



GLOSSARY OF ACADEMIC ACCOMMODATIONS

Accessible Learning Services
2018

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1. TEST AND EXAMS

Definition/Rationale

Testing accommodations are intended to provide equal opportunity for a student with a disability to demonstrate their knowledge of the material for which they are being assessed. Like all accommodations, the intent of testing accommodations is to minimize or eliminate the impact of the student's disability on performance. Students must request test accommodations each time they would like to use them, and are instructed to request such accommodation of their instructor in a timely manner. Students using test accommodations must write their test/exam in the Test Centre unless the instructor has made alternate arrangements to provide accommodation in class. Note that instructors are NOT required to provide test accommodations in class.

Additional Information

To clarify "timely manner" - it is important that students provide enough notice to faculty so that they are able to make appropriate arrangements to provide the test/exam and accommodation instructions to the Test Centre.

It is a good idea to remind students, when announcing a test, to notify you of their need for accommodation as soon as possible. An announcement on Blackboard to this effect may be helpful.

Extra time

Definition/Rationale

Students may require extra time to complete tests and exams due to processing difficulties, medical issues, or physical barriers related to the mechanics of writing. Generally speaking, extra time is not an 'advantage' for students with disabilities; a student's performance is determined more by how well they know the material and have prepared for the assessment, as opposed to how much extra time they receive to complete it.

Additional Information

Please note that when faculty submit tests to the Test Centre, only the amount of time the class is receiving for the test should be noted – Test Centre staff will make the appropriate extra time calculation based on the student's accommodation letter.

Time and half (1.5x)

The original time that you have allotted for the test, plus half of that time. For example, if you are giving the class 2 hours to write the exam, the student would receive 3 hours (2 hours + [2 hours x .50 = 1 hour] totals 3 hours).

Double time (2x)

The original time that you have allotted for the test, plus that amount of time again. For example, if you are giving the class 2 hours to write the exam, the student would receive 4 hours (2 hours + [2 hours x 1 = 2 hours] totals 4 hours).

Double time and a half (2.5x)

The original time that you have allotted for the test, plus that amount of time, plus half as much again. For example, if you are giving the class 2 hours to write the exam, the student would receive 5 hours (2 hours + [2 hours x 1.5 = 3 hours] totals 5 hours).

30 minutes

The original time that you have allotted for the test, plus 30 minutes extra.

Supervised breaks (extra time already factored into allotment given)

Definition/Rationale

For various reasons including fatigue, medical concerns that require a student to eat or drink (e.g., diabetes), or mental health symptoms a student may require a short break from the test/exam. Students are supervised by Test Centre staff and are not permitted to leave the vicinity of the Test Centre. Students needing to use the washroom are accompanied by Test Centre staff. The time a student is permitted for a break is factored into the extra time they have been allotted. In other words, if the student gets time and a half for the test, they are not given an additional 15 minutes on top of that to take a break.

Medical

See above (Supervised breaks)

Nutrition (student may have food and/or beverage in test environment)

See above (Supervised breaks)

Rest

See above (Supervised breaks)

Space

Definition/Rationale

The Test Centre has various space or seating options that may accommodate specific student needs.

Private room

May be used by students who need specific assistive technology that would disturb other students, such as voice-to-text (i.e., dictation) software, or text-to-voice (i.e., read-back) software. Additionally, a student may need a private room if they are highly distractible or experience significant anxiety in a crowded assessment setting that interferes with performance.

Specific seating preference

The student may experience distraction or anxiety that can be managed by sitting in a corner, off to the side, facing a window, etc.

General testing space

The student has no specialized space requirements in the testing environment. This accommodation may or may not be specifically noted on the student's accommodation letter.

Scheduling of assessments

Definition/Rationale

Due to certain medical, cognitive or mental health conditions, a student may not be able to write multiple tests/exams on a given day, or at certain times of the day. For example, a student with a brain injury may experience significant cognitive fatigue and require a day of 'recovery' between one exam and the next. Or, a student who requires regular dialysis may need to leave school by a certain time to attend treatment.

Not more than one assessment per day

See above (Scheduling of assessments).

No early morning assessments

See above (Scheduling of assessments).

No evening assessments (after 6:00 pm)

See above (Scheduling of assessments).

1 rest day between exams

See above (Scheduling of assessments).

Services and Equipment

Definition/Rationale

The Test Centre provides various services and equipment to address specific student needs in the testing environment.

Ergonomic seating

The student is provided with an ergonomic chair. Typically required by students with musculoskeletal problems, such as back injuries.

Adjustable desk

The student is provided with an adjustable desk, either because they need to be able to pull up their mobility device to the desk, or because they may need to stand during the test due to musculoskeletal problems.

Low or individualized lighting

The student may be seated in an area (including a private room) where they can lower or raise the lighting. May be used by students with photosensitivity.

Use of headphones

The student may require noise-cancelling headphones or earplugs. May be used by a student who is easily distracted or has specific hearing challenges.

Reader (student must pre-book)

The student is provided with the services of a person (Test Centre staff) to read test/exam content. A reader does not re-phrase or explain test questions. May be used by a student with specific reading deficits related to cognitive issues such as a learning disability or brain injury. Students, wherever possible, are encouraged to learn how to use assistive technology (i.e., text-to-voice software) that will read aloud, thus increasing independence by eliminating the need for a person to read for them.

Scribe (student must pre-book)

The student is provided with the services of a person (Test Centre staff) to write their test/exam answers. A scribe writes the answers exactly as the student dictates them. May be used by a student with specific reading/writing deficits related to cognitive issues such as a learning disability or brain injury, or by a student who does not have the manual dexterity to physically write or type. Students, wherever possible, are encouraged to learn how to use assistive technology (i.e., voice-to-text software) that will record what the student verbalizes, thus increasing independence by eliminating the need for a person to write for them.

Assistive Technology

Definition/Rationale

There are a wide variety of technologies that address specific disability-related barriers. Some technology is purpose-built to address the disability-related need (e.g., JAWS which is screen reading software for people who are blind), and others are common technologies used in everyday life (e.g., a computer).

Basic spell check (via word processing software)

The student has access to the basic spell check function, such as that available in Word. Often used by students who have specific learning disabilities that impair cognitive processes associated with spelling. The student must provide documentation that indicates a functional limitation in spelling.

Use of calculator

The student has access to a calculator for any assessment questions involving math. Often used by students who have specific learning disabilities in math. The student must provide documentation that indicates functional limitations in math.

Additional Information

Use of a calculator as an accommodation may not be appropriate when, for example, a bona fide essential learning outcome requires that the student be able to perform "mental math" in a time-sensitive environment.
Example - Paramedic training

Use of computer

The student has access to a computer due to difficulties with information processing (including reading, writing, content organization) or manual

dexterity. The student may need access to a computer to utilize specific assistive software. Unless required and authorized by the instructor, the student will not have access to the internet.

[Read & Write \(R&W\) text-to-speech software – audio playback features: play button and screenshot reader only](#)

R&W play button and screenshot reader converts electronic text into spoken voice. This software helps with concentration and reading comprehension. Often used by students who have specific learning disabilities related to language-based skills such as decoding, and/or are auditory learners.

[Read & Write text-to-speech software – full](#)

The full version of Read and Write (R&W) includes reading, writing, and study skills features. R&W reading features convert electronic text into spoken voice. R&W writing features include spelling check, dictionary, verb checker, prediction words and translator. R&W study skills includes highlighting features.

[Kurzweil text-to-speech software](#)

Assistive technology software that provides a reading, writing, and study platform. The reading platform is a text-to-speech feature that converts web based, digital or scanned print material into spoken voice. The writing platform provides brainstorming space, dictionary, spell checker, and translator. The study skills platform includes highlighting features. Often used by students who have specific learning disabilities related to language-based skills, and/or who have difficulty with organizing their ideas.

[Apple Voiceover text-to-speech software](#)

VoiceOver is a full function screen reader. It reads all elements of the window and uses specific keystrokes and trackpad swipes to interact with menus and the contents of programs. Used mainly by individuals with visual impairments.

[Dragon voice recognition speech-to-text software](#)

Dragon is speech recognition software. The individual dictates words into a microphone and the program transcribes the words into the active window. The software has three primary areas of functionality: voice

recognition in dictation with speech transcribed as written text, recognition of spoken commands, and text-to-speech: speaking text content of a document. May be used by students with writing-based learning disabilities, or those who have mobility impairments that prevent keyboarding, or require keyboarding to be minimized.

Inspiration mind mapping and organizational software

Mind mapping software that allows students to brainstorm ideas through concept maps, structure their thoughts, and visually communicate concepts to strengthen understanding. It is used for visual mapping, outlining, writing and making presentations. Students can create webs, idea maps, mind maps, concept maps, graphic organizers, process flows, and other diagrams for thinking, organizing and writing. Includes support from dictionaries and pictures. Most often used by students with learning disabilities that impact organization skills, and/or who are visual learners.

Zoomtext magnification and screen reading software

Screen magnifier for Microsoft Windows. It is designed for visually impaired people and is capable of magnifying the screen up to 36 times. It allows the student to choose which part of the screen is magnified. The program allows the student to see and hear everything on the computer screen as well as providing access to approved applications, documents, email and the Internet.

CCTV image magnification

Closed-circuit television (CCTV) system. Uses a stand-mounted or handheld video camera to project a magnified image onto a video monitor, a television (TV) screen, or a computer monitor. Cameras with zoom lenses provide variable magnification. Used by students with visual impairments.

Use of touchscreen assistive technology (i.e., college tablets)

Touchscreen tablets and computers enable the user to interact directly with what is displayed by touching the screen, rather than using a mouse, touchpad, or keyboard. Used most often by students with mobility impairments that affect manual dexterity.

JAWS screen reader software

Computer screen reader program for Windows that allows blind and visually impaired students to read the screen either with a text-to-speech output or by a refreshable Braille display. Allows all major functions of Windows operating system to be controlled with keyboard shortcuts and spoken feedback.

Assessment format

Assessment materials in electronic format (Word or Rich Text Format acceptable)

A student may require all test materials in electronic format so that it can be utilized in conjunction with assistive software. For example, screen reading technology will read the electronic version of the test aloud for students who require this accommodation to access the testing material.

Additional Information

If you require assistance with creating accessible documents, please contact the Centre for Teaching and Learning (Humber) or Open Learning and Educational Support (Guelph-Humber).

Printed copy (hard copy) of assessment

Some students may require a physical (hard copy) of the test/exam to aid in information processing. In some circumstances, both an electronic and hard copy version are required by the student.

Alternative response format for Scantron assessments

This accommodation is most likely to be used by students who have mobility or vision barriers that prevent them from responding in the standard manner on Scantron forms.

- *Use of paper Scantron form*
- *Use of electronic form*
- *Response will be indicated on assessment paper*
- *Response will be dictated*

Test Centre staff will record the student's response exactly as indicated by the student.

Use of memory aid (content pre-approved by faculty)

A memory aid may be used during tests/exams by students with significant memory processing deficits. A memory aid is meant to assist a

student in triggering the recall of information stored in their long-term memory. It is not meant to provide a student with answers. Faculty, who submit the approved aid with the student's test/exam, must approve the content of a memory aid.

Additional Information

For complete information on memory aids, please go to the ALS website:

<http://humber.ca/student-life/swac/accessible-learning/faculty-portal/guides/memory-aid>

Use of memory aids as an accommodation may not be appropriate when a bona fide essential learning outcome is the ability to retrieve rote information. For example, a nursing student may reasonably be required to recall dosage formulas for the administration of life-saving medication in a time sensitive setting such as an emergency room.

2. IN THE CLASSROOM

Extra time for work completed during class time

Definition/Rationale

Students may require extra time to complete in-class work (such as writing assignments, lab work) due to processing difficulties, medical issues, or physical barriers related to the mechanics of writing or manipulating materials. In some circumstances, it may be appropriate to arrange with the student to begin the assignment in class and submit the completed work via email/Blackboard by a deadline mutually agreed upon by the student and faculty member. Please note that extra time for in-class work is most relevant when there is a mark attached to the student's task.

Additional Information

Note that this applies to circumstances in which a student is expected to complete and/or hand in work by the end of class. Lab work may pose specific challenges with regard to providing extra time. Please contact the student's Accessibility Consultant to discuss concerns you may have regarding lab work.

Time and half (1.5x)

The standard time that you have allotted for the work, plus half of that time. For example, if you are giving the class 2 hours to complete the work, the student would receive 3 hours (2 hours + [2 hours x .05 = 1 hour] totals 3 hours).

Double time (2x)

The standard time that you have allotted for the work, plus that amount of time again. For example, if you are giving the class 2 hours to complete the work, the student would receive 4 hours (2 hours + [2 hours x 1 = 2 hours] totals 4 hours).

Double time and a half (2.5x)

The standard time that you have allotted for the work, plus that amount of time, plus half as much again. For example, if you are giving the class 2 hours to complete the work, the student would receive 5 hours (2 hours + [2 hours x 1.5 = 3 hours] totals 5 hours).

All learning materials (e.g., Power Points, Word documents including scenarios, case studies, handouts) used during class to be provided in accessible electronic format, at least:

- One week in advance of class
- Two days in advance of class
- By start of class

Definition/Rationale

Accessible, electronic formats present printed or electronic documents in different formats in order to ensure everyone has equal access to the information. Alternate/accessible formats allow students to use specific assistive technology to access information in a manner that minimizes or eliminates barriers. This can include people who:

- are blind or have low vision
- have a learning or other cognitive disability
- cannot hold publications or turn pages because of a physical disability
- have difficulties accessing information on the Internet, or
- have difficulties watching or hearing video presentations.

Most commonly, students will require materials in Word or PDF format. If the student requires a more specialized format (e.g., Braille) information will be provided in the comment section of the accommodation letter.

Additional Information

If you require assistance with creating accessible documents, please contact the Centre for Teaching and Learning (Humber) or Open Learning and Educational Support (Guelph-Humber).

Captioning of all visual media for in-class/online viewing

Definition/Rationale

Captioning translates the audio portion of a video presentation by way of subtitles, or captions, which usually appear on the bottom of the screen.

Captioning may be closed or open. Closed captions can only be seen on a television screen that is equipped with a device called a closed caption decoder. Open captions are “burned on” a video and appear whenever the video is shown. Captioning makes television programs, films and other visual media with sound accessible to people who are Deaf or hard of hearing.

Additional Information

If you are required to provide captioning for materials, please contact the Centre for Teaching and Learning (Humber) or Open Learning and Educational Support (Guelph-Humber), which may be able to assist with the captioning process.

Use of personal computer/mobile device during class**Definition/Rationale**

Students who have difficulties with information processing (including reading, writing, content organization) or manual dexterity, and/or who utilize assistive technology may require access to their laptop or other mobile device during class. Professors who have a 'no laptops in class' policy must make exceptions for students with this accommodation.

Note taking support, including audio recording**Definition/Rationale**

Peer Assisted Learning Support (PALS) provides students with access to note taking services. Note taking is designed to supplement the notes that students take themselves in class. PALS manages *Note Taking Express*, a unique note taking service that provides note creation by professional note takers. Students audio record classes using a cell phone, tablet, digital recorder, laptop or other device and upload the audio files to their secure account with the service provider. The service creates notes within 72 hours and makes them available on the student's secure account for download.

Additional Information

For complete information on note taking services, please click on this link to Peer Assisted Learning Services (PALS): <http://humber.ca/learningresources/faculty-information>

It is rarely ever appropriate to prevent a student from audio recording a class for accommodation purposes. However, there may be situations in which highly personal or private information is being discussed in class. In such circumstances, if **all** students are prohibited from taking any notes a student who is recording may be directed to cease recording. The prohibition of recording for a given class should be discussed privately with the student in advance of the class in order to maintain confidentiality. It is highly advisable to contact the student's Accessibility Consultant if you intend to prohibit audio recording for the above noted reasons.

Extensions on assignments, without academic penalty

Definition/Rationale

Due to the nature of a student's particular disability, they may occasionally require extensions on assignments. Extensions are an accommodation most often utilized by students with disorders impacting executive functioning, or who have disabilities that are episodic in nature (such as a mental health condition or a physical illness like Sickle Cell disease), which at times prevents them from being able to appropriately attend to or manage course work and deadlines.

Additional Information

For complete information on extensions, please click on this link to the ALS website: <http://humber.ca/student-life/swac/accessible-learning/faculty-portal/guides/extensions>

Extensions on assignments without academic penalty may not be an appropriate accommodation if a bona fide essential learning outcome is the ability to meet deadlines. For example, a student in Journalism who is required to demonstrate the ability to submit a story in time for publication *may* not be permitted an extension.

May require alternative arrangements to meet in-class presentation and/or participation requirements. Note – where in class presentations/participation is an essential course requirement, please contact the Accessibility Consultant noted below

Definition/Rationale

Some students have bona fide conditions that impact on their ability to adequately demonstrate their knowledge in a presentation format. The presence of a severe, diagnosed anxiety disorder, or a significant speech impediment are examples. Depending on the nature of the assignment, the student may be expected to participate in all aspects of the presentation research and preparation process, but be 'exempt' from the actual class presentation. It is reasonable, in such circumstances, that the student complete supplementary work equivalent to the grade value of the presentation itself.

Additional Information

Alternative arrangements to meet in-class presentation requirements may not be an appropriate accommodation if a bona fide essential learning outcome is the ability to demonstrate presentation skills. For example, a student in a Public Relations course that is focused on developing presentation skills *may* not be exempt from delivering presentations.

Alternative delivery method (e.g., presents one-on-one to instructor)

Definition/Rationale

The alternative delivery method should be no more difficult or easier than the original task. When considering alternatives, it is important to focus on the essential learning outcomes so that the integrity of the intention of the task is not compromised. Students are still required to meet the essential learning outcome - the way in which the outcome is met can be different.

Alternative medium used to demonstrate learning outcomes (e.g., written assignment)

Definition/Rationale

The alternative medium should be no more difficult or easier than the original task. When considering alternatives, it is important to focus on the essential learning outcomes so that the integrity of the intention of the task is not compromised. Students are still required to meet the essential learning outcome - the way in which the outcome is met can be different.

Additional Information

The following is an example of a situation in which using an alternative medium to demonstrate learning outcomes would not be an appropriate accommodation: A bona fide essential learning outcome is that the student needs to demonstrate their recall of information learned in a timed setting. For example, a Culinary student may need to demonstrate their ability to prepare a dish that requires timely preparation of each component (e.g., preparing all aspects of a pasta entree). Another example would be the demonstration of the ability to perform CPR by a PSW student. Assigning a written paper in lieu of demonstrating CPR skills would not be appropriate as this would not meet the essential learning outcomes.

May occasionally be late to, or absent from class

Definition/Rationale

The nature of a student's disability, including the necessity to attend treatment sessions (e.g., chemotherapy) may result in a student missing or being late to class. Faculty may have concerns that a student has missed an excessive number of classes; in such cases faculty should contact the Accessibility Consultant assigned to the student.

Additional Information

For complete information on extensions, please click on this link to the ALS website: <http://humber.ca/student-life/swac/accessible-learning-services/faculty-resources/academic-accommodation-faculty-guides/accommodating>
Accommodation for absences or being late to class may not be appropriate for courses in which the acquisition of or demonstration of knowledge can **only** be achieved by attending class. For example, a student taking a chemistry course with a lab component may need to be present to learn how to and demonstrate their ability to appropriately and safely mix chemicals.

3. OVERALL ACCOMMODATIONS PERTAINING TO THE PROGRAM OF STUDY

Definition/Rationale

Program accommodations relate to those services or circumstances that are relevant to the student's situation both in and outside of the classroom. In some circumstances, certain accommodations in this category may be more relevant to Program Coordinators rather than faculty.

The nature of a student's disability, including the necessity to attend treatment sessions (e.g., chemotherapy) may result in a student missing or being late to class. Faculty may have concerns that a student has missed an excessive number of classes; in such cases faculty should contact the Accessibility Consultant assigned to the student.

Service animal will accompany student

Definition/Rationale

Service animals are working animals, not pets. The work or task an animal has been trained to provide is directly related to the person's disability, whether it is a physical or mental health condition. The work of a service animal might include assisting a person with a visual impairment to navigate the environment, retrieving dropped objects, providing tactile stimulation such as pawing or licking for a person with anxiety. Service animals must be permitted to accompany a student unless there are legitimate health and safety issues that would preclude the presence of the animal.

For more information, see Humber's AODA Customer Service policy:

<http://humber.ca/policies/accessible-customer-service-policy>

Additional Information

Situations may arise in which there is a legitimate health or safety concern related to the service animal (e.g., a fellow student has severe animal allergies). In such circumstances, Accessible Learning Services should be consulted to explore all possible options to accommodate the student in a way that would not compromise the health or safety of others.

Sign Language Interpreter present in class (provided by Accessible Learning Services)

Definition/Rationale

A sign language interpreter is someone who helps Deaf or deafened students understand a spoken language by converting it into sign language. Interpreters are needed in both one-on-one situations as well as group settings. In the post-secondary environment, an interpreter may have to do research ahead of time if there is complicated or technical information that needs to be interpreted. Faculty can be an excellent resource to interpreters by providing information, when requested, about terminology or concepts being taught in class so that they can develop a good understanding of the subject. Note that an interpreter is not an appropriate resource for students who are Deaf or deafened if they are not fluent in sign language.

For more information: <https://www.sokanu.com/careers/sign-language-interpreter/>

Intervenor present in class

Definition/Rationale

An intervenor is a professional who provides communication intervention to students who are deafblind. The intervenor mediates between the student who is deafblind and his or her environment to enable them to communicate effectively with and receive non-distorted information from the world around them. In other words, an intervenor acts as the eyes and ears of the student who is deafblind.

For more information: http://www.cdbaontario.com/about/intervenor_e.php

Real time transcriptionist present in class

Definition/Rationale

Real time transcription is the instant translation of the spoken word into text using a computer. A transcriptionist (otherwise known as a computerized note taker) is provided only to Deaf or deafened students. The text produced by the transcriptionist may be displayed on either the student's computer or the transcriptionist's. The student is provided with an electronic copy of the notes.

Peer assistant in class to help student with physical tasks

Definition/Rationale

Due to a mobility impairment, a student may require assistance during class with tasks such as removing materials from a back-pack (e.g., text books), taking off or putting on a coat, or preparing a laptop for use. A peer assistant is different from an attendant or personal support worker in that they do not assist the student with, for example, personal hygiene tasks, eating, or transferring from a mobility device.

Course texts information provided well in advance of semester start to allow time for the creation of accessible format texts by Accessible Learning Services

Definition/Rationale

ALS provides qualifying students with accessible versions of their course textbooks. We work collaboratively with publishers to ensure that copyright legislation is adhered to. The process for obtaining and/or creating alternate format textbooks can be quite lengthy and involved. As such, we require as much lead time as possible to ensure that students receive their texts in a timely manner. Faculty can facilitate this process by providing course text information as soon as it is requested.

Medical Response Plan

Definition/Rationale

A medical response plan is not an accommodation per se; rather it is information provided to faculty about the existence of a medical condition that may manifest during class and require medical intervention. Faculty are never required to perform any medical intervention, however there is an expectation that they will alert the proper resources (e.g., emergency services, Humber Public Safety) to attend to the student. Examples of such conditions include seizure disorders like epilepsy, and anaphylaxis which is a life threatening allergic reaction.

Reduced course load, maintain minimum 66.6%

Definition/Rationale

Students with disabilities may require a reduced course load to better manage the impact of their disability. Taking fewer courses in a given semester can often make their academic journey more manageable. Program Coordinators assist students who have a reduced course load to plot their pathway to graduation. Students who are identified as requiring to maintain their full-time student status on a minimum 66.6% or more course load must not fall below this threshold.

Reduced course load, maintain minimum 40%

Definition/Rationale

Students with disabilities may require a reduced course load to better manage the impact of their disability. Taking fewer courses in a given semester can often

make their academic journey more manageable. Program Coordinators assist students who have a reduced course load as an accommodation to plot their pathway to graduation. Following an assessment with an Accessibility Consultant, some students with disabilities can maintain their full-time student status on a minimum 40% or more course load.

Additional Information

The accommodation of a reduced course load at 40% may not be appropriate for some programs due to the requirements to graduate within a certain time frame (e.g., BN Nursing program). This does not mean that a student in such a program cannot take a reduced course load, however they are unlikely to be able to take a course load at 40%. All requests however are to be meaningfully considered. Consultation with student and Program Coordinator is essential. The Accessibility Consultant can be part of this conversation if barriers are identified.

Field trip accommodation planning may be required**Definition/Rationale**

Some students with disabilities may need accommodations whilst on a field trip that is part of their curriculum - e.g., a student using ASL interpreter in the classroom may also require this accommodation whilst on the field trip. If this accommodation is indicated on the Accommodation Letter then it is important for faculty to contact the Accessibility Consultant to discuss in more detail the components of the field trip so potential barriers can be identified and addressed accordingly. Please note that costs associated with making a field trip accessible may be the responsibility of the school/program (e.g., rental of a wheelchair accessible bus).

Additional Information

The only time where field trip accommodations would not be appropriate are if there are bona fide health or safety risks that cannot be mitigated.

Placement accommodation planning may be required**Definition/Rationale**

Some students with disabilities may need accommodations whilst on placement or in clinical setting. Placement/clinical accommodations are determined in collaboration with the student, Accessibility Consultant, faculty and placement site. Essential learning outcomes in the placement/clinical setting are paramount in determining appropriate accommodations. An example - a student who has a disability that restricts the amount of weight they can carry may need accommodations to meet the expectations of transferring a patient in the clinical setting. If this accommodation is indicated on the Accommodation Letter then it is important for faculty to contact the Accessibility Consultant to discuss in more

detail. Often the Accessibility Consultant will contact the faculty/Program Coordinator to discuss placement/clinical accommodations at the time of identifying this need, which may be prior to or after the creation of the academic accommodation letter, or at the point the student registers with Accessible Learning Services and placement accommodation planning becomes relevant.

Additional Information

Each placement accommodation request must be meaningfully considered and all appropriate options explored.

Attendant care (organized by student)**Definition/Rationale**

Some students with disabilities require the assistance of an attendant. The attendant is organized by the student. The assistance that is often required is in relation to practical support and/or personal/medical care (e.g., a student may need assistance with toileting). The attendant may not necessarily be, and is often not, in the classroom. Please note that the student may need to leave class early or may need assistance with scheduling in order to meet the needs of the attendant schedule, which is often beyond the student's control.

Student may require individualized course timetabling**Definition/Rationale**

Some students may require assistance with their schedule as a result of the impact of their disability. The purpose is to remove barriers that are present which would unnecessarily burden the student (e.g., a student with a medical condition such as cancer who requires ongoing treatment with regular hospital appointments). Program Coordinator and student work together to design their schedule to accommodate the treatment plan. Please note that this accommodation may only be required for a specific semester and is not necessarily an ongoing accommodation.

No morning classes**Definition/Rationale**

Some students with disabilities may be unable to attend morning classes as a result of the impact of their disability. The purpose is to remove barriers that are present which would unnecessarily burden the student, for example a student with a medical condition such as kidney failure that requires ongoing treatment (dialysis), and whose treatment is structured by day and time or, a student with depression and insomnia that is resistant to medication who is unable to attend early morning classes. The student and Program Coordinator work together to, where possible, register the student in appropriate courses that take into consideration the timing of such courses.

No evening classes

Definition/Rationale

Some students with disabilities maybe unable to attend evening classes as a result of the impact of their disability. The purpose is to remove barriers that are present which would unnecessarily burden the student, for example a student with a significant anxiety disorder who is unable to attend evening classes or a student on a strict sleep regime that is unable to attend classes after 6pm. The student and Program Coordinator work together to, where possible, register the student in appropriate courses that take into consideration the timing of such courses.