

Accessible Learning Guidelines and Resources

ACCESSIBLE LEARNING

FEBRUARY 2021 | Sheridan College

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**TITLE: ACADEMIC ACCOMMODATION POLICY FOR STUDENTS WITH
DISABILITIES**

<p>Date of Approval: November 26, 2020</p> <p>Effective Date: November 30, 2020</p>	<p>Mandatory Review Date: November 2023</p>	<p>Approved By: <input type="checkbox"/> Board of Governors <input type="checkbox"/> President's Council <input checked="" type="checkbox"/> Senate</p>
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1. PURPOSE

In accordance with the Ontario Human Rights Code (the Code) and the Canadian Charter of Rights and Freedom (the Charter), this policy sets out Sheridan’s commitment to promote and protect the rights and dignity of Students with disabilities. This includes creating a safe, supportive, and respectful environment so all Students are able to realize their full potential.

2. SCOPE

This Policy applies to Applicants and Sheridan Students seeking academic accommodations support from Accessible Learning as they participate in academic activities related to their program of study and to Sheridan employees involved in the student accommodations process.

3. DEFINITIONS

Academic Accommodation includes services, adaptations, adjustments and/or strategies to the method of curriculum delivery or assessment of the core content of a course or program to provide a Student equal opportunity to meet the essential academic requirements. All parties share in the responsibility to accommodate students.

Accessible Learning (AL) is the Office that facilitates equal access for eligible Students with disabilities by coordinating reasonable academic accommodations and support services.

Applicant is an individual applying to a program, including full-time and part-time programs of study.

Disability is defined in “the Code” as

- a) Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack

- of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device
- b) A condition of mental impairment or a developmental disability
 - c) A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language
 - d) A mental disorder
 - e) An injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997.

Essential Academic Requirements are the knowledge and skills that a Student must acquire and demonstrate to successfully meet the learning outcomes of the course or program.

Host Organization is an employer, community partner, or Sheridan (in situations where Sheridan is both the academic institution and the host organization).

Reasonable accommodations are modifications to the academic requirements of a program, which do not compromise course objectives or academic standards, that provide an individual with a disability an equal opportunity to obtain the same benefit as those available to an individual without a disability.

Retroactive Accommodations are considered retroactive when the request is made after-the-fact as the result of the discovery of an existing disability of which the Student was previously unaware.

Student means any individual who is admitted, enrolled or registered for study at Sheridan. Individuals who are active in a program, but not enrolled in classes for a particular term (e.g. on a vacation or coop term) are considered to have a continuing student relationship and are included in the definition of student (Sheridan Admission Policy).

Undue Hardship means the outer limit of the accommodation obligation. This refers to three factors for consideration prescribed by the Code. These factors are: 1) cost; 2) availability of outside resources or funding; and 3) health and safety requirements. Undue hardship must be considered individually, in the full context in which each request for accommodation arises.

Universal Design for Learning (UDL) is a framework to improve and to optimize teaching and learning for all people based on scientific insights into how humans learn. The UDL framework removes barriers to learning through the principles of multiple means of engagement, multiple means of representation, and multiple means of action and expression in order to embrace all forms of human diversity.

Work Integrated Learning (WIL) is a model and process of curricular experiential education, which formally and intentionally integrates a student's academic studies within a workplace or practice setting. WIL experiences include an engaged partnership of at least an academic institution, a host organization, and a student [adapted from Co-operative Education and Work-Integrated Learning (CEWIL) Canada]. WIL activities at Sheridan typically include apprenticeship, field placement/experience, mandatory professional practice, cooperative education, and internship (degree programs only); any of these types of WIL may also include research.

4. POLICY STATEMENT

Sheridan commits to creating an inclusive academic environment that is guided by the following principles:

Inclusion and Full Participation

Educational services are designed and implemented for all Students. Inclusivity in design and delivery requires all parties (Students, faculty, Accessible Learning, relevant administrators) to recognize the diverse abilities of Students and to engage in meaningful dialogue when designing and implementing educational services.

Respect for Dignity

Sheridan provides educational services to Students in a manner that is respectful of their dignity. Human dignity encompasses individual self-respect and self-worth.

Individualization

Sheridan recognizes that each Student's needs are unique, and these needs may call for different approaches to ensure full participation in the educational environment.

4.1 Confidentiality

Sheridan respects the privacy of all Students concerning self-disclosure in accordance with the Accessible Learning Confidentiality Agreement, Sheridan guidelines on access to information, and privacy legislation.

The Responsible Office

Accessible Learning will interpret and apply the policy and has the responsibility to draft any associated procedures in consultation with relevant stakeholders. The Office of the Dean of Students, in coordination or consultation with the Provost and Vice-President Student Experience & Enrolment Management, has the responsibility to approve any associated procedures.

4.2 Responsible Executive

Provost and Vice-President Student Experience & Enrolment Management.

5. RELATED DOCUMENTATION

[OHRC: Accessible Education for Students with Disabilities Policy \(2018\) Ontario Human Rights Code](#)

[Accessible Learning at Sheridan](#)

[Sheridan Academic Accommodation Procedure for Students with Disabilities Academic Appeals and Consideration Policy](#)

[Academic Appeals and Consideration Procedure Sheridan Academic Freedom Policy](#)

[Sheridan Academic Freedom Procedure Sheridan Academic Integrity Policy Sheridan Academic Integrity Procedure Accessibility Policy](#)

[Sheridan Admission Policy Grading Policy](#)

[Grading Procedure](#)

[Harassment and Discrimination Policy Student Assessment and Evaluation Policy](#)

[Student Assessment and Evaluation Procedure Accessibility for Ontarians with Disabilities Act, 2005](#)

**TITLE: ACADEMIC ACCOMMODATION PROCEDURE FOR STUDENTS WITH
DISABILITIES**

Date of Approval: November 26, 2020 Effective Date: November 30, 2020	Mandatory Review Date: November 2023	Approved By: Office of the Dean of Students and the Provost and Vice- President Student Experience & Enrolment Management
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1. PURPOSE

The purpose of this procedure is to assist in implementing Sheridan’s Academic Accommodation Policy.

Academic accommodations considered in this procedure will be guided by the following principles:

- Inclusion and full participation
- Respect for dignity
- Individualization

These principles will enable Sheridan’s commitment to ensure all students realize their full potential.

2. SCOPE

This procedure applies to Applicants and Sheridan Students seeking academic accommodation support from Accessible Learning as they participate in their program of study and to Sheridan employees involved in the student accommodations process.

3. DEFINITIONS

Academic Accommodation includes services, adaptations, adjustments and/or strategies to the method of curriculum delivery or assessment of the core content of a course or program to provide a Student equal opportunity to meet the essential academic requirements. All parties share in the responsibility to accommodate students.

Accessible Learning (AL) facilitates equal access for eligible Students with disabilities by

coordinating reasonable academic accommodations and support services.

Applicant is an individual applying to a program, including full-time and part-time course loads.

Disability is defined in “the Code” as

- a) Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device
- b) A condition of mental impairment or a developmental disability
- c) A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language
- d) A mental disorder
- e) An injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997.

Documentation is all documents that verify that a Student has a disability and lists the functional limitations/impairments of the disability and/or provides an overview of any restrictions that the disability places on a Student. These documents must be based on a current assessment from a Registered Health Care Professional.

Employees means a person under the employ of Sheridan either

- a) On a full-time, ongoing basis either under the terms of the Academic Employees Collective Agreement, the Support Staff Collective Agreement, or the Terms and Conditions for Administrative Employees.
- b) On a less than full-time, and/or temporary basis under the Contract Terms and Conditions of Employment.

Essential Academic Requirements are the knowledge and skills that a Student must acquire and demonstrate to successfully meet the learning outcomes of the course or program.

Host Organization is an employer, community partner, or Sheridan (in situations where Sheridan is both the academic institution and the host organization).

Interim Academic Accommodations are short-term academic accommodations for Students while they are in the process of obtaining appropriate documentation.

Registered Health Care Professional is a person who is qualified and allowed by regulatory bodies to provide healthcare services to a client or patient

Student means any individual who is admitted, enrolled or registered for study at d for study at Sheridan. Individuals who are active in a program, but not enrolled in classes for a term (e.g. on a vacation or coop term) are considered to have a continuing student relationship and are included in the definition of student.

Temporary Academic Accommodations are academic accommodations provided for

temporary disabilities, or disabilities that are not expected to stay with the Student for life.

Undue Hardship means the outer limit of the accommodation obligation. This refers to three factors for consideration prescribed by the Code. These factors are: 1) cost; 2) availability of outside resources or funding; and 3) health and safety requirements.

Undue hardship must be considered individually, in the full context in which each request for accommodation arises.

Universal Design for Learning (UDL) is a framework to improve and to optimize teaching and learning for all people based on scientific insights into how humans learn. The UDL framework removes barriers to learning through the principles of multiple means of engagement, multiple means of representation, and multiple means of action and expression in order to embrace all forms of human diversity.

Work Integrated Learning (WIL) is a model and process of curricular experiential education, which formally and intentionally integrates a student's academic studies within a workplace or practice setting. WIL experiences include an engaged partnership of at least an academic institution, a host organization, and a student [adapted from Co-operative Education and Work-Integrated Learning (CEWIL) Canada]. WIL activities at Sheridan typically include apprenticeship, field placement/experience, mandatory professional practice, cooperative education, and internship (degree programs only); any of these types of WIL may also include research.

4. PROCEDURE

Students and Applicants may request Academic Accommodations for temporary or permanent Disabilities by following these steps:

Step One: Student Obtains Disability Documentation

- To register with Accessible Learning (AL), Applicants and Students with a confirmed or suspected Disability will need to gather/obtain Documentation of their Disability.
- The required Documentation depends on the nature of the Disability.

Step Two: Student Books Intake Appointment with Accessible Learning

- Applicants and Students with a confirmed or suspected Disability contact Accessible Learning (AL) to initiate the Academic Accommodation process, as soon as possible, following their acceptance of admission. Early registration and engagement by the Student in the process is strongly encouraged to facilitate timely implementation of the Academic Accommodation as some Academic Accommodations take longer to implement than others.

Step Three: Student Completes Intake Interview with Accessible Learning

1. Students are assigned an Accessible Learning (AL) Advisor who conducts an intake interview and reviews the information/Documentation submitted. Information collected includes a completed AL Intake Form, confidentiality forms, and any Disability-related Documentation, e.g., medical form(s), IEPs, and/or psychological assessments. The Documentation should confirm that the Student has a Disability and indicate functional impact in an academic setting.
2. The AL Advisor will assess Documentation and the Student will self-report to determine if the requested Academic Accommodations are appropriate. If the AL Advisor determines that the Academic Accommodation request is not supported by Documentation, the Student will be directed to College or community resources and/or referred to appropriate

professionals for additional Documentation.

3. The AL Advisor prepares a written Accommodation Form that outlines the approved Academic Accommodations. Where appropriate, Interim Academic Accommodations are provided.

Step Four: Accommodation Plan Is Implemented

1. The Accessible Learning (AL) Advisor emails the Accommodation Form to each faculty member.
2. Upon receiving an Accommodation Form, faculty members will acknowledge receipt of the Student Accommodation Form, review the form, and work with the Student to implement the Academic Accommodations. If there are concerns, or disagreements, with respect to the Academic Accommodations, faculty members are asked to discuss them with Accessible Learning.
3. Please note that there are variations in course content and delivery. Students may find that not all their approved Academic Accommodations are implemented in the same way for each course (e.g., a Student with an Academic Accommodation that permits a Student to be late to class would not be able to be activated as an accommodation in a lab where safety demonstrations are conducted at the beginning of the lab).
4. In the event of a misunderstanding regarding an approved Academic Accommodation, the Academic Accommodation in question must remain in place until the matter is resolved through collegial discussions between Accessible Learning and the relevant academic area.
5. Academic Accommodations that may not be achievable due to course structure (e.g., field trips) or a conflict with the Essential Academic Requirements of the course will be discussed on a case-by-case basis.

4.1 Academic Accommodation Renewal and Revision

Academic Accommodations will remain in place until the student notifies Accessible Learning (AL) that the accommodation is no longer required.

It is the Student's responsibility to discuss a review of their Academic Accommodation if their needs change. The request can be made via email, phone, or in-person with the Student's Accessible Learning Advisor.

4.2 Reassessment of Academic Accommodations

A Student may request a reassessment of their Academic Accommodation(s) or request support with how their Academic Accommodation is being implemented by writing to the Accessible Learning (AL) Manager stating reasons they consider the Academic Accommodations inadequate, issues with implementation, and what is being sought.

This process can be supported by AL as needed.

- If the reassessment relates to a decision made by an AL Advisor, the Student may contact the AL Manager who will consult with the Associate Dean (AD), Student Success, if necessary, to support a recommendation within one week of the complaint.
- If the request is in relation to implementation of the Academic Accommodation in their program, the AL Manager will contact the relevant Faculty Office/AD to discuss the

Student's Academic Accommodations, their explanation, and a review of the course or program requirements in order to support a recommendation/decision within one week of the request.

- In considering the reassessment, the AL Manager and the relevant Faculty Office/AD will consult and collaborate with relevant parties to determine the best course of action to support the Student while maintaining academic integrity in the program of study.
- The decision to grant or deny any changes to Academic Accommodations will be provided in writing to the Student and relevant faculty member(s) within one week of the request. Additional information may be requested during this time which may lengthen the decision timeline.
- A decision to grant a change to Academic Accommodations will include a plan on how to implement the updated changes as soon as possible.

4.3 Academic Accommodation Pending Reassessment

Sheridan recognizes that decisions involving Academic Accommodations must be made in a timely manner to assist Students in their ongoing courses. Once the Academic Accommodation reassessment has been approved, it shall be implemented promptly. If the Academic Accommodation assessment is pending, the Faculty Office/Associate Dean (AD), and AL shall determine what portion, if any, of the Academic Accommodation plan is reasonable to implement immediately. Any such Academic Accommodations shall remain in place until there is a final disposition/determination of all assessments.

5. ROLES AND RESPONSIBILITIES

The Academic Accommodation process is a shared responsibility that requires various stakeholders to engage in meaningful dialogue towards finding solutions in implementing Academic Accommodations. This section outlines the specific roles and responsibilities of key stakeholders.

5.1 College

- a) Advise Applicants and Students with Disabilities and their parents/guardians of available Academic Accommodations and support services, and the process for accessing these resources.
- b) Take steps to ensure that Students with Disabilities have equal access to all Sheridan programs and services including in-class and extra-curricular activities.
- c) Implement Academic Accommodations in a timely way.
- d) Ensure that the teaching and learning environment is welcoming and that all Students treat one another with respect.
- e) Ensure ongoing access to necessary resources and support for Employees and Students regarding Academic Accommodations.

5.2 Office of the Registrar

- a) Ensure that an Applicant is treated the same way as all other applicants.
- b) Assess Students with Disabilities for admissibility based on present functional ability; this cannot be influenced by other factors.
- c) Ensure security of tests/exams to preserve academic integrity in the Assessment Centre.
- d) Administer and proctor approved testing accommodations, in the Assessment Centre, in a

way that preserves academic integrity and allows Students with Disabilities equal opportunity for success.

- e) Contact Accessible Learning or relevant faculty when accommodation issues occur in the Assessment Centre.

5.3 Accessible Learning

- a) Accept a Student's request for Academic Accommodation in good faith.
- b) Determine eligibility to receive Academic Accommodations and supports based on intake processes, procedures, and provided Documentation.
- c) Consult with the Student to determine the most appropriate Academic Accommodation.
- d) Facilitate and support collegial discussion/consultation between Student and faculty regarding appropriate Academic Accommodations in certain situations, e.g., presentations, memory aids, clinical placements, labs.
- e) Facilitate case conferencing with relevant stakeholders to support Students with complex Academic Accommodation requests.
- f) Sign the appropriate releases of information and keep a confidential record of the Academic Accommodation request and action taken.
- g) Prepare and email Student's Accommodation Form to faculty
- h) Direct Students who require assessments and/or updated Documentation to appropriate professionals.
- i) Provide support and resources to Employees and administration, to assist them in working with Students with Disabilities.
- j) Support initiatives to work collaboratively with faculty and further understanding of Academic Accommodations.
- k) Work with relevant college stakeholders to ensure professional development of Employees towards new ways or strategies for supporting Students with Disabilities.

5.4 Faculty

- a) Review Accommodation Forms, upon request and seek clarification from Student or Accessible Learning, as needed.
- b) Make best effort to provide classrooms/learning environments that are harassment- free, inclusive, and non-discriminatory.
- c) Support implementation of the approved Academic Accommodations contained in the Accommodation Form, while preserving the essential academic requirements of course.
- d) Inform all Students of availability of Academic Accommodation supports.
- e) Maintain the confidentiality and privacy of students with disabilities.

5.5 Applicant

- a) Contact Accessible Learning (AL) to arrange Academic Accommodations for pre-admission testing, as necessary.
 - Applicants are not required to disclose their Disability diagnosis to request services and/or access to Academic Accommodations.
 - Focus is on functional limitations as identified through Documentation from a Registered Health Care Professional.

- b) Provide appropriate Documentation (medical and/or psychological assessments) to support preparation of Academic Accommodations.
- c) Provide Assessment Centre with approved testing accommodations when scheduling testing.

5.6 Student

- a) Self-identify with Accessible Learning (AL), as soon as possible, upon receiving acceptance to Sheridan.
 - Students are not required to disclose their Disability diagnosis to register for services and access Academic Accommodations and support.
 - Focus is on functional limitations as identified through Documentation from a Registered Health Care Professional.
- b) Provide appropriate Documentation (medical and/or psychological assessments) to support development of Academic Accommodations.
- c) Students may request Interim or temporary Academic Accommodations from AL Advisor, pending receipt of appropriate Documentation.
- d) Participate fully in the Academic Accommodation planning process by providing self-report about relevant restrictions or limitations, take part in discussions about possible Academic Accommodation solutions, and advise AL of changing needs.
- e) Work in partnership with AL and faculty to implement approved Academic Accommodations.
- f) Discuss implementation of approved Academic Accommodations with faculty.
- g) Familiarize themselves with and abide by Sheridan's policies and academic regulations.
- h) Meet with AL Advisor to update Academic Accommodations, as necessary.

6. Responsible Office and Executive

6.1 The Responsible Office

Accessible Learning will interpret and apply the policy and has the responsibility to draft any associated procedures in consultation with relevant stakeholders. The Office of the Dean of Students, in coordination or consultation with the Provost and Vice-President Student Experience & Enrolment Management, has the responsibility to approve any associated procedures.

6.2 Responsible Executive

Provost and Vice-President Student Experience & Enrolment Management.

7. RELATED DOCUMENTATION/LINKS/FORMS

[Accessible Learning at Sheridan](#)

[OHRC Policy on Accessible Education for Students with Disabilities](#) [Ontario Human Rights Code](#)

[Sheridan Academic Accommodation Policy for Students with Disabilities](#) [Academic Appeals and Consideration Policy](#)

[Academic Appeals and Consideration Procedure](#) [Sheridan Academic Freedom Policy](#)

[Sheridan Academic Freedom Procedure](#) [Sheridan Academic Integrity Policy](#) [Sheridan Academic Integrity Procedure](#) [Accessibility Policy](#)

[Sheridan Admission Policy](#) [Grading Policy](#)

[Grading Procedure](#)

[Harassment and Discrimination Policy](#) [Student Assessment and Evaluation Policy](#)

[Student Assessment and Evaluation Procedure](#) [Workplace Safety and Insurance Act](#)

Accessible Learning

Academic Accommodations Frequently Asked Questions - Faculty

Accessible Learning (AL) values the ability to work in partnership with teaching faculty to ensure that we are providing Sheridan students access to a barrier-free education. This document contains a list of frequently asked questions with responses to support shared understanding of the academic accommodations process. **Please click this [link to access a flowchart](#) and step by step explanation of the **academic accommodation process**.**

What does AL do?

Accessible Learning is part of Student Affairs at Sheridan and is responsible for providing academic accommodation planning for students with disabilities to ensure barrier-free access to education.

What are academic accommodations?

Accommodations in the educational setting refers to a planned variation to the method of curriculum delivery or assessment of the core content of a course or program to provide a student equal opportunity to meet the essential academic requirements. Academic accommodation for students with disabilities is a shared responsibility between all applicable parties.

How do students register with AL?

Students can register with AL in 3 steps:

1. Gather their disability-related documentation based on information provided by AL staff or by the AL website. Students are not required to disclose their disability diagnosis to register for services and access accommodations and support. Focus is on functional limitations as identified through documentation from a Registered Health Care Professional.
2. Schedule an intake appointment by contacting Accessible Learning at any of the campuses listed below:
 - Davis, Room B230 email - davis.als@sheridancollege.ca; Phone: 905-459-7533 ext. 5168
 - HMC, Room A247 email - hmc.als@sheridancollege.ca; Phone: 905-845-9430 ext. 5737
 - Trafalgar, Room B104 email - trafalgar.als@sheridancollege.ca; Phone: 905-845-9430 ext. 8196
3. Attend their intake appointment to have an Accommodation Form (AF) developed outlining testing and/or classroom accommodations. AL also provides support for students who may need to request accommodations for pre-admission testing and Work-Integrated Learning

How do students obtain accommodations through AL?

Under current legislation, Sheridan has a duty to accommodate students with disabilities. Accessible Learning Advisors work with students to determine appropriate and reasonable academic accommodations based on a review of disability documentation and student self-report

While it is ideal for students to self-identify early with AL, this is not always the case for a variety of reasons. Accommodation Forms are sometimes issued later in the semester and are revised as

students' needs change. Accommodation forms are emailed to students and faculty each semester.

Interim accommodations pending receipt of appropriate documentation will be provided to students who require assistance.

AL will require updated documentation where a disability is identified as temporary or where academic accommodations need to be re-visited over time to ensure that they continue to meet the students' needs appropriately.

Who holds responsibility for academic accommodations?

The accommodations process is a shared responsibility between student, faculty, and AL.

Students are responsible for:

- Identifying their accommodation needs to AL.
- Participating fully in the accommodation planning process by providing self-report about relevant restrictions/limitations and taking part in discussions about possible accommodation solutions
- Advising AL of changing needs.
- Discussing implementation of approved accommodations with faculty.

Faculty are responsible for:

- Acknowledging receipt of AF to student.
- Providing the approved accommodations included in the AF.
- Collaborating with the student and Accessible Learning Advisor regarding accommodation issues.

AL is responsible for:

- Determining appropriate accommodations.
- Supporting the student to use services appropriately.
- Serving as a resource to students and faculty.
- Facilitating and supporting collegial discussions between student and faculty regarding appropriate accommodations.

What if faculty requires clarification of an accommodation?

- Review accommodation guidelines located on Accessible Learning website. (Link to be activated in Fall 2019).
- We encourage faculty to connect with the student's AL Advisor for clarification or specific concerns regarding accommodations. The AL Advisor's contact information is located on the student's AF.

What if I suspect that a student may have a disability and could benefit from accommodations?

The discussion of disabilities can be a sensitive subject for many students. If feasible, you can talk to the student about your concerns and, if the student is agreeable, refer the student to Accessible

Learning. However, not all students feel comfortable discussing their needs, so this conversation must be handled in a respectful manner and with strict confidentiality.

How should faculty respond to students' requests for accommodations that are not indicated on their AF?

Faculty can:

- Use their discretion regarding if/how to grant such requests.
- Refer the student(s) to meet with their AL Advisor to discuss the request and/or update the AF.
- Contact the student's AL Advisor to clarify the accommodation request.

How should requests for retroactive accommodations be handled?

Requests for retroactive accommodation will be considered on a case-by-case basis. Key considerations will include:

- a. When is the request for accommodation being made?
- b. What barriers or factors impacted the timing of the request for accommodations?

Faculty can refer the student to meet with their AL Advisor to discuss the request or contact the AL Advisor for consultation regarding student's accommodation request.

More questions, comments, or concerns? Remember, AL is a resource to faculty and students!

Please:

- Consult with AL for clarification on accommodation issues, as needed.
- Request departmental presentations on academic accommodations

Student Affairs is located in The Centre for StudentSuccess

Davis Campus 905-459-7533 x 5400 Room B230 Trafalgar

Campus 905-845-9430 x 2557 Room B104

Hazel McCallion Campus 905-845-9430 x 2528 Room A247

Open Monday to Friday from 8 a.m. until 5 p.m. Students, faculty and staff may also email inquiries to askanadvisor@sheridancollege.ca

Accessible Learning

Academic Accommodations in an Online Environment

As Sheridan shifts to alternative delivery in teaching and learning, it is important for us to continue to support the needs of students with approved academic accommodations. During this shift to online learning, please reach out to your classes to ensure that they know how to use their accommodations, particularly in regard to requesting extended time on online tests.

A sample template you can use for this communication follows:

For all students registered with Accessible Learning (AL) and wishing to use their academic accommodations, please have AL email your Accommodation Form (AF) to me, if you have not done so already. If your AF has been sent to me, please email me to discuss your accommodations in more detail. I can be reached at (*email*).

OR

Hi Class,

As we've moved to online learning, I'm asking that students registered with Accessible Learning (AL) contact me to discuss how your accommodations will work for the rest of term. Please email me at (*email*). If I don't have your Accommodations Form (AF) yet, please contact AL to ask them to email it to me.

Additional Support

Trafalgar Road Campus (Oakville)

Email: trafalgar.als@sheridancollege.ca

Davis Campus (Brampton)

Email: davis.als@sheridancollege.ca

Hazel McCallion Campus (Mississauga)

Email: hmc.als@sheridancollege.ca

Sheridan | Get
Creative

Sheridan | Student
Affairs

Accessible Learning

Academic Accommodation Explanations

This document is intended to explain all approved classroom and test accommodations. For further clarification or questions please consult relevant Accommodation Guidelines and/or Accessible Learning.

Classroom Accommodations

Electronic access to faculty presentations/handouts in advance of class

Audio Recording of Lectures – See Audio Recording Guidelines

Due to the nature of the student’s disability the student may, on occasion, be required to miss classes. – See Attendance Accommodation Guidelines

Short Breaks

Priority seating

Student may request faculty’s assistance in finding an appropriate seat, as needed.

Ergonomic Equipment (chair, sit/stand desk)

Equipment with reserved signage is intended for the use of the student for accommodation purposes.

Extensions on assignments – See Assignment Extension Guidelines

Extra time to complete in-class assignments – student may require additional time to complete in-class assignments”. Student will negotiate with faculty to arrange for additional time.

Consideration for spelling/grammar difficulties or use of technology to support spelling/grammar challenges - Marks should not be deducted for spelling and grammar unless it is an essential requirement of the course.

Clarification of information on power points, charts, lecture material and assignments –

Faculty is not expected to re-teach material but to clarify specific areas of misunderstanding. Student will discuss with faculty, as needed.

Alternatives to presentations – See Presentation Accommodation Guidelines

Faculty may be requested to read out loud any print materials or board notes being presented. When presenting any written materials, be they printed handouts or notes on the board, faculty may be requested to read the written content aloud.

Student will have a third-party service provider supporting them in class.

- Sign Language Interpreter
- Computerized Notetaker
- Educational Assistant

Use of personal FM System

An FM System uses radio frequency. It consists of two pieces: a microphone into which the Professor will speak and an earpiece that the student will use. Student will bring the FM system to class and discuss how to properly use it with faculty.

Test Accommodations

Extended time

- standard x 1.5
- standard x 2

Clarification

An Assessment Centre staff member may clarify questions. Faculty are encouraged to leave contact information for Assessment Centre staff to facilitate student questions during testing.

Use of stand-alone computer

Student will be allowed to use MS Word on one of the Assessment Centre's stand-alone computers. Unless otherwise specified by faculty, no internet access is allowed to ensure academic integrity.

Separate Room

Assessment Centre will arrange for the student to write in a separate quiet room (subject to availability).

Quiet Space

The Assessment Centre has a designated Quiet Space with 10 or fewer people in one room. The Assessment Centre will arrange for the student to write in the quiet space (subject to availability).

Reader

Assessment Centre will arrange for someone trained and assigned to read test questions aloud to student. The student will be responsible for writing their answers. Student may not request for specific staff members to read.

Scribe

Assessment Centre will arrange for someone trained and assigned to record student's dictated answers. Student may not request for specific staff members to scribe.

Consideration for spelling/grammar difficulties or use of technology to support spelling/grammar challenges -

Marks should not to be deducted for spelling and grammar unless it is an essential requirement of the course.

Use of Assistive Technology

Student will be allowed to use technology that is indicated on the Accommodation Form.

Tests in Alternate Format

No more than one test/exam per day

Student to negotiate the alternate test date, at least 7 days in advance, with Faculty.

Long tests split into 2 parts

Student will negotiate alternative arrangements with faculty in advance. Student is expected to write at least one part of the test on the original scheduled day.

Monitored concentration aids

Student may require access to noise-cancelling earphones or music to assist with concentration. These devices will be provided, if needed, and monitored by Assessment Centre.

Use of appropriate Formula Sheet

See Formula Sheet Guidelines

Use of appropriate Memory Aid Sheet

See Memory Aid Sheet Guidelines See Memory Aid Video

Sign Language Interpreter

Interpreters may be scheduled with a student during a test to assist with translations. To be arranged by AL office with advanced notice from student.

Short breaks for Medical Reasons

If writing in the Assessment Centre, the student may take breaks. Time spent on breaks is not counted toward total test writing time.

Additional Support

Students and faculty can connect with Accessible Learning to discuss implementation of this accommodation.

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Accessible Learning

Assignment Extension Accommodation Guidelines

The assignment extension accommodation is approved by the student's Accessible Learning (AL) Advisor on the basis of the unpredictable nature of their disability. Students with disabilities where symptoms are not consistent may temporarily become unable to complete assignments by the assigned due date. This accommodation is applicable to individual assignments and does not extend to group work.

Due to the unpredictable nature of some disability-related conditions, a reduced course load or support with time management may not eliminate the need for extensions. As such:

- The assignment extension accommodation is included in the Accommodation Form.
- Students provided with this accommodation should not be penalized for requested and negotiated extensions.

The assignment extension accommodation is **not meant to be used for extended absences**. Students who have been absent for an extended period of time and therefore will have difficulty meeting course learning outcomes will require support to explore alternative options. In these situations, students should connect with their faculty and Accessible Learning, as soon as possible.

Assignment Extension Accommodation Procedure

1. Student provides Accessible Learning with documentation from a Regulated Health Care Professional supporting the need for assignment extensions.
2. Upon receipt and review of supporting documentation, Accessible Learning Advisor prepares Accommodation Form to include the assignment extension accommodation and reviews this procedure with the student.
3. At the start of term, the student meets with faculty to discuss their assignment extension accommodation and agree on the best way to contact faculty to inform of a required extension, if needed.
4. In the event of a disability-related challenge, student will request an assignment extension based on agreed upon method from their professor(s).
5. Requests can be made in person and/or by email in advance of the due date. The communication should include a plan to complete the work and the anticipated submission date (within a few days to one week of the original due date). Students are not required to inform faculty of the specific nature of their disability and are encouraged to reference their Accommodation Form.

6. Faculty will accept the initial request for assignment extension in good faith and agree upon a revised due date. If the revised due date is not met, further negotiation between faculty and student may occur on a case-by-case basis. Faculty may use their discretion giving careful consideration to the student's request, as well as, stated program guidelines and academic standards.

Appropriate Use

- Given the diversity of assignments, it is difficult to quantify the extensions that may be requested. Typically, an extension from a few days up to one week for an assignment is a reasonable level of accommodation. If further and/or multiple extensions are required, the student or faculty may contact Accessible Learning for consultation and/or support. Standard late penalties will apply beyond the agreed upon extension.
- Students will use this accommodation only when unable to complete assignments for disability-related reasons.
- Requests for extensions should be made in advance of an assignment due date. In extraordinary circumstances (i.e., hospitalization), when the student is unable to request an extension in advance, the request should be dealt with on a case-by-case basis

Strategies for Students

Students are encouraged to consult with their regulated health care professional to develop strategies for managing symptoms of their disability.

Students with the assignment extension accommodation may wish to apply the following academic strategies

- Review course outlines to determine what the workload and course demands are. (Course outlines can be found on **SLATE**. If specific due dates for assignments are not included, students should connect with their faculty.) Once due dates and assignment details are given, students should develop a plan to complete each assignment well in advance of the due date.
- Seek clarification on assignment details as early as possible.
- Well before the due date, break assignments into smaller sections and work on them often. (In the event an assignment extension is needed, a portion of the assignment will already be completed.)
- Submit completed assignments early, where possible

If an assignment extension is still required, students should develop a plan to complete the assignment and include this plan when making a formal request to their professor.

Strategies for Faculty

Faculty may wish to consider the use of the following teaching strategies to support students in meeting assignment due dates:

- Offer assignment completion reminders, in class or on **SLATE**.
- For larger assignments, suggest targets for progress. These targets can be included on the course learning plan, indicated in **SLATE** or on the assignment outline. For example, if students have four weeks to complete an assignment suggest they have a rough outline done by week one, their research completed by week two, a draft completed by week three and by week four a final draft to check against the assignment rubric.
- Break assignments into smaller portions and request students submit. While grades do not need to be offered, feedback on each portion regarding how the student is progressing is very valuable.
- Anticipate that students who have this accommodation may require additional support. Offer opportunities for students to discuss assignments with a peer or faculty to support more effective time management.
- Supply an exemplar of the assignment to demonstrate the breadth, depth and score of the work. This will help students to more accurately gauge the time they will need to complete the assignment

Additional Support

Students and faculty can connect with Accessible Learning to discuss implementation of this accommodation.

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Assignment Extension Request Template:

Hello (*insert professors name*),

My name is (*insert name and student number*). I am in your (*insert course name*).

I am a student receiving accommodations from Accessible Learning. My Accommodation Form includes assignment extension as an accommodation.

I am currently experiencing disability-related challenges that are impacting my ability to submit (*insert assignment title and due date*) by the due date.

My plan is to complete and submit this assignment by (*insert date and time*). If you would like to discuss this further, please let me know.

Thank you,

(*Insert name and student number*)

Assistive Technology Guidelines

Assistive Technology (AT) includes any software, devices and/or equipment that helps students maintain or increase their functioning.

Instructors and students may allow and use assistive technology as a component of Universal Design for Learning (UDL) – this may include access to universally available technologies that are beyond what is approved by Accessible Learning.

In addition to universally available technologies, students with disabilities may also have access to approved assistive technologies as part of their Accommodation Plan. These approved assistive technologies can include use of recording and note-taking software/devices, FM (frequency modulator) systems, access to alternate formats, AAC systems (augmentative and alternative communication), text-to-speech, speech-to-text, screen readers/magnifiers, amongst many others.

Students with Disabilities may use assistive technologies to access and participate in learning for independent schoolwork and for demonstrating their learning – this includes completing reading, listening to lectures, writing tests/exams and assignments both in an online and an in-class learning environment.

Assistive Technology Procedure

1. Student provides Accessible Learning with documentation from a Regulated Health Care Professional supporting the need for specific assistive technology
2. Upon receipt and review of supporting documentation, Accessible Learning Advisor in consultation with the Accessible Learning Assistive Technologist prepares the Accommodation Form to include the use of specific assistive technology and book the student with the Assistive Technologist for access and training
3. Student meets the Accessible Learning Assistive Technologist to access the technology and learn how to use the assistive technology to support their learning
4. Student works with faculty and other areas (e.g., Assessment Centre) to use the assistive technology during classes and/or tests

Accessible Learning

Attendance Accommodation Guidelines

The Attendance Accommodation is approved by the student's Accessible Learning (AL) Advisor on the basis of documentation from a regulated health care professional (e.g., physician, psychologist, etc.) indicating how the disability impacts their ability to regularly attend classes. Due to the nature of the student's disability the student may, on occasion, be required to miss classes.

- An attendance accommodation does not excuse students from in-class academic obligations. Students with this accommodation are responsible for all academic requirements.
- Student may have to make special arrangements for missed scheduled formative assessments, i.e. in-class assignments, quizzes, labs or studio classes, in advance of the assessment date, where possible.
- The student would be required to provide a doctor's note if they miss a summative evaluation, i.e. a major assignment, test or exam, presentation (see Academic Missed Work Procedure)

The attendance accommodation is not a standing accommodation and should be requested on a case-by-case basis. Extended or unexcused absences may affect a student's ability to participate in and successfully meet the learning outcomes of the course. In cases where attendance accommodation interferes with the learning outcomes of the course or leads to excessive absenteeism, withdrawal or temporary leave of absence may be considered a reasonable alternative with support from the Student Advisor and/or Academic Advisor.

Attendance Accommodation Procedure

1. The student provides Accessible Learning with documentation from a regulated health care professional indicating the possibility of occasional absences.
2. Accessible Learning Advisor adds **Attendance Accommodation** to the Accommodation Form and reviews the procedures of this accommodation with the student.
3. At the start of term, the student meets with faculty to discuss their attendance accommodation and agree on the best way to contact faculty to inform of an absence, if needed.
4. If/when student is absent, they will contact faculty based on agreed upon method and discuss how potential missed class work, such as in-class assignments, quizzes or labs, can be made up.
5. Students are not required to inform faculty of the specific nature of their disability when informing of their absence and are encouraged to reference their Accommodation Form

Absences from Classroom

- If/when a student misses a class for a disability-related reason, they are to provide notice to faculty of their absence, citing their attendance accommodation. Notice should be given in advance of an absence, if/when possible, or as soon as possible after a class has been missed.
- Under these circumstances, the student should not be penalized for their absence. This includes participation grades, pop-up bonus assignments, weekly quizzes, etc. If the student is unable to come to campus, an alternative submission format should be considered for the missed in-class assessment (i.e. electronic submission).
- It is the student's responsibility to actively communicate with faculty in a timely manner about disability-related absences.
- It is recommended that the student locate a peer note taker to receive notes from a lecture that is missed due to a disability-related absence.

Absences from Labs, Studio Classes

- Due to program policies, requirements, resources, scheduling, etc. student should discuss upfront with faculty what options, if any, may be available for missed labs, studio classes.
- When a student misses a lab or studio class for disability-related reasons they are to provide notice to faculty of their absence, in advance, if/when possible or as soon as possible, after a lab has been missed.

Absences from Tests & Exams

- A student who misses a Test or Exam for disability-related reasons will be required to show their faculty medical documentation as per the Academic Missed Work Policy & Procedures.
- In all circumstances relating to an absence from a lab, quiz, test or exam, faculty may prepare an alternate evaluation to support their obligation to provide timely feedback to other student

Additional Support

Students and faculty can connect with Accessible Learning to discuss implementation of this accommodation.

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Accessible Learning

Audio Recording Accommodation Guidelines

Sheridan recognizes that in certain circumstances, students may need to record lectures to support their learning. Audio recording of lectures allows students the opportunity to concentrate on the content being presented rather than the mechanics of writing. Additionally, this accommodation supports students' ability to review material they may have missed, or not understood, when initially presented in class. All students can benefit from audio recording of lectures and faculty is encouraged to create recordings as part of a Universal Design for Learning approach. Sheridan recognizes that faculty and students may have concerns about confidentiality and data protection; as such, students should audio record in a manner that ensures the privacy of other students.

For further information, please refer to Sheridan's Intellectual Property Policy, Sheridan's Student Code of Conduct, and the Canadian Intellectual Property Office website at:
http://strategis.ic.gc.ca/sc_mrksv/cipo/cp/copy_gd_protect-_e.html#section06

Additional Support

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Student Acknowledgement Form

This section outlines the responsibilities of students who have been approved for the audio recording accommodation.

I, _____, understand that my Accessible Learning Advisor has approved audio recording of lectures as an academic accommodation for the purpose of supporting my learning needs.

- I agree to inform my instructor that I will be using this academic accommodation prior to recording any classes.
- I agree to focus my recording on course material being presented by the instructor and any recordings I make in the classroom will be for my personal use in connection with my studies at Sheridan.
- I agree to respect faculty's decision to prohibit recording of classes or portions of classes which may involve personal discussion and/or self-disclosure. In such instances, I will work with my faculty to discuss alternative arrangements.
- I agree not to share, release, post, or publish the recorded information in any way without the prior and express written consent of the instructor.
- I will familiarize myself with Sheridan's Intellectual Property Policy and any and all other provisions I am required to comply with, including those found in the Student Code of Conduct

Student Signature

Date

Accessible Learning Educational Assistant Guidelines

An Educational Assistant (EA) provides an enhanced level of support for some students registered with Accessible Learning (AL). EAs are third party service providers who provide in-class assistance to facilitate attendance, learning and completion of coursework. Students are responsible for paying the EA; however, some financial assistance may be available to students requiring this support. AL may facilitate recruitment of suitable EAs, if support is needed to locate an EA. Once EA support has been identified as a need, this approved accommodation will be stated on the student's Accommodation Form.

Educational Assistants will introduce themselves to each faculty at the start of term. EAs are not expected to participate in classroom discussions and their presence in class is to support the student directly. Faculty are encouraged to work with student and EA to provide accommodation support.

While not an exhaustive list, Educational Assistant duties may include:

- Help with planning and organization of coursework
- Notetaking
- Reading and scribing
- Facilitate clarification of course material with faculty, as needed
- Pre-class and exam preparation
- Tutoring, as needed
- Help with campus-wide system navigation
- Help accessing educational materials (e.g., laptop, binders)
- Guidance and support for self-regulation
- Monitor medical needs
- Support mobility needs
- Help with test booking
- Support students in Work Integrated Learning (WIL) contexts, e.g., placement

Additional Support

Students and faculty can connect with Accessible Learning to discuss implementation of this accommodation.

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Learning Strategy Guidelines

Learning Strategies are evidence-based, and research supported tools and methods that allow students with disabilities to equally participate in their learning.

Students with disabilities registered with Accessible Learning (AL) may access learning strategies to assist with learning areas such as time-management and organization, note-taking, reading, writing, assignment planning, memory aid/formula sheet creation, memory, studying, test-taking, groupwork, presentations, amongst many others.

The goal of learning strategies is to equip students with individualized alternative learning approaches that may help address the learning difficulties associated with their disability by incorporating a strength-based approach.

Learning strategies do not support content learning but help students understand and practice how they can learn effectively despite difficulties related to their disability.

Learning Strategies Procedure

1. Student provides Accessible Learning with documentation from a Regulated Health Care Professional confirming their disability and related learning difficulties
2. Upon receipt and review of supporting documentation, Accessible Learning Advisor refers the student to work one-on-one or in a group setting with the AL Learning Strategist
3. Student meets with the Learning Strategist to discuss learning needs, and to access and integrate the relevant learning strategies to support their learning needs
4. Student implements the learning strategies with the help of the learning strategist with the goal of implementing the strategies independently
5. Student works with the learning strategist on an ongoing basis for additional support, as needed

Additional Support

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Memory Aid Accommodation – Student Resource

This is a supplementary resource in addition to the Memory Aid Accommodation Guidelines. This resource can be used to assist students with the creation of their memory aid sheet.

Making a memory aid is a skill! To make sure you build this skill, in addition to using this resource, we recommend learning to make memory aids by meeting with a Learning Strategist.

Students can receive guidance in creating appropriate memory aid sheets from an AL (Accessible Learning) Learning Strategist. This may include some training sessions with a Learning Strategist, which can be booked by emailing your campus Accessible Learning office (see contact information below)

Refer to the following when creating your memory aid sheet:

As identified in the Memory Aid Guidelines, a memory aid sheet is NOT a cheat sheet and as such, below is additional information highlighting these differences:

Differences between a Memory Aid Sheet vs. Cheat/Answer Sheet

Memory Aid Sheet <i>includes</i>	Cheat/Answer Sheet <i>includes</i>
<ul style="list-style-type: none"> • Cues/triggers (e.g., acronyms, pictures, etc.) to remind you of the answer and not the answer itself • Content is narrowed from lectures/readings and then converted to cues • Content created by the student and thus, can only be used by that student • Cues for remembering steps to solve problems, processes, etc. 	<ul style="list-style-type: none"> • Short form or actual content from lectures, slides/readings • Content that is copied (either in short form or complete sentences) from other sources (e.g., lectures slides, textbook, articles, etc.) • Content that can be used by anyone else in the class to answer test questions • Examples or steps for solving math problems, processes, etc.

Refer to example(s) of a Memory Aid Sheet vs. Cheat/Answer Sheet at the end of the document

Memory Aid Accommodation Creation Process

Once a Memory Aid accommodation is approved by an AL Advisor and added to a student's Accommodation Form, follow the steps below to access Memory Aid Sheets on tests/exams:

1. Discussion with Professors

- The student emails their Professors early in the semester to discuss their Memory Aid accommodation and the content areas each professor will allow based on each test's learning outcomes (see above: What a Memory Aid Sheet Is). Below is a sample email template:

Hello *(insert professors name)*,

My name is *(insert name and student number)*. I am in your *(insert course name)*. I am a student receiving accommodations from Accessible Learning and my Accommodation Form includes the use of a Memory Aid for tests.

To create these cues, I would like to understand the content areas that will be allowed based on the learning outcomes.

My plan is to create the memory aid sheet and submit it to you 7-days prior to the test. Your direction in the content areas and type of memory cues allowed (e.g. acronyms, images, etc.) will help me maintain academic integrity and ensure that it is created in consultation with you.

If you would like to discuss this further, please let me know. Thank you,
(insert name and student number)

2. Creation of Memory Aid Sheet

- The student identifies and summarizes material throughout the course for possible use on their Memory Aid Sheet. If the student needs support in developing a Memory Aid that meets these guidelines, they may book a virtual appointment with an AL Learning Strategist

- The recommended steps for creating a memory aid sheet are as follows:
 - After each lecture, narrow course content and identify content to start creating memory cues
 - Identify easy to remember material (green), not so easy to remember (orange) and very difficult to remember (red) using the STOP LIGHT TECHNIQUE



RED, what will be difficult to memorize
Orange, what you can kind of memorize, & **GREEN**, what you can memorize

- Convert the red and oranges into memory cues
 - Cueing Picture example from the Human Resource Management Course

<p>Definition of Human Resource Management Is the leadership and management of people within an organization using systems, methods, processes, and procedures that enable employees to optimize their contribution to the organization and its goals</p>	
---	--

Follow these steps each week to narrow content and create cues.

3. **Submission of Memory Aid Sheet for Professor approval at least seven days prior to test.**

- The student compiles their cues on one sheet and emails their completed Memory Aid Sheet to their Professor for signed approval at least 7 days prior to their test or as negotiated with their Professor in Step 1. For handwritten sheets, students can take a photo with their smartphone or scan the document before emailing it to their professor.
- If the Professor indicates that changes are required to maintain the academic integrity of the test, the student will make the changes and resend by email for approval by the Professor. The Professor will email the student confirming the final copy of the Memory Aid to be accessed on the test.

4. **Student arranges with Professor to write test with accommodations**

- One week prior to the test, the student reminds the professor of their test accommodations, i.e., Time x 1.5 and ensures their Memory Aid Sheet has been approved.

5. **Professor arranges for student to have access to their accommodations**

- The Professor will extend the student's test time on their exam accordingly and advise student of any other test instructions and/or policies, i.e., lockdown browser, etc.

Additional Support

Students and faculty can connect with Accessible Learning to discuss implementation of this accommodation.

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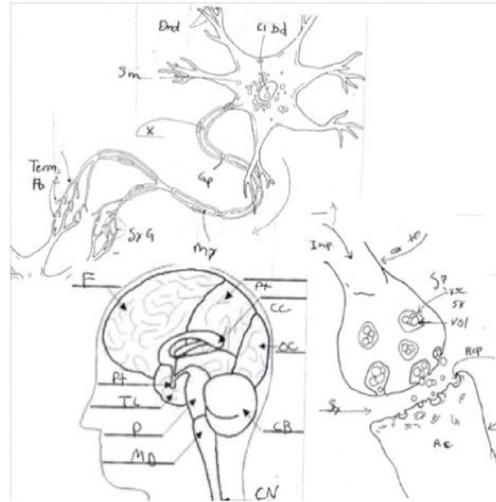
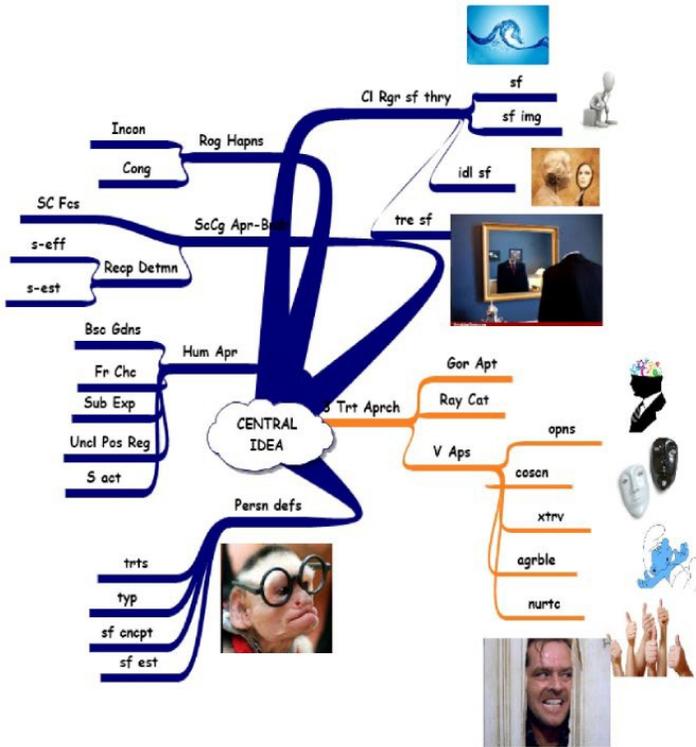
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Memory Aid Sheet Examples

From Nursing

Cheat Sheet	Memory Aid Sheet
<p>Symptoms of Acute Respiratory Illness are:</p> <ul style="list-style-type: none">- Hypoxia- Dyspnea difficulty in breathing- Cyanosis/Convulsions- Meningitis/malnutrition- Nasal Flaring- Indrawing chest- Airway obstruction- Bluish discoloration of skin- Grunting	<p>Mnemonic: Hey Don't Call Me Now I Am a Busy Girl</p>  <p>H D C M N I A B G</p> <p>Source: @dr.gohari</p>

From Psychology



Memory Aid Online Accommodation Guidelines

The Memory Aid accommodation is approved by the student's Accessible Learning (AL) Advisor to support students who have documented challenges with memory and gives students equal opportunities to demonstrate their knowledge in a testing situation by lessening the impact of their disability. It is not intended to reduce academic requirements or alter the standards by which academic performance is assessed.

Making a memory aid is a skill! To make sure you build this skill, we recommend learning to make memory aids by meeting with a Learning Strategist. **Students can receive guidance in creating appropriate memory aid sheets from an AL (Accessible Learning) Learning Strategist.** This may include some training sessions with a Learning Strategist, which can be booked by emailing the campus Accessible Learning office (*see contact information below*)

What a Memory Aid Sheet Is

The length of a Memory Aid Sheet is determined at the discretion of the professor. It is typically a one-sided 8 ½" x 11" piece of paper that:

- Is used to cue information that a student understands but has difficulty retrieving from their long-term memory.
- Is created on a computer or handwritten.
- Is legible, i.e., uses minimum 12-point font size, includes white space with reasonable page margins, and is written in English

Professors may indicate if the following Content Areas can be included prior to each test:

- | | | |
|--|--|--|
| <input type="checkbox"/> Acronyms/Acrostics | <input type="checkbox"/> Names | <input type="checkbox"/> Key terms/words |
| <input type="checkbox"/> Short phrases | <input type="checkbox"/> Shortened definitions | <input type="checkbox"/> Formulae |
| <input type="checkbox"/> Cuing pictures | <input type="checkbox"/> Short forms | <input type="checkbox"/> Tables |
| <input type="checkbox"/> Labelled diagrams | <input type="checkbox"/> Example questions | <input type="checkbox"/> Mind Maps |
| <input type="checkbox"/> Non-labelled diagrams | <input type="checkbox"/> Charts | |

What a Memory Aid Sheet Is Not

A Memory Aid Sheet is not meant to record or summarize all the facts, concepts, or processes being tested. This means that a Memory Aid Sheet should NOT:

- Contain verbatim notes from course material, such as a cheat/answer sheet.
- Include/compromise learning outcomes. Learning outcomes are broad goals that describe what learners are supposed to know or be able to demonstrate.
- Include complete terms and definitions.
- Include information word-for-word from the course.
- Help a student who has not studied the material.
- Be created without the input of the Professor.

Memory Aid Accommodation Procedure

Once a Memory Aid accommodation is approved by an AL Advisor and added to a student's Accommodation Form, the steps below can be followed to access Memory Aid Sheets on tests/exams:

1. Discussion with Professors

- The student emails their Professors early in the semester to discuss their Memory Aid accommodation and the content areas each professor will allow based on each test's learning outcomes
- The student identifies and summarizes material throughout the course for possible use on their Memory Aid Sheet. If the student needs support in developing a Memory Aid that meets these guidelines, they may book a virtual appointment with an AL Learning Strategist for support.

2. Submission of Memory Aid Sheet for Professor approval at least seven days prior to test.

- The student emails their completed Memory Aid Sheet to their Professor for signed approval at least 7 days prior to their test or as negotiated with their Professor in Step 1. If the Professor indicates that changes are required to maintain the academic integrity of the test, the student will make the changes and resend by email for approval by the Professor. The Professor will email the student confirming the final copy of the Memory Aid to be accessed on the test.

3. Student arranges with Professor to write test with accommodations

- One week prior to the test, the student reminds the professor of their test accommodations, i.e., Time x 1.5 and ensures their Memory Aid Sheet has been approved.

4. Professor arranges for student to have access to their accommodations

- The Professor will extend the student's test time on their exam accordingly and advise student of any other test instructions and/or policies, i.e. lockdown browser, etc.

Refer to the Memory Aid Accommodation – Student Resource for examples and more information

Accessible Learning

Alternatives to Presentations Accommodation Guidelines

In order for students to be approved for **Alternatives to Presentations** accommodation, the student must present Accessible Learning with documentation from a regulated health care professional (e.g. physician, psychologist etc.) indicating how their disability impacts their ability to participate in classroom presentations. This accommodation applies to individual or group assignment(s) that must be presented to the class.

Alternatives to Presentations Accommodation Procedure

1. The student provides Accessible Learning with documentation from a regulated health care professional supporting the need for presentation accommodations.
2. Accessible Learning Advisor adds “**Alternatives to Presentations**” accommodation to the Accommodation Form and discusses options for presentation accommodations with the student.
3. At the start of term, the student meets with faculty to discuss the alternatives to presentation accommodation and agree on a suitable alternative

Suggested Alternatives to Presentations

Alternative Setting/Audience

- Presenting individually to the professor.
- Presenting to the professor plus a small group (3-4). This can fulfill any requirements to answer questions, provide feedback on presentation or reflect peer evaluation

In-Class Presentations

- In the case of individual presentation, option to present as a pair or group.
- A choice in when to complete the presentation (date and/or beginning, middle or end of class).
- Permission to read from notes, handouts, or a script without penalty.
- Remaining seated while presenting.
- For some students, scripted or predictable portions of a presentation (PowerPoint) does not impact disability where unscripted and unpredictable (question/answer period) portions do. In these instances, the student will meet with their faculty member to discuss alternatives (i.e. having questions emailed to the student for written response)

Adaptive Technology

- Video or record the presentation to show the professor or in class.
- Develop the presentation using software that allows embedding of audio recording into slides.

If live presentation skills are not a core competency of the course or is not being evaluated, the student may request the option:

- To work with group members on completing a project but not present with the group. (For group presentations);
- To present the materials in an alternative manner (essay, video, resource binder, etc.). This alternative presentation of materials would be graded based on the same rubric as class presentations. (For individual presentations).

Implementation Requires Collaboration

The aforementioned is not an exhaustive list of suggestions, and students are advised to:

- Work collaboratively with their professors to arrive at an alternative that is mutually agreeable.
- Meet with their Accessible Learning Advisor to discuss this accommodation. Additionally, Accessible Learning Advisors are available to support the development of this accommodation as well as discuss any questions, concerns, or feedback from students or faculty.

Additional Support

Students and faculty can connect with Accessible Learning to discuss implementation of this accommodation.

Trafalgar Road Campus (Oakville)-Room B104 Phone:

(905) 845-9430, ext. 8196

Fax: (905) 815-4102

Email: trafalgar.als@sheridancollege.ca

Davis Campus (Brampton)-Room B230 Phone: (905) 459-7533, ext. 5168

Fax: (905) 874-4321

Email: davis.als@sheridancollege.ca

Hazel McCallion Campus (Mississauga)-Room A247 Phone:

(905) 845-9430, ext. 5737

Fax: (905) 874-4321

Email: hmc.als@sheridancollege.ca

These guidelines have been prepared by Accessible Learning in consultation with faculty members. We value your ongoing feedback! If you have any questions, concerns, or suggestions regarding these guidelines, please contact Janice Fennell, Manager Accessible Learning (janice.fennell@sheridancollege.ca).

Accessible Learning

Retroactive Accommodations Guidelines

The Ontario Human Rights Commission (OHRC): Accessible Education for Students with Disabilities Policy (2018) recognizes that a student's need for academic accommodations may be identified at any point during the semester or year. **An academic accommodation for either a Permanent or Temporary Disability is considered retroactive when the request is made after-the-fact, as the result of a barrier that prevented a student from communicating their need for accommodation.**

Retroactive accommodations are academic accommodation requests submitted after a scheduled evaluation has taken place due to a sudden and significant change that has occurred in the health of a student. Requests should be submitted as early as possible after the student has been deemed well enough to resume academic activities.

Retroactive accommodation requests must be given meaningful consideration. Communication concerning retroactive requests cannot state or imply (in writing or verbally) that accommodation after an assignment, test, examination deadline or course completion will not be considered. Requests for retroactive accommodations are to be considered on a case-by-case basis.

In the spirit of shared responsibility, should a retroactive accommodation request occur, the student, faculty, and representative(s) from Accessible Learning (AL) should act collaboratively to determine a solution. All parties are expected to act in good faith as they negotiate a reasonable outcome that satisfies essential learning requirements, preserves academic integrity, and addresses the student's need for accommodation. Each stakeholder has responsibilities in the retroactive accommodation process.

Process for Accessing Accommodations Retroactively:

- Student provides documentation to AL that indicates the functional impact of their disability and the length of time the impact was and/or will be present.
- AL Advisor develops or updates Accommodation Form, as necessary, and explains the process to the student.
- AL Advisor forwards the current Accommodation Form to relevant Faculty copied to Student. Student and/or AL Advisor communicates student's need for retroactive accommodation in a timely fashion to Faculty by email. Student is not required to disclose the specific nature of their disability and is encouraged to refer to their Accommodation Form when discussing with Faculty.
- Faculty will work with Student to determine work that was missed and proposed submission date(s). See example of **Proposed Work Completion Plan** below. AL Advisor is available to facilitate and/or support this process and can refer the student to a Learning Strategist for assistance with creating the

Proposed Work Completion Plan and managing their time to meet proposed deadlines.

- Student coordinates date to complete missed test/exam with Faculty, including booking test/exam with Assessment Centre as appropriate. Faculty provides test/exam to student virtually or to Assessment Centre as required.

Please note: During the current period of online learning the Assessment Centre remains closed and is unable to proctor general accommodated exams.

Strategies for Faculty

Faculty may wish to consider the use of the following strategies to support the student:

- Assess outstanding gaps in Student's demonstration of learning through missed assessment(s) or /evaluation(s).
- Develop the method of measurement to determine if an outcome has been met (recognizing that an outcome can be met in more than one way). Consider alternative assessments or evaluations if deemed appropriate.
- Provide clear instructions to Student (both verbally and in written form) including new deadlines for the evaluation/assessment(s) necessary for completion of the course.
- Consult with AL Advisor in the process of implementing the accommodation as needed.
- Should stakeholders be unable to reach a consensus on what constitutes a "reasonable" Accommodation, the Manager of AL will contact the relevant Faculty Office/AD to discuss Student's request for retroactive accommodations to support a decision within one week of this meeting.

Additional Support

Students and Faculty can connect with Accessible Learning to discuss implementation of this accommodation.

Trafalgar Road Campus (Oakville)

Room B104

Phone: (905) 845-9430, ext. 8196

Fax: (905) 815-4102

Email: trafalgar.als@sheridancollege.ca

Davis Campus (Brampton)

Room B230

Phone: (905) 459-7533, ext. 5168

Fax: (905) 874-4321

Email: davis.als@sheridancollege.ca

Hazel McCallion Campus (Mississauga)

Room A247

Phone: (905) 845-9430, ext. 5737

Fax: (905) 874-4321

Email: hmc.als@sheridancollege.ca

Proposed Work Completion Plan

Student Name:
Student Number:

Identified Courses with Outstanding Work

Course Code & Name	Faculty Name and Email	Type of Assessment (i.e. test, assignment, presentation etc.) and What it is weighted (%)	Original Due Date	Negotiated Due Date	Mark Received	Ongoing Communication with Faculty
JAVA	James Smith jsmith@sheridancollege.ca	Assignment (25%)	Oct. 7, 2020	Dec. 7, 2020	17/25	
Intro. to Data						
Computer Math						

Accessible Learning

Test Accommodations Instructions

Student Responsibilities

1. Register with Accessible Learning (AL) to arrange test accommodations
2. Discuss your test accommodations with each faculty at the start of term.
3. Create a test booking account and book the test online at www.mywco.com/ac least 7 days in advance.
4. Pick up Exam Request Form (ERF) for each test at the Assessment Centre at your campus. See Centre locations below.
5. Complete the Student Information section of the Exam Request Form.
6. Deliver the ERF to the faculty 7 days in advance inclass.
7. Attend the Assessment Centre at the time of your booked test appointment.

Note: Tests are to be booked at the Assessment Centre of the campus where your class takes place and at the same day and time the class is writing unless otherwise negotiated with your faculty.

Faculty Responsibilities

1. Discuss student's test accommodations at the start of term.
2. Complete the Instructor's Exam Information section of the Exam Request Form(ERF).
3. Deliver the ERF and the test to the Assessment Centre at your campus prior to the test time. See Centre locations below.
4. Faculty are encouraged to leave their contact information for Assessment Centre staff to facilitate student questions during testing.
5. Pick up the test after it has been completed and assign student's mark accordingly

Assessment Centre Locations

Trafalgar Road Campus (Oakville) - Room

BB26 Phone: (905) 845-9430, ext. 8100

Email: trafac@sheridancollege.ca

Hours: Monday to Friday: 9 a.m. – 4:30 p.m.

(Please contact the centre to inquire about evening hours)

Davis Campus (Brampton) -

Room B117 Phone: (905) 459-

7533, ext. 5288

Email: davisac@sheridancollege.ca

Hours: Monday to Friday: 9 a.m. – 4:30 p.m. Thursday: 5 p.m. - 8 p.m (Please contact the centre to inquire about evening hours)

Hazel McCallion Campus (Mississauga) - Room

A246 Phone: (905) 845-9430, ext. 2476

Email: hmcac@sheridancollege.ca

Hours: Monday to Friday: 9 a.m. – 4:30 p.m.

Accessible Learning

Work-Integrated Learning (WIL) Accommodation Guidelines

Introduction

Work-integrated learning (WIL) is a model and process of curricular experiential education, which formally and intentionally integrates a student's academic studies within a workplace or practice setting. WIL experiences include an engaged partnership of at least an academic institution, a host organization, and a student [adapted from Co-operative Education and Work-Integrated Learning (CEWIL) Canada].

WIL activities at Sheridan typically include apprenticeship, field placement/experience, mandatory professional practice, cooperative education, and internship (degree programs only); any of these types of WIL may also include research.

Sheridan is committed to equal opportunity for students with disabilities and will make every effort to provide a learning experience that is barrier-free. Students with disabilities are expected to meet program and Work-Integrated Learning (WIL) requirements and are entitled to reasonable and appropriate accommodations, in accordance with the Ontario Human Rights Code and the

Accessibility for Ontarians with Disabilities Act. You are not required to disclose disability diagnosis to access accommodations.

Students requiring accommodations in a WIL setting can be supported by an Accessible Learning (AL) Advisor and WIL Practitioner (the student's primary Sheridan faculty or staff contact for work- integrated learning).

Please note that the Sheridan Accommodation Form applies to your academic courses on-campus and does not apply to WIL. The following guidelines and accompanying form outline the process for identifying WIL disability accommodations.

What is a WIL Accommodation Form?

The **WIL Disability Accommodation Form** is completed by you (the student) with support from your AL Advisor and in consultation with your WIL Practitioner and academic program, if applicable. The **WIL Disability Accommodation Form**:

- Is a communication tool that you and/or your WIL Practitioner can share with anyone involved with your WIL activity;
- Provides a structured, strengths-based approach to discussing accommodation needs;
- Facilitates the collaboration between the student, WIL Practitioner, and the host

organization when planning for WIL accommodations.

Your AL Advisor will discuss access to the **WIL Disability Accommodation Form** with you.

Use of the form is ultimately your decision.

Sheridan Responsibilities

- Accessible Learning takes a leadership role in the accommodation process as it involves students with disabilities and WIL practitioners. This includes working with students with disabilities and WIL practitioners to identify the functional impact of the student's disability and the accommodations required for the student to be successful within WIL contexts.
- Support and prepare students to participate in conversations about their disability-related needs and restrictions with their host organization.
- Determine reasonable and appropriate WIL accommodations for students with disabilities through collaboration with the student, Accessible Learning, academic program, and WIL practitioners with the host organization.
- Promote diversity and inclusive design with our community/employer partners.

Host Organization Responsibilities

- Accept requests for accommodation in good faith and in accordance with Ontario Human Rights Code.
- Maintain the confidentiality of students with disabilities.
- Collaborate with students, academic programs, and WIL Practitioners to develop accommodations that adhere to the principles of dignity, individualization, inclusion, and full participation.

How to Request Accommodations Using the WIL Disability Accommodation Form

1. Consult with your WIL Practitioner and/or academic program about the requirements for successful completion of your WIL experience.
2. Work collaboratively with your AL Advisor to complete each section of the **WIL Disability Accommodation Form**. This form will help you to identify disability-related accommodations that you may need for your WIL experience, and the strengths and skills that you bring to the WIL experience. Your **WIL Disability Accommodation Form** is designed to focus on your strengths.
3. Obtain disability-related documentation from a Registered Health Care Provider, if requested by your AL Advisor.

4. Work with your AL Advisor and/or WIL Practitioner to discuss when and how the WIL Disability Accommodation Form will be shared with your host supervisor.

Need Help?

Plan and schedule follow-up discussions with your host supervisor and/or WIL Practitioner, as necessary, to assess the effectiveness of accommodations.

Contact your AL Advisor and/or WIL Practitioner with any questions or concerns.

Host Organizations are encouraged to contact the WIL Practitioner listed on the WIL Disability Accommodation Form

WIL Disability Accommodation Form for Students with Disabilities

This form acts as a guideline to determine accommodations to assist students in meeting expected learning outcomes for WIL. At Sheridan, WIL activities typically include apprenticeship, field placement/experience, mandatory professional practice, cooperative education, and internship (degree programs only). The duty to provide WIL accommodations is mutually agreed upon between the student, academic program, and WIL Practitioner. Host Organizations are encouraged to contribute to the suggested accommodations. **Note: This specialized WIL Disability Accommodation Form supports your Work-integrated Learning activities. The Sheridan Accommodation Form applies to your academic courses on-campus and does not apply to WIL.**

Student Name: _____

Student Number: _____

Program: _____

WIL Practitioner: _____

Contact Info: _____

Date: _____

Please identify the impact of the disability and the accommodation(s) being requested below.

Identified Strengths and Skills:

Functional Impact of Disability:

Strategies That Have Helped Me:

Suggested WIL Accommodations:

Disability Accommodation Request Template:

I am taking this opportunity to share that I may require accommodations. I believe that my

_____ [list one or two strengths] will allow me to

excel in this position; however, sometimes _____ [indicate your

functional limitations] might impact my ability to _____

_____ [describe the duties you may have difficulty

performing]. In the past, I have found that I can overcome this issue with _____

_____ [describe specific accommodations you need]. I am

hoping we can proactively discuss appropriate accommodations.

Disability Accommodation Request Example:

I am taking this opportunity to share that I may require accommodations. I believe that my time management skills and attention to detail will allow me to excel in this position; however, sometimes when I am in rooms where I can overhear conversations it might impact my ability to stay focused. In the past, I have found that I can overcome this issue with the use of earplugs or noise cancelling headphones. I am hoping we can proactively discuss appropriate accommodations.

Use of Service Animals Guideline

Introduction

The [Sheridan Accessibility Policy](#) outlines how Sheridan will comply with the requirements of the [Integrated Accessibility Standards, O. Reg. 191/11](#) (“IAS”) under the [Accessibility for Ontarians with Disabilities Act](#) (“AODA”). **Section 4.3** of the policy further describes how Sheridan will ensure access to educational or other services and facilities, by a person with a disability who may be dependent on a guide dog or other service animal due to disability-related needs.

To assist with the interpretation of the policy this guideline has been prepared by the Centre for Equity and Inclusion. This guideline is intended to:

- Inform Sheridan employees and the broader Sheridan community about the legally recognized role of a service animal
- Describe how a student or employee with a disability should identify their need for a service animal
- Outline the responsibilities of the owner of a service animal
- Share tips on how to create an inclusive environment and interact with a service animal
- Guide employees and students on when it may be necessary to confirm the use of a service animal
- Inform employees and students about conditions when a service animal may be excluded
- Advise employees and students who to contact if they have questions

This document is also available as Frequently Asked Questions (FAQ's). If you require the document in an alternate format or with communication supports, please contact the Centre for Equity and Inclusion at equity@sheridancollege.ca

The role of a service animal and its importance

Service animals perform some of the functions and tasks that a person with a disability cannot perform for themselves, including assisting with activities of daily living. Some examples include:

- Alerting people who are hard of hearing to sounds
- Pulling wheelchairs or carrying and picking up things for people with limited mobility
- Assisting people with their balance, reach, etc.
- Detecting and alerting people of oncoming seizures
- Providing comfort and emotional support

Identifying the need to be accompanied by a service animal due to disability related reasons

Employees and students who rely on a service animal are welcome to bring these animals with them to Sheridan in order to access and participate equally in employment and education services. The only exception to this practice is where animals are prohibited by law. See below for information on conditions where a service animal may be excluded.

Students with a disability who rely on a service animal are asked to identify this need (if possible, prior to attending classes), to an [Accessible Learning Advisor \(Accessible Learning Services\)](#) and have this accommodation noted on their accommodation plan.

Employees with a disability are requested to discuss this need with their Manager and the [Workplace Abilities office \(WAO\)](#), as part of the workplace accommodation process. For more information, see the [Sheridan Workplace Accommodation Policy](#) and [Procedure \(Employee\)](#).

Responsibilities of the owner of a service animal

Owners of service animals are required to:

- Ensure that the service animal is controlled
- Provide water, food and timely breaks for the service animal
- Maintain records of vaccination
- Accompany the service animal, unless it is safely confined to a cage, crate, tank, etc.
- Ensure that the service animal is not disruptive to other students, faculty, staff or visitors and/or the learning environment
- Ensure that the service animal does not engage in aggressive behaviour

Creating an inclusive environment for the owner and service animal

It is important to allow the owner and their service animal into all Sheridan areas where the public, students and employees normally have access. How can this be done?

- Ensure the person using the service animal is included and not isolated from others
- Ensure that the owner and their service animal can remain together
- In the case of an emergency, every effort should be made to keep the animal and owner together, wherever possible

Here are some tips on how to interact with a service animal:

- Maintain a respectful distance from the service animal
- Do not pet, feed or startle a service animal
- Speak to the person before giving attention to the animal
- Ask permission before touching the animal

Confirming the animal is a service animal

The **least intrusive** approach must be considered when making decisions about the need for verification of a service animal. Follow these guidelines:

- If a person's disability is obvious or otherwise known to you, and if the need for the service animal is also apparent, do not request any additional information about the disability or need for accommodation
- If a person's disability is not obvious or otherwise known to you, the individual should only be asked for information that is necessary to evaluate the disability-related need for the accommodation
- It is important to know that animals may be considered service animals regardless of whether they have been licensed or certified by a training school or facility¹

¹ The only exception is the [Blind Persons' Rights Act, R.S.O. 1990, c. B.7](#) that states "guide dog" means a dog trained as a guide for a blind person and having the qualifications prescribed by the regulations. R.S.O. 1990, c.B.7, s.1 (1).

Conditions when a service animal may be excluded

A service animal may be excluded when any one of the following conditions exists:

- The service animal is disruptive and the person with a disability is not effectively controlling it;
- The service animal's presence, behaviour or actions pose an unreasonable or direct threat to the health and/or safety of others. Thinking an animal may bite someone or will annoy others is not considered a reason to arbitrarily exclude a service animal
- Allergies or a fear of animals are generally not sufficient conditions to exclude service animals. In rare cases, a person's allergic reaction or phobia may be so severe that animal contact prevents participation. In these situations, the affected person may also request an accommodation (e.g., separating the service animal and the affected person as much as possible)
- When another law specifically states that animals must be excluded, or the animal is excluded by operation of another law.

Sheridan contacts when questions arise

Please feel free to reach out if you are looking for more information or have questions about this Sheridan guideline:

- Students with disabilities may speak with an [Accessible Learning Advisor](#) or contact [Accessible Learning Services](#) at each campus if they have questions about the use of service animals at Sheridan
- Employees with disabilities may speak with their Manager and/or the [Workplace Abilities Office](#) about workplace accommodation and use of a service animal
- Visitors to Sheridan with questions about the use of a service animal should contact the Faculty or department responsible for the related event
- Questions and feedback may also be directed to the AODA Feedback email at accessibility@sheridancollege.ca

Tuition Fee Policy (TFP) for Students with Disabilities

Students who require a reduced course load as an accommodation for a permanent disability may be eligible for a cap or recalculation of fees for final courses needed to complete their program.

The Tuition Fee Policy (TFP) for Students with Disabilities is offered by the Ministry of Training, Colleges and Universities for students with permanent disabilities who need to take their program more slowly, and strives to ensure that those who pay fully for a program but have course work remaining will not overpay for their program.

Students who require a reduced course load as an accommodation for a permanent disability may be eligible for a cap or recalculation of fees for final courses needed to complete their program.

What students need to know:

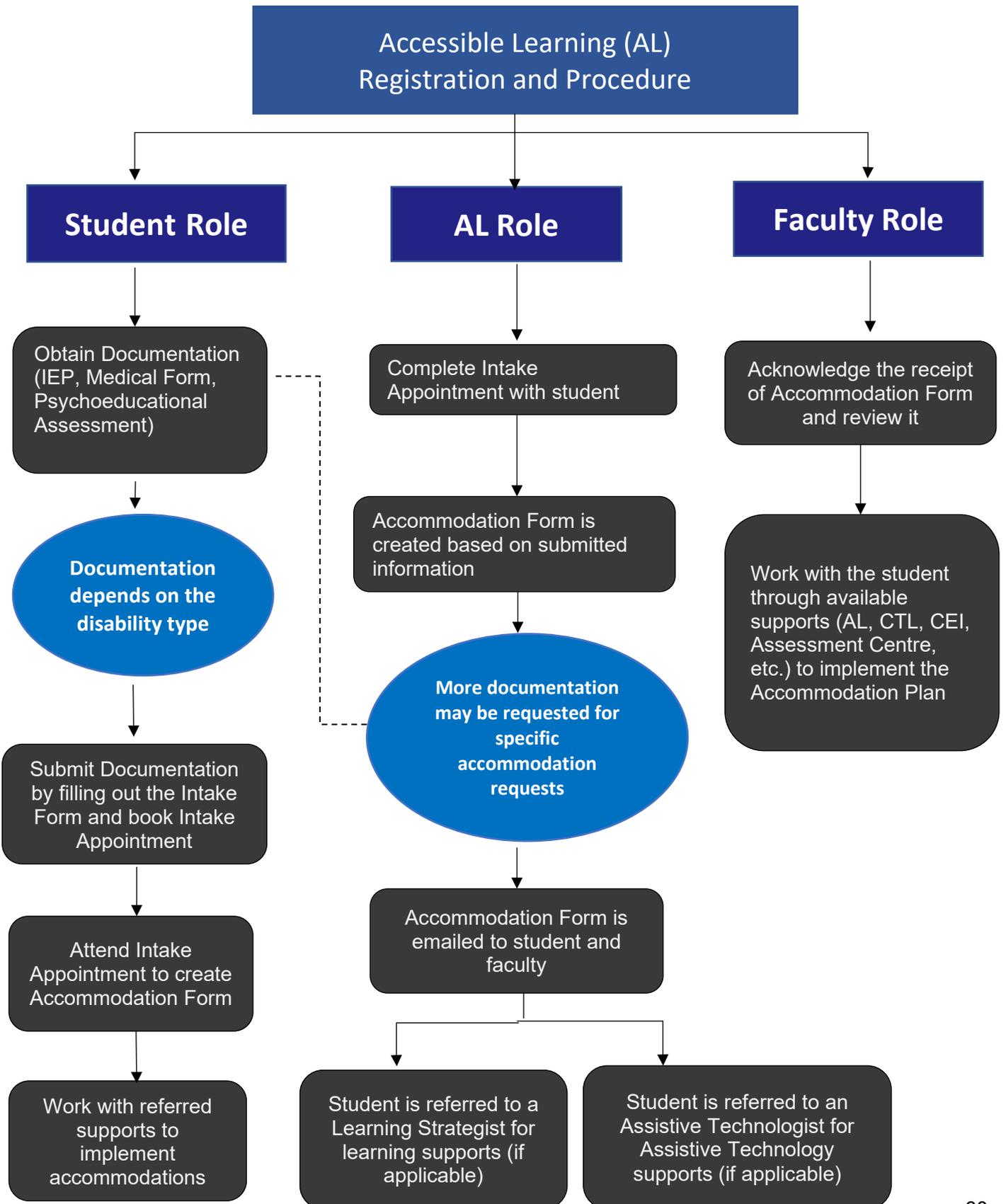
- The Tuition Fee Policy (TFP) for Students with Disabilities includes students with 'non-visible' disabilities such as learning disabilities, medical conditions, and mental health conditions.
- To be registered for the TFP, students must have a permanent disability with supporting documentation and have reduced course load to accommodate their disability noted on their accommodation form.
- Students registered for the Tuition Fee Policy (TFP) pay the usual tuition fees assigned each semester but may purposefully carry less courses during one or more semesters of their academic program. Upon reaching the final semester of their program, the student may still have courses left to complete as a result
- The Tuition Fee Policy (TFP) covers only courses successfully completed and paid for as part of the same academic program. It does not cover courses taken again due to unsuccessful attempts or late withdrawal. A course must be dropped by the last day to drop without academic penalty, as posted in the College's Academic Calendar.
- Students registered for the TFP who are eligible to receive OSAP should note that any recalculated fees as a result of the TFP may be required to be included as part of your financial report to OSAP. If your OSAP assessment did not consider the TFP and a recalculation was received, you may require a reassessment and are advised to contact the [Financial Aid Office](#).

For further information, contact your Accessible Learning Advisor.

[Accessible Learning](#)

APPENDICES

Appendix A: Flowchart of Academic Accommodation Process



Appendix B: Academic Accommodation Process

Students and Applicants may request Academic Accommodations for temporary or permanent Disabilities by following these steps:

Step One: Student Obtains Disability Documentation

- To register with Accessible Learning (AL), Applicants and Students with a confirmed or suspected Disability will need to gather/obtain Documentation of their Disability.
- The required Documentation depends on the nature of the Disability.

Step Two: Student Books Intake Appointment with Accessible Learning

- Applicants and Students with a confirmed or suspected Disability contact Accessible Learning (AL) to initiate the Academic Accommodation process, as soon as possible, following their acceptance of admission. Early registration and engagement by the Student in the process is strongly encouraged to facilitate timely implementation of the Academic Accommodation as some Academic Accommodations take longer to implement than others.

Step Three: Student Completes Intake Interview with Accessible Learning

1. Students are assigned an Accessible Learning (AL) Advisor who conducts an intake interview and reviews the information/Documentation submitted. Information collected includes a completed AL Intake Form, confidentiality forms, and any Disability-related Documentation, e.g., medical form(s), IEPs, and/or psychological assessments. The Documentation should confirm that the Student has a Disability and indicate functional impact in an academic setting.
2. The AL Advisor will assess Documentation and the Student will self-report to determine if the requested Academic Accommodations are appropriate. If the AL Advisor determines that the Academic Accommodation request is not supported by Documentation, the Student will be directed to College or community resources and/or referred to appropriate professionals for additional Documentation.
3. The AL Advisor prepares a written Accommodation Form that outlines the approved Academic Accommodations. Where appropriate, Interim Academic Accommodations are provided.

Step Four: Accommodation Plan Is Implemented

1. The Accessible Learning (AL) Advisor emails the Accommodation Form to each faculty member.
2. Upon receiving an Accommodation Form, faculty members will acknowledge receipt of the Student Accommodation Form, review the form, and work with the Student to implement the Academic Accommodations. If there are concerns, or disagreements, with respect to the Academic Accommodations, faculty members are asked to discuss them with Accessible Learning.

3. Please note that there are variations in course content and delivery. Students may find that not all their approved Academic Accommodations are implemented in the same way for each course (e.g., a Student with an Academic Accommodation that permits a Student to be late to class would not be able to be activated as an accommodation in a lab where safety demonstrations are conducted at the beginning of the lab).
4. In the event of a misunderstanding regarding an approved Academic Accommodation, the Academic Accommodation in question must remain in place until the matter is resolved through collegial discussions between Accessible Learning and the relevant academic area.
5. Academic Accommodations that may not be achievable due to course structure (e.g., field trips) or a conflict with the Essential Academic Requirements of the course will be discussed on a case-by-case basis.