

Student Accommodation Handbook

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Student Accommodation Handbook

Using your accommodations - Here's what you need to know

This handbook will provide you with an overview of the different types of accommodations available to students with disabilities supported by Accessible Learning Services (ALS). The determination of which accommodations you will have access to is based on your specific needs and circumstances.

Utilizing your accommodations for purposes other than a disability-related need is not appropriate.

Important note - In some circumstances, an accommodation may conflict with the essential learning outcomes of a course you are taking. If this occurs, your Accessibility Consultant is available to work with you and your professor(s) to determine whether alternative means of accommodation are possible.

ACCOMMODATION LETTER

You and your Accessibility Consultant have created an individualized accommodation letter that you have chosen to either give to your professors independently, or have requested that ALS distribute through our secure web portal. Your accommodation letter lists the accommodations that will support you in the academic environment. However, it is important to note that the use of your accommodations is always voluntary and optional. They only become active once you action them. Below you will find additional information about how to use the accommodations tailored for you.

TEST ACCOMMODATIONS

Notify your professor each time you want to use your test accommodations

- It is best to notify your professor by email each time you want to use your test accommodations, as both you and your professor will have a record of your request in case there are any issues. You must notify your professor well in advance of the test, not the day of. Ideally, you should provide one weeks' notice by email or a message through the course website.

For Guelph-Humber students only

- Guelph-Humber students are required to fill out and submit a Test/Exam Notification form to your Faculty Support Officer two weeks in advance of a test/exam.

Testing accommodations are provided in Testing Services

- If you want to use your testing accommodations, you will have to write your test in Testing Services. In some circumstances, for instance with tests that involve the use of special

equipment, your professor may arrange with you to write your test somewhere other than Testing Services, with accommodations.

Make sure you know the hours of operation for the Test Centre

- If you are using Testing Services, make sure you know the hours of operation for the day you are scheduled to write your test. Take into account your accommodation for extra time, if you have this accommodation, when calculating what time you should arrive at Testing Services so that you have adequate time to complete your test before Testing Services closes. Note that Testing Services has differing hours throughout the academic year, most typically, during exam periods and summer hours. You can find [Testing Services' hours](#) online.

Accessing a private room

- If access to a private room is designated on your accommodation letter, these are assigned on a first come, first served basis. A Testing Services Assistant will provide you with a private room as soon as one is available. Keep in mind that during busy testing periods such as mid-terms or finals, you may have to wait and/or be placed on a waitlist before you are able to start your test in a private room.

Special test scheduling

- If your accommodations include special instructions about when your tests are to be scheduled (e.g., no early mornings, no evenings, or a rest day between exams), you will need to make appropriate arrangements with your professor(s). Speak to them well before the test to confirm the alternative time and/or date of your exam. If you have a scheduling conflict in test times between courses, speak to the professor(s) involved to negotiate the time you will write your test(s). If you need assistance to negotiate alternate test times, contact your Accessibility Consultant.

Using a reader or scribe

- If you need to use a reader or scribe, you must book these services in advance with Testing Services. You can book a reader or scribe online at [Testing Services – accommodated testing](#) or contact them directly by phone.

Using assistive technology

- If you need to use assistive technology such as Read & Write TextHelp, Zoom Text or other software programs, Testing Services will make these resources available to you. Note that you **cannot** use your own laptop or tablet in Testing Services.
- If you use **Dragon Naturally Speaking**, you may choose to bring your *voice profile* on a USB drive to load onto the computer in Testing Services.
- If you are using software that requires use of a headset, headphones or microphone, you may bring your own or borrow one from Testing Services. If you choose to bring your own, it must **not** be Bluetooth enabled.

- If you use e-text and you are writing an open book test, you may bring your textbook on a USB drive.

Memory Aids

- Memory aids are authorized only for students who have very specific, documented cognitive deficits. If you have questions about the eligibility criteria for memory aids, discuss this with your Accessibility Consultant.
- The use of memory aids is a multi-stage process. Work with your Accessibility Consultant to understand the proper criteria and format for using a memory aid. Refer to our [Memory Aid Toolkit](#) for more details on how to create your Memory Aid.
- Remember to submit your Memory Aid to your professor at least seven days in advance of your test. Only your professor can determine whether the content of your Memory Aid is appropriate.
- If using your Memory Aid in Testing Services, your professor will need to confirm this on the referral form as well as the number of pages permitted.

Sign language interpreters, support people, and emotional support animals (ESA's) in the testing environment

- Please be aware that if you utilize a sign language interpreter the only circumstances under which they can support you during testing situations is in communicating with Testing Services staff – they cannot help you to complete your test by explaining test questions or prompting you with test answers. Whether or not another type of support person can accompany you during a test will depend on the purpose of their role with you. The provision of prompts, explanations, or any other type of help that would compromise the integrity of the test is not permitted. If the nature of your disability is such that you require the services of an emotional support animal, work with your Accessibility Consultant to determine if your animal may be permitted to accompany you during tests and exams.

COURSE ACCOMMODATIONS

Extra time for in-class assignments

- If you require extra time for in-class assignments, discuss this with your professor(s) to make the appropriate arrangements. Where group work is involved, you may not be able to use extra time. If the in-class work involves submission of work at the end of class, you may negotiate an alternate time to submit the work to your professor(s).

Notetaking support

- If you require notetaking support, you must register with Note Taking Express. Your Accessibility Consultant will provide you with information about how to access this service.
- Should you encounter problems with notetaking services, contact Peer Assisted Learning Services (PALS), which is located on the 3rd floor of the Learning Resource Commons (LRC) at the North campus, and the 1st floor of the Welcome Centre in the Academic and Career Success Centre (WEL 105) at the Lakeshore campus.

Extensions

- If your accommodation letter provides the option to request a disability-related extension on an assignment, indicated as “Infrequent extensions on individual/independent assignments/projects, without academic penalty”, remember that **this accommodation is to be used for disability-related reasons only.**

Please carefully note the following:

- Typically, an extension of a few days up to one week for an assignment is a reasonable level of accommodation.
- If further and/or multiple extensions are required, contact your Accessibility Consultant to discuss your situation. It is possible, unless otherwise agreed to by faculty, that standard late penalties may apply beyond the agreed upon extension date.

WHAT TO DO IF YOU NEED TO REQUEST AN EXTENSION

- Make your request in advance of the deadline. If you are unable to do so, contact your Accessibility Consultant to discuss your circumstances.
- Use the email template (appendix 1), found at the end of this document, to notify your professor. We strongly recommend use of the suggested wording indicated in the template as it identifies the key information required by your professor to make a decision.
- If you need to request an extension for more than one assignment, use the Extension Request Workplan template (appendix 2) found at the end of this document. The completed workplan can be forwarded with your correspondence to your professors.
- Please do not submit any medical documentation to your professor(s). If you have been asked to provide a doctor’s note or some other form of documentation verifying your need for an extension (or any other approved accommodation), contact your Accessibility Consultant to discuss how best to address such requests.

The following strategies may assist you to minimize your extension requests and effectively plan your course work completion:

- Review course outlines at the start of the semester to determine what the workload and course demands are (course outlines can usually be found on Blackboard or Courselink. If specific due dates for assignments are not included, you should connect with your faculty). Once due dates and assignment details are given, develop a plan to complete each assignment in advance of the due date.
- Priority should be given to group assignments, as extensions are not typically available for group work. The nature of group work usually involves a mutually shared participation and responsibility to complete assignments for submission by a specified due date. Engage in early and frequent communication with your group members throughout the assignment process in order to remain on track for projected deadlines.
- Seek clarification on assignment details as early as possible.
- Well before the due date, break assignments into smaller sections and work on them consistently. In the event of an unanticipated set back and an extension is needed, a portion of the assignment can be provided for submission.
- Submit completed assignments early, where possible.
- If an assignment(s) extension is required, develop a plan to complete the assignment(s).

If you have any questions or concerns about an extensions, contact your Accessibility Consultant.

Alternative arrangements to meet in-class presentation and/or participation

- If your accommodations include alternatives to in-class presentations or participation, you will need to discuss possible alternatives with your professor. Depending on the nature of the assignment, you may be expected to participate in all aspects of the presentation research and preparation process, but be 'exempt' from the actual class presentation. In such circumstances, your professor may require you to complete supplementary work equivalent to the grade value of the presentation itself or present one-to-one in a private setting.
- In some courses, presentations and group work are **essential course requirements** and alternative assignments may not be possible. If you need assistance to explore alternatives, or if you believe your professor has not intentionally considered your accommodation request, contact your Accessibility Consultant.

Occasional absences/late to class

- If you have an accommodation for occasionally being late to or absent from class for disability-related reasons, meet with your professors to determine the best way to contact them to inform of an absence. If/when you are absent, contact your professors using the agreed upon method and discuss how potential missed class work, such as in-class assignments, quizzes or labs, can be made up.
- Where possible, advance notice of your lateness or absence is preferable. If you are not able to give advance notice, it is still a good idea to send a message to your professor(s) acknowledging that you were late/absent from class.

- If you are absent, you remain responsible for making up any missed work and obtaining notes or other information covered during class. We recommended that you connect with a peer to receive notes from a missed lecture. Note that professors are not responsible to re-teach material that you missed due to absence.
- Certain courses require consistent/mandatory attendance. This is often the case in courses where your learning is 'hands-on', lab-based, requires a certain number of in-class hours by a professional or regulatory body, or is not reliant on textbooks or articles. In such circumstances, attendance and timeliness may be an essential course requirement. If you are encountering problems related to your attendance in a course where attendance is mandatory, contact your Accessibility Consultant.

Absences from tests/exams/presentations

- If you are absent for a test/exam/presentation, you **may** be asked to provide a medical note verifying your absence. If you are asked to provide a medical note, contact your Accessibility Consultant to discuss this. You are not required to share medical information with your professors, so if it is determined that a medical note is warranted you will be asked to provide the note to your Accessibility Consultant. Your Accessibility Consultant will then inform your professor whether the note provides sufficient information to verify your absence.

Absences from Placement/Internship

- The considerations for absences from placement/internships will be somewhat different than the considerations for in-class courses. If you anticipate absences from your placement/internship, discuss this proactively with your Accessibility Consultant.

OVERALL PROGRAM ACCOMMODATIONS

Service Animals

- If you require a service animal, your service animal must be permitted to accompany you unless there are legitimate health and safety issues that would preclude the presence of the animal. If you encounter problems related to the presence of your service animal, contact your Accessibility Consultant.

Emotional Support Animals (ESA's)

- If you require an ESA, you will be required to register your animal with ALS with appropriate documentation to support access of your ESA to the various campus environments. Contact your Accessibility Consultant for further information.

Sign language interpreters, intervenors, computerized note takers and peer assistants

- ALS assists students to arrange sign language interpreters, intervenors, computerized note takers and peer assistants to facilitate equitable access to the learning environment. You will need to work with ALS staff to provide information about your specific needs and class schedule. If you require access to a sign language interpreter, intervenor, computerized note

taker or peer assistant, your professor(s) must allow their presence in class. If you encounter problems associated with the presence of such a support person in class, contact your Accessibility Consultant.

Reduced course load

- A reduced course load is a significantly supportive accommodation for students registered with ALS and utilized widely due to the benefits it can provide. A reduced course load may assist you to balance your academic and disability-related needs so that you have a greater opportunity to focus, organize, prioritize and manage your courses.
- If you plan to reduce your course load, you must drop courses before the last date to withdraw without academic penalty. Refer to the [Academic Calendar](#) for information on the set date to withdraw without academic penalty.
- If you need to take a reduced course load, your Accessibility Consultant will work with you to determine what percentage of course load you are eligible to take. Students with permanent, documented disabilities taking a reduced course load may be eligible for the Tuition Cap program– please discuss this with your Accessibility Consultant.
 - o If you are eligible for the Tuition Cap program, any financial breakdown information must be obtained through the Registrar’s Office. Connect with them through MyHumber under the student self-serve tab and submit a Records & Registration E-form inquiry under ‘Student Records’.

Field trip accommodation planning

- If you require accommodations to attend a field trip (for example, accessible transportation), discuss this directly with your professor(s) in advance. If you need assistance with field trip accommodation planning, contact your Accessibility Consultant.
- Communicate your anticipated needs by email based on the nature, duration and location of your field trip.

Placement accommodation planning

- If you require accommodations for your placement/internship, discuss this directly with your professor(s), Program Coordinator and Accessibility Consultant.
- It is important to gather as much job/work activity details as possible from your faculty and/or placement coordinator so that you can determine what you will need, and so that your Accessibility Consultant will be able to identify the most appropriate accommodation measures based on your capabilities and disability-related impacts.
- It is likely that many of the academic accommodations you have in place will not directly translate or be applicable in the workplace setting.

- Your accommodations may require a more lengthy consultative process between your faculty, placement advisors/Program Coordinator and the prospective employer. You are encouraged to start this discussion at the earliest that you become aware of placement requirements.

Attendant care

- Students requiring personal attendant care are responsible for arranging these services themselves.
- Utilizing your attendant care services may require consideration of your course timetable. In such circumstances, discuss this with your Program Coordinator and Accessibility Consultant, ideally in advance of the start of classes each semester.

Individualized course timetabling

- If you require specific consideration in your timetable to accommodate your disability-related needs, discuss this with your Program Coordinator and Accessibility Consultant, ideally in advance of the start of classes each semester. Keep in mind that it may not be possible to accommodate all timetable requests – in some circumstances, a course may only be offered at a certain time of day.

Medical Response Plans

- If you have a medical condition (i.e. seizure disorder or anaphylaxis) that may require emergency intervention, your Accessibility Consultant will work with you to develop a medical response plan that informs your professor(s), with your consent, about your presentation in the event of medical distress and what to do when an emergency response is required. This information is provided to the Department of Public Safety, your faculty and Associate Dean/Program Head.

OTHER ACCOMMODATIONS

Each student's accommodations are unique to their needs and situation, so this document may not cover every accommodation noted on your Accommodation Letter.

If you have been approved to use other accommodations not noted in this document, and you are not sure about how to use them, or you are encountering challenges with the implementation of the accommodation(s), please do not delay in contacting your Accessibility Consultant.

Appendix 1

How to Request a Disability-Related Extension

Dear Professor **[INSERT NAME]**

I am a student in your **[INSERT COURSE CODE OR NAME]**, and I am registered with Accessible Learning Services. You have received a copy of my current Accommodation Letter.

“Infrequent extensions on individual/independent assignments/projects, without academic penalty” for disability-related reasons is listed as one of my approved academic accommodations.

I am requesting an extension on **[INSERT NAME OF ASSIGNMENT]**, due on **[INSERT ASSIGNMENT DUE DATE]**.

I propose to submit the assignment by **[INSERT DATE THAT YOU WILL BE ABLE TO SUBMIT THE ASSIGNMENT]**.

I have reviewed the details for this assignment and will submit it as instructed through **[indicate the assignment submission method your instructor has specified, e.g., Blackboard, CourseLink]**.

[OPTIONAL] I have copied my Accessibility Consultant if you have any questions or concerns.

Please acknowledge receipt of this request. I look forward to your reply.

Thank you in advance for your consideration.

Student Name

Student Number

Student Email

Appendix 2

EXTENSION REQUEST WORKPLAN

Name:

Student #:

Date:

Semester	Course Name	Course Code	% Weight of Assignment	Course Instructor Name	Assignment or Assessment	Date Assigned	Original Due Date	Proposed Submission Date