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| **Note Taking (volunteer service)** | The volunteer note-taking service is where a volunteer supplies a copy of their notes to a student who is unable to take their own notes in class, due to functional limitations as a result of a documented disability or medical condition (e.g., mobility, hearing, visual, or learning disability). The aim is to provide equal access to lecture material for students with disabilities that are compounded by large classrooms and poor acoustic or visual conditions. Notes that are provided to AS will only be shared with those students who are approved for the service and will not be shared with the general public.  Given that this service depends on volunteers, the quality of notes cannot be guaranteed, nor can the service. | AccessAbility Services will contact the Instructor at the start of each term via email to notify them of a student’s accommodations, including the need of a note taker.  Instructors are asked to identify a volunteer note taker by asking the class for volunteers. Instructors provide AccessAbility Services with the volunteers’ contact information.  If a volunteer cannot be found, the instructor is asked provide personal notes to the student as well as complete course materials (E.g. PowerPoint slide shows, notes, and examples). Instructors can also ask a teaching assistant to provide notes to AccessAbility Services. | AccessAbility Services will work collaboratively with course instructors to help recruit or identify student volunteers.  AccessAbility Services will establishing private ‘drop boxes’ for the volunteer and the student to access.  Receiving notes through AS is not intended to be a substitute for classroom attendance and learning. AccessAbility Services has the right to withhold notes if classroom attendance is a concern. |
| **Audio Record Lectures** | Audio-recording lectures is a useful accommodation for certain students, as it allows them to access lecture material that may not otherwise be accessible.  Audio-recording lectures is allowable under existing Canadian copyright legislation, due to the exception of ‘fair dealing’. For more information about copyright law as it relates to “fair dealings and exceptions” please follow the hyperlink below to the Canadian Intellectual Property Office website at: <http://strategis.ic.gc.ca/sc_mrksv/cipo/cp/copy_gd_protect-e.html#section06>  The various audio recording devices/software that students typically use include the Live Scribe Pen, and Audio Note Taker.  **Livescribe Pen:** The Livescribe Pen captures everything that is written and spoken. Recorded audio is indexed with the handwritten text. When you tap on a written word it plays back the audio from that part of the recording. It works with Livescribe dot paper which comes in a variety of sizes.  **Audio Notetaker:** Audio Notetaker software allows students to record lectures on a laptop, digital recorder or smart phone. The audio is visualized as it is recorded. The student can listen back to the recording, highlight audio, and add slides and text alongside the recording. The student can capture, annotate, review and engage with the information. | The instructor will allow the student to audio record classes for the purpose of note taking as long as these conditions are met by the student:   * The recorded lecture material will be used for educational purposes and will not be reproduced or shared in any way. * The recorded material is copyright protected by the instructor and may not be published or quoted without the instructor's explicit consent. * All recordings will be destroyed at the end of each term or by a date specified by the instructor   The instructor needs to be mindful of movement around the classroom while speaking, as the recording may not be able to pick up lectures clearly if the instructor moves far away from the student using the audio recording device.  If the instructor does not feel comfortable with lectures being audio recording, they must provide another reasonable and equivalent alternative to the student. | AccessAbility Services will communicate directly with instructors the need for lectures to be audio-recorded.  AccessAbility Services may lend out audio recording devices to the student for a specified amount of time if the student does not own one or is in the process of purchasing one.  AccessAbility Services will supply the equipment to the student, or support them in obtaining it  AccessAbility Services will ensure students sign a user agreement between themselves and the University to ensure material is used appropriately |
| **Tutoring** | Financial support for tutoring is only available to students who have provided documentation that would support this service, and are OSAP eligible. | Instructors may be requested to provide names of suitable tutors if a tutor is not readily available. | AccessAbility Services will facilitate access to tutoring for students that require assistance. Students are required to abide by the University’s policies and procedures, including the Agreement Form, regarding tutoring services. All tutors that are funded through the BSWD must meet the guidelines as set out by AccessAbility Services. |
| **Access to Additional Materials** | Additional materials include but may not be limited to a copy of lecture notes, overheads/PowerPoint slides, and/or reading materials. | Instructors may be asked to make reading lists and course materials available in advance, and provide a copy of lecture notes (Text Format) and overheads/PowerPoint files available electronically prior to class. | AccessAbility Services will work with instructors to provide guidance on various types of materials that would be considered appropriate, and provide instructors and students the tools to make such materials accessible.  AccessAbility Services will work with the student to develop self-advocacy and learning strategies that will increase their proficiency in this area. |
| **Attendance Consideration** | Excused absences are defined as absences resulting from extenuating circumstances that are beyond the student’s control, and are documented. Attendance consideration, as defined by AccessAbility Services, will entail that the absence is a result of a students’ documented disability. For example, a student may need to miss class as a result of receiving medical treatment for a period of time throughout the term.  It is the responsibility of the student to notify instructors and the student’s AccessAbility Services’ Advisor regarding absences.  *All missed tests/exams require a Verification of Illness Form as per University Policy.* | Faculty are encouraged to work with AccessAbilty Service’s staff and the student to arrange deferred test/exam scheduling and or provide the student with any missed course-related material, and to work with.  If providing attendance consideration interferes with the essential requirements of a course, please consult with AccessAbility Services to explore alternative accommodations.  If you are unsure if an attendance-related issue is a result of a student’s documented disability, please consult with AccessAbility Services. | AccessAbility Services will communicate the need for attendance consideration with the student’s instructor at the beginning of the term on behalf of any student with medical documentation that supports attendance consideration.  AccessAbility Services will work closely with instructors and students to coordinate deferrals or for the student to obtain any missed class work.  AccessAbility Services will review and vet documentation from students pertaining to disability-related absences to provide guidance on whether absences are to be considered. |
| **Assignment Extension Consideration** | Students registered with AccessAbility Services may have documentation that would support the need for consideration for extensions on assignments. Students may be requested to provide a Verification of Illness Form to support extensions above and beyond their existing documentation.  Students should refer to the ‘Accommodations Related to Academic Regulations Related to Assignments, Tests and Final Exams’ page on the University of Waterloo Website (<http://ugradcalendar.uwaterloo.ca/page/Regulations-Accommodations>).  Graduate students may be required to complete a Petition for Extension of Program Time Limits in the event that an extension to a Thesis and Defense exam is being requested. | Instructors may be asked to consider extensions for students who have supplied documentation.  If providing an assignment extension consideration interferes with the essential requirements of a course, please consult with AccessAbility Services to explore alternative accommodations.  If you are unsure if an assignment extension is a result of a student’s documented disability, please consult with AccessAbility Services. | AccessAbility Services will communicate directly with the instructor when documentation was provided to support possible extensions.  When a student provides documentation to support the need for an extension, AccessAbility Services will obtain the work that has already been completed by the student. AccessAbility Services will then contact the instructor to provide them with the completed work and to discuss the feasibility for an extension. |
| **Assignment Modification/Curriculum Changes** | Students registered with AccessAbility Services may have documentation that would support the need for consideration for modifying assignments and/or the ways in which knowledge is evaluated.  Student are asked refer to Accommodations related to Academic Regulations Related to Assignments, Tests and Final Exams on the University of Waterloo Website (<http://ugradcalendar.uwaterloo.ca/page/Regulations-Accommodations>).  Graduate students may be required to complete a Petition for Extension of Program Time Limits. | Instructors may be asked to consider an assignment modification or curriculum change if doing so does not interfere with the essential requirements and learning objectives of the course. | AccessAbility Services will contact the instructor directly to discuss the need for modifying aspects of a course content or evaluation method. |
| **24 Hours Between Exams** | One test per day is an accommodation for students who have a documented need in this area. | Instructors may be asked to work with the student to arrange for an alternate testing date if the student is faced with a scheduling conflict that is related to this accommodation. This can be arranged by having the student take the exam with the instructor at another location, or by scheduling a time to write at the AccessAbility Service’s Exam Centre. | AccessAbility Services will communicate directly with the instructor about the need for 24 hours between exams.  AccessAbility Services will work with the student and the instructors of all the student’s exams to book an alternate writing time in the event of a test conflict.  During exam periods, alternate writing days are pre-arranged by the Exam Center. |
| **Testing Start Time Shift/ Specified Start Times** | Students may need to request that the start time of an exam be changed as a result of their disability.  All exam conflicts follow the University of Waterloo Exam Regulations, Policy 71. | Instructors may receive requests that an exam time/date be changed as a result of a student’s disability.  Instructor are welcome to contact AS to clarify or confirm the change that needs to be made.  In some cases the instructor may need to re-create an exam if the integrity of the exam is at risk, but this is up to the discretion of the instructor to make that decision. Alternatively, students may be required by their professor to sign a non-disclosure form prior to the exam. | AccessAbility Services will communicate directly with an instructor the need for shifting the start time of a test and to arrange an alternative testing time.  The rescheduled exam can be written in our Exam Centre. |
| **Approved Calculator** | Eligibility for use of a calculator is determined by the AS advisor and the student’s documentation.  Faculty approved calculators are typically non-programmable and are embossed with a pink tie, blue goggles or yellow hard hat. | If a student requires the use of a calculator for exams, the professor must allow the student to use one that has been approved by the faculty unless doing so interferes with the essential requirements of the course. If this is the case, instructors are asked to contact AccessAbility Services to explore alternative accommodations.  Instructors are also welcome to provide AS with an approved calculator with the copy of the exam. | AccessAbility Services will verify the need for a calculator and will communicate directly with the instructor when it is needed to ensure it does not interfere with the essential requirements of the course.  Exam staff will check to ensure that the student has brought only an approved calculator into the exam. |
| **Memory Aids** | The memory aid (cue) sheet is intended to provide information to trigger the answer to a question. It is not intended to provide the student with the answer.  An aid sheet should not contain a synopsis of course material, but rather mnemonics and formulas that would enable the student to solve the problem.  The aid is created by the student and needs to be reviewed with the instructor. | The memory aid must be reviewed and signed off, in advance of the exam, by the instructor to ensure the aid does not interfere with the essential requirements or learning objectives of the course. Instructors can choose to remove memory triggers that are deemed to be essential learning objectives for the course. If the use of a memory aid as a whole interferes with the essential requirement of the course, instructors are asked to contact AccessAbility Services to explore the possibility of alternative accommodation.  The instructor is to include the approved memory aid with a copy of the exam directly to AS.  A memory aid guideline is provided to the student, and is to be shared with the professor. This can also be requested from AccessAbility Services. | AccessAbility Services will communicate directly with an instructor regarding the need for a memory aid during examinations.  Our Exam Centre will review the memory aid included in the exam package to ensure that it is the original copy, and that it has been signed by the professor. The memory aid will be provided to the student upon arrival at the scheduled exam.  AccessAbility Services will return the test with the memory aid sheet to the instructor for marking. |
| **Formula Sheet** | The formula sheet is intended to provide information to trigger the answer to a question. It is not intended to provide the student with the answer.  A formula sheet should not contain a synopsis of course material, but rather formulas that would enable the student to solve the problem.  The formula sheet is created by the student and/or the student and instructor together or the instructor might supply formula sheets to the entire class. | Formula sheets must be reviewed and signed off, in advance of the exam, by the instructor since the instructor is the one who decides the learning objectives or essential requirements of the course. The instructor is to include the approved formula sheet with a copy of the exam directly to AS.  Instructors can choose to remove any formulas that are deemed to be essential learning objectives for the course. | AS will review the student’s documentation to ensure that a formula sheet is warranted by the nature of his/her disability.  The exam office will return the test with the formula sheet to the instructor for marking. |
| **Dictionary** | Dictionary use is intended to assist students with comprehension, memory retrieval and/or decoding unfamiliar words for a student with a documented need.  It is not intended for Limited English Proficiency (LEP) purposes. | Instructor is permit the use of the dictionary unless doing so interferes with the essential requirements and objectives of the course. If this is the case, the instructor is asked to contact AccessAbility services to discuss the possibility of alternative accommodations.  The instructor is asked to approve and to provide the dictionary to the student as students are not permitted to bring their own dictionaries. | AccessAbility Services will communicate the need for a dictionary to instructors and will work with instructors on exploring alternative accommodations should the dictionary interfere with essential requirements of the course. |
| **Personal Care Attendant** | Personal Care Attendants will assist students with various disabilities with activities of daily living (such as lifting, dressing, etc.) as well as academic tasks, such as, but not limited to, setting up books and computers.  Personal Care Attendants are not Classroom Assistants/Aides/Support Workers (see description of this below). | Instructors need to be aware that the Personal Care Attendant may accompany the student to class and may be asked to provide an available seat/chair. | AccessAbility Services will verify the need for a Personal Care Attendant, and will communicate directly with the instructor when a Personal Care Attendant will be accompanying a student for their course. We will also help the instructor work with on-campus partners should a new classroom need be located that accommodates the additional seat, or the accessibility requirements. |
| **Aide/Support Worker** | The In-Class Aide/Support Worker role is to assist the student in the classroom with classroom-related activities such as providing additional direction and/or support, to navigate the student’s way to class, take books out of their bag, and/or take notes, etc. | Instructors may be required to adjust seating to accommodate a student and the student’s support worker in the classroom, as well as provide direction to the support worker when required.  This individual may also be required to assist the student during testing. | AccessAbility Services will verify the need for a classroom Aide/Support Worker, and will communicate directly with the instructor when an Aidewill be accompanying a student for their course. We will also help the instructor work with on-campus partners should a new classroom need be located that accommodates the additional seat, or the accessibility requirements. |
| **Classroom Relocation** | Classroom relocation enables students to have equal access to campus classrooms and course content.  Class location may be reassigned if the class is located in a classroom that is physically inaccessible to the student. |  | AccessAbility Services will communicate the need for a classroom relocation directly with the instructor.  AS will work collaboratively with the Scheduling Office from the Registrar’s Office, the department, and the professor if a change in class location is required. |
| **Preferential Seating** | Preferential seating is a reserved seat for a student who has provided documentation to support the need.  Preferential seating may be for the student, and or their personal care attendant, and may be located at the front of the class, in the isle, close to the door, or in another position. | A seat may be marked as “reserved’ in the classroom for a specific student. It is intended only for that AS student in that class for the given time.  The instructor should be aware of who is sitting there and if they notice that someone else other than the assigned student is sitting there, kindly ask them to move to another seat. | AccessAbility Services will communicate the need for preferential seating with the instructor, as well as the preferred seat. |
| **Ergonomic Furniture** | The nature of a student’s disability may warrant the use of ergonomic furniture (i.e. adjustable table, chair, etc.). Such furniture is available for use in classrooms on campus. | Instructors may need to accommodate ergonomic furniture in their classrooms, thereby modifying the layout of the table and chairs. | AccessAbility Services will communicate the need for ergonomic furniture with instructors.  AccessAbility Services will collaborate with Scheduling (Academic) and/or Bookings (Non-Academic/Removable Furniture) in order to accommodate documented ergonomic furniture requests. |
| **Braille** | Braille is a tactile writing system of raised dots representing letters and numerals which are identified by touch. To read braille, the fingers gently glide over paper that has been embossed with the braille code. | Instructors are asked to send material to be brailled to AccessAbility Services 2-3 days in advance of lectures in WORD format for text and in LaTeX for Math. | AccessAbility Services will communicate the need for brailled with instructors.  With lead time, AccessAbility Services will convert documents into braille format for students or outsource through AERO (Alternative Education Resources for Ontario). |
| **Brailled Testing Material**  **(3D Imaging - Discussion)** | Braille is a tactile writing system of raised dots representing letters and numerals which are identified by touch. To read braille, the fingers gently glide over paper that has been embossed with the braille code. | Instructors are asked to send exams to be brailled to AS 2-3 days in advance of lectures in WORD format for text and in LaTeX for Math. | Exams will be brailled in-house for students. |
| **CART** | Communication Access Real-time Translation, is an assistive technology that allows a deaf or hard-of-hearing student to view a real-time text translation of a class meeting, and read what is being said on-site or remotely in class. The student watches the real-time text on a laptop computer that is connected through the Internet, using a Web browser and a wireless microphone. Just like captioning, CART is the instant translation of spoken words by a CART writer into English text using a stenotype machine, notebook, projected onto a screen, combined with a video presentation or made available using other transmission and display systems. | The instructor needs to be aware of certain etiquette when CART is being used. There are few things that may impact the quality of service, such as: speech clarity and speed.  The instructor may be asked to repeat questions asked in class and possibly share notes prior to lectures to the real-time writer. CART services will provide the notes to the student.  The notes are used for study purposes and are not to be shared with or distributed to any other students, or any other parties outside of the class. | Students must contact our two months prior to this service request. AccessAbility Services will communicate the need for CART services directly to the instructor, as soon as possible.  CART services are provided in agreement with the University of Waterloo, AccessAbility Services, so that the student receives a real-time stream of all information that instructors/professors are providing in the student’s lectures. |
| **Interpreting** | Classroom interpreters are professionals that convey spoken/auditory messages from speakers. Interpreters act as communication facilitators. | Interpreters may need to ask for clarification, or require a pre-conference with the instructor prior to the class.  The Interpreter will be standing at the front of the classroom, and be able to see all the potential speakers in the room.  Instructors may be asked to lecture at a normal pace, and to keep the classroom well lit.  Etiquette when working with an interpreter, states that an individual speaks directly to the student instead of the interpreter. | AccessAbility Services will assist students in finding an interpreter if/when needed.  AccessAbility Services will communicate the need for an interpreter directly with the instructor. |
| **FM System** | A Frequency Modulator System is a device that is used to amplify sound (in the case of the classroom, the voice of the instructor). It is used by a student who has a hearing impairment and may or may not be wearing a hearing aid or cochlear implant. It consists of a transmitter and a receiver that operates on various radio frequencies. | The instructor may be asked to wear a microphone (transmitter) that is linked wirelessly to the student’s receiver such that the student is able to clearly hear what is being said.  The instructor will need to be mindful of how they wear the transmitter (microphone) since if anything like hair, clothing or jewelry rubs up against the device, the student will only hear a muffled sound.  The microphone at times may need to be shared with other speakers within the classroom, or the instructor may need to repeat such spoken information.  Instructors are required to return the device to the student at the end of each class. | AccessAbility Services will communicate the need for a FM system directly to instructors.  AccessAbility Services will supply the student with an FM system (or will support them in purchasing one) to ensure that instructors have one available for use.  AccessAbility Services will work with the student related to etiquette around using the FM system. |
| **Alternate Format** | **For textbooks:** Students who require textbooks in formats other than the hardcopy itself are encouraged to connect with AS six to eight weeks before a semester begins.  Students will be regularly checking the bookstore for their textbook requirements.  Students will be contacting the instructor or department to request the necessary textbook information if it is not available on the bookstore site.  Once a student knows what they will need to have converted they will contact AS to have their material turned into a different format such as electronic, braille or audio format.  **For exams:** Some students may require their exam to also be created in an alternate format such as enlarged to 129% or be in a PDF format etc. because of the nature of their disability. | **For textbooks:**  Instructors are required to inform the bookstore of their textbook selections as early as possible so that the student can have their course material in time for the beginning of the semester.  **For exams:** Instructors are asked to provide AS with a copy of their exam a minimum of two days prior to the date scheduled. | AS will take the student’s purchased textbook and either acquire the alternate format through AERO (Alternative Education Resources for Ontario) for a pdf copy or cut the spine in order to run it through a high-speed scanner and convert the textbook into an alternate format based on the student’s needs.  AS converts the exam into the appropriate format to support the student’s needs. |
| **Portable Video Magnifier** | The portable video magnifier is lightweight and plugs into a monitor, PC or Mac laptop. It offers 3 viewing modes – close, distance and self-viewing. The student can view objects or materials on a desk or presentations on the board or screen. | Instructors need to have an awareness of what the video magnifier is and allow for it to be used in the classroom. | AS can temporality lend one out to a student who is in need until they are able to purchase one for themselves. |

\*Instructors need to abide by AODA and OHRC standards and never disclose a student’s affiliation with AccessAbility Services.

\*It is encouraged that both faculty and students be familiar with University of Waterloo policies and procedures (including Policy 71).