

Accommodation Guide for the Online Environment

Greetings Colleagues,

Humber's and Guelph-Humber's focus is on assisting learners to meet the essential learning outcomes of your course. We encourage you to utilize a variety of accessible methods you feel will provide learners with equitable access to your classes and course content.

Accessible Learning Services (ALS) remains operational during the on-site campus closure. We will continue to meet with new and existing learners registered with ALS by phone, email or video conference. During this time, please feel free to reach out to your Accessibility Consultant, Accessible Learning Officer, Assistive Technician or Student Success & Engagement Liaison to their direct email address or at our general inbox at accessible-learning@humber.ca, if you have any concerns about your learner's accommodation needs.

We anticipate that ALS may experience an increase in service demand. We would ask that all faculty use discretion and their flexibility in referring students to us if you are able to grant basic accommodation requests, such as extensions or extra time on tests/exams. Our usual screening processes will be truncated as we will not be able to require all learners to provide medical documentation verifying their disability-related academic needs due to the restrictions of COVID-19 on access to our healthcare practitioners and facilities. If you have any concerns about granting basic accommodations, please discuss this with your Program Coordinator or Associate Dean/Program Head. We are also available to you if you have any questions or concerns.

Below is a quick guide with suggestions on providing accommodations in the online environment. Please be aware that providing accommodations in the online environment is, in most cases, no different than providing them in-person.

PLEASE NOTE - Some of the accommodation suggestions below, especially those related to recording/capturing your classes, will be helpful to ALL LEARNERS who may become ill with COVID-19 or have situational consequences as a result of this world health crisis who may be unable to attend online classes, but endeavouring to progress and meet learning outcomes.

Typical Accommodation	How It Might Look in an Online Environment
Testing Accommodations	
Extra time for tests and exams	Professors can adjust time settings (1.5x, 2x extra time) on Blackboard or Blackboard Collaborate. Please ensure that extra time is built in, as appropriate. This can be done so as to allow the individual learner using the extra time to complete their assessment independent of the amount of time the general class is using.

	<p>For Blackboard: The professor will find this feature in “Test Availability Exceptions”. Please refer to video and/or web guide: https://www.youtube.com/watch?v=E0ad8wWlYnU http://humber.ca/bb91help/instructors/tests_assignments.php</p> <p>For CourseLink: The professor will find this feature for SAS learners using the Special Access settings within Quizzes. Please refer to video: https://www.youtube.com/watch?v=gV2kH2vd9ZA.</p> <p>Additional resource : https://opened.uoguelph.ca/instructor-resources/CourseLink-FAQs-for-Instructors</p> <p>Email CourseLink Support : courselink@uoguelph.ca</p> <p>This can also be done utilizing the accessibility features on online proctoring platforms. Please visit Testing Services FAQ for support.</p>
Breaks during tests and exams	<p>Learners manage this independently. Breaks can be built in more mechanically depending on the nature of the assessment and LMS/proctoring platform. If proctored, the invigilator will oversee the break(s).</p> <p>Breaks should continue to be incorporated into the extra time accommodation; it will not be calculated as additional time.</p>
Private Room	Learners will responsible for identifying an appropriate space that is “distraction” free in their home or alternative environment allowing them to write the test or exam.
Only one (1) test or exam per day	Same process applies as with in-person accommodations.
No early morning/ No evening tests or exams.	Guide on making assessments available on Blackboard at a different time than class:
One (1) rest day between tests/exams.	http://humber.ca/bb91help/assets/_source/instructors/tests_assignments/adaptive_release/adaptive_release.pdf
Rescheduling of test/exam due to disability-related absence.	<p>Same process applies as with in-person accommodations.</p> <p>Encourage availability of tests and exams to learners for completion over a broader period of time (I.e. throughout the week).</p>
Reader and/or Scribe	<p>This will be addressed on a case-by-case basis. We encourage and will support all learners to use assistive technology to provide reading and scribing capabilities, where possible (See Assistive Software below).</p> <p>If required, we can support with a Testing Services Assistant to connect with a learner using a webcam and scribing in Google Docs during virtual assessments. Please request that learners contact their Accessibility</p>

	Consultant as this remains a <u>pre-arranged service</u> and will need to factor in time to deliver necessary equipment.
Assistive software (Read and Write, Kurzweil, Dragon, Inspiration, JAWS, NVDA)	<p>Learners who access this in Testing Services, typically, have their own versions at home, which they manage independently. However, free downloads are available to both faculty and learners at the below links:</p> <p>JAWS https://portal.freedomscientific.com/SponsoredSoftware</p> <p>NVDA https://www.nvaccess.org/download/?nvdaVersion=2019.1.1</p> <p>Humber – General & Program Specific https://its.humber.ca/services/services-students/software-licensing-deployment</p> <p>Accessibility Features For Blackboard: https://help.blackboard.com/Collaborate/Ultra/Moderator/Accessibility</p> <p>For CourseLink: https://opened.uoguelph.ca/academic-continuity#Anchor1</p>
Paper version of tests and exams	This will be addressed on a case-by-case basis to be determined by the Accessibility Consultant as per the learner’s need. However, this accommodation can likely be addressed by breaking the test or exam into smaller chunks and/or delivering it in stages.
Use of memory aid	<p>Same process applies as with in-person accommodations.</p> <p>Learners will complete their memory aid and email to the professor seven (7) days in advance for pre-approval. Professors will indicate on proctoring platforms that is aid is permitted. Please visit ALS website: https://humber.ca/student-life/swac/accessible-learning/information-faculty/find-details-about-specific-accommodations/memory.</p>
Course Accommodations	
Extra time for in-class assignments and discussions	When delivering live synchronous classes and facilitating online discussions with learners, please be mindful to incorporate additional time for those learners who require it to process and respond.
Materials in accessible format	<p>All documents (Word, PowerPoint, PDF) must be created in accessible format. See websites below for more information:</p> <ul style="list-style-type: none"> • https://sites.google.com/view/learningcontinuitykit/student-accommodations

	<ul style="list-style-type: none"> • https://humber.ca/student-life/swac/accessible-learning/information-faculty/additional-resources/Creating-Accessible-Documents • https://opened.uoguelph.ca/student-resources/resources/Accessibility and Course Materials-2.pdf • https://tlc.ontariotechu.ca/
Captioning of all visual media	<p>There is encouragement for faculty to caption all visual content. Please connect with an Accessibility Consultant to ensure content is captioned for learners who require this accommodation.</p> <p>https://sites.google.com/view/learningcontinuitykit/home/include-student-accommodations</p> <p>How to enable captioning in Zoom: https://opened.uoguelph.ca/instructor-resources/zoom--live-transcription-service</p>
Use of personal computer	Not applicable in the online environment.
Note-taking support	<p>Ensure that a transcript or summary of main points is provided as a supplement to videos. We request arrangement for any live, synchronous videos to be made available for duration of semester, where possible, so learners can review and take notes at a later time.</p> <p>For Blackboard: https://help.blackboard.com/Collaborate/Ultra/Participant/Recordings</p> <p>For CourseLink: https://opened.uoguelph.ca/academic-continuity?mid=1740#Anchor2</p> <p>Learners may also still be utilizing their existing Note-Taking Express accounts to record online classes.</p>
Extensions on assignments	<p>Same process applies as with in-person accommodations.</p> <p>You may receive a request for an extension from the learner or from their Accessibility Consultant. Please provide as much flexibility as possible, as learners adapt to the change in learning environment.</p> <p>https://humber.ca/student-life/swac/accessible-learning/information-faculty/find-details-about-specific-accommodations-0</p>
In-class presentations and/or participation requirements	Provide multiple ways for learners to participate in the online class.
Occasional absences from class	<p>Same process applies as with in-person accommodations.</p> <p>Learners who miss a live lesson or online discussion due to impact of disability should not incur academic penalty. Provide an alternative, if</p>

	necessary. Making a recording of your lesson available for the duration of the semester will be helpful for learners needing to catch up.
Overall Program Considerations	
Service Animal	Not applicable in the online environment.
Sign Language Interpreter	The process of linking these service providers to live, synchronous lessons will continue. Please offer links to any class session and videos. Contact the learner's Accessibility Consultant with any questions. For Blackboard: https://sites.google.com/view/learningcontinuitykit/synchronous-vs-asynchronous For CourseLink: https://bongolearn.zendesk.com/hc/en-us/articles/360004048233-Instructors-Invite-Others-to-Virtual-Classroom
Real-time transcriptionist	
Intervenor	
Peer Assistant	This accommodation is typically for learners with limited mobility and will be worked out on a case-by-case basis. Members of the learner's personal support system may be asked to serve in this function.
Alternate format of texts	Most learners with this accommodation would have obtained a more accessible version of texts at the start of the semester. If this presents as an issue, please connect with our Alternative Media Technician in ALS. In future semesters, please provide course text information in advance of semester start.
Alternate assessments	This will be addressed on a case by case basis. If the online assessment is creating challenges or conflicts to academic accommodations, please reach out to your Accessibility Consultant to discuss. https://sites.google.com/view/learningcontinuitykit/home/activity-planner
Reduced Course Load	Same process applies as with in-person accommodations. Learners have the option of taking fewer courses each semester based on their accommodation letter, and often work out the details with their Accessibility Consultant and Program Coordinator/Academic Advisor.
Placement Accommodations	Learners who already have active placement accommodations, these may need to be adjusted. Please contact the Accessibility Consultant to support that implementation.
Adjusted timetable	Same process applies as with in-person accommodations. Learners will continue to work with their Program Coordinator/Academic Advisor to make any necessary adjustments to their semester timetable.

General User Experience:

CourseLink:

<https://opened.uoguelph.ca/academic-continuity>

Blackboard:

<https://help.blackboard.com/Learn/Instructor>

Blackboard Collaborate:

<https://help.blackboard.com/Collaborate/v12/Moderator>

Training

<https://sites.google.com/view/learningcontinuitykit/home/virtual-training>

Online Accessibility Tips:

<https://humber.ca/student-life/swac/accessible-learning/information-faculty/additional-resources/Tips-Teaching-Accessible-Online-Course>

<https://www.insidehighered.com/advice/2020/03/11/practical-advice-instructors-faced-abrupt-move-online-teaching-opinion>