Guide to Understanding Accommodations

For Faculty and Instructors

Okanagan College Accessibility Services
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Accessibility Services

Accessibility Services is responsible for reviewing documentation and recommending reasonable academic accommodations to provide equal access to education for students with permanent disabilities at Okanagan College.

The provision of accommodations is governed by the Canadian Charter of Rights and Freedoms and the BC Human Rights Code.

2.1 Section 15(1) of the Canadian Charter of Rights and Freedoms prohibits discrimination on the basis of disability. Section 15(1) states:

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.

2.2 The BC Human Rights Code, 1997 Chapter 210 provides as follows:

8(1) a person must not, without a bona fide and reasonable justification,

b) deny to a person or class of persons any accommodation, service or facility customarily available to the public: or

c) discriminate against a person or class of persons with respect to any accommodation, service or facility customarily available to the public, because of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of persons.

Okanagan College has a legal responsibility to accommodate students with permanent disabilities. The Accessibility Services office is tasked with acquiring the necessary medical information, designing an accommodation plan, documenting the accommodation process and providing information and assistance to students, professors/instructors and staff.

Definition of Disability

A disability is defined as a condition or impairment that interferes with an individual’s normal daily activities. A student may have been diagnosed with permanent disability, however, it may or may not impact their ability to function in an academic setting. For academic accommodations, a student must experience some sort of functional impact in an academic setting.

Definition of Accommodation

Participation in a classroom environment may involve several tasks (often simultaneously) including:

- Listening and concentrating
- Sustained focus
- Meeting deadlines
• Continuous typing or writing
• Reading and visual scanning from various distances and mediums
• Engaging in class discussions
• Consistent sitting and/or standing
• Use of gross and fine motor movement (ie. labs)

The presence of a disability may or may not coincide with an individual’s ability to participate in the classroom environment. However, some students require accommodations to mitigate mental, intellectual, physical or sensory impairments that create barriers to participation and learning.

Accommodations are adaptations made to the academic environment to remove or reduce disability related barriers without impacting the essential outcomes of the learning process. Accommodations do not alter course content but rather how the acquisition and demonstration of course content occurs.

If a student has accommodations, professors/instructors will receive an accommodation letter via email each semester (see Appendix). The goal of a reasonable accommodation is to provide unhindered, equal class participation opportunities and assessment methods without undermining or reducing the academic requirements.

Okanagan College is responsible for accommodating a student to the point of undue hardship. This means the College may experience some hardship during the accommodation process. The student is expected to participate in the accommodation process with the understanding that not all accommodations are perfect or ideal, but they must be reasonable. The professor/instructor is also expected to participate in the accommodation process.

There are several parameters that can pose undue hardship on a postsecondary institution:

a) When accommodations interfere with the student meeting the essential requirements of a course or program; or
b) When accommodations could result in personal injury or pose a safety risk to others; or
c) When the accommodation significantly impacts the rights of other students; or
d) When the financial cost of the accommodation constitutes a substantial portion of the institution’s overall budget, or may hurt the viability of the service or program

The duty to accommodate applies to educational institutions as well as employers, business owners, professional associations, public services providers, and others. As an educational institution, Okanagan College is legally obligated to take reasonable steps to accommodation a student to the point of undue hardship as ruled by the Supreme Court of Canada.

There are a few key points to consider when establishing accommodations:

• Accommodations do not need to be instant or perfect
• Accommodations are a legal obligation
• It is a shared responsibility among students, professors/instructors, and staff.
• Ask questions if you are unsure of how to implement an accommodation in your course
• A student can initiate the accommodation process at any time
• When possible, be proactive rather than reactive

Types of Accommodations

Exam accommodations: involve changes to the exam environment and/or exam format for quizzes, exams, midterms and finals.

• Some examples of exam accommodations include time extensions, a private or distraction free room, adjustable tables, digital form of a test, use of a computer, reader, scribe, spell check or use of a dictionary, use of a calculator.

Class accommodations: pertain to the physical environment, methods of assessment, and format of course materials.

• Some examples of class accommodations are recording lectures, providing a copy of lecture notes, preferred seating, closed captioning, note takers, alternate format of textbooks, time extensions on assignments, alternate assignments to presentations, use of FM systems for students with hearing impairments, the ability to leave class, a need to stand in class for periods of time, use of sign language interpreters.

Registration with Accessibility Services

The student must contact the Student Services office or campus administrative office to initiate their intake with Accessibility Services. Students should provide as much notice as possible, especially when the accommodations may be potentially complicated or exceptionally unique. It is important to note that Accessibility Services will work with a student to set up accommodations at any point in their academic journey.

Admission to Okanagan College

To be admitted into any Okanagan College program, all students need to meet the program and course admission requirements.

For programs that have external governing bodies, the student must be able to meet the skills outlined by that governing body.

Documentation Requirements

The documentation provided by the student must be completed by a qualified, registered medical professional, and include a diagnosis, an explanation of the functional impact in an educational setting, and a description and assessment of the severity of the symptoms. The documentation assists with
developing an accommodation plan for the student. Knowledge of the diagnosis helps, but more importantly, we require information on the academic disability-related barriers the student experiences.

If the documentation supports the need for academic accommodations, Okanagan College must accommodate the student to the point of undue hardship.

Confidentiality
Students sign a consent form when they register with Accessibility Services. Accessibility Services follows the standards of the Freedom of Information and Protection of Privacy Act. The name of a student cannot be disclosed to professors/instructors without consent from the student. Information such as diagnosis, specific medical information, or medical documents will not be shared with Okanagan College professors/instructors or staff.

Information cannot be released to a third party without written consent. The student is the client working with Accessibility Services, therefore, communication and educational decisions are conducted directly with the student. The student can invite someone to meetings with their Accessibility Services Coordinator to listen to information.

Students are encouraged to discuss their learning needs with their professors/instructors. It is the student’s decision how much they want to share with their professors/instructors regarding their disability. For some students, this is a difficult task. When discussing accommodations with a student it is important to do so in a private setting.

Professors/Instructors and the Accommodation Process
The student, professor/instructor and Accessibility Services all have an important role in the accommodation process. It is the responsibility of the student to initiate the process with Accessibility Services and to communicate with his or her professors/instructors regarding their accommodations. Accessibility Services notifies professors/instructors of the accommodations for which the student qualifies and provides guidance to professors/instructors on implementation of accommodations.

The rights and responsibilities pertaining to professors/instructors and the duty to accommodate are as follows:

Professors/instructors have the right to:

- Ensure essential course outcomes are not compromised
- Determine how they will teach the course
- Fail students that do not meet the course requirements
- Ask for clarification on specific accommodations if needed
Professors /instructors do not have the right to:

- Refuse to provide an approved accommodation for a documented disability
- Challenge the legitimacy of a student’s disability
- Review a student’s documentation, including diagnostic data

Professors /instructors have the responsibility to:

- Understand OC’s guidelines for students with permanent disabilities.
- Provide accommodations and academic adjustments outlined in the student’s accommodation letter.
- Contact Accessibility Services if a concern, question or problem arises.
- Keep information regarding a student’s disability confidential.
- Provide a safe environment for students to discuss their accommodation needs.
- Assist students with certain accommodations.
- Make course materials available in an accessible format.

Accommodations are communicated through generalized statements and the professor/instructor at times may need to explore suitable or reasonable alternatives. This may involve discussion with the student, an Accessibility Services Coordinator and/or the department chair. In most situations, the accommodations can be implemented without further discussion. If a professor/instructor is unsure of how to implement an accommodation or has questions about undue hardship they can contact the Accessibility Services Coordinator at their campus.

It is up to the student to decide if he or she wants to discuss the accommodations with their professors/instructors and how much they want to share. This includes classroom accommodations and assisting with arranging exam accommodations with the OC staff.

There are some important considerations in the accommodation process:

- Plan ahead for the possibility of assignment alternatives.
- Recognize that disabilities have a range in severity.
- Understand that disabilities and the level of functional impairment a student experiences may vary in severity.
- It may be helpful to document communication regarding complex accommodation situations.
- Some students may have difficulty discussing their accommodations (Accessibility Services encourages students to discuss their accommodations with their professor/instructor).

**Accommodations and Employment Success**

There are sometimes concerns around the employability of a student and the unwritten norms of an industry. If this norm is not an essential outcome of the course, then another means of assessing the student for this skill may need to be implemented. Students attend post-secondary for a variety of
reasons and may or may not use their education to gain employment. It is also important to note that employees can request accommodations in the workplace.

Okanagan College is responsible for providing an education. Creating awareness of the industry norms may guide a student as they transition into the work force. It is the student’s responsibility to gain and maintain employment.

Information for Specific Accommodations
Exam accommodation (see Appendix):

- Students are expected to complete an exam request through their myokanagan account for any quiz, exam, or final for which they’d like to use their accommodations. This initiates the process of booking a room and ensures a student has the required accommodations for the exam written with Accessibility Services.
- The student has the right to write the exam with their class. If the student chooses to do so, they would not complete the online exam accommodation request form.
- Once the student has completed the online exam accommodation request, an email will be sent to the professor’s/instructor’s OC Outlook email. Professors/instructors must provide the necessary requested information to set up the student’s accommodated exam. The exam cannot be scheduled without this information (there may need to arrange appropriate technology and resources, hire necessary staff, covert exam into digital format).
- The exam is then scheduled and the student is sent a confirmation email

Notetakers:

- Students are asked to find someone in their class to take notes. If a student is having difficulty finding a notetaker, he or she may approach the professor/instructor for assistance.
- The professors/instructor can ask the class if anyone would be willing to provide notes to a classmate. This should be done without identifying the student making the request or indicating the reason for the notetaker.

Digital recorders (see Appendix):

- If a student qualifies for the use of a digital recorder, he or she signs an agreement that states the recording is to be used as a study tool that will not be shared, the recording is to be used as study tool only, and that the student will turn off the digital recorder at the professors’/instructors’ request.
- In classes where the primary source of content is student personal experience, the student may be asked to not use their digital recorder.
Time extensions on assignments:

- The student is responsible for contacting their professor/instructor prior to the due date to discuss the new deadline.

American Sign Language Interpreters:

- ASL interpreters may be placed in a classroom or lab to assist a student with access to course content.

Preferential seating:

- A student may need to sit in a specific location in the classroom. If the student requires assistance, he or she will speak to their professor/instructor.

Guide and Service Dog

- BC certified guide and service dogs will be noted on the students’ accommodation letter. Guide dogs and Service dogs receive accreditation through the Justice Institute of British Columbia. Only Guide and Service dogs that are accredited or in training through an accredited school through the Justice Institute of British Columbia are permitted on campus. If a student brings a dog to class and indicates it is a services dog, please have the student contact Accessibility Services for a review of documentation.

Barriers that may Impact a Student with a Permanent Disability

The severity of the impact varies for each student and students may have multiple diagnosis. Below are some of the more common disabilities and the common barriers that an individual may experience. Barriers may vary in severity.

Mental Illness

There are a range of mental illnesses and the barriers vary depending on an individual’s diagnoses. An individual diagnosed with mental illness will experience changes in mood, thinking and behaviour. Many people encounter mental health concerns throughout their life, however, a mental illness diagnosis would be considered ongoing and have significant impact on an individual’s ability to function in daily life. Examples include anxiety disorders, depressive disorders, post-traumatic stress disorder, bipolar disorder, schizophrenia, and personalities disorders. Although medication may reduce some the barriers experienced by an individual, the side effects of the medication can cause other difficulties. For more information on specific mental health disorders, go to the Canadian Mental Health Association-British Columbia Division website.

Examples of the barriers:

- Difficulty with concentration or sustaining focusing
- Obsessive or intrusive thoughts
- Confused thinking
May be episodic in nature
- Seems withdrawn
- Lack of sleep or sleep disturbance, low energy/fatigue
- Extreme mood changes in mood
- Difficulties with extreme fear, worry or guilt
- Detached or skewed reality
- Excessive emotional responses
- Substance abuse
- Difficulty with productivity
- Difficulty with certain social situations
- May manifest in physical symptoms

Attention Deficit/Hyperactivity Disorder
Attention Deficit/Hyperactivity Disorder is a neurological disorder that manifests through patterns of inattention, impulsivity, and/or hyperactivity. The functional impact an individual may experience varies in severity and may change with age.

Examples of barriers:
- Fidgeting, restlessness
- Blurt out responses
- Interrupting conversations or activities
- Avoiding tasks that require sustained mental effort
- Losing items
- Appearing to not be listening
- Easily pulled off task
- Forgetting to do daily tasks or tasks that require multiple steps
- Difficulties with starting or completing tasks
- Making careless mistakes or overlooking errors or missed steps
- Difficulties with planning and organizing
- Difficulty with managing details and following instructions

Learning Disabilities
Learning disabilities stem from neurological differences that are indicated by the presence of impairment in the processes required for performing learning and academic skills. Academic skills require an individual to think, remember and perceive information. An individual with a learning disability has the intellectual ability but experiences barriers in oral language, reading, writing, and/or mathematics and these may range in severity. Learning disabilities are diagnosed through comprehensive measures that determine significant discrepancies between an individual’s measured intelligence and specific academic skills. Common types of learning disabilities include dyslexia (reading), dyscalculia (math), and dysgraphia (writing).
Examples of barriers/include difficulties with:

- word or letter recognition and decoding
- reading fluency, speed and or comprehension
- acquiring and understanding vocabulary
- retention and manipulation of information
- sequencing or organizing numbers and number operations
- legibility and/or consistency with letter or word formation
- accuracy of written language and spelling
- written organization and coherence of written work
- using the margins or lines on the paper
- fine motor skills
- pencil grip

**Chronic Illness**
Chronic disease is an illness that has prolonged duration is often slow progressing and may require ongoing intervention or management from a medical professional. There are many types of chronic illness including arthritis, diabetes, epilepsy, multiple sclerosis, cancer, heart diseases, HIV/AIDS, hepatitis, kidney diseases, and fibromyalgia. The barriers and severity of barriers will vary depending on the diagnosis and the individual.

Examples of barriers:

- fatigue and disrupted sleep patterns
- pain
- headaches
- fluctuation in symptoms and weakened immune system
- difficulties with focus, memory and concentration
- difficulties with mobility
- productivity may coincide with medication

**Mobility Impairments**
Mobility impairments may be from spinal cord or limb injuries, cerebral palsy, muscular dystrophy, or arthritis.

Examples of barriers:

- pain
- fatigue
- poor concentration
- limited strength, endurance or coordination
- limited fine motor skills
- difficulty sitting and or standing
Autism Spectrum Disorder (ASD)
Autism spectrum disorder is a neurobiological disorder that impacts an individual’s ability to process information. There are three domains where an individual may experience difficulties to varying degrees including: communication, social and behavioural interactions and/or repetitive behaviours.

Examples of barriers:
- may appear inflexible
- prefers routines
- difficulty with non-verbal communication/cues
- difficulty with two way conversation
- may be overstimulated by environment (ie. Noise, lights)
- difficulty following verbal directions
- difficulty discerning relevant information
- may have challenges with seeing the big picture
- difficulty sustaining attention
- weak fine motor skills
- difficulty communicating in a group or with professors/instructors

Hearing Impairment
Hearing impairments constitute total or partial loss of hearing. Mild to moderate hearing loss involves residual hearing and speech to communicate. Adaptive equipment such as FM systems or hearing aids may be used. It is important to remember that the use of these tools amplify all sound in a room.

For individuals with severe or profound hearing loss, there is minimal or no residual hearing. Communication may occur through lip reading, sign language, and/or speech. Adaptive equipment may also be used.

Example of barriers:
- Difficulty with ambient noise, rooms with poor acoustics or loud classroom environments
- May miss information from professor/instructor
- May have difficulty hearing certain pitches or tones
- May miss dialogue occurring within the class
- May fatigue easily from focusing on oral language

Visual Impairments
Visual impairments are categorized based on the limitations in vision an individual experiences including low vision, partially sighted, legally blind and blind. Individuals with a visual impairment often require technology, specialized equipment or alternate format textbooks.

Examples of barriers:
- May have difficulties with distinguishing colours or graphics
May have difficulties with small print or reading print from distances
May miss information on boards or projector screens
Difficulties with fine details in print
Inability to use print materials

**Brain Injury**

Brain injury, or traumatic brain injury, may impact an individual’s functioning in a variety of ways depending on where and how the injury was sustained.

Examples of barriers:

- Memory deficits
- Difficulty processing information
- Easily distracted
- May become easily frustrated
- Challenges with planning and organizing
- Difficulties with communication and the pragmatic use of language
- Impairment to motor and sensory abilities

**Temporary Disabilities**

Temporary disabilities are often physical in nature as a result of injury or surgery. Mental health disorder may arise in early adulthood. Sometimes a formal diagnosis of mental health disorders takes time and therefore may be considered temporary initially.

Examples of barriers:

- Pain
- Reduced speed, dexterity and/or coordination
- Difficulty with concentration
- Fatigue

**Intellectual Disabilities**

An intellectual disability is a learning disorder that impacts an individual in three areas: conceptual (language, math, reasoning, writing, and memory), social, and functional. There is a range in severity with regards to intellectual disability.

Examples of barriers:

- Difficulty with abstract ideas or language
- Difficulty reading non-verbal cues
- Interpret information literally
- May present as immature
- Challenges with numeracy and literacy
- Struggle with generalizing and applying learned information
- poor organization and planning
- difficulty with sustaining concentration
- trouble with memory and recall

Incorporating Instructional Strategies for a Diverse Student Population
The postsecondary environment has not only seen an increase in students with disabilities but older and first generation students, international students and minority students. With an increase in the diversity of the student population, there is also greater variation in learning experience and learning styles (McGuire & Scott, 2006). Incorporating instructional strategies that better meets the needs of all students can improve student retention, reduce the need of academic accommodations, and improve understanding of course content.

Sustaining focus during a lecture is a challenge with most students showing a decline in focus after 10-15 minutes and recalling very little from the latter part of the lecture. When a student is asked to complete a task at different points of the lecture, attention improves. The purpose of active learning is engaging students in the learning process by incorporating short, meaningful activities. Active instructional strategies that encourage students to interact with lecture content maintain students’ attention and ability to focus. The additional benefit is the retention and understanding of the content improves.

Learning is not a passive process and requires discussion, writing, and integrating the concepts into the student’s frame of reference.

Implementing instructional strategies that encourage student engagement aligns with core values and key directions of the Strategic Plan. One of the key directions includes excelling in teaching. This involves engaging students with a variety of content delivery methods to meet the needs of OC’s diverse learners. The Strategic Plan’s core values highlight learner success and continuous improvement, both important considerations when planning each lecture.

Examples of Instructional Strategies
There are ways to prepare course material and lecture content that are more accessible to students than the traditional lecture. In doing so, students are able to interact with the course content in a meaningful way. When preparing a course and its lessons, it is important to take the time to consider:

- Does each lecture have multiple ways of representing a concept?
- Does each lecture involve strategies to promote student engagement?
- Does the assessment part of the course provide opportunity for student growth and meaningful ways to gauge understanding of content?

By incorporating active instructional practices, the diverse learning needs of students are addressed while inadvertently creating an opportunity for students to engage in metacognition.
### Representation of Course Content

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<thead>
<tr>
<th>Action</th>
<th>Description</th>
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<tbody>
<tr>
<td>Create a glossary of terms or provide terms for students to create their own glossary.</td>
<td>Present information in multiple formats, including text, graphics, audio, and video to assist with or reinforce understanding of concepts for various course outcomes. Provide multiples ways to access course information including lecture notes. For example, a digital copy of course information can be used to enlarge font, or for text to speech software.</td>
</tr>
<tr>
<td>Develop a list of errors or misconceptions of course material.</td>
<td>Begin a lecture with an outline of what will be covered. Draw on real life examples when possible.</td>
</tr>
<tr>
<td>Present single concepts in more than one way.</td>
<td>At the end of the lecture summarize the key points. Tie these points the larger essential outcomes of the course (moving from big picture to small picture and vice versa). Provide videos with closed captioning.</td>
</tr>
<tr>
<td>Note ways to access help around the institution.</td>
<td>Linking course objectives to text chapters. Inform class if the textbook has an online version (online version often provide read loud options).</td>
</tr>
<tr>
<td>Provide copy of lecture notes.</td>
<td>Make handouts and materials available in advance of lecture.</td>
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### Engagement of Students

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<tr>
<th>Action</th>
<th>Description</th>
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<tr>
<td>Encourage natural student supports such as study groups, group or pair work in class.</td>
<td>In small groups, create a concept map on chart paper to map out a chapter/section notes to find connections between items. Have a mini quiz (not for marks) at the beginning of each lecture.</td>
</tr>
<tr>
<td>At the end of lecture ask students to review lecture for the “muddiest point”.</td>
<td>Use a jigsaw for exam review. Write curriculum topics on the top of different pieces of chart paper. Small groups circulate and add as much as they can for 1 minute at each concept without repeating the previous group. Use clickers or Poll Everywhere in class to assess comprehension of key concepts.</td>
</tr>
<tr>
<td>Analyze case studies in a pair or small group then report back to class.</td>
<td>Students use think-pair-share about the concept that was just discussed in lecture. May need to provide a prompt (3 minutes). Offering online formats: a forum for online discussion or blogging provides another space for students to participate and demonstrate comprehension.</td>
</tr>
<tr>
<td>Get students to use finger signals when asking student’s questions to assess understanding mid lecture (ie. 1 finger means yes, 2 fingers mean no).</td>
<td>Individually students take 1 minute to write about the main point of the lecture for that day. Guided Lecture: Students listen to 15-20 minutes of lecture without taking notes. At the end, they spend five minutes recording all they can recall. The next step involves learners in small discussion groups reconstructing the lecture conceptually with supporting data, preparing complete lecture notes, using the professor/instructor to resolve questions that arise.</td>
</tr>
<tr>
<td>Student’s get into small groups to talk through problem or an example. Can share with the class.</td>
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*Note: The table format has been adapted to fit the constraints of the text.*
**Demonstration of Understanding**

Provide options in assessment or demonstration of mastery. This may include multiples ways to demonstrate knowledge throughout the course or providing multiples outputs of one assignment.

Use of a rubric to clearly show the grading criteria and the connection to essential outcomes. Creating rubrics for students to make the criteria and expectations of the assignment explicit is an effective way to heighten the salience of goals and objectives.

Provide exam questions that indicate different levels of mastery.

Consider more frequent examination (provides student with regular feedback).

Consider breaking apart longer assignments for feedback opportunity.

**Easiest Approach to Incorporating a New Instructional Strategy**

To incorporate new instructional strategies, it is best to start with 1 or 2 short, low risk activities. To start:

1) Review the lecture content and identify key ideas when natural breaks occur in the lecture content. It is also helpful to identify content that is often difficult for students and why.
2) Identify ways that the lecture can be potentially changed to better represent content, engage the student, and assess understanding.
3) Pick one or two strategies to try.
Appendix

Accommodation Letter

memorandum

Accessibility Services

To: [Redacted]
Cc: ACheckley@okanagan.bc.ca; kloexams@okanagan.bc.ca
Date: May 16, 2017
Subject: Accommodation Requirements for [Redacted]
For: 2017-2018 Summer 2017
From: Angela Checkley, Accessibility Services Coordinator, Kelowna

Accessibility Services requests your assistance in meeting the access needs of this student. She has applied for accommodations and has provided our office with documentation that qualifies her for the following:

1. Test Accommodation
   a) Extended Exam Time (1.5X)
   b) Distraction Reduced Setting

For each exam requiring accommodation, an A.S. Online Test Accommodation Request will be completed. Once the request is submitted, an email will automatically be sent to the instructor requesting exam information. Please complete and submit the instructor information. The student and instructor exam information will be automatically sent to the Student Services Office.

2. Preferential seating requires preferential seating in order to ensure that all relevant information is obtained from class lectures.

3. Adaptive Equipment: Recording Device – An approved recording device is required by student for the purpose of recording essential course material.

4. Additional Information

   May require the use of a laptop during class to take notes and refer to material. She requires a seat that directly faces the board.

If you have any course specific software needed on the computers for accommodated exams/tests, please advise the Student Services Office as soon as possible (welcomecentre@okanagan.bc.ca). If you have any questions or concerns about the accommodation to be provided for this student, please contact me at local 4477. Thank you for your assistance and support.

Angela Checkley
Accessibility Services Coordinator, Kelowna
250-762-5445 Local 4477 Email: ACheckley@okanagan.bc.ca

Please remember that the information provided in this letter is strictly confidential and should not be discussed with anyone other than the student mentioned above or the Accessibility Services Coordinator. Please do not forward this letter.

Notes: [Redacted] (HCA102 001: [Redacted]) (HCA102 001: [Redacted]) (HCA104 001: [Redacted]) (HCA105 001): (HCA106 001: [Redacted]) (HCA107 001: [Redacted]) (HCA109 001): (HCA109 001: [Redacted]) (HCA109 001: [Redacted]) (HCA109 001: [Redacted]) (HCA109 001: [Redacted]) (HCA109 001: [Redacted])
Accessibility Services

Use of an Audio Recording Device in the Classroom

Student Acknowledgement Form

☐ I, ________________________, understand that the Accessibility Services Coordinator has approved the use of an audio recording device as an accommodation for the purpose of supporting my learning needs.

☐ I agree that any recordings I make in the classroom may only be used as a study tool for me to support my learning.

☐ I agree not to share, release or publish the recorded information in any way without the written consent of the instructor.

☐ I agree to turn off the audio recording device at the request of the instructor.

_____________________________  ______________________________
Student Signature              Date
ACCESSIBILITY SERVICES
ONLINE TEST ACCOMMODATION REQUEST
INSTRUCTOR STEPS

1. Receive from Student Test Accommodation Request a “Time Sensitive email”.
2. Click the web link. (no login required)
3. Fill in Information Required from Instructor Section and submit request.
4. Make sure you receive a web notification submission AND an email confirmation (check your Junk mail).
5. Once the Office schedules the student’s exam, you AND the student receive an email confirmation of the scheduled date, time, location, accommodation(s) chosen, software allowed, and resources required.
6. Please Deliver Exam at least 24 business hours in advance by email or drop off at the Office.

Memo:
Exam Scheduled—Student Name—13—NOV-2015 02:00 PM—COSC—118/002/Instructor Name
Just a quick email to confirm the above exam has been scheduled for 12-NOV-2015 02:00 PM. Please come to the Office at least 15 minutes prior to the exam start time to check in.

Accommodations chosen:
* Extended Time: 1.5X
* Distraction Reduced: Y
* Computer required: Y
* Software: MS Word
* Instructor chosen:
*Software allowed: Moodle
* Resources required: None
Bibliography


