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Faculty Resource Guide

TEACHING STUDENTS WITH DISABILITIES

YORK
UNIVERSITÉ
UNIVERSITY

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INTRODUCTION

This newly revised Resource Guide for Teaching Students with Disabilities is designed to assist faculty and teaching assistants (TAs) in supporting students with disabilities in their courses. York University's Disability Services Offices produced the first resource guide in 1993. Since then, there have been many changes, not only in the number of students with disabilities served but also in the nature of their disabilities.

There have also been changes in the way that we think about providing access. Research has shown that many teaching strategies that support students with disabilities are very helpful to students without disabilities as well. Therefore, this, the newest version of York's Resource Guide, is premised on the principles of universal design for learning and the belief that when course instructors provide accommodations to students with disabilities, they are often supporting the learning of all students.

In the following pages, we hope to familiarize you with:

- Legislation that frames our work with students with disabilities;
- Strategies that improve course accessibility for students both with and without disabilities;
- Information about specific disabilities;
- Procedures for arranging academic accommodations; and
- Services available on campus for students with disabilities.

An important principle for course instructors to understand is that students with disabilities are <u>not required to disclose their specific disability (i.e. their diagnosis).</u> York University takes the privacy of students' personal medical information very seriously. Course instructors should never question students on their diagnosis or category of their disability (i.e. mental health vs. physical disability), but only for information that helps them understand how to accommodate the student. A student can be asked what functional limitations they may experience as a result of their disability and how these symptoms, limitations, and/or restrictions might impact them in a course, whether in terms of learning the course content, or modes of evaluation.

We trust that this guide clarifies the responsibilities of course instructors, TAs, students with disabilities, and service providers. As well, we hope that instructors will feel supported in their efforts to provide an optimal learning environment, not only for students with disabilities but for all students with whom they teach and learn.

LEGAL AND POLICY BACKGROUND

Ontario Human Rights Code

The Ontario *Human Rights Code* (the "Code") requires that service providers provide equal treatment to all persons without discrimination because of disability (section 1). It provides that reasonable measures must be taken by service providers to accommodate disability, short of "undue hardship" (subsection 24(2)). The Code defines "disability" broadly, to include physical disabilities, infirmities, malformations, disfigurement or illness, as well as mental impairment, developmental or learning disability, language dysfunction or mental disorders.[1] [1]

York University Senate Policy

In order to apply the Code in the university context, the York University Senate has adopted the Policy Regarding Academic Accommodation for Students with Disabilities (the "Senate Policy"), which provides that the University "shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs." The Senate Policy states that disabilities are "those conditions so designated under the Code and will in any event include physical, medical, learning, and psychiatric disabilities" (see Appendix 2 for further Guidelines, Procedures and Definitions).

Reasonable and Appropriate Accommodations

What are "reasonable and appropriate accommodations" and what does "short of undue hardship" mean in the academic context? The courts have stated that these are simply alternative ways of expressing the same concept.[2] What constitutes reasonable measures will vary with the circumstances of the case. That is, different types of disabilities require different accommodations and each student must be assessed on an individual basis in the context of the particular course and its academic requirements.

In accordance with the Senate Policy, instruction-related accommodations may include (but are not limited to):

- Timely provision of reading lists and other course materials to allow for alternate format transcription;
- Alternate format transcription;
- Alternate scheduling for the completion of course, project, thesis work or competency examination;

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[1] The Code, subsection 10(1), defines "disability" as:

(a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;

(b) a condition of mental impairment or a developmental disability;

(c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;

(d) a mental disorder; or

(e) an injury or disability for which benefits were claimed or received under the insurance plan established under the W*orkplace Safety and Insurance Act, 1997.*

[2] Central Okanagan School District No. 23 v. Renaud, [1992] 2 S.C.R. 970 (Sopinka, J.).

[3] Extensions to program completion time limit;

- Use of assistive devices or auxiliary aids in the classroom/laboratory/field (e.g. FM systems worn by course instructors);
- Use of oral or sign language interpreters and/or note takers in the classroom;
- Permission for audio-recording of lectures;
- Permission for video-taping of lectures;
- Modified seating, wheelchair accessible tables;
- Adjustments to lighting.

Wherever possible, the usual procedures for writing tests and examinations should be followed. However, accommodations in examinations and evaluations may include (but are not limited to):

- Alternate scheduling of examinations and essays;
- Alternate forms of assessment;
- Extended time to complete tests/examinations;
- Use of equipment (computer, assistive technology etc.);
- Use of different facilities (alternate test/exam room and proctor) and/or examinations in alternate formats (e.g., audio tape, Braille etc.).

Accommodations with respect to instruction, examination and evaluation are discussed in greater detail in later sections of this Resource Guide.

The courts have said that the search for reasonable and appropriate accommodation is a "multi-party inquiry"[3], which means the responsibility is shared among the student with a disability and the University (the course instructor, staff and disability support service providers). The student provides relevant information and documentation that substantiates the disability and facilitates the search for accommodation. The University is often in the best position to determine how the student can be accommodated without undue hardship in its operations and in a manner which sustains academic integrity. When the University has initiated a proposal that is reasonable and would, if implemented, fulfill the duty to accommodate, the student has a duty to co-operate in the implementation of the proposed accommodation**.**

In practice, this means that wherever possible, instructors should attempt to reach agreement with students on accommodations. However, where there is disagreement, the Senate Policy provides that the instructor should contact the relevant Accessibility Services Office on their campus for advice. Where issues remain unresolved, the Chair of the Department and/or Associate Dean or Dean of the Faculty should be consulted, and a mediation process may be implemented by the Dean of the student's Faculty. In the end, the University's obligation is discharged if a proposal is made that would be reasonable and appropriate in all the circumstances, whether or not it is accepted by the student.[4][4]

No Modification of Essential Requirements

The Code does not require the University to accommodate where the student is "incapable of performing or fulfilling the essential…requirements" of the course of study (section 17(1)). Consistent with the Code, the Senate Policy provides that "[t]he nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses."

This means that the University does not expect course instructors to modify curriculum or expectations for students with disabilities to the extent that academic integrity would be compromised or that a new course is designed for the student. A student must be able, with reasonable accommodation, to fulfill the essential requirements of the course curriculum, with no

[3] Central Okanagan, *supra.*
[4]Central Okanagan, *supra.*

modification of those essential requirements. The purpose of accommodation is to remove those barriers to learning which students with disabilities might experience as a result of their functional limitations, but not to relieve them from the responsibility to develop the essential skills and competencies expected of all students. That being said, it is important that course instructors not conclude that a student is incapable of performing essential requirements until and unless reasonable and appropriate accommodation has first been provided.

Confidentiality and Records Management

Course instructors are advised to hold in confidence the information they receive regarding the accommodation needs of students with disabilities, and to use and share this information only for the purposes for which it was received. In addition, instructors are required to treat records related to students with disabilities in accordance with the Personal Information provisions of the University's Policy on Records and Information Management (see http://www.yorku.ca/secretariat/policies/document.php?document=31

IMPROVING ACCESSIBILITY IN COURSES

Enhancing Academic Access for All Students Through Universal Design for Learning

Universal design for learning focuses on how the curriculum is delivered to all students, rather than on individual students' circumstances. The instructor anticipates that there will be a range of learning needs among their students, and works to "design in" multiple and flexible modes of engagement[5] to address those needs in a pre-emptive way. This helps reduce the need to make individual adaptations to materials and assessments after the course is established, and sometimes while the course is underway.

By finding ways in which they can diversify their instructional practices, instructors can offer different ways for all students to engage more fully in course activities, process information, and demonstrate their understanding. This "universal design" approach to learning gives instructors a framework for providing each student with access to their courses while maintaining academic integrity. It also has the potential to reduce the need to adapt curriculum on an ad hoc basis to meet specific needs that arise. Ultimately, such an approach can enhance academic success not only for students with disabilities but for all students.

Although universal measures would ideally accommodate all students, instructors should nevertheless be prepared to individually consider the needs of those students who may not be properly accommodated by universal measures. The Teaching Commons at York University provides assistance to instructors in planning and re- thinking their courses, instructional strategies, assignments and assessments to integrate principles of universal design and accessibility. Located in 1050 Victor Phillip Dahdaleh Bldg. (formerly TEL Bldg.)T: 416.736.5754, E: teaching@yorku.ca, W: http://teachingcommons.yorku.ca/).

"Designing in" Accessibility and Flexibility in Courses

In planning or re-thinking course design to build in accessibility and flexibility, it is important to first clarify the goals that are set to challenge students through the course, and then to think creatively about the different ways in which students can achieve them. Consider the different components of the course – from key concepts or theories to assessment and evaluation – and look at ways in which they might incorporate multiple means of representation, expression, and engagement to address a broader range of learning needs.

Key concepts, theories, and principles

What are the different ways that students can acquire the key concepts, theories, and principles in the course?

Examples:

- Integrate a variety of instructional strategies (e.g., lecture, activities, group work and independent study) to increase student attention and engagement.
- Present material in formats (orally, visually and in print) to illustrate important concepts and ideas.
- Sequence information so that new material can be linked to and build upon prior learning
- Use advance organizers, lecture outlines and study guides to help students structure information during class and through their individual studies.
- Where at all possible, make available a detailed course outline several weeks before the beginning of the course that outlines goals and expectations, topics, reading list, technical vocabulary, and evaluation procedures. As the term progresses, notify students, verbally and in writing, of any changes in substance, scheduling or deadlines.

[5] Rose, D., & Meyer, A. (2000). "The future is in the margins: The role of technology and disability in educational reform." Washington, DC: US Department of Education, Office of Educational Technology. Retrieved July 7, 2006 from www.air.org/forum/pdf/rose.pdf

Course materials

What are the different ways in which you can help students gain access to the course materials?

Examples:

- Create a course web site that meets accessibility standards and provides a place for students to obtain links to course materials and other course related information.
- Use a variety of media (e.g., text, images, graphics, maps, audio, and video).
- Provide materials in digital format where possible, and encourage students to seek out alternative sources of information.
- Provide captioning or transcripts for films and videos when possible. If the student requires these as an accommodation, Accessibility Services can facilitate this process.
- Use simulations, demonstrations, guest lectures, and other forms of representation to enrich student learning.

Disciplinary methodologies and critical skills development

What are the different ways in which students can practice the critical skills and methodologies of the discipline, both individually and collaboratively, to gain a deeper understanding and appreciation of the course material?

Examples:

- Provide opportunities for research and inquiry that enable students to build knowledge that is meaningful and relevant to them.
- Incorporate interactive strategies, such as problem-solving, discussion, case studies, debates, presentations, brainstorming, both in class and online, to enable students to exchange ideas and apply and extend their learning.
- Use reading, writing and other reflective strategies during class to allow students to re-energize and consolidate their learning.
- Promote collaborative and peer learning through group work and study groups.

Assessment and evaluation

What are the different ways that students can demonstrate their understanding of the material, both orally and in written form?

Examples:

- Offer quizzes, exercises and other self-assessment mechanisms so that students can gauge their own understanding of the material and focus their study productively for tests or the final exam.
- Offer choice in assignment formats (e.g., pictorial or oral summaries, concept maps, posters).
- Allow for variations in the manner in which test material is presented (e.g., using different forms of questions, in digital format to allow for conversion to screen readers).
- Allow for variations in the manner in which test responses are recorded (e.g., orally, handwritten, word processed, with the assistance of a scribe) to enable all students to demonstrate learning through their strengths.
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The Teaching Commons provides assistance to instructors in planning and re- thinking their courses, instructional strategies, assignments and assessments to integrate principles of universal design and accessibility. The Teaching Commons is located in 1050 Victor Phillip Dahdaleh Bldg. (formerly TEL Bldg.),T: 416.736.5754, Email: teaching@yorku.ca, : http://teachingcommons.yorku.ca/).

UNDERSTANDING DISABILITIES

York's Senate Policy Regarding Academic Accommodation for Students with Disabilities reminds us that we must make "reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs" (see Appendix 2). What constitutes "reasonable and appropriate accommodations" will vary with the circumstances of each student. Although there are often similarities among the accommodations recommended for students with particular disabilities, there may also be wide differences. For example, not all students with hearing loss require sign language interpreters and not all students with visual disabilities use Braille. *The goal in providing accommodations is to remove unintentional barriers course design creates as a result of their unique functional limitations for each student with a disability on an individual basis.*

Disabilities may be visible or nonvisible (sometimes referred to as invisible or hidden). Visible disabilities are disabilities that are easily observed or recognized. For example, students who are blind and use guide dogs or students with mobility disabilities who use wheelchairs have visible disabilities. Nonvisible disabilities, on the other hand, are disabilities that are not readily apparent. Students with learning disabilities or psychiatric disabilities, students with medical conditions such as diabetes, and many students with hearing loss have nonvisible disabilities. Likewise, disabilities may be temporary or permanent.

If students indicate to the instructor that they have a disability but do not appear to be aware of the services available for them at the University, they should be encouraged to make an appointment to discuss their needs and eligibility for disability support services through Accessibility Services on their campus. Some students however, prefer not to disclose their disability and that is their right. Students who want to receive accommodations are advised to promptly register with Accessibility Services where a letter of accommodation outlining their recommended accommodations can be generated.

Accessibility Services

This section discusses where Accessibility Service offices can be found on both campus' and the supports which are provided by each.

Student Accessibility Services – Keele Campus

N204 Bennett Centre and they can be reached by telephone at 416-736-5755 or via email as SASINFO@yorku.ca

N108 Ross Building and they can be reached by telephone at 416-736-5755 or via email as SASINFO@yorku.ca

Both locations on the Keele campus provide the same services and supports.

Glendon Accessibility, Well-Being and Counselling Centre is located in 111A Glendon Hall and can be reached by telephone at 416-487-6709 or via email at counselling@glendon.yorku.ca

Services Include

- Pre-university advising;

- Liaison with other campus offices (e.g., Admissions, Advising, Housing, Financial Aid);
- Psychoeducational and learning skills assessments;
- Learning strategies and tutorial support;
- Assessment of student's educational needs;

- Elective 6-credit course, The Language and Learning Seminar (LLS 1000 6.0);
- Workshops dealing with common concerns such as time management, stress management, career development, and use of assistive technology;
- Consultation with faculty and staff regarding learning disabilities;
- Orientation for new students;
- Access to learning skills support and assistive technologies.
- Peer support;
- Strategies for self-advocacy;
- Linkage to off campus services as needed.
- Referral to 24-hour independent living assistance and referrals to external support.

This section offers an overview of the following disabilities, including suggested teaching strategies and potential accommodations:

1. Learning Disabilities
2. Mental Health Disabilities
3. Hearing Disabilities
4. Visual Disabilities
5. Physical Disabilities, including mobility disabilities, medical/health-related disabilities and acquired brain injuries

LEARNING DISABILITIES

Who Are Students with Learning Disabilities?

Students with learning disabilities are individuals with average to above average intellectual ability who receive, process or express information in different ways than do most other individuals. University students with learning disabilities may experience difficulties in one or more of the following areas: perceiving, listening, speaking, reading, writing, calculating and spelling. They may lack organizational skills that affect their writing abilities and time management. Some students may experience difficulties in social interaction. In order to succeed academically, many students with learning disabilities have had to become expert problem-solvers, compensating for the obstacles to their learning by being persistent and developing creative coping strategies.

Students with learning disabilities often develop unique ways of learning effectively, yet they share the frustration of coping with a disability that is virtually "invisible" and often misunderstood. A learning disability is not a form of intellectual disability, emotional disturbance, or laziness. There is a difference in the cognitive processing system that should be considered along with the strengths and talents of each individual.

The causes of learning disabilities are not clearly understood but are generally presumed to be due to congenital and/or acquired neuro-biological factors that result in differences in one or more psychological processes related to learning.

Things to Consider

Students with learning disabilities usually have areas of difficulty that contrast markedly with other areas in which they excel:

- Some students maybe able to express themselves orally, but have extreme difficulty articulating their thoughts on paper (e.g., written assignments may lack organization and contain poor spelling, improper grammar and inappropriate punctuation).
- Others maybe proficient in mathematics, yet are unable to read at a satisfactory rate while experiencing comprehension problems under time-limited conditions.
- Often students with learning disabilities demonstrate the ability to understand abstract ideas in discussion, but seem to have limited ability to organize their thoughts on standard examinations.
- Due to auditory processing difficulties, some students with learning disabilities mayhave difficulty following a sequence of complex instructions or class lectures. They may be unable to take lecture notes effectively due to language processing and/or fine motor coordination difficulties.

What Instructors May Do

- Provide a detailed course syllabus, that outlines the expectations, topics, reading list, technical vocabulary and evaluation procedures, as early as possible beforethe beginning of the course;
- Choose well-organized texts with available study guides;
- Begin each class with a review of material previouslypresented and an outline of topics to be discussed;
- Summarize important points at the end of class, using the chalkboard, overheadprojector or written handouts;
- Try to speak clearly and face the class when talking;
- Employ audio/visual aids to emphasize important points and to explain new terminology;
- When using audio/visual material, select materials that are closed captioned when available;

- Ensure that writing on the chalkboard or overhead projector is large and legible;
- Allow time for questions and clarification;
- Provide study questions that indicate the relative importance of course content as well as the format for possible exam questions;
- Encourage students to form study groups and share class notes;
- Explain class assignments clearly, both orallyand in writing, noting deadlines, and allow sufficient time for completion;
- Be available to discuss coursework options and accommodations with students.

Potential Accommodations

Instructors are encouraged to allow reasonable accommodations in the classroom as well as in evaluation procedures such as:

- Audio recording of lectures and/or computerized note taking;
- Extensions on assignments and essays;
- Alternate scheduling of tests/exams;
- Alternative forms of assessment that do not change the essential skills being tested;
- Extended time to complete tests/exams;
- Use of adaptive technology during tests/exams (e.g., a word processor with spell/grammar check, speech-to-text and text-to-speech software).

Accessibility Services at the Keele Campus and the Glendon Accessibility, Well-Being and Counselling Centre will recommend the appropriate accommodation(s) based on a review of the student's documentation and will assist faculty in their implementation.

Mental Health DISABILITIES

Who are Students with Mental Health Disabilities?

Students with mental health disabilities may include persons who have been diagnosed with clinical depression, bipolar disorder, obsessive-compulsive disorder, panic disorder, schizophrenia, and post- traumatic stress disorder. Students typically experience cycles of wellness and relapse. As a result, their academic performance can be inconsistent and does not always reflect their true abilities. Individuals with mental health disabilities may function very well for months or years and then suddenly have difficulty managing their studies. Symptoms of their illness and/or side effects of their medications can affect the level and speed of their academic performance. Common side effects of medications are drowsiness, nausea, insomnia, restlessness, tremors and difficulty with concentration and short-term memory.

Besides the illness itself, one of the major barriers students with mental health disabilities face is stigma. Negative attitudes of others are sometimes internalized. As a result, many students with psychiatric disabilities may not be forthcoming about any academic difficulties they are experiencing. Trust is a critical factor in overcoming their sense of shame and fear.

Things to Consider

Even when students with mental health disabilities are well, they need to take preventative measures to maintain their health. Academic accommodations they require must take into consideration the importance of reducing stress so they can best manage their studies and their mental health simultaneously. Factors that may induce stress for students with mental health disabilities include:

- Making oral presentations in class;
- Sustaining concentration over long periods;
- Having to write tests/exams that require a great deal of memorization;
- Facing social situations that often make them feel vulnerable.

The kind of supports that students with mental health disabilities receive both on and off campus can have a significant influence on how they manage their university studies (e.g., support of faculty, peers, and staff on campus; support of family, friends, and professionals in the community). Students manage best with instructors and staff who are approachable, who provide feedback, and who provide flexible and negotiable deadlines.

What Instructors Might Do

- Provide a detailed course syllabus, that outlines the expectations, topics, reading list, technical vocabulary and evaluation procedures, as early as possible before the beginning of the course;
- Use a variety of teaching strategies;
- Incorporate “hands-on” experiential activities into the curriculum;
- Consider alternatives to oral presentations for all students (e.g., web-based presentations, videos, posters);
- Allow time for questions and clarifications;
- Explain class assignments clearly, both orally and in writing, noting deadlines, and allow sufficient time for completion;
- Use of a note taker in class in a way that preserves confidentiality and student anonymity;
- Make lecture notes available for students who need to miss classes due to medical appointments and flare up of conditions;

- Be available to discuss coursework options and accommodations with students.

Potential Accommodations

To minimize the stress associated with classroom activities, assignments and assessments for students with mental disabilities, accommodations may include:

- Use of note takers in the classroom;
- Permission for audio recording of lectures;
- Extensions on assignments and essays;
- Alternate scheduling of tests/exams;
- Alternative forms of assessment that do not change the essential skills being tested;
- Extended time to complete tests/exams;
- Use of alternate test/exam room (e.g. free from distraction).

Student Accessibility Service at the Keele Campus and Glendon Accessibility, Well- Being and Counselling Centre will recommend the appropriate accommodation(s) based on a review of the student's documentation and will assist faculty in their implementation.

HEARING DISABILITIES

Who are Students with Hearing Loss?

Students with hearing loss are generally referred to as *deaf*, *deafened,* or *hard of hearing*. Distinctions among these groups are based primarily on the individual's preferred means of communication rather than degree of hearing loss. The following definitions are adapted from the Canadian Hearing Society (2003)[1].

- The term *Deaf** refers to students with hearing loss who identify with, and participate in, the language, culture, and community of Deaf people, and whose preferred mode of communication is sign language. The uppercase "Deaf" is used to refer to individuals who identify as members of the Deaf culture.
- The terms *oral deaf* and *hard of hearing* refer to students with a range of hearing loss who identify with, and participate in, the language, culture, and community of the hearing world. They use spoken language as their preferred mode of communication, and make use of speech, residual hearing, and speechreading.

The term *deafened* refers students who grow up hearing or hard of hearing and then experience a gradual or sudden profound loss of hearing. Students who are deafened generally continue to communicate orally; however, some may use sign language.

Always ask your student how he/she prefers to be identified. Please note that individuals with hearing loss generally do not prefer to be referred to as *hearing impaired.*

Things to Consider

Virtually all Deaf students at York use American Sign Language (ASL), the native language of Deaf people in English-speaking North America. They require the services of sign language interpreters. English may be the second or even third language for some of these students.

Students who are oral deaf, deafened, or hard of hearing generally supplement their residual hearing with assistive technology such as hearing aids, cochlear implants, and FM systems. They may also rely on speechreading for communication.

What Instructors Might Do

- Provide a detailed course syllabus, that outlines the expectations, topics, reading list, technical vocabulary and evaluation procedures, as early as possible before the beginning of the course;
- Always ask D/deaf, deafened or hard of hearing students to identify their communication preferences and support service requirements. They will let you know if they use interpreters, if they prefer to speak for themselves, or if they use note takers;
- If there is an interpreter, real-time captioner, or computerized note taker in the class, invite the student (not the service provider) to explain their respective roles and appropriate etiquette to the rest of the class;
- Speak directly to the student with the hearing loss in first person and not through the service providers (e.g., Ask "Do you have any questions?" not "Ask her if she has any questions.");
- Avoid turning your back to the student or standing in front of a light source (e.g., a window) when lecturing;

[1] Canadian Hearing Society (2003). Retrieved December 6, 2006 from www.chs.ca

- Do not cover your mouth or chew gum when speaking;
- When using audio-visual materials, try to select materials that are closed captioned or provide transcripts or summary notes. Check with the Media Librarian to determine if the media for their course is closed captioned, if a closed captioned version exists or if a suitable alternative is available.
- Face the student rather than a piece of equipment when explaining its operation, particularly in laboratory situations;
- Use visual aids as much as possible. When using such aids, ensure that there is enough light available for the student to see the interpreter, real-time captioner, or computerized note taker clearly;
- Reinforce your verbal presentation with written text as much as possible. Write technical terms and proper names on the blackboard and/or include them on overheads or in PowerPoint presentations;
- Provide in writing such vital information as assignment deadlines or changes in the class schedule;
- Turn off any audio/video equipment (e.g., an overhead projector) when not in use; fan and motor noise can be distracting for students who are oral deaf or hard of hearing;
- Be available to discuss coursework options and accommodations with students.

Potential Accommodations

Instructors are encouraged to allow reasonable accommodations in the classroom as well as in evaluation procedures such as:

- Use of assistive devices in class (e.g., FM systems);
- Use of oral or sign language interpreters, real-time captioners, or computerized note takers;
- Preferential seating for the student and support personnel as appropriate, so that the student is able to have an unobstructed line of vision for the lecture, visual aids, and interpreters or note takers;
- Extensions on assignments and essays;
- Alternate scheduling of tests/exams;
- Extended time to complete tests/exams;
- Alternative forms of assessment that do not change the essential skills being tested.

Student Accessibility Services at the Keele Campus and the Glendon Accessibility, Well-Being and Counselling Centre (see below) will recommend the appropriate accommodation(s) based on a review of the student's documentation and will assist faculty in their implementation.

VISUAL DISABILITIES

Who Are Student with Visual Disabilities?

Students with visual disabilities have a loss or absence of vision to such an extent that it impacts on activities of daily living. Blindness and low vision can affect educational performance, even with correction. Students who are blind or who have low vision may require the use of specialized eye glasses, adaptive technology, canes, and guide dogs.

Things to Consider

Blindness and low vision usually affect how students learn about and function within their environments. Thus, they need to develop strategies to move independently and safely throughout the University.

With the appropriate accommodations, students with visual disabilities should be able to participate fully in class activities. Barriers can generally be minimized or eliminated with advance planning and the use of adaptive equipment.

The majority of students with visual disabilities will require their material in alternate formats such as audiotape, Braille, enlarged print, or in a digital format. Therefore, it is important that instructors prepare materials as far in advance as possible.

Some students with visual disabilities use a guide dog to assist with their mobility. These guide dogs have been professionally trained to assist their owner. Please do not distract guide dogs by playing with or petting them. By law, guide dogs are permitted entrance into public places and facilities (e.g., a classroom or library). Other students in the class will have more of an understanding if they are informed about guide dog protocols. Ask the student to briefly explain the appropriate guide dog interactions.

What Instructors Might Do

- Provide a detailed course syllabus, that outlines the expectations, topics, reading list, technical vocabulary and evaluation procedures, as early as possible beforethe beginning of the course;
- Offer enlarged print copies or electronic versions of handouts;
- Always identify yourself when speaking to the student one-on-one and inform them when you are leaving the room. You identify yourself by first saying their name so that the student knows you are talking to them and then say your own name afterwards;
- Face the class when speaking;
- Convey in spoken words all material written on blackboard, overheads, or slides;
- Use manipulative learning materials whenever possible;
- Solicit a student volunteer to provide verbal descriptions of visual images in videos;
- Consult with the student and their Disabilities Services Office regarding how to manageuse of spur-of-the-moment reading materials;
- Be available to discuss coursework options and accommodations with students.

Potential Accommodations

Through advance planning and the use of adaptive equipment, many of the barriers that prevent students with visual disabilities from participating in class activities can be minimized. Some common academic accommodations include:

- Timely provision of reading lists and other course materials to allow for alternate format transcription;
- Use of note takers in the classroom;

- Permission for audio recording of lectures;
- Extensions on assignments and essays;
- Alternate scheduling of tests/exams;
- Alternative forms of assessment that do not change the essential skills being tested;
- Extended time to complete tests/exams;
- Use of adaptive technology during tests/exams (e.g., Braille printers, speech-to-text and text- to-speech software);
- Provision of tests/exams in alternate formats (e.g., large print, Braille, cassette tape).

Student Accessibility Services at the Keele Campus and the Glendon Accessibility, Well-Being and Counselling Centre (see below) will recommend the appropriate accommodation(s) based on a review of the student's documentation and will assist faculty in their implementation.

PHYSICAL DISABILITIES

Physical disabilities include mobility disabilities, medical/health-related disabilities, and acquired brain injuries.

Mobility Disabilities

What are Mobility Disabilities?

Mobility disabilities include disabilities that affect motor skills, portability, and/or functional dexterity (e.g., quadriplegia, paraplegia, muscular dystrophy, multiple sclerosis, amputations, and temporary disabilities).

Things to Consider

Students with mobility disabilities can become easily fatigued, which can affect their concentration. Mobility disabilities can affect the student's ability to take notes and write tests, essays, and assignments, as well as the time it takes to complete course activities.

What Instructors Might Do

- Provide a detailed course syllabus, that outlines the expectations, topics, reading list, technical vocabulary and evaluation procedures, as early as possible before the beginning of the course;
- Arrange accessible seating for the student;
- Arrange the classroom in such a way that it helps ensure ease of mobility for students using wheelchairs, motorized scooters or crutches;
- Be prepared to change classrooms if the location is inaccessible;
- Plan fieldtrips to accessible locations only, with proper accessible transportation available;
- Be available to discuss coursework options and accommodations with students.

Potential Accommodations

Some common academic accommodations for students with mobility disabilities include:

- Use of note takers in the classroom;
- Preferential seating for the student and support personnel as appropriate;
- Extensions on assignments and essays;
- Alternate scheduling of tests/exams;
- Extended time to complete tests/exams;
- Use of adaptive technology for tests/exams (e.g., speech-to-text and text-to-speech software, word processor, trackball mouse, adjustable desk/chair);
- Use of alternate test/exam room.

Medical/Health-Related Disabilities

What are Medical and Health-Related Disabilities?

Medical and health-related disabilities include: systemic medical conditions that are chronic (e.g., fibromyalgia, chronic fatigue syndrome, migraines, chemical sensitivity, cancer, epilepsy, heart conditions) or the result of illness, infection, or trauma to the body (e.g., cancer, HIV/AIDS, chronic pain). Symptoms for students with medical or health-related disabilities can be unpredictable and the need for accommodation will vary among individuals.

Things to Consider

Medical and health-related disabilities can affect focus and concentration due to fatigue, pain, and side effects of medication. They can also affect students' attendance and their ability to hand in assignments on time due to unpredictable flare-ups of students' conditions.

What Instructors Might Do

- Provide a detailed course syllabus, that outlines the expectations, topics, reading list, technical vocabulary and evaluation procedures, as early as possible before the beginning of the course;
- Reserve seats near exits and close to washrooms;
- Make lecture notes available for students who need to miss classes due to flare up of medical conditions;
- Have clear and negotiable deadlines;
- Be available to discuss coursework options and accommodations with students.

Potential Accommodations

Students with medical/health-related disabilities may need one or more of the following accommodations:

- Use of note takers in the classroom;
- Extensions on assignments and essays;
- Alternate scheduling of tests/exams;
- Extended time to complete tests/exams;
- Use of adaptive technology for tests/exams (e.g., speech-to-text and text-to-speech software, word processor, trackball mouse, adjustable desk/chair).

Acquired Brain Injuries

What is an Acquired Brain Injury?

An acquired brain injury is a traumatic injury to the head (e.g., car accident, falling off a ladder, etc.). This injury can lead to a range of cognitive and sensorimotor impairments, and possible emotional difficulties.

Things to Consider

Acquired brain injuries can greatly affect:

- focus and concentration;
- ability to process new information, and to recall previously learned information;
- motor coordination and dexterity.

Acquired brain injuries can lead to:

- severe anxiety and post-traumatic stress;
- frustration;
- depression;
- low motivation for learning.

Acquired brain injuries are very complex and can lead to specific cognitive impairments that may not be readily apparent when interacting with the student.

What Instructors Might Do

- Provide a detailed course syllabus that outlines the expectations, topics, reading list, technical vocabulary and evaluation procedures, as early as possible before the beginning of the course;
- Use of visual aids for lectures;
- Be open to staying in regular contact with the student to go over course concepts and instructions for tests and assignments;
- Allow rough drafts of essays/assignments to be submitted in advance of the deadline to ensure understanding of expectations and requirements;
- Present course information in multi-sensory formats;
- Use concrete examples when teaching abstract concepts;
- Keep directions for assignments and tests as short and concrete as possible;
- Be available to discuss coursework options and accommodations with students.

Potential Accommodations

There are a range of academic accommodations appropriate for students with an acquired brain injury. Given the complexity of the brain and the vast variety of conditions following injury, it cannot be outlined with certainty what accommodations would be most appropriate. Some common academic accommodations for students with acquired brain injuries include, but are not limited to:

- Use of note takers in the classroom;
- Extensions on assignments and essays;
- Alternate scheduling of tests/exams;
- Use of adaptive technologies for tests/exams (e.g., word processor with spell check for spelling, organization or ease of writing);
- Extended time to complete tests/exams.

Student Accessibility Services at the Keele campus and the Glendon Accessibility, Well-Being and Counselling Centre will recommend the appropriate accommodation(s) based on a review of the student's documentation and will assist faculty in their implementation.

PROCEDURES FOR ARRANGING ACADEMIC ACCOMMODATIONS

There are 2 main offices at York that are responsible for determining which academic accommodations are appropriate based on a review of the student's disability-related documentation. These include Student Accessibility Services on the Keele campus and the Glendon Accessibility, Well-Being and Counselling Centre at Glendon.

Process for Assessing Academic Accommodations for Students with Disabilities

York's Senate Policy (See Appendix 2) outlines the procedures for identifying students who require academic accommodations as follows:

> Students with disabilities who require accommodations shall, in a timely manner, provide the relevant medical, psychoeducational, or psychiatric documentation to the appropriate York Office for students with disabilities to qualify for accommodations.

The University's accessibility offices assist students in the identification of particular aspects of courses that might present barriers to them and work with them to identify the appropriate accommodations, provide supportive documentation, and liaise with students and instructors in the provision of accommodations.

Suggested Language for Course Outlines

A detailed course syllabus should be made available to students, as early as possible before the first week of classes so that students can explore possible accommodations with their Accessibility Counsellor. York's Senate Academic Standards, Curriculum and Pedagogy Committee (ASCP) strongly suggests that course instructors add a section on access for students with disabilities to course outlines. Instructors may also provide a link to the ASCP website (http://secretariat.info.yorku.ca/senate/academic-standards-curriculum-and-pedagogy-committee/), which has an information sheet for students that includes a section on Access/Disability: https://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012-.pdf

Course instructors are encouraged to include on course outlines language such as the following:

> York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

Discussing Accommodation Requirements with Students with Disabilities

Typically, a student with a disability who requires academic accommodation in a course will present the instructor with a letter of accommodation from their Accessibility Counsellor. Then the student and the instructor may arrange to meet privately, preferably during the first or second week of classes, to discuss the course requirements and accommodations.

The Student's Responsibility

The following statement from ASCP details the responsibility of students with disabilities to make

appropriate and timely efforts to arrange for course accommodations:

> It is the student's responsibility to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Failure to make these arrangements may jeopardize your opportunity to receive academic accommodations.

Disclosure of Disability

Students with disabilities are required to disclose information only as it pertains to the need for accommodation and any barriers or limitations. The documentation to support their need for academic accommodation is supplied to their accessibility services office only. Course instructors should focus their attention and any questions they have on the nature of the accommodations that are necessary and how they can be provided, rather than on the disability itself.

Accommodation Agreements

The Policy regarding the Academic Accommodation for Students with Disabilities (Appendix 2) encourages the establishment of a clear mutual understanding between student and instructor about the accommodations that will be provided. There is also a process for resolving disagreements.

ACADEMIC ACCOMMODATIONS AND SUPPORT

There are a range of services and resources in place at York to assist in making academic accommodations, including alternate format transcription services, assistive devices and support, and alternative scheduling of examinations and tests. Details about these services and resources are provided below, and contact information can be found in the Appendix 1.

ALTERNATE FORMAT MATERIALS

Course Materials

Students who have been referred to Accessibility Services, Scott Library by the appropriate Disability Services Office are given access to alternate format materials. Library Accessibility Services staff facilitate this access through a variety of means.

Because of the substantial time involved in ordering, taping, “Brailling” and scanning texts, it is essential for students and the library to have access to a list of required course texts and readings as early as possible in advance of the start of a course. It is the responsibility of the instructor to provide students with course outlines and reading lists as soon as possible so that students can make arrangement for material to be transcribed into an alternate format. Reading lists should indicate whether readings are required, recommended or supplemental research in order to determine priority of transcription.

Please forward your course reading list and direct any questions you may have about the process to the Manager, Library Accessibility Services (416-650-8484, lashelp@yorku.ca). Similarly, if a student asks you directly for a list of required readings please respond as soon as you are able.

Course Web Sites

Posting your course materials on the web is one way that you can provide all of your students with an alternative format for important course documents and updates. For some students with disabilities, the course website can be the primary means of accessing course information. At the same time, web pages can present barriers for some of those same students. For example, if a page contains images, a student who has a visual disability has incomplete information about the page unless equivalent text has been provided for his/her screen reading software to explain the visuals. Other disabilities, such as low vision, mobility disabilities, seizure disorders, colour blindness, or attention deficit disorder, can also affect how a student experiences the web. Web designers are developing principles to take these individual differences into account and maximize the accessibility of web pages for everyone.

Fortunately, there are many simple things that you can do to improve the accessibility of your web pages even if you are not an experienced web author. The foundations of an accessible web page

are correct formatting, complete information, and simple design – strategies you can apply whether you use Microsoft Word or an advanced Web authoring system.

Learn more about how to improve the accessibility of course web pages from York's Learning Technology Services site (www.lts.info.yorku.ca).

Every faculty member is entitled to set up a course website, and York offers support to help you get started. Talk to your local computer coordinator about what help is available through your Faculty, or visit York's Learning Technology Services at 1050 DB (Formerly TEL) Victor Phillip Dahdaleh Building (Formerly TEL Building), lts@yorku.ca, https://lts.info.yorku.ca/

Multimedia

Options for enhancing multimedia in the classroom or on the web include captioning (open or closed) and video description. Captions can provide viewers with synchronized text-based information showing verbatim dialogue, background sounds and sound effects. Open captions stay permanently on screen while audio or video is being viewed. Closed captions can be optionally turned on or off at the discretion of the viewer. Video descriptions provide verbal descriptions of what is happening visually in the video. A verbatim transcript of any multimedia is generally a first step in the process.

Tests and Examinations

The scheduling of alternate tests and examinations at the Keele campus is coordinated by the Registrar's Office, after students have formally registered with their Accessibility Services Office, signed an exam/test accommodation agreement form, and booked their tests/exams online (416-872-YORK (9675), altexams@yorku.ca, www.yorku.ca/altexams). At Glendon, Student Services coordinates alternative scheduling. See page 29 for further information.

ASSISTIVE DEVICES AND SUPPORT

FM Systems

FM systems are assistive listening devices used by students who are hard of hearing and who use hearing aids or cochlear implants. The instructor wears a small transmitter with a microphone that clips onto clothing at chest level. The instructor's voice is then transmitted to the student's receiver, which is connected to a hearing aid or cochlear implant.

The FM transmitter is light, easy to wear and makes a critical difference to the student's ability to hear as clearly as possible. It is important to understand, however, that no assistive listening device allows students to hear exactly as they would if they did not have hearing loss. Students may also need to have a clear view of the speaker's mouth to receive information at optimal levels.

The student is responsible for the care and maintenance of the FM device and for giving it to the instructor at the beginning of the class. For assistance in borrowing or using FM systems, contact the appropriate accessibility services office for the campus on which the course is being offered.

Note Takers

Students whose disabilities cause them to have difficulty taking notes often benefit from the services of a note taker. Note takers summarize and transcribe spoken information. Computerized note takers summarize spoken information on a notebook computer, where students may view the information on the screen or access the notes in alternate formats. Depending on the skills of the typist and the speaker's rate of speech, the notes can vary from summary information to near-verbatim captions.

Course instructors should remember that many students with disabilities prefer their identity remain confidential, even from the note taker. Course instructors must ensure that note takers are used in class in a way that preserves student anonymity and maintains confidentiality.

Students enrolled in the same classes as the student with a disability may serve as note takers on a volunteer basis or note takers may be arranged through Accessibility Services (http:// https://accessibility.students.yorku.ca/ Tel: 416-736-5755 E-mail: sasinfo@yorku.ca

Real-Time Captioners

Real-time captioners create and transmit verbatim captions of spoken information using specialized computer-aided equipment to convert their notations into text form, which is then displayed in real time. Real-time captioners generally sit beside the student with a disability and/or at the front of the class so that they can clearly hear the instructor and see all visual aids. Everything that they hear is transcribed (e.g., lectures, videotapes, student questions/comments, presentations, group activities).

With sufficient notification, real-time captioners may be arranged through Accessibility Services (http:// https://accessibility.students.yorku.ca/ Tel: 416-736-5755 E-mail: sasinfo@yorku.ca

Sign Language and Oral Language Interpreters

Sign language and oral language interpreters facilitate communication between persons who are deaf and persons who are hearing. Interpreters are responsible for conveying information; they do not participate in the dialogue as contributing members of the communication.

Interpreters adhere to a code of ethics, which includes a tenet of confidentiality. They may not divulge information about the student (e.g. progress, attendance, or other information) to anyone.

Sign language interpreters translate spoken English into sign language, and translate sign language into spoken English. In educational settings, they work together in teams of two, alternating at specific time intervals. Since interpreting is both mentally and physically strenuous, regular breaks are important for interpreters. This is to ensure that the interpreters can continue to be effective for the duration of the class and to reduce the risk of repetitive strain injuries.

Oral interpreters use non-vocalized lip movements, gestures and body language to convey spoken English to students whose preferred communication is oral English. This process supports students who rely on speechreading in settings where it is difficult to follow the communication exchange through speech alone.

To arrange for sign language or oral interpreters, and to further understand how to effectively use their services in the classroom, Accessibility Services (http:// https://accessibility.students.yorku.ca/ Tel: 416-736-5755 E-mail: sasinfo@yorku.ca

Audio and Video Recording

Recording is available in most York classrooms through the Instructional Technology Centre. Faculty can set this up through the classroom equipment order (CEO) online system, usually by a departmental secretary with budget authority. There are chargeback costs for equipment, audio or video recording media, and optionally for a staff operator.

Recording outside of York classrooms in a noise suppressed audio booth or mini video studio can be facilitated through the CNS Faculty Support Centre.

Simple recording projects can be done in a self-serve manner where the only cost is for the recording medium. Booking early is recommended and it is important to allow time to be trained on the equipment. Multimedia staff in the CNS Faculty Support Centre can play a consulting role to explore various audio/video recording and delivery options available at York.

To explore audio/video recording and delivery options, contact York's Learning Technology Services

at 1050 DB (Formerly TEL) Victor Phillip Dahdaleh Building (Formerly TEL Building), lts@yorku.ca, www.lts.info.yorku.ca.

Adaptive Hardware and Software

At York, there are two adaptive technology computer labs for students with disabilities; at Glendon there is one. These labs offer a variety of adaptive technology software, such as text-to-speech (e.g., Kurzweil with scanners that allow students with learning disabilities, blind or vision impaired listen to text as they follow along), speech-to-text (e.g., Dragon Naturally Speaking, a speech recognition software that converts words into text for students with physical and learning disabilities), screen enlargers (e.g., ZoomText for computer users who are blind or have low vision), brainstorming tools (e.g., Inspiration that provides a framework to develop and organize ideas), and voice output (e.g., JAWS that enables students with vision loss to use a computer with a keyboard, speech, or Braille display). In addition, software such as Microsoft Office, Adobe Acrobat Reader, and Internet Explorer are also available.

The locations of the Keele Campus adaptive technology labs are as follows:

- **Adaptive Equipment Facilities, Library Accessibility Services,** located in Room 134 Scott Library (416-650-8484)
- **Assistive Technology Lab,** located at 1017, Victor Phillip Dahdaleh Building (416-736-2100, ext. 70211)

At Glendon, the adaptive technology lab is located in Glendon Hall, right beside the Counselling Centre which is room E 103. You can only access the lab through the Counselling Centre (416-487-6709, or ext. 66709).

Specialized Furniture and Equipment

York is committed to working towards ensuring that its facilities are as accessible as possible to persons with disabilities (see the University Policy on Physical Accessibility of University Facilities at https://www.yorku.ca/secretariat/policies/policies/physical-accessibility-of-university-facilities-policy/. If you notice that a student requires adaptive furniture, please encourage the student to contact their counsellorsat Accessibility Services (http:// https://accessibility.students.yorku.ca/ Tel: 416-736-5755 E-mail: sasinfo@yorku.ca) who will make the appropriate referral.

ALTERNATE SCHEDULING OF EXAMINATIONS AND TESTS

The Registrar's Office coordinates alternative scheduling of examinations and tests for students with disabilities at the Keele campus, which includes scheduling space and invigilation. At Glendon, Student Services coordinates alternative scheduling. University policies and procedures, including Faculty petitions processes and Senate Policies on Academic Honesty and Invigilation of Examinations, are observed. In all cases, students requiring alternative arrangements for exams and tests should be registered with the Accessibility Services Office and assessed as requiring this form of accommodation before accessing the alternative scheduling services.

Scheduling of Alternate Exams and Tests

Once a request for alternative scheduling of exams or tests is received from the student, the Accommodated Test and Exam Centre will contact the course director and/or department to confirm the test details. Questions regarding the nature of accommodations should be directed to the student and/or relevant Accessibility Services Office as the Accommodated Test and Exam Centre is not involved in determining appropriate accommodation. At Glendon, this will be done by Student

Services. Once the booking is made, confirmation is forwarded to the student and course instructor/department. Wherever possible, examinations and tests will be scheduled over the same time period as the course.

If possible, the instructor or a designate may visit the alternate testing site or provide the invigilator with contact information should questions arise. In this way, if students require any additional clarification, their needs will be addressed appropriately.

Exam and Test Materials

Course instructors should email or hand deliver exams and tests to the Accommodated Test and Exam Centre at least three working days before the scheduled exam or test date. At Glendon, tests and exams should be delivered to Student Services. The Accommodated Test and Exam Centre prepares exam and test materials for the exam or test session, including materials in alternate format for use with assistive software.

Completed exams and test materials, including rough notes, are collected by the invigilator for delivery to the course instructor.

Missed Examinations and Tests

If a student does not show up or cancels their alternative exam or test, they should contact the course instructor directly for written approval in order for the Accommodated Test and Exam Centre to reschedule. If there is a medical reason for the absence related to the student's disability, then the student can request that their Accessibility Services Office note relevant information for the course instructor when required. The process for approval or academic review, should circumstances warrant, will follow the existing policies and procedures for deferred standing, Faculty petitions and grades reappraisal.

For further information about Alternate Exam and Test Scheduling, including request forms, student guidelines and responsibilities and policies and procedures, see www.yorku.ca/altexams or contact the Accommodated Test and Exam Centre (ext.416-872-YORK (9675), altexams@yorku.ca). At Glendon, contact Accessibility, Well-Being, and Counselling (Glendon Hall, 111A, 416-487-6709)

Support for Faculty Teaching Outside Classroom Learning Experiences

Not all learning takes place in the classroom. While some programs have non-credited placements(e.g., law; engineering) other programs (e.g., nursing, social work, education) have credited placements. Placement are valuable learning places that provide "real life" experiences to students, which in many instances cannot be replaced by classroom or simulation-lab practices.[1,2] To graduate, students must successfully complete a set of placement hours and demonstrate their ability to perform skills and knowledge in relation to each professional standard. These placement experiences may be referred to as clinical placement, practicums, fieldwork, internships; co-op and other experiential terminology.

Who is Responsible

All stakeholders (e.g., faculties that have placement requirements; instructors; preceptors and students) have a responsibility to support students with disabilities in finding suitable placements as well as, during the placement experience. Students who identify with disabilities can and often face barriers that exclude them from fully participating in placement environments[3-9]. One key aspect that will pave the way for an accessible placement experience is for instructors to create a welcoming environment and invite a conversation with students about their challenges and possible accommodation strategies.

Given the culture of stigma in some placements,[3-9] Student Accessibility Services understands that students might not want to disclose the nature of their disability or diagnosis to faculty and according to the law there is no requirement for them to do so. The focus needs to be on accommodation due to their functional limitations. Student Accessibility Service encourages students to meet with their Accessibility Counsellor to discuss the ways in which they can support their students on how best to communicate their learning and accommodation needs.

What You Need To Do

Several strategies to facilitate conversations are available including actively seeking training/workshops to support communication needs when working with students with disabilities. Faculty members are encouraged to refer students who identify with a disability, or even students who they may recognize as struggling, to register with Student Accessibility Services. Meeting with an Accessibility Counsellor will start the conversation about the placement setting and help in anticipating the type of barriers and suggested resources that may be needed to support students during their placements.

While expecting students to initiate the conversation with faculty might be challenging given what we know about stigma in many placement environments, it is advisable that instructors use clear statements in the course outline and during the first day of class **inviting students to approach them or referring them to Student Accessibility Services** to discuss their accommodation needs. Students who identify with disabilities are often the experts[10] in understanding their own disability and should be invited to discuss possibilities and reasonable accommodations early (if possible) but also throughout the placement experience.

However, students often don't know what the placement experience may include, and so instructors are strongly encouraged to provide them with placements information or/ and ask students about their placement needs as early as possible. As each student has unique

needs and experiences the process of accommodation is individualized. Student Accessibility Services is available for support and consultation and counsellors will make recommendations based on the medical documentation they receive from the student, as well as, their past-experience and knowledge of the placement setting where possible. Accessibility Counsellors may reach out to the various departments and encourage a meeting with the student and placement coordinators and other relative staff to create an accommodation plan that will provide the student what they need while maintain the academic integrity of the placement. The purpose of the communication is to optimize the student experience while exploring their abilities and capacities.

Reasonable accommodations in the placement setting are implemented for the purpose of minimizing barriers that may interfere with the student's specific needs. Early conversations about finding reasonable accommodation are paramount as accommodation are a collaborative initiative between students, instructors and Student Accessibility Services.

Some placement accommodation examples may include but are not limited to:

1) arranging the placement closer to the students home to reduce travel time

2) lengthening the duration of the placement to incorporate a part-time model of service

3) providing ergonomic furniture and other equipment/assisted technology

4) modifications to the placement environment (e.g., extra time to complete tasks; private room to rest)

4) access to technology (e.g., sound magnifying statoscope); allowing ASL interpreters to provide spoken communication for a deaf student

6) funds for parking or travel to placement. (See end of documents for more examples and resources).

Reach Out for Support

Student Accessibility Services is available for consultation and support. Please feel free to reach out to us at sassinfo@yorku.ca and you will be directed appropriately.

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Suggested Resources

Accessible campus when teaching outside classroom
https://www.accessiblecampus.ca/wp-content/uploads/2017/01/Consideration-of-Student-Accessibility-When-Teaching-Outside-the-Classroom-Article.pdf

Access College- The Faculty room
https://doit.uw.edu/fieldwork/

APPENDIX 1

DIRECTORY OF DEPARTMENTS & SERVICES

ACCESSIBILITY SERVICES, SCOTT LIBRARY

General queries: 416-650-8484, www.library.yorku.ca/web/ask-services/accessibility-services Offers the following for library users with disabilities: adaptive equipment room and facilitated services for circulation, library materials retrieval, and photocopying.

STUDENT COUNSELLING, HEALTH & WELL-BEING

N110 Bennett Centre for Student Services, 416-736-5297 (voice), https://students.yorku.ca/counselling. Provides walk-in personal counselling, crisis intervention, groups to promote personal and interpersonal growth

GLENDON ACCESSIBILITY, WELL-BEING, AND COUNSELLING

111A Glendon Hall, 416-487-6709 (voice), counselling@glendon.yorku.ca, www.glendon.yorku.ca/counselling. Offers a comprehensive support program for students with disabilities, including a peer tutoring program and adaptive technology lab.

STUDENT ACCESSIBILITY SERVICES – KEELE CAMPUS

- N204 Bennett Centre and they can be reached by telephone at 416-736-5755 or via email as SASINFO@yorku.ca
- N108 Ross Building and they can be reached by telephone at 416-736-5755 or via email as SASINFO@yorku.ca
-

Both locations on the Keele campus provide the same services and supports.

ALTERNATE EXAM AND TEST CENTRE

W223 Bennett Centre for Student Services, 416-736-5500 (voice), 416-736-5660 (TTY), 416-650-8124 (fax), altexams@yorku.ca, www.yorku.ca/altexams. Coordinates the scheduling of space, assistive technology and invigilators for all alternate exams and test.

YORK FEDERATION OF STUDENTS ACCESS CENTRE

429 Student Centre, 416-736-2100 ext. 77612 (voice), info@accesscentreyfs.ca, www.yfs.ca/community-service-groups. Offers resources and peer support to students with disabilities.

TEACHING AND FACULTY SERVICES & RESOURCES

TEACHING COMMONS

1050 Victor Phillip Dahdaleh Building (formerly TEL Building), 416-736-5754 (voice), 416-736-5704 (fax), teaching@yorku.ca, www.teachingcommons.yorku.ca. Offers workshops, discussion groups, forums, publications and special programming throughout the academic year to improve the quality of teaching at York; Resource library – print and web resources; AODA Web Accessibility at York, www.aodaweb.blog.yorku.ca.

LEARNING TECHNOLOGY SERVICES

1050 Victor Phillip Dahdaleh Building (formerly TEL Building), 416-736-2100 (voice), lts@yorku.ca, www.lts.info.yorku.ca. Provides consultation and assistance to instructors in the use of technology to support their research and teaching activities.

TEACHING AND LEARNING COMPUTING

Keele campus 416-736-2100 x 55800 (voice). Glendon campus (416) 736-2100 x 66700 (voice), https://www.yorku.ca/uit/faculty-and-staff-services/teaching-and-learning/. Provides media support for York courses, special events and research, including delivery and set-up of digital and audio-visual equipment, development and production of multimedia materials, and audio-conferencing, video-conferencing and satellite technology.

HEALTH, AND SAFETY AND WELL-BEING

Employee Well-being Office, Kinsmen Building, 8 Chimenystack Road, 416-736-5491 (voice), http://hr.info.yorku.ca/health-safety-employee-well-being, hsewb@yorku.ca. Provides advice to the University on compliance with occupational health and safety legislation; assesses, monitors and provides consultation on the control of workplace hazards; advises on accommodation issues related to health and safety, and provides safety training and educational materials.

OMBUDSPERSON

1050 Kaneff Tower, 416-736-2100 ext. 22937 (voice), 416-736-5641 (fax), ombuds@yorku.ca, www.ombuds.info.yorku.ca

CENTRE FOR HUMAN RIGHTS, EQUITY AND INCLUSION

Centre for Human Rights, Equity & Inclusion
York University
2070 Victor Phillip Dahdaleh Building,
4700 Keele Street, Toronto, ON, M3J 1P3, Canada
Office hours: Mon - Fri, 08.30 am - 04.30 pm
Voice: 416-736-5682

Email: rights@yorku.ca

Addresses concerns and complaints about allegations of unfairness in University policy, process, or procedure, discrimination and/or harassment as defined by the Ontario Human Rights Code and York's human rights policies.

YORK UNIVERSITY ADVISORY COMMITTEE FOR PERSONS WITH DISABILITIES - ENABLE YORK

2070 Victor Phillip Dahdaleh Building (formerly TEL Building), 416-736-5682 (voice), https://www.yorku.ca/services/rights/enable-york/. Enable York is York University's advisory committee. Its role is to advocate on behalf of persons with disabilities and those encountering disabling circumstances who work and learn at York University, ensuring that the University fulfils its commitment to equity and access for these individuals. Access York also advises the President and other policy makers on disability-related matters and acts as a forum for new ideas and concepts that will help the University better fulfill its responsibilities to persons with disabilities.

APPENDIX 2

SENATE POLICY

Academic Accommodation for Students with Disabilities (Policy)

Legislative History:

Approved by Senate 1991/06 as Policy on Students With Special Needs; Amended by Senate 2001/05/24; Amended and Renamed by Senate as "Policy Regarding Academic Accommodation for Students with Disabilities" 2005/02/24; Amended and approved by Senate 2017/06/15.

Approval Authority: Senate

Signature: Maureen Armstrong

Policy[1]

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.
2. All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs.
3. Requests for accommodations shall be made and dealt with expeditiously.
4. Accommodations shall be sufficiently flexible to address individual needs.
5. Requests for extension or for deferral based on unforeseen and transient personal circumstances such as bereavement or short-term illness should be considered on compassionate grounds, but are not generally matters of academic accommodation under this policy.
6. All members of the University community bear responsibility for implementing this policy, and should make themselves familiar with the policy and the resources available to them. Accommodations are collaborative in nature and shall be based on mutual understanding.
7. Disabilities' shall be defined as those conditions so designated under the *Ontario Human Rights Code*. Accommodations shall be sufficiently flexible to address individual needs. Requests for extension or for deferral based on unforeseen and transient personal circumstances such as bereavement or short-term illness should be considered on compassionate grounds, but are not generally matters of academic accommodation under this policy. All members of the University community bear responsibility for implementing this policy, and should make themselves familiar with the policy and the resources available to them. Accommodations are collaborative in nature and shall be based on mutual understanding.

[1] This policy has been updated at a time when Universal Design for Learning has taken on greater significance in postsecondary education and public policy. It is intended to reflect and reinforce the growing relevance and application of this approach to teaching and learning. Please refer to the Guidelines, Procedures, and Definitions document for further information.

Academic Accommodation for Students with Disabilities (Guidelines, Procedures and Definitions)

Guidelines

1. Accessibility, Accommodation and Course Design

Accommodation and inclusive course design are methods of preventing and eliminating barriers for students with disabilities.

a. Course curriculum, delivery and evaluation methods should be designed inclusively from the outset.
b. Even when the principles of inclusivity (or Universal Design for Learning – UDL) have been applied, accommodations may be required and requested.

2. Privacy and Confidentiality

a. All documents and communications concerning accommodations shall be kept confidential and may not be disclosed without consent except to the extent that disclosure is necessary for the implementation of accommodations, resolution of a disagreement, or as required by law.
b. Students are not required to disclose a mental health diagnosis when requesting accommodation. Medical documentation must confirm a diagnosed mental health disability without a specific diagnostic label.

3. Roles and Responsibilities

a. Accessibility Services (Keele Campus) and the Accessibility, Well-Being and Counselling Centre (Glendon Campus) are the primary offices for processing requests, working with students and faculty members to develop accommodation plans, and providing appropriate resources for the community.
b. Students shall provide timely notice of requests for accommodation based on disability and the documentation necessary to develop an accommodation plan. Requests are normally expected to be made with the assistance of the appropriate University office or centre as noted in 3a). The information provided must be sufficient for the specialized staff in the appropriate office or centre to determine the appropriate accommodations in consultation with the student and the instructor. Students are expected to communicate in a timely way any change in their circumstances and to fulfill the role assigned to them in their accommodation plans in a timely way where required by such plans.
c. Instructors shall take reasonable steps to accommodate in a manner consistent with these Guidelines and the information provided through the appropriate university office of centre.
d. Programs / departments and if necessary the Deans / Principal shall make best efforts to arrange timely mediation in cases when disagreements between students and instructors about requests for accommodation are unresolved.

4. Instruction-Related Accommodations

a. Instruction-related accommodations may include, but are not limited to:

- timely provision of reading lists and other course materials to allow for alternate format transcription / conversion
- alternate format transcription / conversion
- alternate scheduling for the completion of course, project, thesis work or competency examinations

- reasonable, proportionate extensions to program completion time limits
- use of assistive devices or auxiliary aids in the classroom/laboratory/field (e.g., sound amplification systems worn by course instructors; computerized note takers in the classroom)
- use of oral and visual language interpreters and/or notetakers in the classroom
- permission to audio-record or video-record instruction for accommodation purposes only
- special seating, wheelchair accessible tables
- adjustments to lighting

b. Accommodation in Examinations and Evaluations

i. Test and examination accommodations may include, but are not limited to:

- alternate scheduling of examinations and essays
- alternate forms of assessment
- extended time to complete tests/examinations
- use of special equipment (computer, assistive technology, etc.)
- use of special facilities (alternate test/exam room and proctor) and/or examinations in alternate formats (e.g. Braille, audiofiles, etc.)

ii. Whenever possible, the usual procedures for writing tests and examinations shall be followed.

Procedures

1. Requesting Accommodations

a. Students with disabilities who require accommodations shall, in a timely manner, provide all necessary documentation to the appropriate University office or centre, it is that office or centre that determines what is necessary documentation.
b. Designated offices will help students to identify particular aspects of courses that might present barriers to them and will work with them to identify the appropriate accommodations, to obtain or provide supportive documentation, and to assist the students and instructors in developing accommodation plans.

2. Accommodation Agreements and Dispute Resolution

a. accommodations having regard to input from the appropriate University office or centre.
b. In cases where the instructor and the student cannot agree about the provision of accommodations, the instructor shall discuss the recommended accommodations with the specialized staff in the relevant designated office or centre, In the event of a disagreement over an accommodation plan or its implementation, normal dispute resolution processes shall be followed (beginning with the relevant program or department and, if necessary, the Associate Dean / Associate Principal of the relevant Faculty).

DEFINITIONS

Academic Integrity: Academic integrity refers to the upholding of essential requirements of courses and programs: All courses and programs have core or essential requirements against which students are evaluated as to whether they are demonstrating the skills, knowledge or attributes at the designated level of the course. Learning outcomes involve learning tasks and objectives that must be undertaken successfully without compromising the standard required for success in a course or program.

Appropriate University Office or Centre: Refers to the Counselling and Disability Services Office on the Keele Campus and The Accessibility, Well-being and Counselling Centre on the Glendon Campus.

Disability: For the purpose of this policy, disabilities are defined by the Ontario Human Rights Code as follows:

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

Reasonable Academic Accommodations: These are planned and agreed-upon variations in the manner in which students may receive course instruction, participate in course activities, or be evaluated. Accommodations are designed to eliminate or reduce barriers to participation in academic life and to ensure students are treated with dignity and respect. The University has a duty to provide accommodations up to the point of undue hardship, which may be related to the following factors identified in the *Ontario Human Rights Code*:

- Cost
- Availability of outside sources of funding
- Health and safety requirements

Students: For the purposes of this Policy, "students" are those individuals who have been admitted to the University, including the School of Continuing Studies, and are eligible to enroll in courses.

Universal Design for Learning – UDL: The principles of UDL(sometimes referred to as Universal Instruction Design or Inclusive Curriculum Design) emphasize:

- multiple means of representation, to give learners various ways of acquiring information and knowledge
- multiple means of expression, to provide learners alternatives for demonstrating what they know
- multiple means of engagement, to tap into learners' interests, offer appropriate challenges, and increase motivation

For information and assistance, please refer to the Teaching Commons' resources at https://www.yorku.ca/teachingcommons/