

# **Accommodating Students Faculty Reference Guide**



**Counselling & Accessibility Services (C&AS)  
and the  
Advisory Committee for Student Accommodations**

**2017/2018 Academic Year**

---

## Table of Contents

Introduction .....	1
Confidentiality .....	2
The Role of Professionals .....	3
Legislation.....	4
Accommodations and Undue Hardship.....	5
Understanding Accommodations vs. Modifications.....	6
Terminology.....	7
Etiquette .....	8
Introduction to Different Types of Disabilities and Resource Links .....	9
The Accommodation Process .....	10
Contact Your Campus' Counselling & Accessibility Services Office: .....	13
Faculty Reference Sheets.....	14
Access to Spelling Tools .....	15
Alternate Test Format .....	16
ASL (American Sign Language) Interpreting Services .....	17
Attendant Care.....	19
Conversion Ready Materials .....	20
Copies of Faculty Class Notes Prior to Class.....	21
Extra Time.....	21
Extended Deadlines for Assignments and Projects when Negotiated in Advance with Instructor.....	23
Lecture Recordings (Use of a digital recording device).....	24
Allowances for Absences for Disability Related Reasons (may require re-scheduling of tests and exams) .....	26
No More Than One Major Test or Exam per Day.....	28
Note-Taking Support/Service .....	29
May Need to Leave Class Unexpectedly .....	30
Placement Accommodations.....	32
Sample Confidential Placement Accommodation Letter .....	34
Preferential Seating (Student to Discuss Location with Professor) .....	36
Use of Service Animal.....	37

Test Centre – London Campus .....	40
Use of Assistive Devices: Laptop/Tablet/Mobile Device, Specialized Keyboard, Calculator, etc. ....	42
Use of Memory Aid .....	43
Use of Non-Programmable Calculator .....	45
Use of Wireless Microphone/FM System (mic worn by instructor) .....	46

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

## Introduction

At Fanshawe 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 FANSHAWE COLLEGE register with Counselling and Accessibility Services (C&AS), it is through the stewardship of C&AS, the Advisory Committee for Students Accommodations, and participation by the broader college and local communities that FANSHAWE 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 FANSHAWE COLLEGE to accommodate students with disabilities, and practical information on how to implement accommodations for students with dignity and respect.

All campuses have Counselling and Accessibility Services that support students with disabilities and faculty in a collaborative and encouraging manner. Students with documented temporary short-term, long-term, or permanent disabilities can access individually designed supports and accommodations to meet their academic and workplace needs.

Fanshawe 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. Fanshawe 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 \(1982\)](#), [The Ontario Human Rights Code \(Revised 1990\)](#), and [The Accessibility for Ontarians with Disabilities Act \(2005\)](#), 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 C&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 [accessibility@fanshawec.ca](mailto:accessibility@fanshawec.ca)

---

## Confidentiality

At Fanshawe 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 Counselling and Accessibility Services. C&AS values the privacy of its students and the confidentiality of the personal, educational, and health information entrusted to us. In order 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 Counselling & Accessibility Services (C&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 professor's or staff member's responsibility to share that information as needed to prevent harm. Counselling and Accessibility Services, Campus Security, and local crisis services are among the resources available to consult with in these situations.

C&AS is committed to supporting faculty members, staff, and students. With this in mind, you are welcome to discuss a student anonymously with C&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 Counsellor. We also have Learning Strategists and Adaptive 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 \(FIPPA\)](#)

[Personal Health Information and Protection of Privacy Act \(PHIPA\)](#)

[Personal Information and Protection of Documents Act \(PIPEDA\)](#)

## **The Role of Professionals**

Fanshawe 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 professors 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 Counselling 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.

There are Personal and Accessibility Counselors available to meet with students in C&AS who are trained and experienced in working with students experiencing personal and mental health issues. Professors are strongly encouraged to retain strong and appropriate professional boundaries when working with students. For example, professors are discouraged from developing personal relationships with current students, providing their personal contact information to students, engaging in private messaging with students, and attending external community medical or mental health appointments with students. These are all considered boundary violations and can lead to misunderstanding, confusion, and distress for both parties.

If you are concerned about any student's immediate safety (i.e. imminent risk of self-harm or harm to others call campus security ext. 4242 or call 911). If you are generally concerned about a student's wellbeing or level of distress and feel they would benefit from counselling please encourage them to connect with C&AS for services and formalized support.

## Legislation

Federal and provincial laws require that all post-secondary educational institutions provide students with disabilities an equal opportunity to succeed. FANSHAWE 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](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](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-students-disabilities/post-secondary-education>

- 
- All colleges in Ontario have recently 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. C&AS has always considered these types of requests, and professors have often informally accommodated students as well. We do not expect any major changes in practice resulting from this new directive. Guidelines for reviewing requests for retroactive accommodations are published on Fanshawe FOL – Resources: Professor Accessibility Services.

## **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.mcass.gov.on.ca/en/mcass/programs/accessibility/understanding\\_accessibility/aoda.aspx](http://www.mcass.gov.on.ca/en/mcass/programs/accessibility/understanding_accessibility/aoda.aspx)

<https://www.fanshawec.ca/about-fanshawe/corporate-information/accessibility-commitment/accessibility-ontarians-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 course curriculum and learning objectives (i.e. the student only has 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. Students who require modifications can consider applying to the CICE (Community Integration through Cooperative Education) certificate program as this program offers intensive one on one support and highly modified curriculum. This is the only college program that allows for modifications.

If you require more information on the subject of accommodations verses modifications please call an Accessibility Counsellor in C&AS at (519) 452-4282 to consult.

## Terminology and Etiquette

### Terminology

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

This involves using consideration with terminology.

Don't Say	Say
The handicapped	A person with a disability or a student with an accessibility need
The disabled	Deaf or hard of hearing
Hearing impaired	

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 see the Confidentiality section (page 5).

## 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 post-secondary 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](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 **Canadian Mental Health Association's (CMHA)** *Your Education, Your Future* resource:

[http://www.cmha.ca/youreducation/CMHA-Guide\(ENG\)final.pdf](http://www.cmha.ca/youreducation/CMHA-Guide(ENG)final.pdf)

The College also continues to post relevant information and resources for faculty members and staff on the following sites:

Fanshawe FOL: Resources – Professor Accessibility Services

<https://www.fanshawec.ca/teaching-and-learning/getting-started/accessibility-requirements>

### Transition-to-College

For students with disabilities, transitioning to college often involves more preparation and planning than experienced by their peers without disabilities. There are a number of transition programs and resources available including Discovery Days, Fast Forward to Fanshawe and our Early ID process

<https://www.fanshawec.ca/student-life/student-services/accessibility/transitions-program>

<https://www.fanshawec.ca/student-life/student-services/accessibility/early-identification>

This transition resource guide has not been updated to include changes (i.e. still indicates diagnosis required) recommend deleting this section.

## The Accommodation Process

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

### Steps in the accommodation process:

**Self-identification:** Students who would like to receive accommodations on the basis of having a disability initiate the accommodation process by identifying themselves to CAS as having a disability or condition that might warrant accommodations. Students begin this process by completing our Early ID process. <https://www.fanshawec.ca/student-life/student-services/accessibility/early-identification>. Students can also come into F2010 (Oxford Campus) or their regional campus or call 519-452-4282 for further information. If students disclose a disability to you and they are not yet registered with CAS, please encourage them to contact CAS

Students are not obligated to identify themselves to FANSHAWE 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 CAS) 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.

**Valid documentation:** Students requesting accommodations provide valid documentation to CAS and this process “registers” the student with CAS as having a disability. There are various types of documentation that are required, given the various types of disabilities/conditions. CAS determines the documentation required for the type of disability/condition with which the student presents.

**CAS Accommodation planning:** Students meet with an Accessibility Counsellor 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 CAS 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 CAS are permitted to reduce their course load to a minimum of 40% and still maintain full time status according to Fanshawe College and OSAP. Access the [procedures here](#).

**Accommodation Letter distribution:** The Accessibility Counsellor prepares the Accommodation Letter and, with the student's consent, emails the Accommodation Letter to professors. Students also have the option of providing this information directly to their professors. In addition, professors are able to access Accommodation Letters sorted by course number by logging in to their FOL account and linking to Professor Accessibility Services.

Accommodation Letters are generally sent to all professors each term, but some students choose to use their accommodations in only some courses.

- Students are encouraged, but not obligated, to make an appointment with each professor to discuss their accommodations and any individual needs regarding their accommodations (for example, preferential seating requirements). It is helpful for professors to issue an invitation in class encouraging any student with accommodations to touch base individually about how their accommodations 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 professors 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).

- Accommodation Letters have expiry dates printed near the top of the page. Accommodations are generally valid for the time the student is in their program 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. (For more information, see <http://www.ohrc.on.ca/en/opportunity-succeed-achieving-barrier-free-education-students-disabilities>.)

---

**Contact:** If you have any questions or concerns, please contact the Accessibility Counsellor who granted the accommodations. You'll find the name and contact details at the bottom of the Accommodation Letter.

## Contact Your Campus' Counselling & Accessibility Services Office:

**Office Hours:** Monday to Friday, 8:00am to 4:00pm

### Contact Counselling Services

- T** 519-452-4282
- TTY** 519-453-8617
- F** 519-453-2826
- E** [counselling@fanshawec.ca](mailto:counselling@fanshawec.ca)

#### Location

Room F2010, **London Campus**  
[View Campus Map](#)

### Other Campuses

- **St. Thomas/Elgin Regional Campus:** 519-633-2030
- **Woodstock/Oxford Regional Campus:** 519-421-0144
- **Simcoe/Norfolk Regional Campus:** 519-426-8260
- **Centre for Digital and Performance Arts (downtown London location):** 519-452-4430



# Faculty Reference Sheets

## 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 Dragon Naturally Speaking

### Universal Design Idea(s):

In order to reduce/eliminate the need for this accommodation, the professor 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.

## Alternate Test Format

### Steps for Faculty Members:

1. Submit a hard copy of your quiz/test/exam along with a filled out Test Centre Cover Sheet to the Test Centre. The Test Centre Cover Sheet can be found on the Fanshawe portal (MyFanshawe/Academic Resources/Test Centre/Test Centre Cover Sheet) or a hard copy can be obtained in F2011.

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 Test Centre Cover Sheet to the contact below.

**\*Important:** please email a new copy of the test to the appropriate contact if any changes or modifications are made to the test.

<b>London Campus:</b> X4588 <a href="mailto:testcentre@fanshawec.ca">testcentre@fanshawec.ca</a>
--

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

### General Information:

- Any assessments, including quizzes/tests/exams, must be submitted to the Test Centre for students with this accommodation.
- For additional information and resources on creating documents, visit:  
[http://www.learningatthecentre.com/ToolsAndResources\\_AODA\\_Information\\_And\\_Communication\\_Standards.html](http://www.learningatthecentre.com/ToolsAndResources_AODA_Information_And_Communication_Standards.html)

### Universal Design Idea(s):

In order to reduce/eliminate the need for this accommodation, consider producing all quizzes/tests/exams in an accessible electronic format.

## ASL (American Sign Language) Interpreting Services

### 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?

### General Information:

Students who are Deaf, Deafened, or Hard of Hearing rely on a variety of ways to communicate, depending on the severity of the hearing loss and training/resources available.

ASL interpreters interpret spoken English into American Sign Language and will interpret the student's comments from American Sign Language into English. The interpreting processes facilitates communication thus eliminating the language barrier and making the course content accessible for Deaf students.

### Communicating with Deaf students via an American Sign Language Interpreter

Communicating with a Deaf person through the services of an interpreter is not an everyday occurrence for most people. Professional sign language interpreters are equipped with techniques to make the experience of working with interpreters a seamless and effective process. Using interpreters allows Deaf individuals equal access to educational opportunities.

It is important to note that interpreters do not participate in any classroom activities when they are working. Their role is to facilitate communication between the Deaf person and the person who does not know sign language. Direct your comments to the Deaf person and not the interpreter. Questions or comments may be discussed with the interpreter before or after the class, or during

---

It is very important that only one person speaks at a time as it is impossible to interpret multiple comments/conversations. The interpreter will work with you to determine where they are best placed in the class, they will seek clarification from you if needed, and are open to working together to make the interpreting smooth and successful for the classroom. Once you have worked with an interpreter a few times it often becomes second nature and a comfortable experience for all.

Remember, interpreters are facilitating communication between two distinct languages and cultures. This process involves listening to the speaker, understanding the message, interpreting its meaning and then finally, reproducing that message in another language. Therefore, you should be aware that interpreters follow between 5-20 seconds behind the speaker.

Source:

Ontario Association of Sign Language Interpreters, "Communicating Through an Interpreter"

<http://www.oasli.on.ca>

### **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

### **Universal Design Idea(s):**

In order to improve information delivery for students using this accommodation, instructors may wish to post their lecture notes electronically (example: post on FOL) 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.

If you have any further questions about the interpreting process or how to book interpreters for student appointments please call CAS at (519) 452-4282.

---

## Attendant Care

### Steps for Faculty Members:

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.

### 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.
- The attendant care is organized and booked by the student and/or their Accessibility Counsellor. 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.

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 the attendant care please contact the student's Accessibility Counsellor (whose name and contact information is at the bottom of the Accommodation Letter).

---

## Conversion Ready Materials

### 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, FOL, or emailed directly to the student.

### 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.).

### 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, or posted on FOL). Further assistance can be found at:

[http://www.learningatthecentre.com/ToolsAndResources\\_AODA\\_Information\\_And\\_Communication\\_Standards.html](http://www.learningatthecentre.com/ToolsAndResources_AODA_Information_And_Communication_Standards.html)

## Copies of Faculty Class Notes Prior to Class

### Step for Faculty Members:

Post lecture notes, PowerPoint presentations, handouts etc. to Blackboard/ FOL, 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.

### General Information:

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.

### Universal Design Idea:

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

## Extra Time

### Steps for Faculty Members:

1. For written quizzes/tests/exams, indicate the total allotted time (including any extra time) on the Test Centre Cover Sheet that is submitted with the test to the Test Centre. This form can be found on the Fanshawe portal (MyFanshawe/Academic Resources/Test Centre/Test Centre Cover Sheet) or a hard copy can be obtained from F2011.
2. For online quizzes/tests/exams, apply the extended time factor to the time allotted for the student.
3. 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 Counsellor when needed (their name and contact information can be found on the bottom of the Accommodation Letter).



---

**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 professor 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.

**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.

## Extended Deadlines for Assignments and Projects when Negotiated in Advance with Instructor

### 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 professor's attention that they may need an extended deadline on an assignment or project. A revised deadline can be negotiated between the professor 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 Counsellor to learn how to use this accommodation appropriately.

Students are to notify the relevant professors, 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, professors 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 professors 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 professors 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.

If professors have any questions or concerns regarding a student's request for an extended deadline they encouraged to contact the student's Accessibility Counsellor whose name and contact information are on the bottom of the Accommodation Letter.

## **Lecture Recordings (Use of a digital recording device)**

### **Steps for Faculty Members:**

- Students with this accommodation are allowed to record all academic material presented, just as all students are permitted to take detailed written notes.
- Students sign a thorough and detailed Audio Recording Student Agreement with CAS that states the recordings are to be used strictly for their own academic purposes and that no confidential or sensitive material will be recorded.
- 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.

### **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.

If you have any further questions or concerns regarding this accommodation please contact the CAS at (519) 452-4282 or the student's Accessibility Counsellor.

### **Universal Design Idea(s):**

In order to reduce/eliminate the need for this accommodation, professors may wish to record their own lectures and make them available to all students (e.g. via FOL).



**Counselling and Accessibility Services Student Agreement**  
**Audio Recording Accommodation for Note Taking**

Student Name: \_\_\_\_\_

Student Number: \_\_\_\_\_

I understand and agree to the following terms:

As a student registered with Accessibility Services this accommodation is available to me for a disability-related academic need.

Audio-taped lectures are for the student's use alone and are strictly for academic purposes only. The content/information recorded will be used in an ethical and legal manner; it will not be otherwise distributed, posted, or shared.

When there is confidential or sensitive class content, the audio recorder will be turned off by the student.

It is the responsibility of the student to ensure that confidential information is not recorded, written and /or repeated. If recording of sensitive information occurs the student will delete it immediately.

I understand that violations of these terms will result in immediate termination of this Audio Recording Accommodation for Note Taking.

I have read, understand, and agree to the above terms pertaining to the use of the Audio Recording Accommodation for Note Taking.

Student Signature: \_\_\_\_\_

Witness: \_\_\_\_\_

Date: \_\_\_\_\_

## **Allowances for Absences for Disability Related Reasons (may require re-scheduling 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 professors 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 professors 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.

Professors 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 professor and their Accessibility Counsellor to determine the best way to move forward.

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

Students are advised to contact professors by email, so that professors 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 a professor 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 professor 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 or not 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 the would not be an accommodated absence.

If the instructor does not feel that the discussion with the student was successful, the professor is encouraged to contact the Accessibility Counsellor whose name and contact information is on the bottom of the Accommodation Letter to the student.

## 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 professor's attention if the situation arises where they have more than one assessment scheduled on a particular day.

Professors 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 particular 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 professors involved to notify them that the assessment schedule needs to be changed.

Students and professors 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 professors 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 professors will be flexible in cases where there are extenuating circumstances.

Students are advised to contact professors by email, so that professors 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.

Professors can then fill out a Test Centre Cover Sheet with the revised test/exam date, time, and the student's accommodations and provide this along with the test to the Test Centre (F2001). This form can be found on the Fanshawe portal (MyFanshawe/Academic Resources/Test Centre/Test Centre Cover Sheet) or a hard copy can be obtained from F2011.

### **Universal Design Idea(s):**

In order to reduce/eliminate the need for this accommodation, professors may consider collaborating on exam schedules during program meetings.

## **Note-Taking Support/Service**

### **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. They receive a \$75 Gift Card per course at the end of each semester and will receive extra-curricular credits for their services. Counselling & Accessibility Services facilitates this process with our students. Many students with this accommodation are able to identify a peer note-taker on their own, but some may require faculty assistance. We greatly appreciate the faculty 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, professors are encouraged to post lecture notes electronically on FOL for all students to access and/or have designated students post their notes to FOL. Professors may wish to record their own lectures and make them available on FOL.

## May Need to Leave Class Unexpectedly

### 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.

Professors usually do not have to do anything if a student has to 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 professors by email, so that professors 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 a professor 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 professor 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.

## Placement Accommodations

### Steps for Faculty Members & General Information:

Students who are registered with CAS 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 the CAS and/or the Placement Coordinator to begin discussions about the nature of the placement and accommodations that might be appropriate for the placement site.
2. The Accessibility Counsellor, Placement Coordinator, and student may connect by phone or email, to review the nature and location of the placement.
3. The student and Accessibility Counsellor 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 Counsellor 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 to this or should another placement site be considered).
5. The Accessibility Counsellor 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 Counsellor.

---

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 Counsellors 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 student's Accessibility Counsellor if they have any questions or concerns regarding a Placement Accommodation.

---

## 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 a Counsellor/Accessibility Advisor and Student, in consultation with 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](http://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 Counselling & Accessibility Services at Fanshawe 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 Counsellor/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 Counselling & Accessibility Services and the College Supervisor (or designate) if accommodation-related difficulties arise on placement.

**Accommodations:**

- 
- 
- 

**Activating Accommodations**

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

NAME - Counsellor/Accessibility Advisor

[EMAIL@fanshawec.ca](mailto:EMAIL@fanshawec.ca)

519-452-4430 ext XXXX

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 as outlined in the **Terms** on page 1.

**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.

---

## Preferential Seating (Student to Discuss Location with Professor)

### 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 professor, 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 professor of their preferred seating location.
- Professors 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 a professor, 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 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 CAS 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 Fanshawe 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 the Counselling & Accessibility office in F2010 by calling (519) 452-4282.

## **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.

- 
2. 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 be in full control of the service animal at all times. 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](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".

## Test Centre – London Campus

**Important:** If the Accommodation Letter includes “Alternate test format”, please see the corresponding Faculty Reference Sheet.

Students are responsible for booking their test with the Test Centre. Students will book their tests online via the Test Booking Wizard found on their FOL page. Students are required to book at minimum of 7 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 for the test. Professors will then submit a copy of the test (hard copy or PDF file) and a completed Test Centre Cover Sheet to the Test Center a minimum of 3 days prior to the test date.

Professors will then go to the Test Centre after the test date to collect the completed evaluation for marking.

### Test Centre - F2001

This Test Centre is used for students who have registered with Counselling and Accessibility Services 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 an ASL interpreter, reader or scribe
- have missed a classroom quiz/test/exam
- are unable to write a classroom quiz/test/exam at the regular time.

---

**Test Centre Hours:**

Monday – Thursday (8:00-9:00) and Friday (8:00-4:00). All exams outside of these times, including evening times, must be arranged at least 48 hours in advance.

**Contact Information:** 519-452-4430 x 4588 or [testcentre@fanshawec.ca](mailto:testcentre@fanshawec.ca)

**Universal Design Idea:**

Consider allowing additional time for any student in the class. For example, let students know the test is designed to take 1 hour, but is scheduled 1.5 or 2.0 hours to allow for any accommodated student to have this extra time.

## **Use of Assistive Devices: Laptop/Tablet/Mobile Device, Specialized Keyboard, Calculator, etc.**

### **Step for Faculty Members:**

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 Counselling & Accessibility Services.

### **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:**

In order to reduce/eliminate the need for this accommodation, consider letting all students use technology in the classroom to facilitate their learning.

## Use of Memory Aid

### Steps for Faculty Members:

1. Upon receipt of a proposed memory aid from a student (which must be at least 2 business days prior to the test), professors 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. Professors 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 place in 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 2 business day requirement, they may request consultation with the professor regarding the appropriateness of their memory aid. After such consultation, students are permitted to further revise their memory aid, as long as they provide their final proposed memory aid to instructors at least 2 business days prior to the test.

### General Information:

Students with this accommodation meet with a Learning Strategist / Learning Specialist in Counselling & Accessibility Services to learn how to create an appropriate memory aid and review how to use this accommodation appropriately.

Counselling & Accessibility Services advises students to provide faculty members with the proposed memory aid as far in advance as possible, such as 1 week, to allow for any needed revision.

### 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.

**Universal Design Idea(s):**

In order 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 professors may choose to allow all students to bring memory aids that do not jeopardize academic integrity into the test environment.

## Use of Non-Programmable Calculator

### Steps for Faculty Members:

1. Meet with 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 Test Centre Cover Sheet that you attach the test to, prior to delivering the test to the Test Centre.

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

### General Information:

Use of a non-programmable calculator is often used to assist students who have been diagnosed with a math-based disability (dyscalculia). External assessors (e.g. College of Nurses of Ontario) do support the accommodation of a calculator for licensing exams with appropriate documentation.

### Universal Design Idea(s):

In order to reduce/eliminate the need for this accommodation, professors may consider letting all students use a calculator for tests as long as it does not interfere with course learning outcomes.



## Use of Wireless Microphone/FM System (mic worn by instructor)

### Steps for Faculty Members:

1. The student will provide the professor with a clip-on lapel microphone transmitter for use while lecturing. The student will have the 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.

### 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 Counsellor specified on the bottom of the Accommodation Letter.

### Universal Design Idea(s):

In order to reduce/eliminate the need for this accommodation, professor 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 (e.g. FOL) and to record the lecture and make it available electronically for all students to access.