

Faculty Handbook

Accessibility Services



Accessibility Services: Faculty Handbook

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Introduction:

“King’s commitment to offering quality service and providing its good and services in a way that respects the dignity and independence of people with disabilities is aligned with its mission, vision and values. Please join us and the rest of the King’s community by continuing to build accessibility into the College’s culture.”

King’s University College is committed to achieving barrier-free accessibility for persons with disabilities studying, visiting and working at King’s. As part of this commitment, there are a variety of services, groups and committees on campus devoted to promoting accessibility and to ensuring that individuals have equitable access to services and facilities.

In providing services for students with disabilities, it is critical that Faculty, Students, Physical Plant, and Accessibility Services staff work together to create an inclusive, barrier-free, open and supportive learning environment.

This **Faculty Handbook** was developed to provide information relevant to the interests of Faculty. In the following pages, we hope to familiarize you with:

- Policies & Faculty Responsibilities
- Improving Accessibility in Courses
- Understanding Disabilities & Tips for Teaching Students
- Accommodation & Exam Process for Faculty
- FAQ
- Links & Resources

We trust that this guide clarifies the responsibilities of the Faculty and we hope that instructors and TAs will feel supported in their efforts to provide an optimal learning environment, not only for students with disabilities but for all students they encounter.

If you have any questions, or there is something you would like included in these pages, please contact the Student Affairs Intake Assistant at: 519-433-3491 ext. 4321.

Policies & Faculty Responsibilities:

King's welcomes and celebrates diversity and is committed to increasing accessibility for those who come here to learn, work, or visit. An accessible environment is the result of efforts from across the entire campus, including those of faculty in the teaching and learning environment. By using relevant teaching strategies, faculty, teaching assistants, librarians and archivists can help increase the accessibility of the teaching/learning experience for students with disabilities. By law, each person who interacts with students, alumni, visitors, retirees or other members of the public is required to know and follow Ontario's accessibility legislation. Following the principles and regulations of legislation and policy will help meet the needs of all students.

King's Accessibility Policy:

<https://www.kings.uwo.ca/kings/assets/File/policies/Accessibility-Policy.pdf>

1. King's University College is committed to recognizing the dignity and independence of all staff, students, faculty and visitors and seeks to ensure that persons with disabilities have genuine, open and unhindered access to College services, facilities, accommodation, employment, buildings, structures and premises.
2. The College will comply with all applicable Federal, Provincial and Municipal legislation with respect to accessibility and will implement the standards specified under the Accessibility for Ontarians with Disabilities Act, 2005 ("AODA, 2005").
3. Policies, procedures, and practices with respect to accessibility, including those required under the AODA, 2005 and its accompanying standards shall be made available on the College's accessibility website at: <https://www.kings.uwo.ca/about-kings/facts-and-information/administrative-departments/hr/accessibility/aoda/>

Faculty Handbook on the Implementation of the Policy on Academic Accommodations for Students with Disabilities:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_disabilities_handbook.pdf

Western's Policy on Academic Accommodation for Students with Disabilities:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_disabilities.pdf

King's Harassment and Discrimination Policies:

https://www.kings.uwo.ca/kings/assets/File/policies/Harassment_and_Discrimination_Policy.pdf

Consistent with the College's mission and the Ontario Human Rights Code, this policy responds to King's commitment to provide a workplace and learning environment where everyone is treated with respect and dignity. It also provides a process for handling of complaints of

harassment and/or discrimination and it emphasizes an environment of mutual respect for the dignity and rights of each individual.

The Ontario Human Rights Code (1990):

<https://www.ontario.ca/laws/statute/90h19>

The rights of individuals with disabilities have also been guaranteed in the Province of Ontario under the Human Rights Code (1990). The preamble to the Human Rights Code states that “it is public policy in Ontario to recognize the dignity and worth of every person and to provide for equal rights and opportunities without discrimination that is contrary to the law”.

Part One of the Code states: “Every person has a right to equal treatment with respect to services, goods and facilities, without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or mental or physical disability”.

The Canadian Charter of Rights and Freedoms (1982):

<http://laws-lois.justice.gc.ca/eng/Const/page-15.html>

Section 15 of the Charter of Rights and Freedoms recognizes the disabled as having full equality under the law: “Section 15 (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability”.

Ontarians with Disabilities Act (2001):

<https://www.canlii.org/en/on/laws/stat/so-2001-c-32/latest>

The Ontario government has confirmed support of equal rights and the passing of the ODA. The preamble of the act states: “The people of Ontario support the rights of persons of all ages with disabilities to enjoy equal opportunities and to participate fully in the life of the province”.

Part 1 of the Act states: “The purpose of this act is to improve opportunities for people with disabilities and to provide for their involvement, identification, removal and prevention or barriers to their full participation in the life of the province”.

Accessibility for Ontarians with Disabilities Act (2005):

<https://www.ontario.ca/laws/statute/05a11>

The Ontarians with Disabilities Act was replaced in 2005 by the AODA, reaffirming Ontario's stance as a supporter of equal rights for people with disabilities. Part 1 of the Act states its purpose as being the “developing, implementing and enforcing accessibility standards in order to achieve accessibility for Ontarians with disabilities...”

Improving Accessibility in Courses:

As part of King's commitment to accessibility, it is critical that Faculty, Students, Physical Plant and Accessibility Services staff work together to create an inclusive and barrier-free learning environment. Key to this process is ensuring accessible course materials and classroom practices.

The following guidelines are considered “best practices” for Faculty regarding accessibility and students with disabilities registered with Accessibility Services. Here you can find more information and links to specific strategies and techniques you can employ to facilitate a universally accessible classroom, and thus the full participation of all students. Often quick, easy tips can make a profound difference in helping students thrive academically in an accessible environment.

1. Submit course reading lists early.

Please provide reading lists to Accessibility Services as soon as possible before classes begin to allow sufficient time to produce or obtain accessible versions of textbooks and/or course reserve readings. It can take up to several months to produce a textbook in accessible format (e.g. PDF, e-text, Braille, audio). In some cases, we may request your assistance in getting a desk copy.

2. King's “Accessible Teaching Brochure”.

Consult the King's “Accessible Teaching Brochure” for more suggestions on ensuring accessible course materials and classrooms: *Strategies and Requirements for Supporting an Accessible Learning Environment*.

<http://www.kings.uwo.ca/kings/assets/File/depts/hr/aoda/Accessible-Teaching-brochure.pdf>

3. Universal Instructional Design.

Learn more about “Universal Instructional Design”. This will ensure the classroom and all course work contained therein is accessible to ALL students, including those with disabilities.

At its core, Universal Instructional Design is premised on the principles of inclusiveness and equity. UID 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 engagement to address those needs in a pre-emptive way. UID suggests that ideally all students should be able to fulfill course requirements without special accommodations (i.e. it avoids segregating or stigmatizing any student). This creates a

classroom environment that respects and values diversity. Ultimately, such an approach can enhance academic success not only for students with disabilities but for all students.

As Johnston and Doyle (2011) point out, “A university student with disabilities wants to learn like any other student. Learning requires a little creativity and an open mind. The benefit of inclusive teaching to our students is clear. And when students with disabilities are supported and made equal participants in our courses, they enhance the quality of the classroom experience for us, for themselves, and for their peers.”¹

You can contact Accessibility Services for more information. Also, see the University of Guelph for guidelines on implementing Universal Instructional Design (UID):

<https://opened.uoguelph.ca/instructor-resources/resources/uid-implimentation-guide-v13.pdf>

4. Notetaking.

Because of their disability, some students may experience difficulty in taking class notes independently, or may not be able to take notes at all. Part of a student’s plan, developed with their Accessibility Counsellor, may include recording lectures with a digital recorder or having a note taker to assist them with notes during lectures. Accessibility Services may contact Faculty for assistance in finding a classmate who would volunteer to share his or her notes.

5. Online Content – Websites & Web-based Services.

- Design websites and web content in an accessible format.
- Material posted online should be well-organized and in text format (doc, txt, rtf, or html) to ensure compatibility with accessibility software and assistive technologies.
- If you have questions related to web accessibility or how to make electronic information accessible, contact King’s ITS services for assistance:
<https://www.kings.uwo.ca/its/>
- The Instructional Technology Resource Centre at Western also supports faculty in integrating technology into their courses. They are located in the Support Services Building, Room 4320, on main campus. <https://www.uwo.ca/its/itrc/index.html>
- The World Wide Web Consortium (W3C) is an international organization. One of its primary goals is to develop standards, protocols and guidelines to ensure that the benefits of web-based information are accessible to all people, whatever their hardware, software, network infrastructure, native language, culture, geographical location, or physical or mental ability. More information on guidelines and suggestions for making websites accessible appears on the World Wide Web Consortium’s (W3C) website: <https://www.w3.org/WAI/>

6. Accessible Text Formats.

¹ Johnston, Nancy & Tina Doyle. “Inclusive Teaching: Perspectives of Students with Disabilities.” *Open Words*. 5.1 (Spring 2011): 53.

Accessible Text Format is available to students registered with Accessibility Services. Some students with disabilities – including those who are blind, have low vision, or who have learning or mobility disabilities – may require textbooks in accessible format such as: PDF, e-text, Braille, large print, or audio. These formats allow students to use accessibility software such as screen-readers, text-to-speech software and audio players.

Providing accessible formats will ensure that everyone can access important information.

Please consider the following in order to provide course materials in accessible formats:

a) Textbooks

- Please be aware that many digital versions of textbooks (e.g. Google Books) are not accessible for students with disabilities.
- Try to select textbooks that are available in electronic text formats. These can be converted into alternative formats (primarily PDF) to meet the various needs of students.
- Publishers have varying definitions of ‘accessible text’, and not all formats can be used by students with disabilities.
- Library Material
 - Students who require library material in an alternate format should request a token (a unique password) from Accessibility Services. This token will allow them to search the Accessible Content E-Portal (ACE Portal) is a repository of library books that have been digitized and made available in accessible formats. Find more information about ACE Portal: <https://www.kings.uwo.ca/current-students/student-services/accessibility-services/academic-accommodations/alternative-to-print-materials/>
 - If material found by searching the Shared Library Catalogue or a library database is not available in the ACE Portal, students may submit an online request form for an accessible version of the material. A printable PDF version of the form is also available and may be submitted to any library service desk.

b) Documents, PDF Files, Photocopies

- Use documents in text format (doc, txt, rtf, html) whenever possible.
- OWL/Sakai postings should ideally be posted in a PDF format with OCR completed. OCR stands for optical character recognition. It is software (often included with scanning equipment or located in Adobe Acrobat Pro) that scans documents containing texts and converts them into documents that can be modified for use with assistive technology software.
- Avoid ‘image-only’ documents. These cannot be read by accessibility software or easily converted to alternate formats with OCR software.
- When images or photocopies cannot be avoided, sources should: have good image quality and page orientation; be clean, free of handwriting, highlighting or

pixilation; have a good contrast between background and print. This ensures increased accuracy when documents are transcribed into alternate formats and read by accessibility software.

c) **Visual Aids, Audio/Video, Multimedia**

- When using visual aids in class (e.g. overheads, PowerPoint, chalkboard) or teaching tools such as graphs and images: be descriptive, provide text descriptions and print copies so they are accessible for students with visual and learning disabilities.
- Try to choose accessible films and other audio/video that are available with Captioning and Descriptive Video Service. YouTube video clips should be captioned . In order to request translations, your video must not be a private video, and it must already have at least one subtitled or closed caption track.
 - To meet the requirements of the AODA Information and Communication Standards for digital and multimedia resources by January 1, 2020, films purchased for the Cardinal Carter Library collection are either captioned or captionable and/or include audio descriptions. Material purchased prior to January 2014 may not meet accessibility standards but, upon request, the library will endeavor to acquire an accessible copy.
 - Please visit the King's Library Accessibility website – Alternative Formats Text and Film tab, for more information:
<http://kings.uwo.libguides.com/c.php?g=271455&p=1809721>

d) **Classroom Accessibility and Course Materials**

- Assist students with accommodation needs including access to course materials (lecture materials, assignments, test/exams): provide copies of handouts, lecture notes, overheads, or PowerPoint's in an accessible format in advance of class.
- Some students require assistance from a volunteer note taker. Instructors can help facilitate this process.
- When requested, use an FM hearing system in class and email.
- To ensure that you are being heard and understood, speak clearly, face the class, and avoid covering your mouth. Repeat comments/questions given by other students so that everyone is included in class discussion.
- Reserve seats at front of class for those who require it.

e) **Clear Print Accessibility Guidelines²**

- Contrast: Use high-contrast colours for text and background. Examples are: black or dark blue on a white or yellow background, or white/yellow text on a black/dark blue background.

² CNIB – Canadian National Institute for the Blind. (2013). *Clear Print Accessibility Guidelines*. Toronto, ON: CNIB. <http://www.cnib.ca/en/services/resources/Clearprint/Documents/CNIB%20Clear%20Print%20Guide.pdf>

- Type Colour: Printed material is most readable in black and white. If using coloured text, restrict it to things like titles, headlines or highlighted material.
- Point-size: Bigger is better. Keep your text large, preferably between 12 and 18 points depending on the font (point size varies between fonts). Consider your audience when choosing point size.
- Leading: Leading is the space between lines of text and should be at least 25 to 30 percent of the point size. This helps readers move their eyes more easily to the next line of text. Heavier typefaces will require slightly more leading.
- Font Family and Font Style: Avoid complicated or decorative fonts. Choose standard fonts with easily recognizable upper and lower case characters. Arial and Verdana are good choices.
- Font Heaviness: Choose fonts with medium heaviness and avoid light type with thin strokes. When emphasizing a word or passage, use a bold or heavy font. Italics or upper case letters are not recommended.
- Letter Spacing: Don't crowd your text. Keep a wide space between letters. Choose a monospaced font rather than one that is proportionally spaced.
- Margins and Columns: Separate text into columns to make it easier to read, as it requires less eye movement and less peripheral vision. Use wide binding margins or spiral bindings if possible. Flat pages work best for vision aids such as magnifiers.
- Paper Finish: Use a matte or non-glossy finish to cut down on glare. Reduce distractions by not using watermarks or complicated background designs.
- Clean Design and Simplicity: Use distinctive colours, sizes and shapes on the covers of materials to make them easier to tell apart.

Understanding Disabilities & Tips for Teaching Students:

Western's Policy on Academic Accommodation for Students with Disabilities reminds us of the University's commitment to excellence, access and the removal of obstacles faced by some students. Western "recognizes its obligation to provide reasonable academic accommodation to students with disabilities where the accommodation can be implemented without compromising the academic integrity of the course or program". Importantly, what constitutes "reasonable" will vary with the circumstance 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. We should be cautious about generalizing experiences across various disabilities. *The goal in providing accommodations is to level the playing field for each student with a disability on an individual basis.*

This section offers an overview of the following disabilities, including potential accommodations:

1. Learning Disabilities
2. Attention Deficit/Hyperactivity Disorder
3. Psychiatric/Mental Health Disabilities

4. Visual Disabilities
5. Functional/Mobility Disabilities (may include mobility disabilities, chronic illness, and acquired brain injuries)

Any questions can be directed to Accessibility Services at 519-433-3491 ext. 4321.

You can also access the following helpful King's Resources:

- Tips for Providing Accessible Service at King's
<https://www.kings.uwo.ca/kings/assets/File/depts/hr/aoda/access.pdf>
- King's "Accessible Teaching Brochure"
<https://www.kings.uwo.ca/kings/assets/File/depts/hr/aoda/Accessible-Teaching-brochure.pdf>

Suggested Ways to Accommodate Students with Various Disabilities:

Learning Disabilities

The Learning Disabilities Association's working description of Learning Disabilities is: "Learning Disabilities can affect the way in which a person takes in, remembers, understands, and expresses information.

Living with LD can have ongoing impact on friendships, school, work, self-esteem, and daily life. People with LD can succeed when solid coping skills and strategies are developed."

Examples include dyslexia (problems with reading and language-based learning); dysgraphia (problems with writing and fine motor skills). Having a learning disability does not mean a person is incapable of learning. Rather, it means she/he learns in a different way.

These types of disabilities are "invisible" but very real, affect all aspects of life, and are not due to lack of motivation, poor teaching or second-language or cultural differences.

Potential Accommodations:

- Make reading lists or course materials available in advance
- Allow students to submit a rough draft or outline of assignments in order to ensure students fully understand assignment expectations and requirements
- Make lecture material available electronically (text format), or by handout
- Ensure instructions and expectations are clear and concise
- Provide seating at front of room to reduce distractions
- Audio recording of lectures and/or computerized note taking
- 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)
- Use of alternative test/exam room

Further Resources:

- College Committee on Disability Issues, Ontario – Faculty Guides, Learning Disabilities: http://disabilityissues.ca/english/Link_docs/faculty/LDCCDI.pdf
- York University’s Guide to Understanding Learning Disabilities: <http://facultyawareness.blog.yorku.ca/>
- A Handbook for Faculty on Learning Disability (University of Guelph): <https://opened.uoguelph.ca/student-resources/resources/LearningDis2015.pdf>
- Learning Disabilities Association of London Region: <http://www.ldalondon.ca/>

Attention Deficit/Hyperactivity Disorder

Persons who have Attention Deficit/Hyperactivity Disorder often present with inattentiveness, impulsivity, limited concentration, limited recall, and in some instances hyperactivity. Symptoms are sometimes closely aligned with those of anxiety. Attention Deficit/Hyperactivity is often correlated to obsessive or compulsive behaviours.

Potential Accommodations:

- See suggested Learning Disability Accommodations above.

Further resources:

- College Committee on Disability Issues, Ontario – Faculty Guide, Attention Deficit Hyperactivity Disorder: http://disabilityissues.ca/english/Link_docs/faculty/addCCDI.pdf

Psychiatric/Mental Health 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. Mental health disabilities can cause changes in a person’s thinking, emotional state, and behaviour and can disrupt the person’s ability to work. These changes may also affect the way the person interacts with others. With most mental health problems, the symptoms are not static and can improve or worsen over time. People with invisible disabilities of this type are often reluctant to identify for fear of stereotyping.

Potential Accommodations:

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

- Alternate scheduling of tests/exams
- Extended time to complete tests/exams
- Use of alternate test/exam room (e.g. free from distraction)
- Permit assistance with note taking, e.g. a peer note-taker, taping of the lecture, computerized note taking, etc.
- Provide preferential seating near the door to allow leaving class for prearranged breaks
- Provide step-by-step instructions

- Provide feedback in private
- Extensions on assignments and essays

Further Resources:

- College Committee On Disability Issues, Ontario – Faculty Guide, Mental Health Disabilities:
http://disabilityissues.ca/english/Link_docs/faculty/mentalhealthCCDI.pdf
- York University’s Guide to Understanding Psychiatric/Mental Health Disabilities:
<http://facultyawareness.blog.yorku.ca/understanding-disabilities-test/understanding-disabilities-4/>

Hearing Disabilities

There are different types of hearing loss. Commonly used terms are hard of hearing, deafened, deaf, and Deaf. Persons who are deafened or hard of hearing may use devices such as hearing aids, cochlear implants, or FM systems; they may rely on lip reading. A person with little or no functional hearing may use sign language.

Potential Accommodations:

- Reserve a front-row seat in the class for the student
- Arrange for a partner for lab work
- Speak clearly at a normal pace, face the class when speaking, avoid pacing or covering your mouth – this interferes with voice transmission
- When requested, use a portable sound transmission device (e.g. FM system)
- Turn off audiovisual equipment when not in use, to reduce background noise
- Summarize discussion of group work visually (chalkboard, projected image, etc.)
- Use gestures as you instruct – they enhance understanding
- Repeat comments/questions given by other students
- Provision of a note taker for lectures

Further Resources:

- College Committee on Disability Issues, Ontario – Faculty Guide, Hearing Disabilities:
http://disabilityissues.ca/english/Link_docs/faculty/deafCCDI.pdf
- York University’s Guide to Understanding Hearing Disabilities:
<http://facultyawareness.blog.yorku.ca/understanding-disabilities-test/understanding-disabilities/>
- Canadian Hearing Society: <http://www.chs.ca/>

Visual Disabilities

The Canadian Institute for the Blind (CNIB) defines “vision loss” as a significant reduction in vision that affects a person’s life and can’t be fully corrected by glasses or contact lenses. This could be anything from a partial loss of vision to complete blindness. Any person with ten percent or less, or ten degrees of field of vision, is considered to be legally blind.

Persons with vision loss may have reduced acuity or a restricted field of vision, and experience difficulties with depth perception, night vision, and seeing colours and contrasts. Students who are blind or who have low vision may require the use of specialized eye glasses, adaptive technology, canes, and guide dogs.

Potential Accommodations:

- Make available reading lists or course syllabus in advance. 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.
- Try to select textbook titles already available in alternative-to-print format
- When using visual aids in class (e.g. chalkboard, overhead, PowerPoint), be descriptive or provide a print copy of material at the beginning of the lecture
- Make available electronically a (text format) copy of lecture notes and transparencies, overheads and PowerPoint files
- Provision of a scribe/reader for exams and tests
- Provision of a note taker for lectures
- Preferential seating (to optimize listening and proximity to an electrical outlet)
- Tape recording of lectures
- Access to assistive/adaptive technology
- 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)

Further Resources:

- College Committee on Disability Issues, Ontario – Faculty Guide, Blind and Low Vision: http://www.disabilityissues.ca/english/Link_docs/faculty/visionCCDI.pdf
- York University’s Guide to Understanding Visual Disabilities: <http://facultyawareness.blog.yorku.ca/understanding-disabilities-5/>
- CNIB website: <http://www.cnib.ca>

Functional/Mobility Disabilities (May include mobility disabilities, chronic illness, and acquired brain injuries)

There are many types and degrees of functional/mobility disabilities. These may include mobility disabilities, chronic illness, and acquired brain injuries.

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). 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.

Chronic illnesses include: fibromyalgia, chronic fatigue syndrome, migraines, chemical sensitivity, cancer, epilepsy, heart conditions, or may be the result of illness, infection, or trauma to the body (e.g. cancer, HIV/AIDS, chronic pain). Symptoms for students with chronic illnesses can be unpredictable and the need for accommodation will vary among individuals. Chronic illnesses 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.

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. Acquired brain injuries can greatly affect: focus and concentration; ability to process new information, and to recall previously learned information; motor coordination and dexterity.

Potential Accommodations:

- 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, word processor with spell check for spelling, organization or ease of writing)
- Use of alternate test/exam room

Further Resources:

- College Committee on Disability Issues, Ontario – Faculty Guides:
 - Mobility Impairments: http://www.disabilityissues.ca/english/Link_docs/faculty/mobilityCCDI.pdf
 - Medical Disabilities: http://www.disabilityissues.ca/english/Link_docs/faculty/medicaldisabilityCCDI.pdf
 - Mild Acquired Brain Injury: http://www.disabilityissues.ca/english/Link_docs/faculty/abraininjuryCCDI.pdf
- York University's Guide to Understanding Physical Disabilities: <http://facultyawareness.blog.yorku.ca/understanding-disabilities-3/>

Accommodation and Exam Processes for Faculty:

What is Academic Accommodation?

Every student has the right to be appropriately accommodated for his or her disability.

In its efforts to accommodate disabilities appropriately, the approach adopted by the University is collaborative, involving the student requesting the accommodation, the instructor, department (or school or program where applicable), and/or Faculty which provides the accommodation, and Accessibility Services which coordinates the request for and provision of accommodation.

All those involved in making the decision must recognize their obligation to accommodate where possible, and their obligation to respect both the privacy and dignity of the student, as well as the academic integrity of the programs.

For full details regarding **Faculty Responsibilities** for providing accommodations, please see:

- Western's Policy on Academic Accommodation for Students with Disabilities:
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_disabilities.pdf
- Faculty Handbook on the Implementation of the Policy on Academic Accommodations for Students with Disabilities:
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_disabilities_handbook.pdf

Please note: Students are encouraged to introduce themselves to their professors and notify them that they are registered with Accessibility Services. However, disclosure of disability-related information is personal and confidential. We ask that you please respect students' right to privacy.

Western's Policy states that students seeking accommodation must consent to the release of information sufficient to enable the instructor to have an informed discussion with Accessibility Services. Students are not expected to consent to Accessibility Services' release of the file containing the diagnostic assessment of their disabilities. Once Accessibility Services has determined that there is a disability, the validity of the assessment cannot be at issue.

Accordingly, the information to be provided to instructors is limited to that which is sufficient to enable them to determine either whether a suggested accommodation is appropriate or whether there is a more appropriate accommodation, given the essential academic requirements of the course.

Process for Providing Accommodations for Students with Disabilities

1. Students with disabilities register with Accessibility Services, provide documentation of their disability from a professional who is qualified to diagnose the condition, and are required to meet with an Accessibility Counsellor to request academic accommodation. This process is set out in Western's Policy on Academic Accommodation for Students with Disabilities³.
2. Accessibility Services will send faculty members an email notification if a student is requesting accommodations in their class, as well as a link to the Extranet. Faculty will follow the SSD wheelchair symbol in the Extranet in order to review the student's recommended accommodations, click on the green button to agree to the accommodations, and input exam information. Please see the following link for step by step guide on all aspects of the accommodation process:
<https://www.extranet.uwo.ca/extranet/AccomExams/faculty.cfm>
3. The decision whether to accept an accommodation suggested by Accessibility Services rests with the instructor in the first instance. The instructor, Chair, or Dean may appeal suggested accommodation only if it would compromise the academic integrity of the course or program.

Writing Exams with Accommodations – Process for Faculty

Accessibility Services arranges all accommodations for all students with disabilities writing exams under their administration. The process is as follows:

1. Students registered with Accessibility Services are responsible for notifying Accessibility Services of any tests, quizzes and examinations they want to write with our service.
2. For term tests, Accessibility Services will send Faculty an "Exam Delivery Request" email approximately 10 days prior to the test date indicating the number of students in the course who have requested accommodations and which also provides information about exam delivery options.

Exam Delivery Options will include:

1. Leave a copy with the Faculty Secretary for pick up by Accessibility Services (by noon, 2 business days prior to the exam).
2. Drop exams off directly to room W160 (by noon, 2 business days prior to the exam).
3. Use the Exam File Uploader accessed through the Faculty Extranet (by noon, 2 business days prior to the exam). A web link will be provided in the email.

³ Faculty Handbook on the Implementation of the Policy on Academic Accommodations for Students with Disabilities: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_disabilities_handbook.pdf

Please Note: In support of the preparation required for the large amount of individual exams processed on a daily basis, the Senate has determined that all exams need to be submitted to the Accommodated Exams office TWO full business days prior to the exam date. A policy regarding this has been approved and passed by the Senate. To view this policy, please visit:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_disabilities.pdf

3. Mid-Year and Final Examinations scheduled by the Office of the Registrar will be obtained from the Office of Enrolment Services, at King's.

If you have any questions about exam accommodations, we would be happy to assist. Please call the Accessibility, Counselling & Student Development office at 519-433-3491 ext. 4321. For questions about the administration of an exam, call the Coordinator, Accommodated Exams at 519-433-3491 ext. 4568.

FAQ (Frequently Asked Questions):

- 1. Who do I contact if I have questions or concerns regarding a student's recommended accommodations?**

You can contact King's Accessibility Services at 519-433-3491 ext. 4321.

- 2. Who is eligible for accommodations and support?**

Students with disabilities registered with Accessibility Services, who have provided documentation of their disability from a professional who is qualified to diagnose the condition.

- 3. What types of disabilities are served by Ontario Universities⁴?**

Any disability that would fall under the Human Rights Code guidelines can be served. The following is a brief, but not complete list:

- Attention Deficit/Hyperactivity Disorder
- Blind, visually impaired
- Chronic Illnesses (diabetes, heart conditions, fibromyalgia, chronic fatigue)
- Deaf, deaf, deafened, hard of hearing
- Learning Disabilities
- Mental Health (depression, anxiety disorder, bi-polar disorder)
- Physical (quadriplegic, paraplegic, repetitive strain injury)
- Temporary disabilities

- 4. What policies or legislation direct what I do for students with disabilities?**

Primarily, Western's Policy on Academic Accommodation for Students with Disabilities:

⁴ http://www.idia.ca/web/index.php?option=com_content&view=article&id=7&Itemid=10

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_disabilities.pdf

Additionally, King's Discrimination and Harassment Policies, the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act. See the Policies section of this document for more information.

5. Who do I call if I have questions about the administration of exams?

If you have any questions about the administration of the accommodated exams, please call the Coordinator, Accommodated Exams at 519-433-3491 ext. 4568.

You can also visit Western's FAQ and Step by Step guides regarding exams:

<https://www.extranet.uwo.ca/extranet/AccomExams/faculty.cfm>

6. I have received notifications about several students in my course who use your service. Should I forward a copy of all my tests and exams prior to the test date?

Accessibility Services will always notify you in advance by sending an "Exam Delivery Request" email if any student in the course has requested to write a term test with our service.

7. The student's recommended exam accommodation is use of word processor, but I don't want the student to have access to the internet.

Our exam computers do not have internet access.

8. I would like to check in on my student(s) during the exam in case there are any questions. How will I know where the student(s) is writing?

There is a *schedule* icon in the SSD section of the Extranet that provides the student(s) exam location. A link will be provided to the Extranet in the initial "Exam Delivery Request" email sent to Faculty.

9. Where do I go for assistance with providing accessible material for class?

Information and resources are also provided in this document under "Improving Accessibility in Courses". And you can consult the King's "Accessible in Teaching" brochure for more suggestions on ensuring accessible course materials and classrooms: *Strategies and Requirements for Supporting an Accessible Learning Environment*. <http://kings.uwo.ca/kings/assets/File/depts/hr/aoda/Accessible-Teaching-brochure.pdf>

If you have questions related to web accessibility or how to make electronic information accessible, contact King's ITS services for assistance:

<https://www.kings.uwo.ca/its/>

Links & Resources:

- **King's University College's Accessibility Website**
<https://www.kings.uwo.ca/about-kings/facts-and-information/administrative-departments/hr/accessibility/>
 Features more information on King's University College's commitment to accessibility and implementation of the AODA.
- **AODA Online Course Module for Accessibility at King's**
 King's University College Faculty are to take the mandatory AODA online course module for Accessibility at King's: <https://www.kings.uwo.ca/about-kings/facts-and-information/administrative-departments/hr/accessibility/accessibility-training/>
 See also: <https://www.kings.uwo.ca/about-kings/facts-and-information/administrative-departments/hr/accessibility/aoda/>
- **King's Library Accessibility Services**
<http://kings.uwo.libguides.com/LAS-2>
 Contains information about King's library accessibility services, the availability of library materials in accessible formats, and about accessible features of the Cardinal Carter Library building and equipment.
- **Inter-University Disability Issues Association of Ontario**
<http://idia.ca/web/>
 The IDIA is an association of university disability services in Ontario. It seeks to support members in providing innovative services for students with disabilities in a manner that respects individual student needs and academic integrity.
- **Association on Higher Education and Disability (AHEAD)**
<https://www.ahead.org/home>
 AHEAD is an association of American university and college disability services and service providers.
- **Council of Ontario University's (COU) Accessibility Resources Website**
<http://www.accessiblecampus.ca/>
 The Council of Ontario's Universities (COU) is a membership organization of Ontario's 20 publicly funded universities and the Royal Military College of Canada (RMC).