

Faculty Resource Guide

Teaching Students with Disabilities

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FACULTY RESOURCE GUIDE – TEACHING STUDENTS WITH DISABILITIES

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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 required to disclose information on a need-to-know basis as it pertains to their need for academic accommodation only. The students must first provide supportive documentation but only to the relevant Disability Services Office. Course instructors should be sensitive to this principle and not ask for information that amounts to a “diagnosis”, but only for information that helps them understand how to accommodate the student.

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

1. 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

2. 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 Senate Policy).

3. 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;
- Extensions to program completion time limits;

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 *Workplace Safety and Insurance Act, 1997*.

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

- 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;
- Special 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 special equipment (computer, assistive technology etc.);
- Use of special 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 in the best position to determine how the student can be accommodated without undue interference with 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 Disability Services Office 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 modification of those essential requirements.

³ Central Okanagan, *supra*.

⁴ Central Okanagan, *supra*.

The purpose of accommodation is to level the playing field for students with disabilities, 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.

5. 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

1. 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 his or her students, and works to "design in" multiple and flexible modes of engagement⁵ 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.

The Centre for the Support of Teaching (CST) provides assistance to instructors in planning and re-thinking their courses, instructional strategies, assignments and assessments to integrate principles of universal design and accessibility (1050 TEL Building, ext. 55754, www.yorku.ca/cst/).

2. "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.

a) 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

b) 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.
- Use simulations, demonstrations, guest lectures, and other forms of representation to enrich student learning.

c) 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.

d) 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.

The Centre for the Support of Teaching (CST) provides assistance to instructors in planning and re-thinking their courses, instructional strategies, assignments and assessments to integrate principles of universal design and accessibility (1050 TEL Building, ext. 55754, www.yorku.ca/cst/)

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 level the playing field 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. Temporary disabilities are generally caused by illness or injury.

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. Some students however, prefer not to disclose their disability and that is their right.

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

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

This section also lists the Disability Services Offices that support students with the above disabilities and the services they offer.

1. LEARNING DISABILITIES

Who Are Students with Learning Disabilities?

York's Learning Disabilities Program describes students with learning disabilities as 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 may be 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 may be 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 may have 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 before the beginning of the course;
- Choose well-organized texts with available study guides;
- Begin each class with a review of material previously presented and an outline of topics to be discussed;
- Summarize important points at the end of class, using the chalkboard, overhead projector 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 in the chalkboard or overhead projector is large and legible;
- Allow time for questions and clarifications;

- 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 orally and 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).

The Learning Disabilities Program and the Atkinson and Glendon Counselling Centres (see below) will recommend the appropriate accommodation(s) based on a review of the student's documentation and will assist faculty in their implementation.

Offices that Support Students with Learning Disabilities

- CDC Learning Disabilities Program (LDP), North 110 Bennett Centre For Student Services, ext. 55297
- Atkinson Counselling and Supervision Centre, 116 Atkinson, ext. 55225
- Glendon Counselling and Career Centre, 103 Glendon Hall, ext. 66709

Services include:

- Liaison with other campus offices (e.g., Admissions, Advising, Housing, Financial Aid);
- Psychoeducational and learning skills assessments;
- Learning strategies and tutorial support;
- 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.

2. PSYCHIATRIC DISABILITIES

Who are Students with Psychiatric Disabilities?

Students with psychiatric 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 psychiatric 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 psychiatric disabilities face is stigma. Negative attitudes of others are readily 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 psychiatric 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 psychiatric disabilities include:

- Making oral presentations in class;
- Sustaining concentration over long periods;
- Meeting deadlines;
- Having to negotiate accommodations;
- Having to write more than one test or examination per week;
- 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 psychiatric 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 psychiatric 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).

The Psychiatric Dis/Abilities Program and the Atkinson and Glendon Counselling Centres (see below) will recommend the appropriate accommodation(s) based on a review of the student's documentation and will assist faculty in their implementation.

Offices that Support Students with Psychiatric Disabilities

- CDC Psychiatric Dis/Abilities Program (PDP), North 110 Bennett Centre For Student Services, ext. 55297
- Atkinson Counselling and Supervision Centre, 116 Atkinson, ext. 55225
- Glendon Counselling and Career Centre, 103 Glendon Hall, ext. 66709

Services include:

- Liaison with other campus offices (e.g., Advising, Housing, Financial Aid);
- Assessment of student's educational needs;
- Workshops dealing with common concerns such as time management, stress management, career development, and use of assistive technology;
- Consultation with faculty and staff regarding psychiatric 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.

3. 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)⁶.

- 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;
- Do not cover your mouth or chew gum when speaking;

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

- When using audio-visual materials, try to select materials that are closed captioned or provide transcripts or summary notes. Check with the Sound and Moving Image Library, 125 Scott Library, for more information about closed captioned videos or films;
- 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.

The Office for Persons with Disabilities and the Atkinson and Glendon Counselling Centres (see below) will recommend the appropriate accommodation(s) based on a review of the student's documentation and will assist faculty in their implementation.

Offices that Support Students with Hearing Loss

- Office for Persons with Disabilities, N108 Ross, ext. 55140
- Atkinson Counselling and Supervision Centre, 116 Atkinson, ext. 55225
- Glendon Counselling and Career Centre, 103 Glendon Hall, ext. 66709

Services include:

- Pre-university advising;
- Liaison with other campus offices (e.g., Admissions, Advising, Housing, Financial Aid);
- Assessment of student's educational needs;
- Consultation with faculty and staff regarding hearing disabilities;
- Orientation for new students;
- Access to assistive technologies;
- Referral to 24-hour independent living assistance and referrals to external support.

4. 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 before the 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 manage use 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).

The Office for Persons with Disabilities and the Atkinson and Glendon Counselling Centres (see below) will recommend the appropriate accommodation(s) based on a review of the student's documentation and will assist faculty in their implementation.

Offices that Support Students with Visual Disabilities

- Office for Persons with Disabilities, N108 Ross, ext. 55140
- Atkinson Counselling and Supervision Centre, 116 Atkinson, ext. 55225
- Glendon Counselling and Career Centre, 103 Glendon Hall, ext. 66709

Services include:

- Pre-university advising;
- Liaison with other campus offices (e.g., Admissions, Advising, Housing, Financial Aid);
- Assessment of student's educational needs;
- Consultation with faculty and staff regarding visual disabilities;
- Orientation for new students;
- Access to assistive technologies;
- Referral to 24-hour independent living assistance and referrals to external support.

5. PHYSICAL DISABILITIES

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

a) 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.

b) 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).

c) 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.

The Office for Persons with Disabilities and the Atkinson and Glendon Counselling Centres (see below) will recommend the appropriate accommodation(s) based on a review of the student's documentation and will assist faculty in their implementation.

Offices that Support Students with Physical Disabilities

- Office for Persons with Disabilities, N108 Ross, ext. 55140
- Atkinson Counselling and Supervision Centre, 116 Atkinson, ext. 55225
- Glendon Counselling and Career Centre, 103 Glendon Hall, ext. 66709

Services include:

- Pre-university advising;
- Liaison with other campus offices (e.g., Admissions, Advising, Housing, Financial Aid);
- Assessment of student's educational needs;
- Consultation with faculty and staff regarding physical disabilities;
- Orientation for new students;
- Access to assistive technologies;
- Referral to 24-hour independent living assistance and referrals to external support.

PROCEDURES FOR ARRANGING ACADEMIC ACCOMMODATIONS

At York, there are several offices that are responsible for determining which academic accommodations are appropriate based on a review of the student's disability-related documentation. These include the Office for Persons with Disabilities, the Learning Disabilities Program, the Psychiatric Dis/Abilities Program, Atkinson Counselling and Supervision Centre, and the Glendon Counselling and Career Centre (see Appendix 1 for contact information).

1. 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 Disability Services 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.

2. 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 Disability Services Counsellor. York's Senate Committee on Curriculum and Academic Standards (CCAS) 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 CCAS web site (www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm), which has an information sheet for students that includes a section on Access/Disability.

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

Access/Disability

Students with health-related, learning, physical, psychiatric, or sensory disabilities who require reasonable accommodations in teaching style or evaluation methods should discuss their concerns with the course instructor as soon as possible so that appropriate arrangements can be made.

3. 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 Disability Services Office. 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.

4. The Student's Responsibility

The following statement from CCAS 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.

5. 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 Disability 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.

6. Accommodation Agreements

The Senate Policy on 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.

1. ALTERNATE FORMAT MATERIALS

a) 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, “Brailleing” 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 (ext. 88877). Similarly, if a student asks you directly for a list of required readings please respond as soon as you are able.

b) 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 web site 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 Web Accessibility Site (www.yorku.ca/webaccess). Use the Learning Path to get started and delve into the resources area when you are ready for more.

Every faculty member is entitled to set up a course web site, 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 the CNS Faculty Support Centre (1050 TEL, ext. 40233, faculty@yorku.ca, www.fsc.yorku.ca).

c) 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 and once obtained, faculty can book a drop in workstation and training in Faculty Support Centre to add captions or video description to multimedia.

To reserve equipment and arrange training for multimedia captioning and video description, contact the CNS Faculty Support Centre (1050 TEL, ext. 40233, faculty@yorku.ca, www.fsc.yorku.ca).

d) 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 Disabilities Services Office, signed an exam/test accommodation agreement form, and booked their tests/exams online (ext. 55500, altexams@yorku.ca, www.yorku.ca/altexams). At Glendon, Student Services coordinates alternative scheduling. See page 29 for further information.

2. ASSISTIVE DEVICES AND SUPPORT

a) 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 Director, Office for Persons with Disabilities (ext. 55140).

b) 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 the Office for Persons with Disabilities (ext. 55140).

c) 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 the Office for Persons with Disabilities (ext. 55140).

d) 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, contact the Office for Persons with Disabilities (ext. 55140).

e) 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 the CNS Faculty Support Centre (1050 TEL, ext. 40233, faculty@yorku.ca, www.fsc.yorku.ca).

f) 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), speech-to-text (e.g., Dragon Naturally Speaking), screen enlargers (e.g., ZoomText), brainstorming tools (e.g., Inspiration), and voice output (e.g., JAWS). 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 (ext. 88877)
- **Vanier Adaptive Technology Lab**, located at 028 Vanier College (ext. 55338)

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).

g) 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 www.yorku.ca/secretariat/policies/document.php?document=24). If you notice that a student requires adaptive furniture, please encourage the student to contact counsellors at the Office for Persons with Disabilities (N108 Ross, ext. 55140, opd@yorku.ca), who will make the appropriate referral.

3. 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 a Disabilities Services Office and assessed as requiring this form of accommodation before accessing the alternative scheduling services.

a) Scheduling of Alternate Exams and Tests

Once a request for alternative scheduling of exams or tests is received from the student, the Registrar's Office 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 Disabilities Services Office as the Registrar's Office 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.

b) Exam and Test Materials

Course instructors should email or hand deliver exams and tests to the Registrar's Office at least three working days before the scheduled exam or test date. At Glendon, tests and exams should be delivered to Student Services. The Registrar's Office 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.

c) 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 Registrar's Office to reschedule. If there is a medical reason for the absence related to the student's disability, then the student can request that their Disability 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 Registrar's Office (ext. 55500, altexams@yorku.ca). At Glendon, contact the Student Services (C115 York Hall, ext. 88179).

APPENDIX 1

DIRECTORY OF RESOURCES

COUNSELLING AND DISABILITY SERVICES OFFICES

ACCESSIBILITY SERVICES, SCOTT LIBRARY

General queries: 416-736-2100 ext. 88877, www.library.yorku.ca/ccm/DisabilityServices/index.htm
Offers the following for library users with disabilities: adaptive equipment room and facilitated services for circulation, library materials retrieval, and photocopying.

ATKINSON COUNSELLING AND SUPERVISION CENTRE

116 Atkinson College, 416-736-5225 (voice), 416-736-5458 (TTY), 416-736-5782 (fax),
www.yorku.ca/atkcsc
Provides personal counselling and workshops for students with disabilities.

COUNSELLING AND DEVELOPMENT CENTRE

North 110 Bennett Centre for Student Services, 416-736-5297 (voice), www.yorku.ca/cdc
Provides personal counselling, crisis intervention, learning skills, groups to promote personal and interpersonal growth, specialized services to students with learning and psychiatric disabilities.

GLENDON COLLEGE COUNSELLING CENTRE

103 Glendon Hall, 416-487-6709 (voice), 416-440-9237 (fax), www.glendon.yorku.ca/counselling
Offers a comprehensive support program for students with disabilities, including a peer tutoring program and adaptive technology lab.

INDEPENDENT LIVING ASSISTANCE PROGRAM

N112 Ross Building, 416-736-5167 (voice)
Provides 24 hour, non-medical assistance to students, staff, and faculty who have physical disabilities in areas of daily living such as mobility, personal hygiene, eating, sleeping and housekeeping.
Operated by the Ontario March of Dimes.

LEARNING DISABILITIES PROGRAM

CDC North 110 Bennett Centre for Student Services, 416-736-5297 (voice), www.yorku.ca/cdc/ldp
Educational support to university students with documented learning disabilities.

OFFICE FOR PERSONS WITH DISABILITIES

N108 Ross Building, 416-736-5140 (voice), 416-736-5263 (TTY), 416-650-8068 (fax),
www.yorku.ca/opd
Offers assistance includes pre-university advising, orientation for new students, advising on financial and academic matters, referrals for personal counselling, as well as other University services and community resources such as the Independent Living Assistance Program.

OSGOODE HALL LAW SCHOOL, SUPPORT SERVICES

131-133 Osgoode Hall, 416-736-5712 (voice)
Provides support services to students with disabilities enrolled in Osgoode Hall Law School.

PSYCHIATRIC DIS/ABILITIES PROGRAM

CDC North 110 Bennett Centre for Student Services, 416-736-5297 (voice), www.yorku.ca/cdc/pdp
Provides educational support services to students with psychiatric illnesses.

REGISTRAR'S OFFICE, ALTERNATE EXAM AND TESTING

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 tests.

RON COPE GATEWAY RESOURCE ROOM

117A Curtis Lecture Hall, 416-736-5801 (voice), 416-736-5829 (TTY & fax), www.yorku.ca/roncope
Offers resources for students who are Deaf, deafened, and hard of hearing, including a specialized resource collection, bursary support, and e-mentoring.

YORK FEDERATION OF STUDENTS ACCESS CENTRE

429 Student Centre, 416-736-2100 ext. 77612 (voice), yaccess@yorku.ca
Offers resources and peer support to students with disabilities.

SERVICES AND RESOURCES FOR TEACHING AND FACULTY SUPPORT

CENTRE FOR THE SUPPORT FOR TEACHING

1050 TEL Building, 416-736-5754 (voice), 416-736-5704 (fax), cst@yorku.ca, www.yorku.ca/cst/
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; Web Accessibility Initiative, www.yorku.ca/webaccess

CNS FACULTY SUPPORT CENTRE

1050 TEL Building, 416-736-5800 (voice), faculty@yorku.ca, www.fsc.yorku.ca
Provides consultation and assistance to instructors in the use of technology to support their research and teaching activities.

CNS INSTRUCTIONAL TECHNOLOGY CENTRE

Keele campus 416-736-5065 (voice)
Glendon campus Information Technology Services 416-487-6700 (voice), www.cns.yorku.ca/itc
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.

OCCUPATIONAL HEALTH AND SAFETY

C37 East Office Building, 416-736-5491 (voice), www.yorku.ca/dohs
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 AND CENTRE FOR HUMAN RIGHTS

S327 Ross Building, 416-736-5682 (voice), 416-650-8023 (TTY), 416-650-4823 (fax),
ombuds@yorku.ca, www.yorku.ca/ombuds
Offers impartial advisors and problem solvers who operate at arm's length from the University structures to address and resolve 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 - ACCESS YORK

W128 Bennett Centre for Student Services, c/o Student Community Development,
416-736-5275 (voice), www.yorku.ca/able/disabilityservices/accessyork.htm
Access York is York University's Advisory Committee for Persons with Disabilities. Its role is to advocate on behalf of persons with disabilities 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

POLICY REGARDING ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Approval Authority: Senate

Signature: "Harriet Lewis"

Policy Statement

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.

'Disabilities' shall be defined as those conditions so designated under the Ontario Human Rights Code in force from time to time, and will in any event include physical, medical, learning, and psychiatric disabilities.

Approved by Senate 1991/06; Revised by Senate 2005/02/24 as "Policy Regarding Academic Accommodation for Students with Disabilities"

GUIDELINES:

1. Identification of students requiring academic accommodations

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

1.2 The University's offices for students with disabilities will assist students in the identification of particular aspects of courses that might present barriers to them and will work with them to identify the appropriate accommodations, provide supportive documentation, and assist the students and instructors in providing/obtaining accommodations.

2. Instruction-Related Accommodations

2.1 Types of 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 examinations;
- Extensions to program completion time limits;
- Use of assistive devices or auxiliary aids in the classroom/laboratory/field (e.g., FM systems worn by course instructors; computerized note takers in the classroom);

- Use of oral and sign language interpreters and/or note takers in the classroom;
- Permission for audio recording of lectures;
- Permission for video-taping of lectures;
- Special seating, wheelchair accessible tables;
- Adjustments to lighting.

3. Accommodation in Examinations and Evaluations

3.1 Test/exam 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., audio tape, Braille etc.).

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

4. Accommodations Agreements

4.1 Students and instructors shall wherever possible agree to the appropriate accommodations.

4.2 In cases where the instructor and the student cannot agree about the provision of accommodations, the instructor shall discuss the recommended accommodations with an advisor from the office for persons with disabilities. If they are unable to reach an agreement, the Chair of the Department and/or Associate Dean or Dean of the Faculty shall be consulted.

4.3 In cases where the disagreement remains unresolved, a mediative process will be implemented by the Dean of the student's Faculty.