Faculty Model for Communication on Accommodation

**Idea 1:**
Consider including a statement in your course outline welcoming students with accommodations to connect with you.

**Why this idea can be helpful**
Research shows that the relationship between the student with a disability and the professor influences their academic success in a particular course, and therefore, positively or negatively affects that student’s chance for success in their pursuit of higher education.

**Tips**
- Include a statement on your course outline welcoming students with accommodation needs to discuss them with you in person or by email.
- Post a similar announcement on-line in Blackboard.
- Communicate it in class.
- All three options preferred as a best practice.

**Resources to learn more**
- ALS Sample Statement on Accessibility for Course Outlines
- The Opportunity to Succeed
- NEADS - Enhancing Accessibility in Post-Secondary
- OHRC Duty to Accommodate

**Idea 2:**
Remind students of upcoming tests/exams and your process for notifying you of their need for accommodations.

**Why this idea can be helpful**
Make a general announcement to your class (including posting on Blackboard/Courselink) one to two weeks before every test/exam reminding students requiring test accommodations to communicate with you if they plan to use accommodations. GH students can be reminded to submit their test notification forms to the FSO.

**Tips**
Example: “Reminder of test on x (date). Format = multiple choice or short answer or essay. Test Length = x minutes/hours. Students requesting accommodated test arrangements are invited to contact [me/FSO] to make arrangements, at least 2 days before the test.”

**Resources to learn more**
- Centre for Teaching and Learning (CTL)
- OHRC- Barrier Free Education
**Idea 3:**
Plan for the unexpected when setting evaluation dates.

**Why this idea can be helpful**
Consider creating two versions of a test/exam to cover situations in which a student may need to write on a day different from the rest of the class (for accommodation issues or other reasons).

**Tips**
Create an A/B version, change names in scenarios, re-order questions, use CTL’s test bank tool to easily generate unique test versions from one body of questions. GH faculty can contact Open Ed for assistance with creating alternate test versions.

**Resources to learn more**
- Centre for Teaching and Learning (CTL)

**Idea 4:**
Submit tests to Testing Services with ease through online submission. You may also drop off tests in person at Testing Services.

**Important:** Provide a print copy of your test to Testing Services for tests that need to be completed by pen or pencil (e.g. graphing, math, etc.)

**Why this idea can be helpful**
Complete the Testing Services Referral form thoroughly. Be sure to list ALL test accommodations the student has indicated, as well as any conditions you have for the test (e.g., open book, access to the internet, us of calculator (specify type)).

**Tips**
State the date or date range that the test is to be written by, but consider omitting a ‘hard’ start and end time. Specific start and end times can create challenges during peak testing periods (e.g., finals) when services are in high demand. Tests may be further delayed if staff have to seek your permission for minor logistical changes due to space constraints. When setting deadlines for test completion, please be mindful of Testing Services’ hours.

**Resources to learn more**
- Humber Testing Services - On-line Test Submission
- Humber Testing Services - Services for Faculty
- OHRC Duty to Accommodate
**Idea 5:**
Familiarize yourself with the guidelines on the use of Memory Aids.

**Why this idea can be helpful**
For the few students who may require memory aids, it helps to confidentially remind them to submit their memory aid to you at least 1 week before the test, so that you can review it and provide direction on the acceptability of the content. Willingness to review a memory aid over email can reduce the amount of time spent revising the memory aid by you and the student.

**Tips**
Providing outlines and expected learning outcomes may assist students using memory aids to create and use their memory aid as the course progresses, rather than just before the test.

**Resources to learn more**
- ALS Memory Aid Guide
- Humber ALS Faculty Resources
- OHRC Duty to Accommodate

**Idea 6:**
When setting assignment deadlines, expect extension requests.

**Why this idea can be helpful**
Due to the impact of a student’s disability, they may experience difficulty meeting course deadlines. The purpose of an extension is to provide students an opportunity to submit course work past the deadline without academic penalty.

**Tips**
Some programs use a voucher system, creating a choice for students and promoting self-management of deadlines.

**Example:** All students get 2 vouchers a semester allowing them to submit an assignment late without substantiation or academic penalty.

**Resources to learn more**
- ALS Extensions Guide
- OHRC Duty to Accommodate
- Humber Academic Regulations