test. Scribe will require a paper copy of the test
Reader	Student may request the invigilator to read all or some of the text on the test
Music	Student can listen to music during a test. Students must provide music files to Accessibility Services a minimum of 3 business days prior to testing where it will be cleared for use
Noise Cancelling Headset	Student will wear a noise cancelling headset during the test
Test on colour paper (not B&W)	Test to be copied onto coloured paper
CPen	Student can use a CPen (reading pen) to scan text on paper and listen to the text aloud
Dictionary	Student may use a dictionary on the test
Paper Copy of Test	The student requires a printed copy of the test **if the test is online.**
Oral Tests / Exams	Instructor is to evaluate the student orally
Tinted Spectacle Lenses / Blue Light Glasses	Student is permitted to wear tinted / Blue Light glasses during a test
Washroom Breaks	Student may have multiple washroom breaks during a test. Student will be escorted to the washroom by an invigilator to ensure test integrity
Food/Beverage	Student may bring food and a beverage into the test room
Test enlargement	Test will be copied onto larger paper to make the text larger
Screen Reader Software	Student uses screen enlarging software.
Other	As specified on Accommodation Letter

Classroom Accommodations

Description	Classroom Accommodations - Explanation
Provide PowerPoint slides and handouts before class	Student requires a copy of the PowerPoint presentation before class begins
Additional time for in-class assignments	Student may request extra time after class is over to complete the assignment
Additional time to answer oral questions	Student may require additional time to think before responding to questions orally
Conversion Ready Materials	Any course content must be in an electronic format (e.g., pdf or plain text Word doc
Additional time to finish labs	Student may request extra time after the lab is done to complete the assignment
Advance notice of in-class readings	Student requires advance notice of any reading that will be discussed or done in class
Allowances for Absences or Tardiness	Students' disability may impact their ability to regularly attend classes (e.g. students dealing with unpredictable periods of ill health or students with reduced stamina requiring rest periods) and should be requested on an **as needed basis**.
Alternate assignment due dates	To help compensate for the time a student loses completing academic tasks due to their disability and is requested on an **as needed basis**
Alternate to group projects	Provide alternatives to group projects
Assistance getting into groups	Student may need help getting into a group for group assignments. **To be executed in a way that does not noticeably single out the student**
Proofreader	Student may request assistance from Accessibility Services to proofread assignments
Allow student to leave class as required	Student may take breaks and leave the classroom as required **in a non-disruptive manner**
Class discussion facilitated	Class discussions may need to be facilitated
Note-Taking Support	Student will advise Accessibility Services if they would like to access this accommodation
Professional note taker	Student requires an in-class, professional note taker
Reduced Course Load	Student can reduce their course load to part-time

Description	Classroom Accommodations - Explanation
Educational Assistant	The student requires an educational assistant in class
Recorded Lectures	Student may record lectures and is to be provided with screen recording of virtual lecture if not posted
Access to a recording for note taking or recording during lecture	Use of electronic devices in-class
Email in-class assignments, no hard copy	Email in-class assignments instead of providing a hard copy
Electronic Textbooks	Electronic textbooks may be required with assistance from the Accessibility Services Department
Enlarged Documents	Student may require documents and handouts to be enlarged to read them
Allow access to magnification system	Student requires access to a magnification system in class
Ergonomic Aids	Student requires ergonomic aids in the classroom or lab
Face student when talking	Face the student when lecturing
Use of a personal listening/amplification system (FM System)	Student may use an FM System in class.
Frequent Washroom Breaks	Student may require frequent washroom breaks in class
Handouts on colour paper	Handouts on coloured paper (not black on white)
Freedom to Move Around	Student may need to get up and move around in a non-disruptive manner
Interpreter	Student may require someone who does sign language or someone who interprets what a student is saying via alternative communication systems such as a picture board or use computer software to type and have the computer speak for them
Listen to music in class	Student may want to listen to music when doing in-class work; not during lectures.
May be drowsy in class	Student may be drowsy in class due to disability-related issues
Do not deduct marks for spelling unless the student has access to Assistive Technology	No marks deducted for spelling errors unless student has access to assistive technology with spell check

Description	Classroom Accommodations - Explanation
Alternative to oral reading in class	Provide an alternative to oral reading in-class
Do not call on student unless they volunteer	Do not call on the student to provide answers unless the student volunteers
Attendant Care Person	Student requires an Attendant Care Person to assist in class
Allow photographing for note taking	Student may photograph lecture notes and/or any other material presented in-class with instructor approval
Physical Limitations	It is the student's decision to participate in activities as she / he sees fit, if this does not interfere with the course objectives
Preferential seating	Seating in the classroom near the front of the room to listen to or see the professor, or near the back of the room, as per student preference
Presentation 1-on-1, video	Alternatives to graded in-class presentations (i.e. video record presentation and submit to professor, 1-on-1 presentation with the professor, allow option to have video / camera off during class presentation, etc.)
Service Animal	Student may have a service animal in class
Stand up or move around	Student may stand up and/or move around during class in a quiet and non-disruptive manner
Tinted Glasses (Lenses)	Student permitted to wear tinted glasses (lenses)
Tutor	Student can access peer or specialized tutor
Other	As specified on Accommodation Letter

Accommodations to be discussed in advance between the faculty and student

Description	Accommodations to be discussed in advance between the faculty and student:
Extended Deadlines for Assignments and Projects	Student may require extensions on their assignment due dates
Allowances for Absences or Tardiness	Student may need to discuss the best way to contact faculty / instructors if an absence due to a disability-related reason is required. Students should not be deducted marks if a course participation grade is assigned for the course. An alternative way to meet the participation requirement can be considered where possible
Other	As specified on Accommodation Letter

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