



**FLEMING**

# **User's Guide to Accommodations & Accessible Education Services**

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To make navigation easier just look for the accommodation you would like to know more about, then click on it. You will be taken directly to that page.

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# Introduction

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Hi. We're so glad you stopped by to read about accommodations at Fleming. We hope this user's guide is helpful to you in understanding how accommodations are delivered. If you don't find the answers to your questions, please check out our [website](#) or email us at [disabilities@flemingcollege.ca](mailto:disabilities@flemingcollege.ca)

This guide is for both faculty who teach students with disabilities (which, really is all faculty) and students with disabilities. It gives you information about the most common accommodations disabled students use while they are at Fleming.

To make it easier and faster to find what you're looking for, look for the accommodation in the Table of Contents, then click on it. The magic of technology will take you right to that page in the document.

Each accommodation in this guide includes the same info:

- What is it?

- How Does it Help?

- Universal Design for Learning Ideas

- The Faculty's Role

- The Student's Role

In case you're not familiar with Universal Design for Learning, or UDL for short, it is "*an approach to curriculum that minimizes barriers and maximizes learning for all students.*" This quote comes from the [CAST website](#) which you may want to check out to learn more about UDL.

Ok, let's get started!

# Absences Related to Disability

## What is it?

This accommodation applies to:

- Absent for the whole class period
- Late to class
- Need to leave class early

As an accommodation, this means that the student should not be penalized for absences, including attendance and participation marks. If a course has attendance or participation marks, the student should discuss with the professor, how to ensure they don't lose marks because of absences related to their disability. The student's accessibility counsellor is available to meet with the student and professor if requested.

Absences may be due to scheduled medical appointments (the student may be seeing a specialist and doesn't have the flexibility to schedule the appointments at times that work best for them) or the student may experience absences because of unexpected flare-ups of their condition.

If a test or assignment due date falls on a day the student is absent, this accommodation allows the student to negotiate with the professor an alternate date to write the test or submit the assignment without losing marks.

Even with the best time management plan in place, this accommodation is still appropriate because the student cannot anticipate whether or when their condition may flare up.

### How Many Absences is too Many?

This is **not** an appropriate accommodation for prolonged absences. Generally, a prolonged absence would be 2 weeks, or 1 week for courses that are 7 weeks long but may be less in courses where attendance is an essential component of the course, like labs.

The College's Class Absence Operating Procedure says,

*"Fleming College upholds that regular class attendance demonstrates professionalism and is essential to student success. Students are responsible for satisfying the learning outcomes as defined in each of their course outlines and are expected to attend all class sessions (lectures, seminars, labs, field trips, and other course activities etc.) on a consistent basis."*

So, determining how many absences is too many depends on the course. If there are practical skills being taught, a small number of absences may make it impossible to successfully achieve the course learning outcomes. In other courses, keeping up with readings and other course resources may allow the student to achieve the course learning outcomes even if there have been a lot of absences. How healthy and productive the student is on the days they are attending also makes a difference.

While it's not possible to say in advance how many is too many, all courses have a point where too much has been missed by absences that achieving the course learning outcomes is just not possible.

If the student or professor feels the student might be on the brink of missing too many classes in a course to be able to pass it, the student and professor should meet with the accessibility counsellor to look at possible solutions.

### How Does it Help?

Because this is related to a disability, this accommodation prevents the student from experiencing academic penalties for absences related to their disability. It does **not** apply to absences that do not relate to their disability.

### Universal Design for Learning Ideas

Avoid including attendance and participation marks unless there is a learning outcome related to this.

Design and implement participation assessments that have some flexibility built into them. Offer multiple sites of expression for participation, including in-person and online.

Consider assessing all elements of participation when determining the grades of an individual, including digital interaction, for example emails or attending office hours, consider an instructor engagement component and encourage students to ask questions. Enable an FAQ discussion thread and encourage learners to participate there. Lastly, give learner's multiple means to express their engagement and participation in the learning environment.

### The Faculty's Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student's counsellor to discuss their concerns.

Faculty should not ask students with this accommodation to provide a doctor's note for each absence. This is because the student has already provided their accessibility counsellor with medical documentation supporting this accommodation.

Students and their faculty should follow the [Class Absence Operating Procedure for Unplanned Absences](#). The Procedures say:

- For sanctioned absences, the professor will provide reasonable opportunity for the student to make up missed work
- Students are ultimately responsible for meeting with the professor and completing assigned materials
- The professor will determine if assignments, quizzes and exams need to be completed prior to, or after, the missed class(es)
- For unique in-class learning experiences the professor may design substitute assignments if feasible
- Should no alternate opportunity exist for a particular assignment, quiz or exam, the professor may re-weight course deliverables at their discretion providing that the learning outcomes of the course will be met

## The Student's Role

### Best Practice

This accommodation involves letting your professors know when or if you are going to be absent due to your disability. So, it is best practice to communicate with your professors early in the semester about how to handle this, if you need to use this accommodation. Meet with your professors to determine the best way to contact them to let them know of an absence. If you are absent, contact your professors using the method you agreed to and discuss how missed class work, such as in-class assignments, quizzes or labs, can be made up.

You will need to notify your professor(s) as soon as you can that you will be absent.

Even if you are absent because of your disability, you are still responsible for learning all course material, whether you are present or not.

If you need help getting caught up after an absence, you have access to learning strategy support to develop a time management plan or other strategies that may be helpful for you.

### [What if you are Absent on a Test Day or Assignment Due Date?](#)

You will need to arrange with your professor an alternate day to write the test or an extension for the assignment.

# Alternate Format Text

## What is it?

Paper textbooks don't work well for all learners. Sometimes print textbooks can create barriers to learning. If a student has a disability that impacts their use of print textbooks, they might need textbooks in an alternate format. One of the assistive technologists in Accessible Education Services provides students with a copy of their textbooks in alternate format.

## How Does it Help?

Students who are blind or have vision impairments, students with reading-based learning disabilities and students with mobility impairments affecting their ability to hold a book or turning pages, need to use computer software (text-to-speech) to read aloud to them. Sometimes students with attention challenges are better able to focus on their reading if they listen instead of read or read and listen at the same time. Therefore, they need all course materials that are in print form to be provided to them in an alternate, digital format.

## Universal Design for Learning Ideas

Faculty can choose textbooks for their courses which are readily available from the publisher in alternate formats.

Faculty can make all course resources available in accessible formats.

Faculty can consider integrating resources and readings that meet the guidelines of [Open Education Resources](#). Open Educational Resources are digital assets that promote overall accessibility.

## The Faculty's Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student's counsellor to discuss their concerns.

It's important that all course materials are available to all students in accessible digital format. There is support available to faculty working on making their course materials conversion-ready, through the [Library](#), [Learning Design & Support Team](#), and [LinkedInLearning.com](#)



The less frequently faculty change textbooks, the easier it is for Accessible Education Services to provide students with alternate format textbooks. If there is no choice, or it is pedagogically the best choice, here are some suggestions that will make providing students with alternate format versions of textbooks as seamless as possible:

- ▶ Make textbook selections as soon as possible to allow time for processing alternate format requests.
- ▶ Pick Canadian publishers or publishers that provide accessible formats to schools.
- ▶ Email our assistive technologist at [alttext@flamingcollege.ca](mailto:alttext@flamingcollege.ca) with the book information and they can let you know if they will be able to get an accessible format.
- ▶ Provide the assistive technologist with a desk copy that they can scan in. They can return the rebound book to you or give it to Tutoring & Academic Skills when they are done.

If you would like to learn more about different formats of alternate format, LD Online has an excellent [article](#). It speaks about children, but everything they are talking about applies to anyone with this accommodation need.

## The Student's Role

First, you purchase your textbooks like any other student. You can buy it new from the college bookstore or used from the bookstore or a student. You will need a receipt, so if you buy it from another student, please have them sign a document that has your name, their name, the date, the book(s) purchased and the cost. You could get a receipt book from a store, or just make a receipt form yourself.

Next, you request an alternate format version through the Accessible Education Services [Alternate Format webpage](#).

If our assistive technologist has the book in digital format, they can give it to right away. If not, they have a series of steps they must go through to obtain a digital copy from the publisher. If that fails, the last resort is to take your textbook, remove the spine, scan it, convert it to a format you can use.

# American Sign Language (ASL) Interpreter

## What is it?

American Sign Language (ASL) is a visual language that uses signs made by moving the hands combined with facial expressions and postures of the body. ASL is quite distinct from English, but it does contain all the fundamental features of a language—it has its own rules for pronunciation, word order, and complex grammar.

An ASL interpreter is a trained professional who facilitates communication between Deaf and hearing individuals. They do so by conveying all auditory and signed information so that both individuals may fully interact.

## How Does it Help?

Students who are Deaf or hard of hearing often require classroom accommodations so they can understand and learn the material presented. Some individuals who are Deaf or hard of hearing use sign language to communicate with others rather than writing, lip reading, or using a sound amplification device.

## Universal Design for Learning Ideas

Since the ASL interpreter might be facing the instructor, repeat questions from other students so that the interpreter has an opportunity to translate to ASL.

Make efforts to post announcements and instructions on the classroom board, or on D2L.

Post PowerPoint slides and lecture and/or a list of vocabulary and concepts.

Pause often as you speak to let interpreter communicate what you have said and avoid moving around the room when lecturing.

Give copy of reading material to student and interpreter in advance.

Use all available assistive technology, including a wireless microphone or a mic wired to the teaching station.

Turn off AV equipment not in use.

Allow only one student to speak at a time and require that they raise their hands and be acknowledged before speaking.

Incorporate visual aids, handouts.

Consider alternatives to oral presentations when verbal communication is difficult.

## The Faculty's Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student's counsellor to discuss their concerns.

The ASL interpreter is bound by a code of ethics. Interpreters are required to maintain the integrity of the message, always conveying the content and spirit of the speaker. The interpreter's role is to facilitate communication and therefore they don't add or delete any information at any time. Because of the specific nature of the interpreter's role, it is important not to ask the interpreter for their opinion or to perform any tasks other than interpreting.

Interpreters need a 10-minute break every hour, so if the class is longer than 1 hour, faculty are asked to ensure breaks are provided to the class regularly. For classes or meetings longer than two hours in duration, two interpreters may be employed if needed.

Interpreters should arrive at least 15 minutes before each class to ensure that seating is arranged, the computer equipment works, and that Deaf and hard of hearing student(s) have access to all class announcements, discussions, activities, and so forth.

Interpreters will need to meet with the professor to ensure they have the resources they need. Interpreters must endeavour to collect materials, books, and handouts. It is the interpreters' responsibility to request this information, and to pick up and familiarize themselves with the materials provided. Accessible Education Services will provide textbooks and other materials if requested by the interpreter and so faculty might be asked for assistance with this.

The interpreter will also need to check with the professor regarding jargon and terminology used in the course. If there is confusion, the interpreter and student may request a meeting with the professor to clear things up.

Effective use of interpreting services requires an accurate understanding of the interpreter's role and responsibilities as well as one's own role and responsibilities as professor when an interpreter is present in the classroom.

### Quick Tips

***The Interpreter's Role.*** The interpreter is there to facilitate communication for both the student and professor. They shouldn't be asked to run errands, proctor exams or, participate in the class in any way independent of the student or to express personal opinions.

**Closed Captioned Videos.** If the professor is showing a video as part of a class, they should ensure that it is closed captioned. Captioned videos allow students direct visual access to the content.

**The Interpreter's Location.** The interpreter and student will decide where the interpreter should be located in the classroom to maximally benefit the student while minimally distracting other class members. The professor's role is to avoid getting in the way of the lines of sight between the interpreter and student. The interpreter will always try to place themselves so the student can see the professor and any visual aids.

**Classroom Arrangement.** For interactive situations, chairs arranged in circles or horseshoes work best for students who are Deaf or hard of hearing.

**Share Lecture Content.** When the interpreter is familiar with the subject matter, they are better able to interpret lectures. Whenever possible, faculty should meet with the interpreter to share outlines, texts, technical vocabulary, and any other information that will help them.

**Speak Directly to the Student, not the Interpreter.** The interpreter is there to facilitate communication for both the student and professor, not to be a part of the discussion. The interpreter may occasionally request clarification from the professor and/or the student to ensure accuracy of the information conveyed.

**Technical Words.** It's helpful to have technical terms or discipline-specific jargon to be spelled or written out (on the blackboard, projector, a handout, or some other visual aid).

**Speak at a Reasonable Pace.** Interpreters usually interpret with a time lag of one or two sentences after the speaker. This allows them to first process the information and then relay it. If the professor speaks naturally at a modest pace, the interpreter will be able to keep pace with them.

**Use "I" and "You" References.** The interpreter relays the professor's exact words. So, faculty should use "I" and "You" when communicating using the aid of an ASL interpreter. Referring to the student in the third person ("ask him" or "tell him I said") will cause confusion.

**Communicate in Turn.** It is important that only one person speak or sign at a time. The interpreting process only allows one person to communicate at a time. Therefore, faculty should encourage all students in the class to wait before speaking until the professor recognizes them.

**Allow Ample Time for Reading.** Students who use ASL interpreters cannot read and watch the interpreter at the same time. It is best if professors avoid talking while students are focused on written work or PowerPoint presentations.

**Allow Ample Time for Questions.** During class discussions or when the professor takes questions from students, faculty should give the student using an interpreter the opportunity to raise their hand, be recognized, and ask questions through the interpreter. Making time for questions allows the interpreter to finish interpreting for the current speaker and enables the student who is Deaf or hard of hearing to participate in class.

**Incorporate Strategic Lecture Breaks.** It is critical that the professor includes breaks in their class so that both the student and the interpreter can get a rest. For the student, receiving information visually without breaks can be tiring and cause eye fatigue. For the interpreter, relaying information to the student while simultaneously processing new information from you can create mental and physical strain. For classes longer than 50 minutes, a 10-minute mid-class break is essential.

**Guided Notes in D2L.** Providing students with guided notes that they can access through D2L prior to class assists all of them with focusing on the appropriate material. It will help them to learn more effectively in the classroom as well as take better notes.

## The Student's Role

Students who are Deaf or hard of hearing should contact Accessible Education Services to set up an appointment with a counsellor four to six weeks prior to the beginning of courses. Counsellors will make every effort to provide the students with a qualified interpreter.

# Infrequent Assignment Due Date Extensions without Academic Penalty

## What is it?

The accommodation includes negotiation between the student and professor for an extension to the original deadline of an assignment without any academic penalty (such as 10% deduction for each day after the original deadline). This is not the same as extra time accommodations for tests, quizzes and in-class assignments.

This is **not** an appropriate accommodation for prolonged absences. Students can discuss prolonged absence with their accessibility counsellor if their absences are related to your disability or health condition. In such cases we rely on the [Class Absence Operating Procedure](#).

This accommodation isn't in place to make up for lack of planning. Students have access to learning strategy support if they need help developing time management skills.

Even with the best time management plan in place, this accommodation is still appropriate because students cannot anticipate whether or when their disability may prevent them from completing their work.

## How Does it Help?

When the student and their accessibility counsellor decide that infrequent assignment due date extension is an appropriate accommodation it is because the student has functional impairments, caused by their disability, that may *occasionally* interfere with their ability to complete course work in time to meet the deadline.

Typically, the functional impairments that would lead to this accommodation include slow processing speed and episodic exacerbation of symptoms associated with a mental or physical health condition.

## Universal Design for Learning Ideas

Consider whether all penalties for late submissions are necessary.

Inform all students that if they need an extension to a due date, they should contact you to negotiate an extension.

Research in the field of higher education illustrates that learner stress in response to due dates is significantly reduced when students have options and choice over deadlines dates and assessments ([Kumar & Wideman, 2014](#)). Consider windows of

completion with posted due date and a one-week buffer following the due date that the instructor publicizes to students either in course policies, or in an assessment reminder. For online quizzes, consider an availability window of 3-5 days to give learners broader options for submission.

Student determined deadlines: “Look over the major assignments in your course and consider the timing of when they are introduced, how long students have to work on them, and when you typically have them due. Can you give students the option of choosing their own deadlines for some/all assignments?” ([Plymouth State University, 2020](#)).

Class determined deadlines: “Rather than designing a complete course schedule at the onset, use some time during the first week or so of class to have a conversation about the schedule. Talk to students about the major work you have planned and how long you think/expect it will take them. Invite them to weigh in on deadlines and scheduling. Create a schedule that reflects student concerns and suggestions. Discuss collectively how you can help students hold themselves accountable to the schedule” ([Plymouth State University, 2020](#)).

Late passes and late grace periods: “Build in grace periods that students can exercise during certain times of the term or “passes” that allow them to turn in chosen assignments late, without receiving a penalty.” ([Plymouth State University, 2020](#)).

## The Faculty’s Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student’s counsellor to discuss their concerns.

If faculty have any concerns about the due date extension a student is asking for (for example, it seems like too much time beyond the original due date or it falls after the date the teacher expects to return graded assignments to the rest of the class), the professor may suggest alternative due dates along with the reason why they are not accepting the date proposed by the student.

Faculty may choose to ask the student to submit the work they have completed to-date, even though it is not ready to be graded. This allows the faculty to have an idea of how much work is left to do. This way they are in a better position to know how much extra time may be needed for the student to complete the assignment.

### What if there is a course policy on late submissions?

If there is a course policy on late submissions in place because there is a bona fide course learning outcome requiring meeting deadlines, then the conflict between the student’s need for accommodation vs the standards for the course need to be resolved through a meeting with professor, the student and their accessibility counsellor.

If the policy is in place for other reasons, not related to learning outcomes, the policy may need to be waived so that the student's disability needs are accommodated. If faculty have questions or concerns about this, they should speak with the student's counsellor. It is best to contact the counsellor early in the semester (for example, when faculty read their students' Letters of Accommodation) so this can be resolved before the student actually needs it for an assignment.

#### **What should a professor do when they receive a request for an assignment extension?**

If they are unsure, they can review the student's Letter of Accommodation to confirm this is an approved accommodation. If this is an approved accommodation, faculty should consider the student's request for an extension in good faith, that the student is making an honest request for an extension based on their disability.

If faculty have any concerns about the due date extension proposed by the student (for example, it seems like an excessive amount of time beyond the original due date or it falls after the date faculty expect to return graded assignments to the rest of the class), professors may suggest alternative due dates along with the reason why they are not accepting the date proposed by the student.

#### **What happens if a student needs a second extension on the same assignment?**

It may be that the student is still figuring out how long some academic tasks take. No one arrives at college with perfect study skills. Or it may be that the student underestimated the duration of the flare-up. A second extension shouldn't be approved or denied without careful consideration of what happened.

#### **What happens if a student requests an extension for every assignment?**

This is a red flag. If the student is unable to meet any deadlines, this is not an appropriate accommodation. Extensions are appropriate to accommodate occasional flare-ups of a medical condition. Any student who finds themselves unable to attend regularly, or in need of extensions for all assignments, should meet with their accessibility counsellor to discuss the situation and look for alternative accommodation options. Any faculty who is being asked by a student to grant extensions on every assignment, should email the student and their counsellor to ask for a meeting to resolve this.

#### **What happens if the student needs an extension for a group project?**

The student should follow the same process as with independent assignments but the professor and student will need to determine what should be communicated to the other students in the group. It will be up to the professor to determine how to ensure the group project isn't disadvantaged by granting the extension.



# KEY PRINCIPLE

It's an important point worth repeating: accommodations are human rights that the college has a legal duty to provide. They are not favours to be granted to students who are trying hard and denied to students who aren't so diligent.



## The Student's Role

### A Request versus a Demand

This accommodation assumes you will **request** an extension from your professor, not demand it. The assumption is you and the professor will respectfully negotiate the extension so that your accommodation needs are met, and the requirements of the assignment are also met. In some cases, the professor may need to refuse the request if there are legitimate concerns about academic integrity or if the extension would mean you aren't meeting the learning outcomes for the course.

#### When to Request an Extension

The short answer is, as soon as you know you need an extension. If your disability causes sudden onset of acute symptoms, this can sometimes make it hard for you to negotiate extensions in advance. For example, some inflammatory bowel diseases can lead to sudden onset of severe symptoms.

On the other hand, if you have a processing speed deficit, that causes you to take longer than average to complete your work, a week where you have multiple assignments due, can be easier to anticipate that you will need extensions for one or more of the assignments. In this case, advanced notice to your professor is best. You may want to work with a [learning strategies advisor](#) to help you with a [study plan](#) that helps you anticipate these kinds of situations.

#### How Long Should the Extension Be?

There is no standard answer here. It really depends on you. It depends on the nature of your disability. It also depends on the professor who also has a say in how long the extension is.

If you need the extension because of a processing speed deficit, then, you should create a study plan that lets you plan for when you will do the work for all your assignments. You can use that as your guide for how long each extension should be.

If you need the extension because of acute onset of symptoms that prevent you from working at your usual capacity, it depends on the severity of the symptoms, when they start and how long they last. A few days to a week is typical but it depends on the duration of the flare up. If you know your flare-ups always clear up after a day or two, then use that as your guide.

It is possible that on the day you notify the teacher you need an extension that you don't really know when you will be able to get it done. For example, if you know you need 2 more days to complete the assignment, but you don't know how long the flare up will last, it may be hard for you to specify an extension date.

If that is the case, you should provide the teacher with an explanation that your present health status is too uncertain to specify a new due date, but you promise to re-connect as soon as the flare up has subsided enough that a new due date can then be proposed.

#### [How to Request an Extension](#)

You should notify the professor as soon as you are aware that the extension is needed.

Contact your teacher by phone or email unless the teacher has requested another method (such as D2L).

#### [What Should You Include in the Email?](#)

Here is a template of what you should include in your email to your professor when you need to request an extension. Please feel free to edit it so it sounds like you, just be sure to include all the key information.

Dear Professor [INSERT NAME]

I am a student in your [INSERT COURSE CODE OR NAME], and I am registered with Accessible Education Services. You have received a copy of my current Letter of Accommodation. One of my approved accommodations is, *Assignment Due Date Extension*. More information about this accommodation is available in the *User's Guide to Accommodations and Accessible Education Services* which is hyperlinked in my Letter of Accommodation.

I am requesting an extension on [INSERT NAME OF ASSIGNMENT], due on [INSERT ASSIGNMENT DUE DATE]. I propose to submit the assignment by [INSERT DATE THAT YOU WILL BE ABLE TO SUBMIT THE ASSIGNMENT].

I have reviewed the details for this assignment and will submit it as instructed through [INDICATE THE ASSIGNMENT SUBMISSION METHOD YOUR PROFESSOR HAS SPECIFIED, FOR EXAMPLE D2L DROPBOX].

[OPTIONAL] I have copied my accessibility counsellor if you have any questions or concerns.

Please acknowledge receipt of this request.

I look forward to your reply. Thank you in advance for your consideration.

#### What if a Course Policy is Late Assignments Won't be Accepted?

The conflict between your need for accommodation versus the standards for the course need to be resolved through a meeting with you, your accessibility counsellor and the teacher. Please let your counsellor know as soon as you know that this is a course policy. Don't leave it until you need an extension.

#### What happens if you need a second extension on the same assignment?

It may be that you are still figuring out how long some academic tasks take. No one arrives at college with perfect study skills. Or it may be that you underestimated the duration of the flare-up. A second extension shouldn't be approved or denied without careful consideration of what happened. It may be a sign of a larger problem that should be discussed with your accessibility counsellor, or it may simply be a one-off miscalculation.

#### What happens if you request an extension for every assignment?

This is a red flag. If you are unable to meet any deadlines, this is not an appropriate accommodation. Extensions are appropriate to accommodate occasional flare-ups of a medical condition. Any student who finds themselves unable to attend regularly, or in need of extensions for all assignments, should schedule an appointment with their accessibility counsellor to discuss the situation and look for alternative accommodation options. Any faculty who is being asked by a student to grant extensions on every assignment, should email the student and their counsellor to ask for a meeting to resolve this.

#### What happens if you need an extension for a group project?

You should follow the same process as with independent assignments, but you and your professor will need to determine what should be communicated to the other students in the group. It will be up to the professor to determine how to ensure the group project isn't disadvantaged by granting the extension.

### **KEY PRINCIPLE**

It's an important point worth repeating: accommodations are human rights that the college has a legal duty to provide. They are not favours to be granted to students who are trying hard and denied to students who aren't so diligent.





# Assistive Technology

## What is it?

Assistive technology (AT) refers to software or devices and equipment that help students with disabilities work around their functional limitations, to learn or communicate their learning more easily, efficiently or effectively. Software that reads aloud text from a computer is AT. So is a laptop in the classroom if it allows a student with handwriting issues take notes in lectures.

Many students used AT in elementary school then abandoned it in high school. The reasons for this are varied but what we hear most often is:

- ▶ concern regarding stigma for having to use AT for activities others do easily;
- ▶ lack of support from an assistive technologist to help them understand how they can use their software to make learning easier;
- ▶ it's easy enough to pass without much effort.

The learning environment is quite different at college and so we do encourage students who can benefit from AT to use it and to stick with it. We have assistive technologists to teach students how and when to use the AT that is recommended for them.

While we are covering software in this section, it is important to note that our assistive technologists are familiar with a wide variety of comparable apps that students may use on their phones or tablets if they prefer. However, for tests, we require students to use our software.

### Common Examples

#### Alternate format textbooks

We can provide students with a copy of their textbooks in an alternate format. Some students need it in a digital format so that it can be read by [Texthelp](#) or [JAWS](#) software. Students are required to purchase their texts like any other student and we are then able to give them a free second copy in the format that works for them.

#### Anti-glare screen filter

We have anti-glare screen filters available for students to borrow. These can reduce headaches for some students or make reading the screen more comfortable for them.

#### CCTV (stationary and portable)

The CCTV is a device that can help people with low vision read by allowing a wider field of print at a time, making reading longer passages such as articles more continuous and easier.

### **Electronic spell checker (no definitions)**

They are used for students doing paper-based tests that need spellcheck.

### **Enlargement software (low-vision)**

This [software](#) is to help visually impaired students by magnifying what is on the screen and echoing what the student types or clicks.

### **Ergonomic setup & devices**

We can install an ergonomic workstation in any classroom or lab. Students may have a need for an ergonomic chair, microscope at wheelchair level, alternative keyboard in a computer lab.

We have the following devices available to students to borrow if they have a need for ergonomically correct equipment:

#### [Alternative mouse](#)

We have alternative mice available for students to borrow. We have a variety available so we can help the student find one that works ergonomically for them.

#### [Alternative keyboard](#)

We have alternative keyboards available for students to borrow. We have a variety available so we can help the student find one that works ergonomically for them.

#### [Copy holder](#)

We have copy holders available for students to borrow. These are used for students who may have physical impairments or a need to maintain good ergonomics when they complete their course work.

#### [Deluxe slant](#)

We have slant boards available for students to borrow. These allow students to rest their reading material or paper for writing, in an ergonomically sound position thereby minimizing fatigue and strain on eyes, neck and back.

#### [Palm/mouse rest](#)

We have palm/mouse rests available for students to borrow. These allow the student to rest their wrist on a soft surface rather than a hard desktop when they are working on a computer.

### **FM System**

We have FM systems that students may borrow. An FM system is a two-part device that includes a microphone and a receiver. The teacher talks into the mic and the student hears the teacher via the receiver. If the student uses hearing aids, their FM system will be one designed to work with hearing aids. Students who don't use hearing aids use the FM system with ear buds.

### **Graphic brainstorming software (organizers, mind maps)**

This software allows students to create flowcharts, mind maps and other visual aids to support their learning. Students who have weaker verbal comprehension abilities or strong visual memory abilities will often find that converting text based material into pictures, charts and other visually-based depictions much easier for them to learn and remember during a test.

### **JAWS software (blind)**

This [software](#) is screen reading software developed to meet the needs of blind people.

### **Large monitor**

We have large monitors available for student use in our quiet lab (Room C0111). If needed, we can set up a large monitor in a classroom for students' use. These are typically used by students with vision impairments.

### **Lightwriter**

We have Lightwriters available for students to borrow. These devices allow a person who cannot speak to type what they want to say on the Lightwriter keyboard. This is then displayed on one screen facing the writer and the other screen facing the person to whom the writer wishes to communicate. A speech synthesizer will read the message aloud.

### **Magnifying glass**

We have magnifying glasses available for students to borrow. These are low tech tools to help students with low vision read print or view images.

### **Reading software (text-to-speech)**

The software we use at Fleming is [Texthelp Read & Write Gold](#). It is used as text-to-speech, meaning it reads text aloud, as well as writing software. It has better spellcheck features than Microsoft. Many students find it easier to edit their written work if they can hear it read aloud to them and TextHelp does this.

### **Recording devices**

We have digital recorders that students may borrow if they need to record classes for note taking purposes.

### **Smartpen**

The [Smartpen](#) is used by students to take notes and record lectures. The recording is synchronized with the notes so students can listen to parts of the class that they didn't understand or didn't capture well in their notes. There are many additional online features that make note taking easier and more easily aligned with students' learning preferences or strength areas.

### **Talking calculator**

We have talking calculators for students to borrow. These calculators announce each button that is pushed and the answer.

### **Talking dictionary**

We have [talking dictionaries](#) available for students to borrow. These handheld devices allow students to type in an unfamiliar word and then hear it read aloud. If they still don't know the word, they can access the definition.

### **Talking Dictionary (for blind students)**

We have [talking dictionaries](#) available for students to borrow. These handheld devices allow students to type in an unfamiliar word and then hear it read aloud as well as the definition. The device will announce each letter as it is typed.

### **Talking/reading pen**

We have talking/reading pens, perhaps most familiar under the brand name C-pens, available for students to borrow. These handheld devices scan text then read it aloud. Its most frequently used to hear unfamiliar words. Definitions of the word are also read if the student doesn't recognize it when they hear it.

### **Time management/organization**

We don't have any software to assist with time management. However, given almost all students carry a smartphone daily, we work with them to learn apps that can help them with time management and/or organizational challenges they face.

### **Voice activated software (speech-to-text)**

We use [Dragon Naturally Speaking](#) at Fleming which is a program that allows the user to speak into a mic and it types what is being said. It has good accuracy out of the box, but our assistive technologists work with students to train the software to recognize how they pronounce words and thus increase its accuracy. They also teach the students how to use Dragon most effectively given their courses and writing requirements.

### **Writing software**

We use [Texthelp](#) for this. Students with writing impairments may benefit from its word prediction, advanced spellcheck and advanced grammar check features. Many students find it easier to edit their written work if they can hear it read aloud to them and TextHelp does this.

### **Typewriter (for photosensitive seizure syndrome)**

If a student must avoid screens, we do have a typewriter in our quiet lab (room C0111) they can use while on campus.

## **How Does it Help?**

AT can help students with disabilities develop confidence in their learning abilities and belief that they can be successful in school. It can help them to become more independent learners.

Generally speaking, assistive technology performs a function that the student is unable to because of their disability. For example, a blind student cannot see the words in a



hard copy textbook. But they can read the textbook if they are given it in a digital format and they can use JAWS software to read it aloud to them.

Or, a student with arthritis in their hands may not be able to write or keyboard for very long. Using voice-to-text software, like Dragon Naturally Speaking, enables them to produce written work without using their hands.

## Universal Design for Learning Ideas

Create an inclusive environment for assistive technology in your learning design; normalize and plan for the integration of technological supports into your teaching and learning practice ([White & Robertson, 2015](#)).

Instructors might want to consider integrating assistive technologies in overall course design in support of UDL and as tools available to all students ([White & Robertson, 2015](#)).

## The Faculty's Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student's counsellor to discuss their concerns.

For the most part faculty aren't required to do anything except respect the student's right to use their assistive technology. If the student has an ergonomic set up in your classroom, it may be necessary to remind other students that this workstation is reserved for the student who needs it. If the student is using an FM system, they will ask you to wear the mic at the start of the class and will need you to return it to them at the end of class.

## The Student's Role

Students can [download Texthelp](#) from the Accessible Education Services website.

Students can [request alternate format text books](#) from the Accessible Education Services website.

Students can meet with an assistive technologist to learn how to use any of the software they are using for accommodation purposes.

Students can meet with an assistive technologist to learn how to use any of the assistive devices they are using for accommodation purposes.

Students can meet with an assistive technologist to borrow any of the assistive devices they are using for accommodation purposes.

To book an appointment with an assistive technologist, students should contact the Counselling Receptionist at 1-866-353-6464 ext 1527 or [caes@flemingcollege.ca](mailto:caes@flemingcollege.ca)

## Attendant or Support Person

### What is it?

An attendant is someone hired by the student to assist them with daily living activities. A support person may or may not be paid but they are present to assist the student with activities they cannot do themselves due to their impairments.

### How Does it Help?

The attendant or support person makes it possible for the student to attend class. Without this support, the student would experience barriers they may not be able to overcome on their own.

### Universal Design for Learning Ideas

☹ Unfortunately, we don't have any ideas to share for this accommodation. If you have any that have worked for you, please send them to [Audrey.Healy@FlemingCollege.ca](mailto:Audrey.Healy@FlemingCollege.ca) so we can add them to the next edition of the User's Guide.

### The Faculty's Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student's counsellor to discuss their concerns.

The attendant or support person will not be on the class list, so faculty need to ensure there is adequate seating for them.

Faculty should discuss with the student what needs the attendant/support person may have, such as seating preferences, copies of handouts or other course materials that are provided in class. It is very important that faculty review any health and safety issues if they are attending a lab.

Remember to speak directly to the student, not through their attendant.

The attendant/support person's focus will be on the student, so they will not be participating in any class activities.

### The Student's Role

The student is completely responsible for hiring, scheduling and directing the work of their attendant or support person.



# Closed Captioning

## What is it?

This is text on the screen conveying what is being spoken or communicated by sound in a video.

## How Does it Help?

Students who are Deaf/deafened/hard-of-hearing rely on this to access video content. It also assists students with some learning disabilities, some students with ADHD and many students who are English Language Learners.

## Universal Design for Learning Ideas

Even if faculty don't have a student in their class who has closed captioning as an accommodation, it is a good idea to always enable it if videos are being shown in class or are part of the course resources, so that anyone who can benefit from the captioning will.

If a faculty member is creating video or audio files for student interaction, some authoring software includes built-in captioning technology to generate and edit captions. One such program is [Camtasia Studio](#).

If a faculty member is generating captions for the video and audio files they create, they might consider posting them on an external hosting site like YouTube, which auto-generates reliable captions and also offers privacy settings to control and track user interaction.

If a faculty member is generating video files with images, consider the backdrop of captions and the way the contrast will influence the readability of the captions; faculty members may also want to consider enlarging captions when authoring video content.

If a faculty member is authoring videos for an online environment, and wants to integrate captions into their learning object (video or audio files), here are some suggestions to improve the quality of your audio, and reliability of auto-generated closed-captions:

- Directional microphone (mic) with little noise.
- Enunciate the beginnings and endings of words.
- Ensure a low level of background noise, think fans and appliances, and shuffling your hands or moving in your chair when you record.

- Consider recording in a small room with low ceilings and carpet if it is available to you.
- Keep your tone positive and empathetic.

## **The Faculty's Role**

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student's counsellor to discuss their concerns.

Professors should ensure that they are not using any videos that are not captioned or that are captioned poorly. Some online services do an inadequate job of captioning, so faculty should review the video captioning for accuracy and completeness before using it in class.

Faculty who are delivering online courses will need to ensure they are using Webex captioning for their synchronous, or real-time, lectures.

## **The Student's Role**

If any of your course materials are videos without captions, please email your teacher to let them know.

# Learning Strategy Instruction

## What is it?

Developing the skills and strategies needed for learning in college is important for every student. The college learning environment can be fast paced, include multiple assignments, larger class sizes, and emphasize independent learning.

Learning strategies are the ways that an individual understands, approaches, monitors and develops their own learning. Learning strategy development provides an individualized program to help students develop their learning strategies.

In learning strategies, we help students to:

- Understand more about how they learn and how to use that understanding at college
- Improve their self-advocacy
- Integrate technology into their learning
- Practice strategies for learning course content
- Develop strategies for being an overall effective learner

We have found the following directives from the [Ethics Statement](#) of the Learning Specialists Association of Canada to be helpful in guiding the work we do:

- Use students' strengths to guide the learning process and to help students strengthen areas of difficulty through customized learning strategy instruction.
- Encourage students to become metacognitive, reflective, and life-long learners.
- Develop an awareness of resources to support students in the best way we can, referring students to services and supports as required.

Learning strategies are a service rather than an accommodation so we have decided to stop including Learning Strategies on students' Letters of Accommodation. Counsellors will still be recommending students access this service because there is research supporting the value learning strategies instruction plays in the academic success of students with learning disabilities.

## How Does it Help?

Students with a disability may need enhanced support to develop and apply their learning strategies for college. This is especially true of students with neuro-diverse disabilities. Such students may have learning disabilities, mild intellectual disabilities, ADHD or autism spectrum disorders that result in their brains working in different and often highly creative ways but that may not fit easily with how our curriculum is delivered.

## Universal Design for Learning Ideas

Faculty can explicitly teach all students that learning strategies can help them master the course curriculum and achieve their program learning outcomes and professional development goals.

Examples include lecture guides to help students learn to take notes from lectures, study guides to help students focus their test preparation in an effective and efficient way so students can know before they start what is expected, and the distribution of key words or terms and their definitions.

Templates that help students focus on achievable goals, like formatting a document according to course guidelines.

Rubrics are also helpful to guide students' learning strategies because, ideally, they indicate to a student how to master a skill.

Shared progress monitoring: consider having check-in points for large assignments or build-in advance feedback as the project develops.

Consider integrating opportunities to highlight student services that are available to students at regular intervals in the course.

Considering chunking content into small and manageable bits.

## The Faculty's Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student's counsellor to discuss their concerns.

Faculty may want to refer students in their classes who are struggling with some critical academic skills like studying, time management, or textbook reading (among many others) to schedule a learning strategies appointment. This is done the same way students book tutoring appointments. More information about this is available on the [Tutoring & Academic Skills](#) webpage.

## The Student's Role



You and your counsellor may book your first learning strategies appointment, or you may choose to book it yourself.

To book learning strategies appointments, you can follow the instructions on the [Tutoring & Academic Skills website](#) using the WCOonline online booking system.

WCOonline lets you make appointments directly with learning supports from any college computer, a smart phone, or even from the convenience of home. It is a system that gives you the flexibility to book your own appointments as needed.

Please note: The Tutoring and Academic Skills Centre require 24 hours' notice when cancelling a tutoring or learning strategy appointment. If you miss an appointment or cancel without sufficient notice, you may jeopardize your eligibility to continue receiving these services.

If it's easier, here are the instructions:

#### **[Booking a Learning Strategies Session:](#)**

Any student can book a 1:1 appointment with a Learning Strategies Advisor.

We advise booking one week ahead because appointments fill up quickly.

#### **[How do I register for Online Booking?](#)**

**Step 1:** Go to the WCONLINE website for your campus:

Frost Campus (Lindsay) and Haliburton Campus - <http://mywco.com/frostcampus>

Sutherland Campus (Peterborough) and Cobourg Campus - <https://fleming.mywconline.com/>

**Step 2:** Click on "First visit? Register for an account" at the top of the screen.

**Step 3:** To create a new account, enter required data in the fields marked with an asterisk (\*)

(Passwords must be at least 5 characters long)

**Step 4:** Click "Register".

#### **[Once I'm registered with WCONLINE, how do I book an appointment?](#)**

**Step 1:** Go to the WCONLINE website for your campus:

Frost Campus (Lindsay) and Haliburton Campus - <http://mywco.com/frostcampus>

Sutherland Campus (Peterborough) and Cobourg Campus - <https://fleming.mywconline.com/>

**Step 2:** Enter your log in information using your user email address and password.

**Step 3:** Select the appropriate schedule from the "choose a schedule" dropdown list, then click "log in". Note: the system automatically defaults to the Tutoring Schedule, but you can use the dropdown list to switch to the Learning Strategies Schedule.

**Step 4:** Select the week for which you would like to make an appointment. You can navigate to different weeks by clicking the options at the top of the screen.

**Step 5:** Select the focus using the “Limit to” or “Course” drop down box found at the top of the page if you are booking a tutoring appointment.

**Step 6:** Select an appointment time by clicking on a WHITE square at your preferred time. A new appointment booking popup window will open.

**Step 7:** Identify the topic(s) you would like covered in the session.

**Step 8:** Save the appointment by clicking the “Save Appointment” button.

Please Note: If you cannot find available appointment times that fit your schedule for Learning Strategies, please contact the Learning Strategies team at [learningstrategies@flemingcollege.ca](mailto:learningstrategies@flemingcollege.ca).

# Notetaking – Computerized Note Taking

## What is it?

These are near verbatim notes of class content.

Our Accessible Education Services Facilitators are notified which students require this accommodation. They coordinate the students' schedules with the computerized note takers' schedules to ensure all courses are covered. Computerized note takers are able to type sufficiently fast that they capture almost word-for-word everything covered in class.

## How Does it Help?

Computerized notes are used by some Deaf or hearing-impaired students who do not access class content aurally. Having access to a written record of what was covered in class allows these students to create their own notes or process the material in a way that works best for them.

## Universal Design for Learning Ideas

Aspects of accessible course design support the facilitation of this accommodation, including the activation of prior knowledge, or review, repetition of key and important concepts taught, taking the time to define key terms, providing a clear structure to the lesson to help create accurate and reliable computerized notes.

## The Faculty's Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student's counsellor to discuss their concerns.

The computerized note taker is an Accessible Education Services staff member, not a student, and therefore, it is important that there is adequate seating. The computerized note taker will make contact with the professor to ensure they have whatever resources they may need (for example, access to PowerPoint slides).

## The Student's Role

You will need to work with the Accessible Education Services Facilitator who coordinates this service. They will schedule a computerized note taker for you and let you know how and when you can get your notes.

## Notetaking - Note Taking Express

### What is it?

Note Taking Express (NTE) is a service whereby a student records their classes and then uploads it to NTE. So, students with this accommodation actually have two accommodations - permission to record classes along with Notetaking Express.

A person hired by NTE listens to the recording and types notes for the student. Within 48 hours the NTE note taker saves the notes in the student's NTE account.

Accessible Education Services works with NTE to set up accounts for students with this accommodation.

There are details from the [NTE website](#) for anyone looking for more information.

### How Does it Help?

Students who have physical challenges that prevent them from taking notes and students with ADHD who have trouble paying attention for a whole lecture and students with some learning disabilities who must listen with great effort to process auditory information, all benefit from having someone else take notes of their classes.

### Universal Design for Learning Ideas

One approach is for **faculty to record their own classes** and save them on D2L. That way all students in the class have access to the recording to make their notes. This would also help students using NTE because the quality of the recording would be better and if they were absent for a class, they would still be able to send an audio file to NTE to get notes.

Another solution is to support **collaborative note taking**. This is where one student organizes other students in the class to share their notes in a Google doc and then students can use their collaborative efforts to create their own notes.

Faculty could also **post their own, comprehensive notes to D2L**. These would not just be a few bullet points on a few Powerpoint slides. Rather they would contain enough information that students could use them effectively to study for their tests. The notes would not be so dense and information laden that they rival the textbook in terms of volume of content. They should be a comprehensive summary of the material covered in class.

These UDL approaches benefit not only the students who have disabilities that require note taking accommodations but also the student who is home sick with the flu; the

single mother who has to stay home because her kids have a snow day at school; the international student who is still developing his English language skills and would get more from your lecture if he could listen to it again, more slowly; the student who didn't get enough sleep last night and zoned out a bit during class and needs to review the 10 minutes where you talked about a critical idea

## The Faculty's Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student's counsellor to discuss their concerns.

Faculty are asked to allow students to record their classes. Students with this accommodation are provided an agreement form, to be signed by the student and professor, which specifies that it is an accommodation and that the student is not to share their recording or their notes with other students or on social media.

### Potential Objections

- ▶ Faculty already provide notes
- ▶ Lectures are the intellectual property of the professor, not the student or NTE
- ▶ Students disclose personal matters in class that they don't want recorded
- ▶ Competing human rights



### Relevant Information Related to Objections

#### **Lectures and Copyright**

In order to qualify for Copyright, a work must be both original and be "fixed" in some way. Lectures given based on prepared notes/slides would be deemed to meet the fixation requirement and be eligible for Copyright protection. Lectures given without the use of notes/slides would then not be covered by copyright.

Under Policy 2-215 of the Board of Governors and under Article 13 of the Academic CA, the College claims full ownership of all "works made in the course of employment" as defined under 13(3) of the Copyright Act. This would then include lectures given by Faculty in the classroom.

#### **Note Taking Express (NTE)**

According to NTE's info recordings are uploaded by registered users (students) and then streamed through end-to-end encryption to their note takers to protect the material from theft, interception and loss. Because it is streamed it is not saved on the computer

of the note taker, preventing copies from being made. Audio files are saved on the student accounts for 1 year after the upload. NTE does not assert rights in the materials created.

### **Guest Speakers**

Presentations in the classroom by guest speakers generally do not fall under “works made in the course of employment”. Explicit permission to record the session for the purpose of note taking would need to be received from the speaker prior to recording.

### **Personal Information Disclosed**

The possibility exists in the context of the college classroom that questions/discussions of a personal nature may be shared during a lecture, by students, to highlight a key concept being covered or in asking for clarification on a point in the lecture. The classroom is seen as a “safe space” for such sharing to occur. Recording such information may inadvertently result in infringing another student’s right to privacy. Therefore, students with this accommodation are required to turn off their recording device whenever a classmate is sharing personal information in class.

### **Traditional Knowledge Rights**

With the inclusion of Indigenous perspectives across curriculum, the possibility exists as well that recording of some related lectures could infringe on the rights of Indigenous knowledge holders. While some traditional knowledge, especially that which is transferred orally, may not meet the requirements for protection under copyright. Traditional knowledge also does not fall under work product and therefore cannot be owned by the college.



### **Resolution**

Counsellors will continue to explain to students that if a teacher provides the class with notes in D2L, then there is no accommodation needed for notes in that class (there are some exceptions to this based on the functional limitations of the student).

Counsellors will continue to approve “permission to record classes” accommodations.

Counsellors will continue to explain to students with this accommodation that they need to discuss the accommodation with their professors before they start recording any classes.

Students will continue to need their faculty to sign their recording agreement forms.

Faculty who have concerns about students recording their classes can:

- provide the class with comprehensive notes in D2L ahead of the class
- Record the classes themselves and post to D2L

- Facilitate collaborative note taking.
- Request a meeting with the student and counsellor to find a reasonable accommodation.

If faculty object to being recorded on human rights grounds, they will need to state this and request the college engage the competing human rights resolution process.

## The Student's Role

You will get an email from the Accessible Education Services Facilitator letting you know your account with Notetaking Express was created.

Next you will get an email from Notetaking Express with instructions.

You upload your audio files to your Notetaking Express account and Notetaking Express downloads the notes to your account within 48 hours.

If you have any troubles, you can contact the Accessible Educations Services Facilitator.

Students with this accommodation are required to turn off their recording device whenever a classmate is sharing personal information in class.

## Note Taking – Permission to Record Classes

### What is it?

Students opting for this accommodation over Notetaking Express feel that notes they create for themselves are more helpful study aids than notes created for them by someone else. However, they still have impairments that prevent them from being able to listen and take notes simultaneously in class, so being able to listen to the recording later and take notes at their own pace, helps with their learning and ability to recall the content.

Students use whichever device works best for them, recording the class, except when other students are sharing personal information. Students may take photos of material written on the white or blackboard. If it's a lab, some students may make video recordings of the professor demonstrating proper techniques.

### How Does it Help?

Students with ADHD who have trouble paying attention for a whole lecture and students with some learning disabilities who must listen with great effort to process auditory information, may choose to create their own notes rather than use NTE. So, their note taking accommodation would be “permission to record classes”.

### Universal Design for Learning Ideas

One approach is for **faculty to record their own classes** and save them on D2L. That way all students in the class have access to the recording to make their notes. This would also help students using Notetaking Express because the quality of the recording would be better and if they were absent for a class, they would still be able to send an audio file to Notetaking Express to get notes.

Another solution is to support **collaborative note taking**. This is where one student organizes other students in the class to share their notes in a Google doc and then students can use their collaborative efforts to create their own notes.

Faculty could also **post their own, comprehensive notes to D2L**. These would not just be a few bullet points on a few Powerpoint slides. Rather they would contain enough information that students could use them effectively to study for their tests. The notes would not be so dense and information laden that they rival the textbook in terms of volume of content. They should be a comprehensive summary of the material covered in class.



These UDL approaches benefit not only the students who have disabilities that require note taking accommodations but also the student who is home sick with the flu; the single mother who has to stay home because her kids have a snow day at school; the international student who is still developing his English language skills and would get more from your lecture if he could listen to it again, more slowly; the student who didn't get enough sleep last night and zoned out a bit during class and needs to review the 10 minutes where you talked about a critical idea

## The Faculty's Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student's counsellor to discuss their concerns.

Faculty are asked to allow students to record their classes. Students with this accommodation are provided an agreement form, to be signed by the student and professor, which specifies that it is an accommodation and that the student is not to share their recording or their notes with other students or on social media.

## The Student's Role

Before you start recording any class, it is important that you discuss this with your professor. They may have legitimate objections to your recording their class and may offer alternate solutions such as them posting their notes in D2L or them providing you with a recording of the class.

If you and your professor agree that you recording the class is the best solution, then you will need to complete and sign a recording agreement form.

If you need to borrow a digital recorder to record your classes, please contact the counselling receptionist to book an appointment with an assistive technologist. The counselling receptionist's contact info:

**Phone:** 1-866-353-6464 ext 1527

**Email:** [caes@flemingcollege.ca](mailto:caes@flemingcollege.ca)

## Permission to Leave Class if Needed

### What is it?

In a college, with adult students, everyone is free to come and go as they please without asking others' permission. However, there are some students who need this accommodation so that their professors know that when they leave class it is because of their disability.

The student simply leaves class. They should sit somewhere that is the least disruptive to the professor and other students if they do have to leave. They may return to class after a few minutes or they may not return till the next class.

### How Does it Help?

Students may have mental health conditions whereby they may experience unmanageable levels of stress/distress at times and to return to manageable levels they need to go to a comforting place, engage in a relaxing activity, or simply get away from where they are. For some students just knowing they have this accommodation is enough and they may never use it.

Some students have pain management concerns and may need to leave the classroom to relieve the pain they are experiencing.

### Universal Design for Learning Ideas

Integrate regular wellness (brain, body, mindfulness) breaks into your classroom management strategies.

Encourage a judgement-free environment where personal autonomy is supported.

Post a loose schedule of timing at the start of class, or in advance, so students have an opportunity to consider their timing.

Be clear with students about the role of attendance and class participation at the start of the term, particularly if it is assessed.

Consider alternative forms of assessment for attendance and participation, digital engagement, instructor engagement.

### The Faculty's Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student's counsellor to discuss their concerns.

If the student contacts their professor afterward to find out what they missed, it is helpful if the professor either shares with them notes from the lecture, guide them to the section of the textbook or other resource that covers the material talked about, or provide some other alternate method for them to catch up on what they missed.

Some students may not contact their professor because they are working with a study group or got the notes from a classmate. It is important to allow the student to take responsibility for determining who they want help from, but if it's the professor they reach out to, it's best to remember that they didn't leave the class because they found the class boring and professors should not take it personally when they leave the class.

## The Student's Role

You may want to discuss with your professors at the start of the semester to let them know if there is anything you need from them if you have to leave class.

You will need to make sure that you catch up on anything that you missed while you were absent from class.

## Reduced Course Load

### What is it?

A reduced course load is an academic accommodation that reduces the number of courses a student takes in a semester. For example, a program might have 8 courses in one semester and a student on a reduced course load may take 4 courses per semester instead. It doesn't change the learning outcomes or program requirements. It is a different path to the same diploma.

### How Does it Help?

College programs can move quickly and have many courses in a single semester. For some students, this design makes learning the material, keeping up in class, and juggling assignments incredibly difficult. For example, many students with learning disabilities must put in twice as much effort as their non-disabled peers to achieve the same results. However, they all have the same 24 hours in their day, so some students will need to take fewer courses to have the time they need to do the work to a satisfactory level.

Some students have medical conditions that limit their energy. They become fatigued quicker than other students, or they experience an exacerbation of their symptoms if they push themselves too hard. For them, a reduced course load is the only way they can complete their courses and maintain their health.

### Universal Design for Learning Ideas

An important way that faculty can support students under UDL frameworks is modelling empathetic listening. If a student approaches faculty to discuss this accommodation and/or their difficulties managing multiple courses and deadlines, it benefits the learner to have their concerns validated and normalized.

### The Faculty's Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student's counsellor to discuss their concerns.

Most faculty don't have a role in this accommodation other than to respect that the student is not necessarily in all the same courses as the rest of your class. It is best not to refer to material covered in other classes.

Program coordinators however do have a key role to play in this accommodation. The student's counsellor will fill in an Educational Plan template and email it to the student's coordinator. The coordinator then needs to discuss with the student the best path to graduation and then to map out what courses the student will take each semester until they graduate. The completed Educational Plan is then sent to the student's accessibility counsellor and the Records Specialist for their program. The Records Specialists create individualized timetables for students following Educational Plans.

## The Student's Role

You request this accommodation through your accessibility counsellor. This may be at your first accommodation appointment or later in the semester. There is no deadline by which you need to make this decision but if it's left till the end of the semester (after the withdrawal deadline), you may end up failing some courses.

If you and your counsellor agree this is an appropriate accommodation, the next step is figuring out what is the right course load for you. Students who are getting OSAP may want to discuss this option with their [Financial Aid Advisor](#).

Your counsellor will explain the Tuition Fee Program for Students With Permanent Disabilities which is there to prevent you from paying way more for your diploma.

They will also explain how, if you become a part-time student, you can access services which may only be available to full-time students.

You will then need to meet with your program coordinator who will create an Ed Plan for you. An Ed Plan is a list of which courses you will take each semester until you graduate, using the course load you and your counsellor discussed.

Each semester you will get your timetable a few days later than your classmates. This is because your timetable is created manually by the Records Specialist for your program after the full-time timetables are created.

If your timetable is not available a few days after your classmates have theirs, or if the classes on your timetable don't match the Educational Plan, you should contact your accessibility counsellor to let them know. They will follow up with the right person to make sure any problems are dealt with and keep you informed.

If you fail or drop any classes, you will need to meet with your program coordinator to update your Ed Plan.

# Retroactive Accommodations

## What is it?

A retroactive accommodation is one that is provided after a scheduled evaluation such as a test or assignment has occurred. Retroactive accommodations are most commonly used by students with mental health disabilities, but they may be appropriate for students with other disabilities.

A retroactive accommodation is needed when the student experiences a sudden flare-up of their condition and as a result is unable to meet their academic demands. Their condition impacts their functioning to a degree that they aren't able to follow normal practices for accessing accommodations (for example, booking a test with AES Online Services for test accommodations in time or due to their circumstance they were unable to inform their faculty or counsellor of their condition and required absence from school.).

In many cases it is not possible to know in advance that retroactive accommodations will be needed later. If that happens, students are encouraged, once they are well enough, to meet with their counsellor to discuss the missed tests and assignments. The counsellor will communicate with the student's teachers to discuss the possibility of retroactively accommodating the missed evaluations.

The decision to grant a retroactive request is determined on a case-by-case basis by the accessibility counsellor in consultation with the faculty.

The goal of retroactive accommodation is to ensure an equalized opportunity for the student with a disability. In order to achieve that goal, counsellors consider a number of principles before recommending to a student and their professors that a retroactive accommodation is appropriate.

### Principles to Guide Decision-making?

- **equity** and **inclusion**
- **academic integrity** or **bona fide academic requirements**
- **individualized** accommodation
- **duty to accommodate.**
- student is an **equal partner** in the accommodation process and must participate in any decisions made about them
- act in **good faith** and assume that the student is as well

- accommodations must be **reasonable** - effective and respectful of the student's dignity but not necessarily the most expensive or most elaborate
- adopt a **social model of disability** and recognize that the presence of a condition does not, in itself, require accommodation, it is the impairments in required tasks which do
- The goal of accommodations is **not** to ensure success; it is to **equalize opportunity**
- **Timely** - if delays are unavoidable, temporary solutions are put in place

### **Questions to Ask to Guide Decision-making**

Counsellors also consider a number of specific questions before recommending to a student and their professors that a retroactive accommodation is appropriate. For some of these questions, the counsellor will need to consult with the program coordinator or faculty teaching the course impacted by the retroactive accommodation request.

**The Accommodation Request:** What is the retroactive accommodation being requested and are there different alternatives/options to meet the student's needs? What does the student want to leave with? Is the student's accommodation request reasonable and feasible?

**Equalizing Opportunity & Barrier Removal:** Does the retroactive accommodation provide an equalizing opportunity for the student? Does it address a barrier? What is the barrier and who owns it?

**Temporary Solutions:** Should you put in place interim accommodations while the request for retroactive accommodations is being considered?

**Learning Outcomes:** Are the course requirements or the academic integrity compromised by providing a retroactive accommodation?

**Resource Availability:** Are there any issues with availability of resources (for example labs, equipment, qualified faculty)?

**Curriculum Changes:** Has the curriculum changed? Change of learning outcomes or skill set (for example, outdated technology); significant changes to the course learning outcomes?

**Health & Safety Issues:** Are there health and safety considerations related to the accommodation request (for example, paramedic needing extra time to perform CPR)?

**Regulatory Bodies:** Are there any regulatory body (such as the College of Nurses of Ontario) rules or restrictions that may be relevant? Have licensing requirements

changed? How do we align the retroactive accommodation with accreditation or regulatory requirements?

**Policies:** Are there relevant college/program policies (for example, rules requiring students graduate within x number of years from start to end of program) that need to be considered? Are there policies creating systemic barriers? Which policies and what aspects of them? Who do we have to work with to get the policy waived?

**Fairness & Undue Hardship:** What, if any, is the undue hardship for the college? Is there a need to find a balance between fairness to the student versus undue hardship to the college?

**Medical Documentation:** What documentation is the student expected to provide? Can the student establish that there was a functional impairment at the time?

**Providing Proof** – What can we do to minimize the demand for the student to prove their disability and/or accommodation needs?

## How Does it Help?

Retroactive accommodations were recommended by the Ontario Human Rights Commission to post-secondary institutions to help prevent students with mental health disabilities from experiencing additional barriers. The intent is to recognize that for some conditions, students experience the symptoms of their disabilities in an episodic manner. Meaning most of the time they can manage with their accommodations, but at times, they are incapacitated by their condition to such a degree that they cannot perform their normal academic work.

Considering retroactive accommodation allows the student to make up missed work or by-pass normal deadlines.

Retroactive accommodation, like other accommodations, should not compromise the course learning outcomes.

## Universal Design for Learning Ideas

Research in the field of higher education illustrates that learner stress in response to due dates is significantly reduced when students have options and choice over deadlines dates and assessments ([Kumar & Wideman, 2014](#)).

Consider windows of completion with posted due date and a one-week buffer following the due date that the instructor publicizes to students either in course policies, or in an assessment reminder.

For online quizzes, consider an availability window of 3-5 days to give learners broader options for submission.



Student determined deadlines: “Look over the major assignments in your course and consider the timing of when they are introduced, how long students have to work on them, and when you typically have them due. Can you give students the option of choosing their own deadlines for some/all assignments?” ([Plymouth State University, 2020](#)).

Late passes and late grace periods: “Build in grace periods that students can exercise during certain times of the term or “passes” that allow them to turn in chosen assignments late, without receiving a penalty.” ([Plymouth State University, 2020](#)).

## The Faculty’s Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student’s counsellor to discuss their concerns.

Once a counsellor has determined that a student’s circumstances warrant the consideration of a retroactive accommodation and the student has provided sufficient medical documentation, the counsellor will reach out to relevant faculty. Sometimes this is a preliminary discussion with the coordinator, sometimes it starts with the teachers of the courses where the student is requesting a retroactive accommodation. Sometimes it doesn’t involve any teachers because the request relates to withdrawal from the college rather than making up missed tests or assignments.

The faculty role is to stand up for the integrity of their course. They are the only ones who can state that an accommodation would or would not breach the established course learning outcomes. The more time the student has missed from their classes, the less likely it is that retroactive accommodation will be possible and still maintain the course learning outcomes. However, exactly how many missed classes very much depends on the course and how it is delivered. Only the course professor is qualified to make this determination.

Practically speaking, faculty participation in the retroactive accommodation process may mean phone calls and/or emails with the counsellor, attending a few meetings and, if the student is allowed to make up missed evaluation(s), it will be the professor who determines whether the student will write the same test or complete the same assignment as was done by the rest of the class, or whether an equivalent form needs to be created for the student. And of course, in the end, the faculty will be the one who marks the evaluation(s) and assigns the student their grade for the course.

## The Student’s Role

If you know your condition can worsen at times so much that it could interfere with your studies, you should discuss this in your accommodation appointment. Your accessibility

counsellor will, include “may be absent for medical reasons” on your Letter of Accommodation which outlines all of the accommodations you will be using.

However, it's also possible that you don't anticipate a flare up of your condition so severe that it interferes with your ability to attend classes or do your schoolwork. If this happens to you, your first step, once you are well enough, is to meet with your accessibility counsellor to see if retroactive accommodations fit your circumstances.

If you are accessing retroactive accommodations, your counsellor will give you documentation to be completed by your medical professional regarding this particular period of absence.

You may need to attend meetings with your counsellor and faculty to determine how specifically you may be accommodated. Depending on the circumstances other people attending these meetings may include the academic chair for your school or representatives from the Registrar's Office (if final grades or OSAP is impacted).

# Test Accommodations – General Info

## What is it?

Test accommodations are individualized adjustments to how a student completes a test and do not change the program requirements.

Students may not need test accommodations for all their classes because different teachers design and deliver tests in different ways.

## How Does it Help?

Test accommodations are necessary for students with disabilities when the way in which the test is designed or delivered presents a barrier for them to demonstrate what they have learned.

## Universal Design for Learning Ideas

Provide all students with double or unlimited time.

Provide students with choice in how they will demonstrate their learning. For example, allow students to decide what portion of their final grade should come from tests versus assignments.

For online quizzes in D2L, consider windows of completion with posted due date and a one-week buffer following the due date that the instructor publicizes to students either in course policies, or in an assessment reminder.

For online quizzes, ensure that students can backtrack through the quiz canvas for online quizzes and assessments.

For online quizzes, consider an availability window of 3-5 days to give learners broader options for submission.

Late passes and late grace periods: “Build in grace periods that students can exercise during certain times of the term or “passes” that allow them to turn in chosen assignments late, without receiving a penalty.” ([Plymouth State University, 2020](#)).

Offer students pre-access to quiz format and set-up in advance of the assessment.

Clearly label testing format, time options, deadlines, and specifics on the quiz functionality for students to access before they start the quiz.

For online quizzes in D2L, consider posting an announcement when the quiz posts, and also follow up with users who have not completed the assessment before and after the deadline.

## The Faculty's Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student's counsellor to discuss their concerns.

## The Student's Role

You are responsible for arranging your test accommodations in advance using [Accessible Education Online Services](#). You will need to complete this process for every test that you need test accommodations.

You are required to book your test request at least 1 week (7 calendar days) before the scheduled test. If you do not submit your request on time, we cannot provide you with your test accommodations.

Many students find it easier to schedule all their tests at the beginning of the semester. The online test booking system allows students to book as many tests as they would like at one time.

If you have questions during the test, even something as simple as what a word means, the invigilators in Accessible Education Services cannot answer them. You need to save your questions to the end then ask the invigilator to take you to your teacher who can answer your questions.

If you have back-to-back tests or other scheduling conflicts, talk with your professor(s) to find a solution that works for you.

You may not need all of your accommodations for all your tests. For example, let's say you have a learning disability that makes reading a slow process for you. You may have extra time (1.5x) and Texthelp (reading software) as accommodations. If you have a math test that requires very little reading, do you need the extra time? Do you need Texthelp? Probably not.

Readers and scribes are temporary test accommodations. Your counsellor explained to you that once you have been trained in reading software, you will use that instead of a reader and once you have been trained in voice-recognition software, you will use that or a computer (with or without spellcheck) for your written tests. If you have any concerns about this, you and your counsellor can set up an appointment to develop a transition plan.

Extra time is not always needed. Some of your professors may have designed their tests so that extra time is already included. A common approach is for professors to design the test so that most students will complete it in about an hour. Then they give everyone 2 hours to complete it. The extra time is already built into the test, and you don't need this accommodation for this test.

How do you know if a professor has built in the extra time for everyone? They might tell you all in class or it might be in the course outline. If you are unsure, you can ask your professor prior to booking your test or if you have booked your test and the professor indicates the time needs to change, you will receive an email with the adjusted testing time.

## Protecting Academic Integrity

We take academic integrity as it relates to tests as seriously as professors do. We understand faculty may have concerns about what steps we take in Accessible Education Services to ensure students who write their tests with us do not have any unfair advantages. It can be hard to feel confident about the invigilation of your tests by someone you don't know.

We take the following measures to ensure students writing tests in Accessible Education Services don't cheat:

- We have invigilators scheduled so they are watching the students and ensuring they don't have access to any materials not approved by their teacher or available to them as accommodations.
- We rely on faculty to tell us what resources, such as textbooks, notes or calculators, students may use for the test and do not allow students to bring anything other than the approved resources with them to the test.
- Our test rooms are small and always staffed.

## Test Accommodation – Extra Time

### What is it?

Most students with extra time accommodations for tests receive 1.5x the regular test time. There are some exceptions where a student will receive double time for some (such as those that have heavy reading demands, or for math-based tests). Rarely would a student have double time for all tests.

### How Does it Help?

It is true that most students will do better on a test if they have more time to complete it. So, it would seem that this accommodation is an unfair advantage which of course is not our goal in providing accommodations. However, the extra time doesn't benefit all students equally. Students with reading-based learning disabilities with extra time catch up to students without disabilities scores when they are given additional test time. Students with mental health challenges are often able to reduce their anxiety if the time pressure is removed and thus can access their memory more efficiently. Some students need the extra time to take a break from sitting, or to clear their minds with a relaxation exercise.

### Universal Design for Learning Ideas

Provide all student with double or unlimited time.

For online quizzes in D2L, consider windows of completion with posted due date and a one-week buffer following the due date that the instructor publicizes to students either in course policies, or in an assessment reminder.

For online quizzes, consider an availability window of 3-5 days to give learners broader options for submission.

Late passes and late grace periods: "Build in grace periods that students can exercise during certain times of the term or "passes" that allow them to turn in chosen assignments late, without receiving a penalty." ([Plymouth State University, 2020](#)).

Offer students pre-access to quiz format and set-up in advance of the assessment so they can test their knowledge and become familiar with the test canvas functions.

### The Faculty's Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student's counsellor to discuss their concerns.

When a student has booked a test using the online Accommodated Test Booking Wizard, faculty will receive an email to log in and confirm the test request. Faculty also have the option to [log in](#) and input all of their test information beforehand. This way makes it easier for students to book their tests.

[Log in](#) to AES Online Services website and review letters of accommodation and student test requests. There is an [Instructor FAQ](#) page and [Instructor Tutorials](#) that you can access to learn more about your role in the test accommodation process.

If students have questions during the test, even something as simple as what a word means, the invigilators in Accessible Education Services cannot answer them. We have students save their questions to the end then one of our invigilators take the student to the teacher.

If a student has back-to-back tests or other scheduling conflicts, they are to talk with their professors to find a solution that works.

## The Student's Role

Students are responsible for arranging test accommodations in advance using the [Online Accommodated Test Booking](#) system. They need to complete this process for every test for which they need Test Accommodations. They must do this 1 week (7 calendar days) before the scheduled test. If a student does not submit the request on time, Accessible Education Services cannot provide test accommodations and the student will need to write in class.

# Test Accommodation – No More Than 1 Test Per Day

## What is it?

This accommodation involves rescheduling tests so that the student is not writing more than one per day.

## How Does it Help?

Some students are impacted by fatigue more acutely than others and the stress of tests can be overwhelming. As such some students experience negative impacts to their health if they try to complete more than one test in a day.

## Universal Design for Learning Ideas

Faculty might consider communicating and educating students about this accommodation and prompt them to communicate their needs to the faculty member.

## The Faculty's Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student's counsellor to discuss their concerns.

Faculty are essential in this accommodation. They know if they have multiple or alternate versions of the test which can make rescheduling easier. They know if they are delivering the test in other sections of the course that the student could easily join.

But it is equally important that faculty negotiate with the student and other faculty impacted with the shared goal of providing the student with test conditions that are fair and equitable.

## The Student's Role

You will need to negotiate with your professors to determine which test should be rescheduled to another day and what day and time it should be rescheduled for.

You should make these arrangements early in the semester so that there is time to make any necessary adjustments.



# Test Accommodation – Supervised Breaks

## What is it?

This is permission to take breaks during a test without the time being counted. Students are supervised by Accessible Education Services invigilators.

## How Does it Help?

Some students use this as a means of coping with excessive anxiety. Some students use this because they have medical conditions that require biological breaks. Some students with chronic pain use it to move around in order to alleviate their pain.

## Universal Design for Learning Ideas

Normalize a culture of brain and wellness breaks as a part of effective learning strategies.

## The Faculty's Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student's counsellor to discuss their concerns.

If this is the only accommodation being used by a student, faculty may be able to accommodate the student in class provided the student's breaks won't interrupt other students and the faculty is confident in any measures they set up to maintain academic integrity.

When a student has booked a test using the online Accommodated Test Booking Wizard, faculty will receive an email to log in and confirm the test request. Faculty also have the option to [log in](#) and input all of their test information beforehand. This way makes it easier for students to book their tests.

[Log in](#) to AES online services website and review letters of accommodation and student test requests. There is an [Instructor FAQ](#) page and [Instructor Tutorials](#) that you can access to learn more about your role in the test accommodation process.

If students have questions during the test, even something as simple as what a word means, the invigilators in Accessible Education Services cannot answer them. We have students save their questions to the end then one of our invigilators take the student to the teacher.

## The Student's Role

Students are responsible for arranging test accommodations in advance using the [Online Accommodated Test Booking](#) system. They need to complete this process for every test for which they need Test Accommodations. They must do this 1 week (7 calendar days) before the scheduled test. If a student does not submit the request on time, Accessible Education Services cannot provide test accommodations and the student will need to write in class.

# Test Accommodation – Quiet Space

## What is it?

Accessible Education Services testing is done in smaller rooms with fewer students around and thus our rooms are quieter spaces than classrooms.

## How Does it Help?

Students may experience decreased anxiety if they are writing with fewer students, or in a quieter space or with others who aren't writing the same test. Some students are less prone to distraction in a quiet space.

## Universal Design for Learning Ideas

☹ Unfortunately, we don't have any ideas to share for this accommodation. If you have any that have worked for you, please send them to [Audrey.Healy@FlemingCollege.ca](mailto:Audrey.Healy@FlemingCollege.ca) so we can add them to the next edition of the User's Guide.

## The Faculty's Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student's counsellor to discuss their concerns.

If the class is a small one, students with quiet space accommodations may not need to write their tests with Accessible Education Services. Faculty with small classes may choose to discuss this option with students.

When a student has booked a test using the online Accommodated Test Booking Wizard, faculty will receive an email to log in and confirm the test request. Faculty also have the option to [log in](#) and input all of their test information beforehand. This way makes it easier for students to book their tests.

[Log in](#) to AES online services website and review letters of accommodation and student test requests. There is an [Instructor FAQ](#) page and [Instructor Tutorials](#) that you can access to learn more about your role in the test accommodation process.

If students have questions during the test, even something as simple as what a word means, the invigilators in Accessible Education Services cannot answer them. We have students save their questions to the end then one of our invigilators take the student to the teacher.

## The Student's Role

Students are responsible for arranging test accommodations in advance using the [Online Accommodated Test Booking](#) system. They need to complete this process for every test for which they need Test Accommodations. They must do this 1 week (7 calendar days) before the scheduled test. If a student does not submit the request on time, Accessible Education Services cannot provide test accommodations and the student will need to write in class.

# Test Accommodation – Private Room

## What is it?

Accessible Education Services has a small number of private rooms available for students with this accommodation. They are rooms the size of a very small office.

Students are scheduled into the private rooms based on availability. In some cases, the Accessible Education Services facilitator may work with the student and teacher to arrange an alternate test time/date in order to ensure availability of a private room for the student.

## How Does it Help?

The most common reason we use private rooms is to facilitate the reader/scribe accommodations. Because with the reader/scribe accommodations there is a need for the student and reader/scribe to talk, this must be done in a private room so as not to disturb other test takers.

Some students access this accommodation because they need to read questions aloud in order to make sense of them. In rare cases, some students use this because of debilitating anxiety.

## Universal Design for Learning Ideas

☹ Unfortunately, we don't have any ideas to share for this accommodation. If you have any that have worked for you, please send them to [Audrey.Healy@FlemingCollege.ca](mailto:Audrey.Healy@FlemingCollege.ca) so we can add them to the next edition of the User's Guide.

## The Faculty's Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student's counsellor to discuss their concerns.

Some faculty choose to allow students to write in their offices under their supervision. This is not a requirement for any faculty since it is Accessible Education Services' responsibility to provide accommodations for students with disabilities. If faculty choose to provide this accommodation for a student, they need to ensure the student has access to all of the test accommodations they need (such as extra time).

When a student has booked a test using the online Accommodated Test Booking Wizard, faculty will receive an email to log in and confirm the test request. Faculty also

have the option to [log in](#) and input all of their test information beforehand. This way makes it easier for students to book their tests.

[Log in](#) to AES online services website and review letters of accommodation and student test requests. There is an [Instructor FAQ](#) page and [Instructor Tutorials](#) that you can access to learn more about your role in the test accommodation process.

If students have questions during the test, even something as simple as what a word means, the invigilators in Accessible Education Services cannot answer them. We have students save their questions to the end then one of our invigilators take the student to the teacher.

## The Student's Role

Students are responsible for arranging test accommodations in advance using the [Online Accommodated Test Booking](#) system. They need to complete this process for every test for which they need Test Accommodations. They must do this 1 week (7 calendar days) before the scheduled test. If a student does not submit the request on time, Accessible Education Services cannot provide test accommodations and the student will need to write in class.

# Test Accommodation – Reader

## What is it?

Readers are Accessible Education Services staff who read test questions to students. The student and reader work in a private room. The student determines what the reader is to read, may ask them to read it faster or slower and may ask them to repeat it as often as needed. The reader does not explain the question, or interpret what the question is asking, or define any terms or concepts. If a student doesn't understand something, they must ask their professor, not the reader.

## How Does it Help?

If a student with a learning disability, who has a functional impairment related to reading, is not yet proficient in the use of text-to-voice software, we use readers as a temporary accommodation until the student has completed their training with one of our assistive technologists. Having questions read aloud allows the student to access their understanding of the material efficiently. That is, they are able to understand the test questions more quickly and with less effort than if they simply read the questions themselves.

A reader could also be used for a blind or low-vision student if there is a lot of content that their text-to-voice software would have trouble reading aloud in a sensible manner.

## Universal Design for Learning Ideas

☹ Unfortunately, we don't have any ideas to share for this accommodation. If you have any that have worked for you, please send them to [Audrey.Healy@FlemingCollege.ca](mailto:Audrey.Healy@FlemingCollege.ca) so we can add them to the next edition of the User's Guide.

## The Faculty's Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student's counsellor to discuss their concerns.

Faculty may choose to provide this accommodation to a student but it is not expected of anyone since Accessible Education Services is tasked with the delivery of accommodations. If faculty choose to provide this accommodation for a student, they need to ensure the student has access to all of the test accommodations they need (such as extra time).

When a student has booked a test using the online Accommodated Test Booking Wizard, faculty will receive an email to log in and confirm the test request. Faculty also have the option to [log in](#) and input all of their test information beforehand. This way makes it easier for students to book their tests.

[Log in](#) to AES online services website and review letters of accommodation and student test requests. There is an [Instructor FAQ](#) page and [Instructor Tutorials](#) that you can access to learn more about your role in the test accommodation process.

If students have questions during the test, even something as simple as what a word means, the invigilators in Accessible Education Services cannot answer them. We have students save their questions to the end then one of our invigilators take the student to the teacher.

## The Student's Role

Students are responsible for arranging test accommodations in advance using the [Online Accommodated Test Booking](#) system. They need to complete this process for every test for which they need Test Accommodations. They must do this 1 week (7 calendar days) before the scheduled test. If a student does not submit the request on time, Accessible Education Services cannot provide test accommodations and the student will need to write in class.



## Test Accommodation – Scribe

### What is it?

Scribes are Accessible Education Services staff who record students' responses.

The student and scribe work in a private room. The student determines what the scribe is to write, the scribe does not explain the question, or interpret what the question is asking, or define any terms or concepts. If a student doesn't understand something, they must ask their professor, not the scribe.

### How Does it Help?

If a student with a learning disability, who has a functional impairment related to writing, is not yet proficient in the use of voice-to-text or other relevant writing software, we use scribes as a temporary accommodation until the student has completed their training with one of our assistive technologists. This is more common with essay-type tests, but some students use it for short-answer tests.

Having a scribe record the answers spoken by the student allows the student to express their understanding of the material efficiently. That is, they can communicate their answers more quickly and with less effort than if they try to write the answers themselves.

Scribes are also used for students with mobility challenges that make completing a scantron sheet impossible – in such cases the scribe is a permanent accommodation rather than a temporary one.

### Universal Design for Learning Ideas

☹ Unfortunately, we don't have any ideas to share for this accommodation. If you have any that have worked for you, please send them to [Audrey.Healy@FlemingCollege.ca](mailto:Audrey.Healy@FlemingCollege.ca) so we can add them to the next edition of the User's Guide.

### The Faculty's Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student's counsellor to discuss their concerns.

Faculty may choose to provide this accommodation to a student but it is not expected of anyone since Accessible Education Services is tasked with the delivery of accommodations. If faculty choose to provide this accommodation for a student, they

need to ensure the student has access to all of the test accommodations they need (such as extra time).

When a student has booked a test using the online Accommodated Test Booking Wizard, faculty will receive an email to log in and confirm the test request. Faculty also have the option to [log in](#) and input all of their test information beforehand. This way makes it easier for students to book their tests.

[Log in](#) to AES online services website and review letters of accommodation and student test requests. There is an [Instructor FAQ](#) page and [Instructor Tutorials](#) that you can access to learn more about your role in the test accommodation process.

If students have questions during the test, even something as simple as what a word means, the invigilators in Accessible Education Services cannot answer them. We have students save their questions to the end then one of our invigilators take the student to the teacher.

## The Student's Role

Students are responsible for arranging test accommodations in advance using the [Online Accommodated Test Booking](#) system. They need to complete this process for every test for which they need Test Accommodations. They must do this 1 week (7 calendar days) before the scheduled test. If a student does not submit the request on time, Accessible Education Services cannot provide test accommodations and the student will need to write in class.

# Test Accommodation – Noise Reduction Devices

## What is it?

This could be disposable ear plugs or noise-cancelling headphones.

Accessible Education Services provides the student with the chosen device when they arrive for the test.

## How Does it Help?

This is used for students who are prone to distractions. By blocking noise, students are better able to concentrate on their tests.

## Universal Design for Learning Ideas

☹ Unfortunately, we don't have any ideas to share for this accommodation. If you have any that have worked for you, please send them to [Audrey.Healy@FlemingCollege.ca](mailto:Audrey.Healy@FlemingCollege.ca) so we can add them to the next edition of the User's Guide.

## The Faculty's Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student's counsellor to discuss their concerns.

Faculty may choose to provide this accommodation to a student but it is not expected of anyone since Accessible Education Services is tasked with the delivery of accommodations. If faculty choose to provide this accommodation for a student, they need to ensure the student has access to all of the test accommodations they need (such as extra time).

When a student has booked a test using the online Accommodated Test Booking Wizard, faculty will receive an email to log in and confirm the test request. Faculty also have the option to [log in](#) and input all of their test information beforehand. This way makes it easier for students to book their tests.

[Log in](#) to AES online services website and review letters of accommodation and student test requests. There is an [Instructor FAQ](#) page and [Instructor Tutorials](#) that you can access to learn more about your role in the test accommodation process.

If students have questions during the test, even something as simple as what a word means, the invigilators in Accessible Education Services cannot answer them. We have

students save their questions to the end then one of our invigilators take the student to the teacher.

## The Student's Role

Students are responsible for arranging test accommodations in advance using the [Online Accommodated Test Booking](#) system. They need to complete this process for every test for which they need Test Accommodations. They must do this 1 week (7 calendar days) before the scheduled test. If a student does not submit the request on time, Accessible Education Services cannot provide test accommodations and the student will need to write in class.

## Test Accommodation – Basic Calculator

### What is it?

This is access to a calculator.

Accessible Education Services provides the student with the calculator when they arrive for the test.

### How Does it Help?

Some students have challenges with memory or may even have a math-based learning disability (dyscalculia). These functional limitations make simple calculations, such as adding and subtracting, challenging and time consuming. Requiring these students to perform such calculations unaided puts them at a disadvantage compared to other students since they are prone to errors, and it would take them more time than other students. If the test is not testing their basic calculation skills, this accommodation allows them to demonstrate their understanding of the math skills being evaluated.

### Universal Design for Learning Ideas

Allow all students to use a calculator for math questions.

### The Faculty's Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student's counsellor to discuss their concerns.

Faculty may choose to provide this accommodation to a student but it is not expected of anyone since Accessible Education Services is tasked with the delivery of accommodations. If faculty choose to provide this accommodation for a student, they need to ensure the student has access to all of the test accommodations they need (such as extra time).

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If students have questions during the test, even something as simple as what a word means, the invigilators in Accessible Education Services cannot answer them. We have students save their questions to the end then one of our invigilators take the student to the teacher.

## The Student's Role

Students are responsible for arranging test accommodations in advance using the [Online Accommodated Test Booking](#) system. They need to complete this process for every test for which they need Test Accommodations. They must do this 1 week (7 calendar days) before the scheduled test. If a student does not submit the request on time, Accessible Education Services cannot provide test accommodations and the student will need to write in class.

# Test Accommodation – Music

## What is it?

Students using this accommodation are allowed to listen to music during their tests.

Students choose whether to borrow one of the music CDs available from Accessible Education Services, purchase a CD and provide it to Accessible Education Services in its shrink-wrap or to prepare a playlist saved on a USB drive. An Accessible Education Services staff member will listen to all the songs on the drive before the student is allowed to use it.

This information about this accommodation applies to tests being delivered in person, not remote delivery.

If the test is being done remotely, the student should be allowed to listen to music that is audible to the professor or invigilator. Students may not use earbuds or a headset because there is no way for faculty or Accessible Education Services invigilators to know what they are listening to.

## How Does it Help?

Students with attentional challenges associated with ADHD often benefit from listening to music while performing tasks that require their attention.

## Universal Design for Learning Ideas

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## The Faculty's Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student's counsellor to discuss their concerns.

When a student has booked a test using the online Accommodated Test Booking Wizard, faculty will receive an email to log in and confirm the test request. Faculty also have the option to [log in](#) and input all of their test information beforehand. This way makes it easier for students to book their tests.

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## The Student's Role

Students are responsible for arranging test accommodations in advance using the [Online Accommodated Test Booking](#) system. They need to complete this process for every test for which they need Test Accommodations. They must do this 1 week (7 calendar days) before the scheduled test. If a student does not submit the request on time, Accessible Education Services cannot provide test accommodations and the student will need to write in class.

You have music as one of your test accommodations. We have to ensure that when you are listening to music during a test, you don't have access to the internet or other information.

Therefore, you have the following ways to use music during your tests (as always, you have to book your test with Accessible Education Online Services at least one week in advance of the test):

1. Choose one of the CDs we have available
2. Purchase your own CD and bring it to the Accessible Education Services Facilitator in its original shrink wrapping
3. Provide the Accessible Education Services Facilitator with your downloaded songs at least 1 week in advance. If you choose this option you must also:
  - Sign a form stating that the music you are providing was obtained legally following Canadian copyright laws;
  - Provide your playlist on a USB with no more than 1.5 hours of music.

Important points if you are using your own playlist:

- It must be an MP3 file
- This will be the playlist you will use for the rest of your time at Fleming
- Your playlist will be listened to by Fleming staff before you are able to use it in a test situation



- If you normally get your music from a streaming service like Apple Music or Spotify, it is your responsibility to determine how to download music from your service onto a USB memory stick.

We cannot accept USBs during Week 6, 7, 14 and 15

To ensure your playlist is not in violation of copyright law, students are required to sign an agreement with the Accessible Education Services Facilitator:

## **Agreement Form**

### **Music as a Test Accommodation**

This form is for use for when courses are offered through face-to-face delivery, not remote delivery.

I \_\_\_\_\_ hereby confirm that all music contained on this device was legally obtained.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

## Test Accommodation – Memory Aids

### What is it?

Memory aids are intended to minimize the impacts of functional limitations that compromise a student's ability to recall information that has been learned. Memory aids typically consist of a number of cues that will aid a student in their memory of previously learned information. Each aid developed will look significantly different as the process of development is creative in nature and very individualized.

They may be hand-written or typed. They may include diagrams, mind maps, formulae, acronyms, pictures, and so forth. They may be organized chronologically or by module or chapter. Often, they only make sense to the person who created them and include only the information that the user cannot remember.

A memory aid is not meant to record all the facts; concepts or processes being tested. This means that a memory aid should not include specific examples of how formulae are used; complete terms and definitions; or be created instead of studying.

Once memory aids are approved as an accommodation by the counsellor, the student is required to work with the learning strategist to learn memory strategies, study strategies and, how to develop memory aids that trigger their memory without violating learning outcomes. The learning strategist and student will be consulting with faculty during this period.

### How Does it Help?

This accommodation is used for students who have disabilities that significantly impair their memories. The aid is used only as a trigger to support the student's access to their memory of the course content. In order for a memory aid to be an effective accommodation, the student must learn the course content.

### Universal Design for Learning Ideas

Consider incorporating open-book assessments into your courses where it is appropriate.

Provide all students with memory aid templates at regular intervals in the course.

### The Faculty's Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student's counsellor to discuss their concerns.

The professor has final say as to where the line between a memory aid and a breach of test integrity or violation of a learning outcome lies. What is a memory aid in one situation could be an answer sheet in another. If, for instance, the purpose of a test is to discover whether or not the student knows the definitions of certain terms, having those terms on a memory aid would make it an answer sheet and, therefore, not allowable. If the definitions were written but not connected to the terms to be defined in any way, this may be allowable, since it will trigger the student's memory of the correct term.

It will remain the faculty's responsibility to approve the specific memory aid the student creates. Only the professor is in the position to judge whether it crosses the line. Faculty may choose to consult with the college's learning strategist, at any point.

When a student has booked a test using the online Accommodated Test Booking Wizard, faculty will receive an email to log in and confirm the test request. Faculty also have the option to [log in](#) and input all of their test information beforehand. This way makes it easier for students to book their tests.

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If students have questions during the test, even something as simple as what a word means, the invigilators in Accessible Education Services cannot answer them. We have students save their questions to the end then one of our invigilators take the student to the teacher.

## The Student's Role

Once memory aids are approved as an accommodation by the counsellor, the student is required to work with the learning strategist to learn memory strategies, study strategies and, how to develop memory aids that trigger their memory without violating learning outcomes. The learning strategist and student will be consulting with faculty during this period.

Students are responsible for arranging test accommodations in advance using the [Online Accommodated Test Booking](#) system. They need to complete this process for every test for which they need Test Accommodations. They must do this 1 week (7 calendar days) before the scheduled test. If a student does not submit the request on time, Accessible Education Services cannot provide test accommodations and the student will need to write in class.



# Test Accommodation – Ergonomic Chair

## What is it?

Accessible Education Services can provide students with ergonomic chairs which are designed to be more supportive of the body than our regular chairs (in Accessible Education Services or in classrooms).

Our Accessible Education Services facilitator ensures one of our ergonomic chairs is in the testing room that the student will be writing in and the invigilator ensures its provided to the student when they come to write.

## How Does it Help?

For students with back injuries or other physical conditions which cause sitting to be painful or uncomfortable, ergonomic chairs can mitigate against the pain.

## Universal Design for Learning Ideas

Normalize conversations about learning strategies and the physical environment in your classroom.

## The Faculty's Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student's counsellor to discuss their concerns.

When a student has booked a test using the online Accommodated Test Booking Wizard, faculty will receive an email to log in and confirm the test request. Faculty also have the option to [log in](#) and input all of their test information beforehand. This way makes it easier for students to book their tests.

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## The Student's Role

Students are responsible for arranging test accommodations in advance using the [Online Accommodated Test Booking](#) system. They need to complete this process for every test for which they need Test Accommodations. They must do this 1 week (7 calendar days) before the scheduled test. If a student does not submit the request on time, Accessible Education Services cannot provide test accommodations and the student will need to write in class.

# Test Accommodation – ASL Interpreter

## What is it?

Accessible Education Services can schedule a sign language interpreter to read the test questions and then sign them to the student.

The student directs the interpreter as to how much to interpret. It could be the whole question or just some words or phrases. Usually, the student records their own answers.

## How Does it Help?

Deaf students' first language is often American Sign Language and they may struggle with English. Being able to have their test questions signed to them helps ensure that what they are being evaluated on is strictly the course material and not their ability to understand and communicate in English.

## Universal Design for Learning Ideas

☹ Unfortunately, we don't have any ideas to share for this accommodation. If you have any that have worked for you, please send them to [Audrey.Healy@FlemingCollege.ca](mailto:Audrey.Healy@FlemingCollege.ca) so we can add them to the next edition of the User's Guide.

## The Faculty's Role

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## The Student's Role

Students are responsible for arranging test accommodations in advance using the [Online Accommodated Test Booking](#) system. They need to complete this process for every test for which they need Test Accommodations. They must do this 1 week (7 calendar days) before the scheduled test. If a student does not submit the request on time, Accessible Education Services cannot provide test accommodations and the student will need to write in class.



## Test Accommodation –Spelling Aids

### What is it?

Accessible Education Services offers a variety of spelling aids. Some nursing students use the Webster’s Medical Speller which contains medical and scientific words without definitions. Some students use a handheld speller called the Franklin Language Master. However, the most commonly used spelling aid is spellcheck on the computer.

Students are provided with the aid when they come to Accessible Education Services to write their test. By using our resources, students aren’t able to hide any notes or information that would be considered cheating.

### How Does it Help?

Students with learning disabilities may have processing challenges that make learning correct spelling of words extremely difficult. Unless spelling is a course learning outcome, tests are not intended to penalize spelling attributes. So, if a student is able to correctly answer a question but cannot spell the words of the correct answer, a spelling aid can allow them to demonstrate their understanding of the curriculum.

### Universal Design for Learning Ideas

A word bank of commonly used words can be included in the test for all students to check correct spelling.

### The Faculty’s Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student’s counsellor to discuss their concerns.

When a student has booked a test using the online Accommodated Test Booking Wizard, faculty will receive an email to log in and confirm the test request. Faculty also have the option to [log in](#) and input all of their test information beforehand. This way makes it easier for students to book their tests.

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## The Student's Role

Students are responsible for arranging test accommodations in advance using the [Online Accommodated Test Booking](#) system. They need to complete this process for every test for which they need Test Accommodations. They must do this 1 week (7 calendar days) before the scheduled test. If a student does not submit the request on time, Accessible Education Services cannot provide test accommodations and the student will need to write in class.

# Test Accommodation – Computer

## What is it?

Access to a computer to use specialized software programs or to assist with writing.

We have a fair number of computers in our testing rooms and schedule students who need access to them when we receive test accommodation requests from students.

## How Does it Help?

Use of a computer can compensate for one or more functional limitations and it has the added benefit of promoting independence. For example, some students with learning disabilities are accustomed to having readers and scribes for their tests. We shift them over to using special software that reads and writes for them, so they are less dependent on other people doing things for them.

## Universal Design for Learning Ideas

☹ Unfortunately, we don't have any ideas to share for this accommodation. If you have any that have worked for you, please send them to [Audrey.Healy@FlemingCollege.ca](mailto:Audrey.Healy@FlemingCollege.ca) so we can add them to the next edition of the User's Guide.

## The Faculty's Role

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## The Student's Role

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# Test Accommodation – Software

## What is it?

There are a variety of programs:

- **Texthelp Read & Write Gold** – this is text-to-voice software, and some students use it to read test questions aloud. Some will also use it to help them edit their essay answers.
- **Dragon Naturally Speaking** - this is voice-recognition software and some students use it to record their answers.
- **JAWS** – this is screen reading software that blind students use to access print materials.
- **Enlargement Software** – allows students with low vision to enlarge the text to a size that works for them.

## How Does it Help?

All of these software programs help students access the test in a way that by-passes their functional limitations. Students select the software they need for the test when they book their tests with AES Testing. We ensure they are assigned to a computer that has the software they need on it.

## Universal Design for Learning Ideas

☹ Unfortunately, we don't have any ideas to share for this accommodation. If you have any that have worked for you, please send them to [Audrey.Healy@FlemingCollege.ca](mailto:Audrey.Healy@FlemingCollege.ca) so we can add them to the next edition of the User's Guide.

## The Faculty's Role

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# Tutoring

## What is it?

Tutoring is a support service that is available to all students at Fleming. As an accommodation, it includes additional hours beyond the 2 per week available to other students, or a commitment to one-to-one tutoring if only group tutoring is available to all students.

## How Does it Help?

Some students with learning disabilities benefit from reviewing course content in a format aligned to their strengths. For example, an emphasis on visual descriptions. Some students with mental health disabilities or ADHD may have trouble focusing in class and need to spend time with a tutor reviewing material.

## Universal Design for Learning Ideas

☹ Unfortunately, we don't have any ideas to share for this accommodation. If you have any that have worked for you, please send them to [Audrey.Healy@FlemingCollege.ca](mailto:Audrey.Healy@FlemingCollege.ca) so we can add them to the next edition of the User's Guide.

## The Faculty's Role

If faculty feel that this accommodation may result in the student not achieving one or more of the course learning outcomes, they should contact the student's counsellor to discuss their concerns.

Faculty meet with students who may be struggling in their course. Feel free to refer students with accommodations to tutoring as you would any other student.

## The Student's Role

Students can book tutoring appointments through the [Tutoring & Academic Skills website](#).

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