

## Position Description Form (PDF)

College: Fleming College

Incumbent's Name:

Position Title: Accommodation Specialist

Payband: L

Scheduled No. of hours: 35

Position Code/Number (if applicable): S00767

Supervisor's Name and Title: Amie Kroes, Director, Health Promotion, Counselling and Accessible Education Services

Completed by: Joanne Spicer & Amie Kroes

Date: April 15, 2026

### Signatures:

Incumbent:  
(Indicates the incumbent has read and understood the PDF)

Date:

Supervisor:

Date:

Supervisor's Supervisor:

Date:

### Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements of the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representation for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements.**

### Position Summary

Provide a concise description of the overall purpose of the position.

The Accommodation Specialist plays a critical role in supporting students with disabilities by providing advanced expertise in the development and implementation of complex accommodation plans. This role serves as a key resource for Accessible education advisors, offering guidance, coaching, and functional leadership, particularly in cases involving complex documentation and/or field placement specific accommodations. The Specialist is also responsible for leading peer consultations, case-based learning, and professional development initiatives, collaborating closely with the Director, Health Promotion, Counselling and Accessible Education Services to foster a culture of continuous learning and service excellence within the department.

## Duties and Responsibilities

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

	Approximate % of time annually*
<p><b>Complex and Field Placement Accommodation Planning</b></p> <ul style="list-style-type: none"> <li>• Oversee the most complex accommodation cases, including those involving detailed medical documentation and field/clinical placements. This includes conducting detailed assessments and collaborating with faculty, students, and external partners to develop appropriate accommodations that maintain academic integrity.</li> <li>• Conduct in-depth assessments for students requiring additional documentation (e.g., psychoeducational assessments, medical documentation) and work closely with external healthcare providers to interpret and apply the recommendations to the learning environment.</li> </ul>	<b>40</b>
<p><b>Individualized Student Accommodation Assessment and Planning</b></p> <ul style="list-style-type: none"> <li>• Promote self-advocacy, independence, and self-determination among students by providing guidance and resources throughout their academic journey.</li> <li>• Conduct intake interviews to explore the impact of disabilities on students' academic experiences and identify appropriate support services both within and outside the college.</li> <li>• Conduct thorough assessments of functional limitations to determine and approve academic accommodations for students with various disabilities (e.g., physical, medical, sensory, learning, and mental health).</li> <li>• Develop and implement individualized accommodation plans through a collaborative process with the student, considering self-reporting, assessment documentation, and the specific demands of their academic programs.</li> <li>• Where possible, assist students with strategies to develop organizational skills, time management, study skills and promote student self-advocacy.</li> <li>• Facilitate referrals to Student Success Advisors where appropriate.</li> <li>• Liaise with faculty and staff to ensure accommodations align with course requirements and uphold academic integrity while meeting the program learning outcomes.</li> <li>• Liaise with Director regarding any incoming family status accommodations to determine appropriate action/referral.</li> <li>• Facilitate ongoing reviews of accommodation plans to address changing needs or concerns.</li> <li>• Initiate case conferences with colleagues, faculty, and students to advise on issues surrounding accommodations or arising needs of the student. Common reasons for case conferences include: <ul style="list-style-type: none"> <li>○ Accommodations for field placements/clinical placements</li> </ul> </li> </ul>	<b>20</b>

<ul style="list-style-type: none"> <li>○ Conflict management between student and faculty</li> <li>○ Classroom behaviour issues (as they relate to disability and/or accommodations)</li> <li>○ Management of medical concerns in classroom</li> <li>○ Planning with faculty around reduced course load and education plans</li> <li>● Direct and advise all third-party services (e.g., Note Takers, Interpreters, Classroom Support Workers) and act as the ongoing liaison with service providers to ensure timely provision of service.</li> <li>● Problem solves and makes decisions about alternate arrangements when service providers are not available.</li> </ul>	
<p><b>Peer Support and Case Review</b></p> <ul style="list-style-type: none"> <li>● Provide expert guidance and coaching to Accessible education advisors in reviewing complex cases and ensuring that accommodations are effective and appropriate for each student’s unique needs.</li> <li>● Support Case Conferences with faculty, students, and Accessible education advisors when initial Conferences do not yield a resolution.</li> </ul>	15
<p><b>Facilitate Peer Learning and Development</b></p> <ul style="list-style-type: none"> <li>● Co-lead peer case consultations with the Accommodation Advising team and the Director, offering opportunities for the Accessible Education Services team to learn from complex case studies.</li> <li>● Facilitate peer learning through structured case reviews, supporting professional development and promoting shared learning.</li> <li>● Actively research and integrate evidence-informed practices and new technologies in the field of accommodations, ensuring that the department stays at the current in accessibility services.</li> <li>● Collaborate on service improvement initiatives with the Director, Health Promotion, Counselling and AES.</li> </ul>	15
<p><b>Other</b></p> <p>As part of a diverse, cross-functional portfolio team, the incumbent will contribute to fostering a student-centered, evidence-informed culture by:</p> <ul style="list-style-type: none"> <li>● <b>Facilitating a Learning-Centered Environment:</b> designing and delivering programs and services that prioritize student learning, growth, and development. Ensuring that our services and initiatives align with pedagogical best practices and support student success.</li> <li>● <b>Community Engagement and Building:</b> actively engaging with students, faculty, staff, and other stakeholders to build a vibrant and inclusive campus community. Creating opportunities for collaboration, dialogue, and shared learning experiences.</li> <li>● <b>Data Collection and Analysis:</b> collecting, organizing, and analyzing service user data and metrics to identify trends and areas for improvement. Utilizing data-driven insights to inform decision-making and enhance the quality of our student affairs services.</li> <li>● <b>Evidence-Informed Decision-Making:</b> using evidence-based research and best practices to guide our strategies and initiatives. Regularly assessing the effectiveness of our programs and services, making data-informed adjustments as necessary.</li> </ul>	10

- **Promoting Diversity and Inclusion:** contributing to a culture that values diversity, equity, and inclusion, and ensures that all students feel supported and included. Implementing initiatives that promote a welcoming and inclusive campus environment.
- **Collaborative Cross-Functional Work:** collaborating with team members from diverse functional areas to achieve common goals and create a holistic student experience. Sharing knowledge and best practices across the student affairs team to foster a culture of continuous improvement.
- **Professional Development and Learning:** Engaging in ongoing professional development to stay informed about the latest trends and innovations in student affairs. Encouraging and supporting the growth and development of team members.
- **Communication and Reporting:** Regularly communicating the impact and outcomes of our initiatives to internal and external stakeholders. Preparing reports and presenting findings that demonstrate the value of our contributions to the institution.
- **Student-Centered Innovation:** Encouraging and participating in the development of innovative solutions and services that directly benefit students and enhance their educational experience.
- **Ethical and Responsible Service Delivery:** Upholding the highest ethical standards in our work and ensuring responsible stewardship of resources and student data.

\* To help you estimate approximate percentages:

½ hour a day is 7%

1 hour a day is 14%

1 hour a week is 3%

½ day a week is 10%

½ day a month is 2%

1 day a month is 4%

1 week a year is 2%

### 1. Education

A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the-job training in this information.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Up to High School or equivalent   | <input type="checkbox"/> 1 year certificate or equivalent                             | <input type="checkbox"/> 2 year diploma or equivalent  |
| <input type="checkbox"/> Trade certification or equivalent | <input type="checkbox"/> 3 year diploma / degree or equivalent                        | <input type="checkbox"/> 3 year diploma / degree plus professional certification or equivalent |
| <input type="checkbox"/> 4 year degree or equivalent       | <input checked="" type="checkbox"/> Post graduate degree (e.g. Masters) or equivalent | <input type="checkbox"/> Doctoral degree or equivalent   |

Field(s) of Study:

A Master's degree in Occupational Therapy, Rehabilitation Science, or a related field of specialization is required.

B. Check the box that best describes the requirement for specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirement that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

- No additional requirements
- Additional requirements obtained by course(s) of a total of 100 hours or less
- Additional requirements obtained by course(s) of a total between 101 and 520 hours
- Additional requirements obtained by course(s) of a total of more than 520 hours


## 2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of year of experience, in addition to the necessary education level, required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or on-the-job training occurs after the conclusion of the educational course or program.

- Less than one (1) year
- Minimum of one (1) year
- Minimum of two (2) years
- Minimum of three (3) years


X Minimum of five (5) years

- At least 5 years of experience working in a role that involves assessing functional limitations and providing accommodations for individuals with disabilities. Experience in occupational therapy or rehabilitation science is essential. Experience working in post-secondary education or a related field is preferred.
- Experience interpreting and applying detailed medical, psycho-educational, and other assessment reports to develop effective accommodation plans.
- Advanced understanding of theoretical models of disability ( e.g. social model of disability) and their influence on their application in post-secondary education.
- Strong skills in active listening, empathy, and inclusive communication to support diverse students.
- Knowledge of relevant legislation, including the Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act (AODA), and other related policies.
- Ability to work independently and as part of a collaborative team in a dynamic and diverse environment.
- Excellent organizational, problem-solving, and decision-making skills.
- Proficiency in using databases, learning management systems, and adaptive technology.

□ Minimum of eight (8) years

-

### 3. Analysis and Problem Solving

This section relates to the application of analysis and judgement within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgement required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

	<b>#1 regular &amp; recurring</b>
Key issue or problem encountered.	Complex accommodation requests for students in clinical placements or work-integrated learning/field placement environments, where the student's needs intersect with ambiguous professional and academic standards, often requiring interpretation.
How is it identified?	The issue arises when the student's accommodation needs conflict with the essential professional competencies in a clinical/field placement environment. Often, the symptoms of the issue are vague – for instance, students may report experiencing barriers that are difficult to articulate or document, or faculty may observe discrepancies between student performance and accommodation outcomes.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Investigation involves synthesizing input from multiple stakeholders (e.g., student, faculty, placement supervisors), interpreting medical and legal documentation, and evaluating the specific requirements of the clinical placement. Additionally, it often requires navigating gray areas where professional standards are open to interpretation or not explicitly defined.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The Specialist must balance conflicting priorities (student's rights, academic integrity, professional standards) by interpreting generally accepted principles in human rights legislation, ethics in healthcare education, and institutional guidelines. This requires applying critical judgment to propose innovative solutions, such as alternative assessments or restructured placement requirements, while managing the expectations of all stakeholders.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

- Broad principles outlined in human rights and healthcare ethics
- Precedent cases with nuanced outcomes
- Input from legal counsel, institutional accessibility policies, and external healthcare advisors
- Research on best practices in placement/clinical accommodations

### 3. Analysis and Problem Solving

#### #2 regular & recurring

Key issue or problem encountered

Peer consultation on a complex case that requires multidisciplinary expertise and involves conflicting viewpoints from multiple stakeholders regarding how best to accommodate a student with intersecting physical, mental health, and cognitive disabilities, requiring decisions on accommodations that have no clear precedent.

How is it identified?

Identified when Accessible Education Advisors bring forward challenging cases during scheduled peer consultation sessions where existing accommodations are insufficient, and the student presents new, overlapping barriers that are poorly understood by stakeholders. Faculty or legal advisors may report concerns about perceived inequities or inconsistencies in applying accommodations.

Is further investigation required to define the situation and/or problem? If so, describe.

Yes. The situation often requires reconciling vague or incomplete information, such as limited medical documentation, conflicting faculty feedback, or partial legal interpretations. Investigation includes consulting with healthcare professionals, faculty, and legal advisors to piece together the student's full profile and understand stakeholder concerns.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

The Specialist leads the peer consultation, leveraging their advanced expertise in occupational therapy and rehabilitation science. They guide a team of multidisciplinary experts to analyze the student's intersecting needs and constraints through the lens of generally accepted principles, such as equity, ethics in education, and academic fairness. The solution often involves a collaborative approach, integrating insights from different disciplines to develop a comprehensive plan that pushes beyond established accommodations.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

- Peer knowledge and experience
- Case studies and previous consultation outcomes
- Guidelines from professional organizations related to disability services
  - Research on multidisciplinary approaches to accommodation
- Institutional resources, such as legal counsel and student service guidelines
- Legal and ethical standards for accommodation
- Consultation with the Director, Health Promotion, Counselling and AES.

**#3 regular & recurring**

Key issue or problem encountered

A student's existing accommodation plan is no longer sufficient due to a change in their medical condition or academic requirements, necessitating a revision of the plan. This change leads to a need for accommodations that challenge the institution's ability to provide equitable access while maintaining the integrity of program outcomes.

How is it identified?

The issue is identified through vague reports from students (e.g., "feeling unsupported" or "falling behind despite accommodations") and inconsistent faculty feedback about how the student interacts with academic requirements.

Is further investigation required to define the situation and/or problem? If so, describe.

Yes. The Specialist must review the new documentation, reassess the student's current needs, and evaluate the effectiveness of the existing accommodations. This may involve conducting a new intake interview, consulting with medical professionals, and re-evaluating the demands of the student's academic program. These elements may present conflicting evidence, requiring ethical judgment to synthesize a clear picture of the problem.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

The Specialist reanalyzes the student's functional limitations and how they interact with the academic environment. By comparing the updated medical information with the student's academic and personal goals, the Specialist develops a revised accommodation plan. This plan might include new or adjusted accommodations, additional support services, or referrals to external resources. This often involves proposing novel approaches, such as introducing assistive technology not previously used in the program, restructuring the student's timeline for degree completion, or facilitating external partnerships to support their needs.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

- Updated medical documentation and expert consultations
- Institutional accommodation policies and past accommodation plans
- Input from the student, faculty, and possibly external service providers
- Relevant research on accommodations in post-secondary education
- Ethical guidelines for balancing fairness and academic integrity
- Consultation with the Director.

#### 4. Planning/Coordinating

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

Using the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

	#1 regular & recurring
List the project and the role of the incumbent in this activity.	Leading the planning and implementation of complex accommodation plans for work-integrated learning/ field placement and clinical placements. The Specialist coordinates with faculty, students, and external partners to ensure that accommodations are aligned with both academic and professional standards.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	<ul style="list-style-type: none"> <li>• Advanced project management skills to oversee multiple stakeholders and timelines.</li> <li>• Strong organizational skills to manage detailed documentation, accommodation plans, and communication between all parties.</li> <li>• Leadership and decision-making skills to guide the process and resolve conflicts as they arise.</li> </ul>
List the types of resources required to complete this task, project or activity.	<ul style="list-style-type: none"> <li>• Detailed medical and psychoeducational documentation.</li> <li>• Access to academic and professional standards for field placement and clinical placements.</li> <li>• Communication tools for coordinating with faculty, placement sites, and external healthcare providers.</li> <li>• Institutional policies and guidelines on accommodations.</li> </ul>
How is/are deadline(s) determined?	Deadlines are primarily determined by the academic calendar and the start dates of clinical placements. These deadlines are established in collaboration with faculty, placement coordinators, and external partners to ensure that accommodations are in place before the student begins their placement.

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

Changes to the accommodation plan are determined by the Accommodation Specialist in consultation with faculty, the student, and placement supervisors. The Specialist assesses the impact of these changes on the student's ability to meet the placement requirements and on the overall accommodation strategy. If the changes significantly impact others, such as requiring additional resources or adjustments from the placement site, the Specialist coordinates these discussions to ensure a smooth implementation.

**4. Planning/Coordinating**

**#2 regular & recurring**

List the project and the role of the incumbent in this activity.

Co-leading peer case consultations and facilitating case-based learning sessions for the Accessible education advisors team. The Specialist, alongside the Director, plans these sessions to promote continuous professional development and knowledge sharing.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

- Strong facilitation skills to lead discussions and ensure productive outcomes.
- Planning skills to organize case materials, set agendas, and manage session logistics.
- Collaboration and communication skills to engage with team members and incorporate their input into the learning process.

List the types of resources required to complete this task, project or activity.

- Case studies and relevant documentation from complex accommodation cases.
- Access to research and best practices in disability services.
- Tools for facilitating virtual or in-person meetings, such as video conferencing software and shared document platforms.

How is/are deadline(s) determined?

Deadlines for these sessions are determined by the academic schedule and the team’s professional development calendar. Sessions are scheduled at regular intervals throughout the year, with additional sessions added as needed based on the complexity of cases or emerging issues within the team.

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

Changes to the session structure or content are determined by the Accommodation Specialist in consultation with the Associate Director. These changes are based on feedback from team members or shifts in institutional priorities. If changes impact the team’s ability to participate or the quality of the learning experience, the Specialist works with the Associate Director to address these issues and ensure that the sessions remain effective.

**#3 regular & recurring**

List the project and the role of the incumbent in this activity.

Planning and implementing service improvement initiatives within the Accessible Learning Services department. The Specialist collaborates with the Director to identify areas for improvement and leads projects to enhance service delivery.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

- Strategic planning skills to identify service gaps and prioritize improvement initiatives.
- Project management skills to develop timelines, allocate resources, and track progress.
- Analytical skills to assess the impact of changes and make data-informed decisions.

List the types of resources required to complete this task, project or activity.

- Data on service usage and student outcomes.
- Feedback from students, faculty, and staff on current service effectiveness.
- Access to research and best practices in accessibility services.

How is/are deadline(s) determined?

Deadlines are set based on the academic calendar, institutional priorities, and the scope of the improvement initiatives. Some projects may have short-term deadlines to address immediate needs, while others may span multiple semesters for more comprehensive changes.

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

The Specialist, in collaboration with the Director, determine if changes are needed based on ongoing evaluation and feedback. If changes impact other departments or require additional resources, the Specialist coordinates with those stakeholders to ensure a smooth transition and successful implementation.

## 5. Guiding/Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus on the actions taken (rather than the communication skills) that directly assist others in the performance of their work or skill development.

Though Support Staff cannot formally "supervise" others, there may be a requirement to guide others using the incumbent's job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks.

Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
X		Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	The Specialist might occasionally need to explain the process for documenting accommodations to a new team member or student.
X	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	The Specialist regularly demonstrates best practices for assessing and implementing complex accommodation plans to Accessible education advisors, ensuring they can accurately apply these procedures to their cases.
X	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	The Specialist frequently recommends specific accommodations or adjustments for complex cases, guiding Advisors and faculty in implementing these strategies to support students effectively.

X            The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.

The Specialist actively participates in peer case consultations, providing ongoing guidance and support to Accessible education advisors in managing their cases, particularly those involving complex medical documentation or work-integrated learning accommodations. The Specialist not only guides Advisors in understanding best practices for accommodation plans but also provides structured coaching sessions to build their capacity for managing intricate cases. They actively track the Advisors' application of these processes, offering constructive feedback and facilitating case-specific problem-solving discussions

X            The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.

The Specialist will recommend specific actions to be taken by Advisors or faculty to ensure that accommodations are effectively implemented and monitored. The Specialist provides guidance and coaching to Accessible education advisors to support their learning (new team members) and in more complex cases where their expertise and experience is required. They ensure these tasks are completed by providing step-by-step guidance, monitoring progress, and addressing barriers to completion. For example, when managing a particularly complex case involving work-integrated learning, the Specialist assigns portions of the process to less experienced staff, follows up to confirm task accuracy, and intervenes when adjustments are needed.

## 6. Independence of Action

Please illustrate the type of independence or autonomy exercised in the position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (if none, please strike out this section)
Instructions are typically provided through institutional policies, which outline standard procedures for managing accommodations and guiding peer consultations. The Specialist is expected to use their advanced knowledge and expertise to interpret these guidelines and apply them to complex cases.	Occasionally, specific instructions may be given by the Director for unique projects or when dealing with particularly complex or unprecedented accommodation cases that require a tailored approach.

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
The incumbent is guided institutional policies and procedures, including the Student Rights and Responsibilities Policy; Access and Accommodations for Students with Disabilities. These resources provide a framework for decision-making and ensure consistency in service delivery. Past practices and case studies from previous complex cases also serve as valuable references.	In situations where there are no clear precedents, the Specialist may need to consult with their Supervisor, legal advisors, external experts, or reference emerging best practices in the field of occupational therapy and rehabilitation science to guide their decisions.

How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
Work is regularly reviewed through peer consultations, where the Specialist's decisions and strategies are discussed and evaluated by the team. Additionally, the Supervisor provides feedback during scheduled check-ins and annual performance reviews. Feedback from students and faculty also serves as a measure of the effectiveness of accommodations.	Occasionally, work involving highly sensitive or legally complex cases may be subject to a more detailed review by the Director or external experts, particularly when new accommodation strategies or policies are being developed or implemented.

**6. Independence of Action**

Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?	
Regular and Recurring	Occasional (if none, please strike out this section)
The Specialist regularly consults with Accessible education advisors, faculty, and healthcare providers when making decisions about complex accommodation plans. This includes decisions about specific accommodations clinical placements, where input from multiple stakeholders is critical to ensure the accommodations are both feasible and effective.	Occasionally, the Specialist may need to consult with external experts, such as legal advisors or occupational therapy specialists, when dealing with particularly complex or novel cases that require specialized knowledge beyond the usual scope of institutional resources.

Describe the type of decisions that would be decided in consultation with the Supervisor.	
Regular and Recurring	Occasional (if none, please strike out this section)
The Specialist consults with the Supervisor on decisions related to policy interpretation, particularly when accommodations may challenge the essential requirements of a program or when there is a potential conflict with institutional policies.	Occasionally, decisions involving significant deviations from standard practices, such as implementing new technologies or strategies for accommodations, would require consultation with the Supervisor to ensure alignment with institutional goals and resources.

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
The Specialist independently decides on the development and implementation of complex accommodation plans, particularly for clinical placements. They also make decisions about how to best guide and support Accessible education advisors in their work, including leading peer consultations and determining the content and focus of professional development sessions.	Occasionally, the Specialist may need to make on-the-spot decisions during urgent situations, such as when a student experiences a sudden change in their condition that requires immediate adjustment to their accommodations. These decisions are made autonomously, drawing on the Specialist's advanced expertise.

## 7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which the position delivers service to customers. It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and fulfil the service requirement. A "customer" is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers. Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

Information on the service		Customer	Frequency (D, W, M. I)*
How is it received?	How is it carried out?		
<p><b>Development of complex accommodation plans for WIL and clinical placements</b></p> <p>Requests for accommodation are received through intake meetings with students or referrals from faculty or placement coordinators.</p>	<p>The Specialist conducts a thorough assessment, collaborates with all stakeholders, and develops a tailored accommodation plan. The plan is communicated to and coordinated with faculty and placement sites to ensure implementation.</p> <p>In addition to this, the Specialist proactively designs long-term accommodation strategies that address both current placement requirements and future challenges students may encounter. This involves consulting with placement sites to envision solutions that ensure accessibility across multiple environments. The Specialist anticipates emerging needs in clinical placements and works to develop best-practice guidelines for consistent</p>	Students, Faculty, Placement Sites	D

	application.		
<p><b>Peer consultation and guidance for Accessible education advisors</b></p> <p>Requests for guidance are received during scheduled peer consultations or when Advisors encounter particularly challenging cases.</p>	<p>The Specialist reviews the case details, provides expert advice, and helps develop strategies to resolve issues or implement accommodations. This is done through structured consultation sessions and follow-up discussions.</p> <p>The Specialist leads proactive consultation initiatives by developing tools, frameworks, and resources that empower Advisors to navigate challenging cases independently over time. The Specialist not only addresses current challenges but also identifies recurring patterns or gaps in Advisor knowledge and designs ongoing professional development plans to address these. Through collaboration, the Specialist envisions future support systems, such as a case review database, to streamline decision-making and ensure Advisors' long-term growth.</p>	<p>Accessible education advisors</p>	<p>W</p>

<p><b>Facilitation of professional development and case-based learning sessions</b></p> <p>The need for these sessions is identified by the Associate Director or the Specialist based on team needs, feedback, or emerging issues in the field.</p>	<p>The Specialist takes a leadership role in identifying future skills gaps and designing a comprehensive learning framework for the AES team. Beyond responding to current needs, the Specialist actively incorporates emerging trends in accessible learning and anticipates how these trends will shape service delivery. Professional development sessions are structured to not only address current gaps but also equip the team with forward-thinking strategies and skills to address evolving challenges in the field.</p>	<p>ALS Team (including Advisors and other staff)</p>	<p>M</p>
--	---	--	----------

<p><b>Coordination with external healthcare providers for interpreting complex documentation</b></p> <p>Requests are received when students provide new or updated medical documentation that requires specialized interpretation.</p>	<p>The Specialist establishes and maintains proactive relationships with external healthcare providers to create streamlined processes for receiving and interpreting documentation. By collaborating on a broader scale, the Specialist develops standardized interpretation guidelines and anticipates future accommodation needs based on emerging medical trends. This allows for the proactive adjustment of plans to support students before specific challenges arise, ensuring a seamless transition through their academic journey.</p>	<p>Students, Healthcare Providers, Faculty</p>	<p>I</p>
--	--	--	----------

<p><b>Service improvement initiatives in Accessible Learning Services</b></p> <p>Needs for improvement are identified through feedback, data analysis, or strategic planning sessions with the Director.</p>	<p>The Specialist leads or co-leads initiatives to improve service delivery, which may involve process changes, new technologies, or policy updates. The Specialist does this by envisioning service innovations that anticipate future demands and evolving student needs. This includes designing forward-looking improvements based on industry trends, such as integrating advanced technologies or implementing proactive outreach models. By analyzing broader institutional and sector-wide patterns, the Specialist structures services to address both current gaps and anticipated challenges, ensuring sustainable improvements for Accessible Education Services. These are implemented after thorough planning and consultation with all relevant stakeholders.</p>	<p>ALS Team, Students</p>	<p>M</p>
--	--	---------------------------	----------

\* D = Daily W = Weekly M = Monthly I = Infrequently

## 8. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, proposals) in the section(s) that best describes the method of communication.

Communication Skill/Method	Example	Audience	Frequency (D, W, M, I)*
Exchanging routine information, extending common courtesy	Responding to routine inquiries from students or faculty regarding the status of accommodation requests or general procedures.	Students, faculty, staff	D
Explanation and interpretation of information or ideas	Explaining complex medical or psychoeducational documentation to team members and/or students to help them understand the rationale behind specific accommodations.	AES team, students	W
Imparting technical information and advice	Providing detailed advice on implementing specific accommodations, particularly those involving assistive technologies or adjustments in placements.	Faculty, Accessible education advisors, IT staff, Placement Staff	W
Instructing or training	Leading workshops or peer learning sessions for the AES team, focusing on best practices in accommodation planning and recent developments in accessibility services.	AES team, Accessible education advisors	M
Obtaining cooperation or consent	Working with faculty and placement supervisors to gain their cooperation in implementing complex accommodations, ensuring that all parties understand and agree on the necessary adjustments.	Faculty, placement supervisors	W
Negotiating			

\* D = Daily    W = Weekly    M = Monthly    I = Infrequently

## 9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D, W, M, I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1 - 2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Sitting (e.g., during meetings, consultations, and computer work)	D		X		X		
Standing (e.g., during workshops or training sessions)	W		X		X		
Walking (e.g., moving between offices, classrooms, or buildings on campus)	W	X			X		
Carrying light objects (e.g., laptops, files, or workshop materials)	W	X			X		
Crouching (e.g., setting up equipment for workshops)	M	X			X		

\* D = Daily W = Weekly M = Monthly I = Infrequently

If lifting is required, please indicate the weights below and provide examples.

- Light (up to 5 kg or 11 lbs)
- Medium (between 5 to 20 kg or 11 to 44 lbs)
- Heavy (over 20 kg or 44 lbs)

Carrying a laptop, files, or workshop materials between offices or to different locations on campus.

Occasionally moving heavier items like boxes of materials for workshops or conferences.

### 10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform a task and the duration of the task, including breaks (eg. up to 2 hours at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (eg. multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

Activity #1	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
<p><b>Reviewing and interpreting complex psychoeducational assessments and medical documentation to develop appropriate accommodation plans.</b></p> <p>This task requires sustained focus due to the complexity of the documentation and the need to accurately interpret information to make decisions. However, concentration may be disrupted by urgent requests or other high-priority tasks that arise.</p>	W			X
<p>Can concentration or focus be maintained throughout the duration of the activity? If not, why?</p> <p>X Usually  <input type="checkbox"/> No</p>				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs

<p><b>Leading peer consultations and case reviews where complex cases are discussed and strategies are developed.</b></p> <p>Focus can generally be maintained throughout the session, though managing multiple perspectives and providing detailed analysis may require shifting attention between different aspects of the case.</p>	M		X	
<p>Can concentration or focus be maintained throughout the duration of the activity? If not, why?</p> <p>X Usually  <input type="checkbox"/> No</p>				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
<p><b>Developing and delivering professional development workshops for the ALS team on best practices in accommodation planning.</b></p> <p>Preparing and delivering workshops demands high concentration to ensure clarity and engagement. Disruptions are possible if unexpected questions or technical issues arise, but focus is generally maintained.</p>	M		X	
<p>Can concentration or focus be maintained throughout the duration of the activity? If not, why?</p> <p>X Usually  <input type="checkbox"/> No</p>				

\* D = Daily W = Weekly M = Monthly I = Infrequently

## 11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D, W, M, I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	The role primarily involves working in an office environment with occasional visits to classrooms. The work environment is generally quiet, clean, and free from hazards.	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input checked="" type="checkbox"/> dealing with abusive people	The Specialist may need to interact with students or faculty who are frustrated or upset about accommodation decisions. These situations require the Specialist to remain calm and professional.	M
<input checked="" type="checkbox"/> dealing with abusive people who pose a threat of physical harm	This is rare, but there may be instances where a situation escalates. The Specialist would follow institutional protocols to manage such incidents.	I
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to extreme weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty or noisy environment		
<input checked="" type="checkbox"/> travel	The Specialist may need to travel between different campuses or to off-site locations for meetings.	M
<input type="checkbox"/> working in isolated or crowded situations		

Support Staff PDF

<input type="checkbox"/> other (explain)		
--	--	--

\* D = Daily   M = Monthly   W = Weekly   I = Infrequently