

DISABILITY RESOURCE OFFICE

**A GUIDE FOR STUDENTS,
FACULTY AND STAFF**



UNIVERSITY OF
REGINA

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*Photo of Robert E. Hawkins
President and Vice-Chancellor*

The University of Regina is committed to ensuring that all of our students have the same educational opportunities. To this end, the Disability Resource Office provides services and specialized software so that students with disabilities can access course material, textbooks, and activities.

The Disability Resource Office also helps by identifying and eliminating barriers that exist.

This Guidebook is designed to provide information on our services and policy. I hope that you will benefit from this information, that it will enrich your learning experience, and that you will enjoy your educational time us.

Robert E. Hawkins
President and Vice-Chancellor



*Photo of Ron Byrne
Associate Vice-President (Student Affairs)*

The University of Regina strives to provide a fair and supportive learning environment for all students. The primary purpose of Student Affairs is to develop and provide services which support and promote student-centered education. To this end, the Disability Resource Office seeks ways to develop and provide services which support the endeavors of students with disabilities.

The University of Regina Policy regarding students with disabilities was established in 1996. Since then, we have regularly received positive comments from our students, staff and faculty regarding the need for continued support to ensure all students have an equal opportunity for success.

This guidebook is designed to provide you with general information regarding students with disabilities and their needs. It is one of the many tools provided by the Disability Resource Office as we seek to eliminate all barriers, either physical or attitudinal.

By utilizing the resources and services outlined in our guide you will have a much better understanding of the supports we offer and how you, either as student, staff, or faculty can contribute to the overall success of those served by the Disability Resource Office of Student Affairs.

In closing, I wish to thank you for your time in reviewing this important guide and to assure you that we are here to serve your needs.

Ron Byrne
Associate Vice-President (Student Affairs)

INTRODUCTION



*Photo of Dianne Mader, Coordinator
of the Disability Resource Office*

Welcome to the University of Regina!

The purpose of this guidebook is to provide faculty, staff, students, prospective students, parents and any interested parties with information about:

- a) availability of services and equipment
- b) policy regarding students with disabilities.

Students identifying themselves to the University as having special needs and requiring adaptations related to their disabilities are required to present documentation prepared by professionals qualified to assess the specific disability. The documentation should clarify the nature of the disability and indicate the strengths and weaknesses of the individual. ***The information should be presented in a form which clearly identifies those modifications to teaching and evaluation procedures that would assist the student in her or his efforts to learn and demonstrate mastery of the course content.*** (Refer to Appendix A and B for sample letters provided to professionals qualified to assess the specific disability).

Note that every student retains responsibility for mastering the content of her or his courses. Students are also expected to take responsibility for moving toward greater independence, and to fully participate in decisions regarding their participation at University.

Please feel free to make suggestions and comments about this guide. Input is encouraged, assistance is always welcome. If you require this guide in an alternative format, please let us know.

The University of Regina aims to provide services that will enable students to approach their studies with minimum difficulty. The primary purpose of the Disability Resource Office is to develop and provide services which support and promote student-centered education. We aim to provide access to our programs, courses and activities both inside and outside the classroom.

This guidebook is one of many projects undertaken by the Disability Resource Office. It can also be found on the University of Regina website: <http://www.uregina.ca/disability/guide>

I would like to acknowledge and thank the following persons for the expertise, time and effort which was contributed to the editing of the original guide:

Gail Meehan, Former Registrar and Director of Student Services,
University of Regina

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University of Regina

Dr. Bernie Selinger, Saskatchewan Indian Federated College, Chair,
President's Advisory Committee on Accessibility,
University of Regina

Alex Buehler, Physical Plant, University of Regina

Kim McLeod, Wascana Rehabilitation Centre

Anna Powell, Canadian Paraplegic Association

Frank Wyatt, Student, University of Regina, City of Regina

I hope you enjoy this guidebook!

Dianne Mader
Disability Resource Office

THE DISABILITY RESOURCE OFFICE

251.15 Dr. William Riddell Centre

Voice/TTY: (306) 585-4631

Fax: (306) 585-5172

E-mail: Dianne.Mader@uregina.ca

The Disability Resource Office provides support services to students, faculty and staff.

Services are provided given the following:

1. The student must be admitted to the University of Regina.
2. A disability must be documented or verified by a qualified professional.

PROCEDURES

While students and faculty are expected to follow the procedures listed below, it is understood that allowances will be made for extenuating circumstances. ***In situations where there are no extenuating circumstances and the student has not followed these procedures, the policy will not apply.***

STUDENTS

Through the University of Regina Application for Admission Form, prospective students with special needs will be informed that they should inquire at the Office of the Coordinator of the Disability Resource Office as to whether or not desired assistance is available. It is recommended that this be done before the application for admission form is submitted by the student.

After being notified of acceptance to the University, students with special needs who require accommodations are expected to contact the Coordinator of the Disability Resource Office to provide information and/or documentation and to identify adaptations to teaching/evaluation procedures that may be needed. While the University will attempt to provide accommodations that are requested in a timely fashion, there may be requests that the University is unable to meet.

Students who request major accommodations to teaching and/or evaluation procedures shall normally advise their Faculty and the Coordinator of the Disability Resource Office at least two months before the beginning of their studies in each term. (Some accommodations, such as having a text transcribed into Braille, may require greater advance notice).

In preparation for each semester, students are expected to inform instructors of requested accommodations either prior to or during the first week of each semester. It is recommended that students submit their requests in writing.

Any appropriate documentation supplied by the student regarding his or her special needs will be kept on file by the Coordinator of the Disability Resource Office along with a release of information form signed by the student. The Coordinator of the Disability Resource Office will provide a form for the student which may be used to inform instructors of the student's special needs, of requested accommodations, and of the availability of supporting documentation through the Office of the Coordinator of the Disability Resource Office.

If a student encounters difficulties in obtaining course accommodations after consulting with the instructor, he or she should request a meeting with the Department Head and course instructor to discuss alternatives. If no satisfactory arrangement results from this meeting, the student is advised to send a written description of his or her concern to the Dean of the instructor's Faculty. The Coordinator of the Disability Resource Office can assist with either appeal process.

UNIVERSITY ADMINISTRATION AND FACULTY

At the beginning of each semester, faculty are expected to ask students with special needs to present themselves to the instructor to discuss requested accommodations. For example, the following sentence might be included in the course syllabus: ***“If there is any student in this course who, because of a disability, may have a need for accommodations, please come and discuss this with me, as well as contacting the Coordinator of the Disability Resource Office at 585-4631.”***

Instructors may ask students who request accommodations to provide a written request, and in the case of major accommodations, supporting documentation. Documentation on file in the Office of the Coordinator of the Disability Resource Office will be provided if the student has signed a release of information form.

Faculties are expected to develop procedures for implementing this policy which are consistent with their internal goals and needs. Deans of Faculties or their designates and instructors are responsible for reviewing specific requests and determining the process for implementing accommodations.

If disputes arise, Student Affairs and the Dean (of the instructor’s Faculty) will assist the student and instructor in coming to an agreement. If agreement is not reached through mediation, a decision will be made by the Vice President (Academic).

Instructors are expected to maintain records of major accommodations to teaching procedures and to provide copies of these records to the Dean of the Faculty offering the course to assist those involved in future cases of a similar nature.

LIMITATIONS

University policy has been developed to assist students attending courses on the main campus of the University of Regina. Although the University will attempt to assist off-campus students to the greatest extent possible, it cannot guarantee that such assistance will be available.

Not all areas of the campus are accessible by wheelchair.

Policy on Students with Special Needs was passed on December 17, 1996 by the University of Regina's Board of Governors.

SERVICES AVAILABLE THROUGH THE DISABILITY RESOURCE OFFICE

In order to receive services from the Disability Resource Office, all students must provide appropriate confirmation of disability or injury from a qualified professional. (Please refer to Appendix A and B). Documentation should be within the past five years. The documentation should clarify the nature of the disability and indicate the strengths and weaknesses of the individual. **The information should be presented in a form, which clearly identifies those modifications to teaching, and evaluation procedures that would assist the student in her or his efforts to learn and demonstrate mastery of the course content.**

❖ PRE-ADMISSION PLANNING

Prospective students may wish to discuss their plans with someone from the Disability Resource Office. Arrangements can usually be made to allow the prospective student to discuss university life with an experienced student who has a similar disability.

❖ ORIENTATION

The Disability Resource Office provides information on the layout of the campus and the non-accessible areas in order to assist students to plan routes.

The Disability Resource Office welcomes suggestions and concerns from all interested parties.

Students may also request a tour of campus facilities.

❖ PROMOTING AWARENESS

Disability Awareness Seminars are specifically designed for faculty and staff.

The Disability Resource Office will provide presentations to campus groups, University departments and the community at large. These presentations provide information regarding services available and promote sensitivity and understanding about various disabilities. Student participation, in these presentations, is greatly appreciated.

❖ EQUIPMENT

Kurzweil Personal Reader – converts text to speech

The Reading Edge – converts text to speech

Computer access to:

- large print (Zoomtext)
- text to speech (JAWS, Kurzweil 1000 and Kurzweil 3000)
- speech to text (Dragon Naturally Speaking)



Photo of Dianne Mader and a student using equipment.

TTY – Disability Resource Office, (306) 585-4631. A TTY (Telecommunications Telewriter) is a communication device for persons who are Deaf or hard of hearing.

Four-track cassette recorders

Standard cassette recorders

Audio Calculators

Webster’s Student Dictionary
in Braille

Cassette eraser

In order to use this equipment, appropriate training is required.

NOTE: Exams conducted on this equipment **must** be arranged through the Disability Resource Office!

❖ LIAISON WITH OTHER UNIVERSITY DEPARTMENTS

The Disability Resource Office liaisons with many university departments such as:

Physical Plant Department:

- continual upgrading of campus accessibility
- desk removal from classrooms
- desk tops placed in classrooms.

Departments and Faculties:

- note takers in classroom situations
- examination situations.

Main Library:

- provides a contact person who assists with photocopy needs, orientation to the library, and instruction on library equipment. Contact the reference desk at (306) 585-4134.
- students with disabilities can renew books at the main library by phone. Please contact Circulation Services at (306) 585-4133.

❖ NOTETAKING ON CAMPUS

Carbonless duplicate notepaper is provided by the Disability Resource Office.

The Disability Resource Office provides suggestions on how to receive class notes and ways in which to obtain notetakers.

❖ EXAMINATION SITUATIONS

Instructors can book examination space through Conference Services at (306) 585-5335 or conference.services@uregina.ca

Invigilation services are not provided, only the space.

Alternative Examination Formats might include, but are not limited to the following:

- oral exam with the use of a scribe
- use of a reader
- exam on cassette tape
- use of a computer (spell check, large print, voice output, Dragon Naturally Speaking)
- extended exam time
- multiple choice
- separate exam location
- exam in large print
- exam on colored paper
- alternative projects.

For further information on services available, contact the Disability Resource Office.

STUDENT RESPONSIBILITIES INCLUDE:

- **the student retains the responsibility for mastering the content of her or his courses. Students are also expected to take responsibility for moving toward greater independence, and to fully participate in decisions regarding their participation at University.**
- knowledge of University of Regina policies and procedures (for policy regarding students with special needs, please refer to Appendix C)
- contact with the Coordinator of the Disability Resource Office
- provide the Disability Resource Office with current documentation/ verification (within the last 5 years) regarding type and degree of disability and how your disability impacts your learning environment. The documentation should clarify the nature of the disability and indicate the strengths and weaknesses of the individual. The information should be presented in a form, which clearly identifies those modifications to teaching, and evaluation procedures that would assist the student in her or his efforts to learn and demonstrate mastery of the course content.
- discussion regarding **PROGRAM DEVELOPMENT** with academic advisor
- identification of needs and requests to instructors before the semester begins. Requests should be placed in writing. The Coordinator of the Disability Resource Office will provide a form for the student which may be used to inform the instructor of the student's special needs, of requested accommodations, and of the availability of supporting documentation.
- if a student requests assistance from the Disability Resource Office in matters dealing with pertinent instructors and others directly related to your academic studies, you must authorize a release of information
- students are responsible for contact with building fire wardens to discuss evacuation procedures
- students must be able to describe their type of disability to instructors, volunteers, library staff and tutors in order to foster an understanding of your needs.
- students need to decide how to handle an increased volume of reading material, note taking, assignments, and examination situations.

EVACUATION AFTER NORMAL WORKING HOURS FOR PERSONS WITH DISABILITIES

All fire safety plans and procedures require that you **DO NOT USE ELEVATORS** during a fire alarm or a fire emergency. In some buildings all elevators will automatically return to the main floor and shut down. It is therefore recommended to those who are required to be on an upper floor **AFTER HOURS** and are unable to walk down the evacuation stairwells on their own to make alternative or additional arrangements such as: ensuring you have someone accompany you while on an upper floor **OR** have access to a telephone or cellular phone so to be able to contact Campus Security at 585-4999 and advise them of your whereabouts in the event of a fire alarm.

SURVIVAL TIPS FOR STUDENTS ON HOW TO SUCCEED AT UNIVERSITY

- take advantage of workshops and services offered on campus
- make yourself familiar with the physical layout of the campus and how it will affect you
- investigate the components of each class you wish to register for and determine how this will impact on your type and degree of disability (discuss with academic advisor)
- decide on how you wish to describe your type of disability to instructors, staff and volunteers in order to foster an understanding of your needs and requests
- meet with your instructors before the semester begins. Communicate your needs and requests for the semester.
- check the University of Regina General Calendar for important dates and deadlines
- students who require books placed on cassette tape may need to request early registration. You will need to request book lists in advance.
- if you encounter difficulties, ask for assistance

- for every hour of class time, students need to set aside at least two hours of study time. For someone with a disability this may mean three to four hours depending on type and degree of disability.
- set reasonable goals for yourself
- if you encounter difficulty in a class situation or with your studies, contact your instructor to discuss.

STRATEGIES FOR INSTRUCTORS

Accommodating special needs aims at fairness in academic assessment. These accommodations should never compromise course standards. Accommodations are not favors for irresponsible students, but legitimate entitlements for students attempting to get an education under difficult circumstances.

There are many ways to accommodate the needs of students in the classroom. We suggest that each instructor and student agree on suitable course accommodations (for policy on students with special needs, please refer to **Appendix C.**) Most accommodations are in the area of alternative exam formats (such as oral, tape recorder, computer); extended exam time; separate exam space; colored paper; or larger print.

Strategies include:

- at the beginning of each semester, faculty are expected to ask students with special needs to discuss requested accommodations. For example, the following sentence might be included in the course syllabus: ***“If there is any student in this course who, because of a disability, may have a need for accommodations, please come and discuss this with me, as well as contacting the Coordinator of the Disability Resource Office at 585-4631.”***
- consideration should be given to arranging examination situations in order to evaluate the student’s knowledge of subject content.

- arrange invigilators for exam situations. In some cases, where the student requires clarification of questions and/or statements in an exam situation, invigilators should have knowledge of subject material.
- some students may have difficulty taking notes in class. Instructors can assist by requesting volunteer note takers (carbonless duplicate notepaper can be provided by the Disability Resource Office) or by providing access to materials in advance.
- overheads, flip charts and chalkboards can be a problem for students with a visual impairment. Remember to review material verbally in order that everyone receives access to the information.
- choose class lists early. Some students will require textbooks three months in advance.
- ensure classroom is physically accessible for persons using a wheelchair or scooter
- consult with your Department Head or Dean
- consult with the Disability Resource Office, if assistance is required.

USE OF SIGN LANGUAGE INTERPRETERS ON CAMPUS

If you, as an employee of the University of Regina, encounter a student admitted to the University who requires the use of a sign language interpreter, please inquire if they are funded by Employability Assistance for People with Disabilities (EAPD). If the student is funded, please advise Saskatchewan Deaf and Hard of Hearing Services (S.D.H.H.S.) when you are booking the interpreter, as the costs should be covered by EAPD. If the student is not funded, you will be charged. Please inquire at the time of booking as to the amount you will be required to pay for this service.

In order to assist you, S.D.H.H.S. has prepared the following information regarding the booking of sign language interpreter services.

I. BEING PREPARED WITH THE CORRECT INFORMATION

One phone call does it all!

The procedure for hiring interpreters is as follows:

1. Have the hearing party contact the Communications Coordinator in the Regina Office:
Regina: 352-3323 (Voice and TTY)
1-800-565-3323 (toll free)
Emergencies Only: Cell: 535-3238
2. Be prepared to provide the following information.

Appointment Information:

- a) Date and time service is required.
- b) Location where service is to be provided.
- c) Approximate length of time you require the interpreter (to the nearest hour).
- d) The name and phone number of a contact person, who will utilize the interpreter, or the person who is coordinating the event and knows what will be expected of the interpreter.
- e) The Deaf person(s) name(s).

Invoice Information:

- a) The purchase order number, or the name of the person in your organization to whom the invoice should be directed for payment.
- b) The contact name and address of the person and/or place the invoice should be mailed, if this is different from the location where the service is to take place.

2. BOOKING THE INTERPRETER

The Service will take this information from you over the phone in the initial phone call. Then we will attempt to fill the appointment by contacting the qualified interpreters registered with S.D.H.H.S., according to the preference of the Deaf person and yourself, until the assignment is filled.

If the assignment can be filled

Once we have filled your request, we will confirm the assignment with the contact person from your organization/business.

The interpreter will arrive approximately fifteen (15) minutes early to the appointment at the day, time and location which you specified in the original booking phone call. (Note: if there are any changes, please contact S.D.H.H.S. immediately so this information can be forwarded to the interpreter to avoid unnecessary charges).

If the assignment cannot be filled

If we are unable to secure an interpreter for the specified time and date, we will contact you as soon as possible. Please keep in mind that the chance of successfully booking an interpreter is directly related to the amount of lead time you give us prior to the actual assignment date. If we are not successful in contracting an interpreter, you will have the option to try and reschedule the appointment. We will then attempt to book an interpreter for the new time. (Note: the S.D.H.H.S. contact person can be helpful in giving times that the interpreter may be available).

CAMPUS RESOURCES

- ❖ **UNIVERSITY OF REGINA GENERAL CALENDAR**
 - identifies important dates and deadlines, provides information on Admissions, courses (a wealth of information).

- ❖ **UR SELF-SERVICE** - allows computer access to student financial accounts, academic records, listing of transfer credits awarded, course timetables and exam schedules.

- ❖ **COUNSELLING SERVICES**
 - 251 Dr. William Riddell Centre, (306) 585-4491
 - Personal Counselling/Therapy
 - Anger Management
 - Anxiety and Panic
 - Assertiveness
 - Body Image
 - Depression
 - Disordered Eating
 - Grief and Loss
 - Life Events and Transitions
 - Relationship Conflict
 - Self-esteem
 - Stress Management

 - Strategies and Skills for Academic Excellence
 - Critical Thinking
 - Exam Anxiety
 - Memory Techniques
 - Note Taking and Reading
 - Time and Priority Management
 - Oral Presentations
 - Procrastination
 - Stress Management
 - Writing Exams

❖ **STUDENT AWARDS AND FINANCIAL AID**

229 Dr. William Riddell Centre, (306) 585-4325

❖ **ALLIED HEALTH CENTRE**

Room 225, Centre for Kinesiology, Health and Sports
(306) 337-2640

❖ **FACULTY OF KINESIOLOGY AND HEALTH STUDIES**

The Dr. Paul Schwann Applied Health and Research Centre
Room 225, Centre for Kinesiology, Health and Sports

Programs and services include: The Complete Health and Fitness Assessment, Cardiac Risk Reduction Program; Exercise Therapy Services.

❖ **STUDENT DEVELOPMENT CENTRE**

230 Dr. William Riddell Centre
(306) 585-4076

Writing Service: We are here to help you think about your writing, see yourself as a writer and recognize the strong features of your writing. We will support your writing at any stage of development from first to final draft.

Math & Stats Service: Our tutors will help you with understanding assigned tasks, problem solving strategies, and use of principles and formulas in one-one tutorial sessions.

❖ **PARKING FOR PERSONS WITH DISABILITIES**

Information regarding parking for persons with disabilities is available through the University Parking Office, Room 108, College West Building, or by calling (306) 585-4412.

FINANCIAL ASSISTANCE

- Saskatchewan Education, Student Financial Services Branch, Canada Student Loans and The Canada Study Grant, 4635 Wascana Parkway, Regina, S4P 3A3, (306) 787-5620
- Employability Assistance for People with Disabilities (EAPD), Advanced Education and Employment, 12th Floor, 1945 Hamilton Street, Regina, S4P 2C8, (306) 787-5602
- University of Regina, Student Awards and Financial Aid, 229 Dr. William Riddell Centre, (306) 585-4325

LOCATION OF TELECOMMUNICATIONS TELEWRITERS (TTY)

Disability Resource Office, 251.15 Dr. William Riddell Centre

Dr. William Riddell Centre Building, main floor, west entrance pay phones.

**TELEPHONE USE: WHEN DIALING FROM A
UNIVERSITY OF REGINA LOCAL NUMBER, YOU FIRST
MUST DIAL 9, THEN THE NUMBER.**

IMPORTANT CONTACTS ON CAMPUS

| | |
|---|----------|
| Aboriginal Career Centre | 585-4600 |
| Admissions Office. | 585-4591 |
| Allied Health Centre | 337-2640 |
| AV Services | 585-4476 |
| Bookstore | 585-4755 |
| Career Exploration and Counselling | 585-5161 |
| Computing Services | 585-4062 |
| Co-operative Education and Internships | 585-4600 |
| Counselling Services | 585-4491 |
| Disability Resource Office (Voice/TTY) | 585-4631 |
| Financial Services | 585-4123 |
| Harassment and Discrimination Prevention Office | 585-5400 |
| International Student Success Office | 585-5082 |
| Main Library. | 585-4134 |
| Parking Office | 585-4412 |
| Printing Services | 585-4488 |
| Registrar's Office | 585-4127 |
| Security | 585-4999 |
| Student Affairs | 585-4743 |
| Student Awards and Financial Aid | 585-4325 |
| Student Development Centre | 585-4076 |
| Student Employment Services. | 585-5161 |
| Students' Union Centre | 586-8811 |
| Women's Centre. | 584-1255 |

COMMUNITY ORGANIZATIONS

| | |
|--|----------------|
| Canadian National Institute for the Blind | 525-2571 |
| Canadian Paraplegic Association | 584-0101 |
| City of Regina, Paratransit System, Transit Officer. | 777-7086 |
| Bookings | 777-7007 |
| Cancellations | 777-7540 |
| Emergency (Police, Fire, Ambulance). | 911 |
| Emergency - Persons who are Deaf and Hard of Hearing | TTY 359-1012 |
| Employability Assistance for People with Disabilities (EAPD). | 787-5602 |
| Human Rights Commission | 787-2530 |
| Learning Disabilities Association | 352-5327 |
| Neil Squire Foundation | 781-6023 |
| Saskatchewan Abilities Council. | 569-9048 |
| Saskatchewan Deaf and Hard of Hearing Services, Inc. | 352-3323 |
| Saskatchewan Voice of People with Disabilities | 569-3111 |
| SaskTel Relay Service (TTY Users Only) | 711 |
| SaskTel Relay Service (Voice Users Only) | 1-800-855-0511 |
| South Saskatchewan Independent Living Centre | 757-7452 |
| Wascana Rehabilitation Centre | 766-5100 |

APPENDIX A
**(Letter provided for student to take
to appropriate professional)**

TO WHOM IT MAY CONCERN:

DOCUMENTATION REGARDING A LEARNING DISABILITY

In order to receive services from the Disability Resource Office, students with disabilities must provide appropriate documentation regarding the type and degree of their disability. We request that the documentation be within the past five years.

Existing documentation should be presented to the Disability Resource Office in an effort to determine if further documentation is required.

If an assessment is required, the University of Regina recommends assessments for a learning disability be conducted by a registered psychologist. Someone trained and licensed to conduct such assessments. This information should include a profile on cognitive abilities indicating strengths and weaknesses and **diagnosis of a learning disability. The information should be presented in a form which clearly identifies those modifications to teaching and evaluation procedures that would assist the student in her or his efforts to learn and demonstrate mastery of the course content.** Suggestions and recommendations by the professional should accompany the documentation.

Requests for services should be supported by approved documentation.

For further information, contact: Dianne Mader, Disability Resource Office, 251.15 Dr. William Riddell Centre or Voice/TTY (306) 585-4631.

Dianne Mader
Disability Resource Office

APPENDIX B
**(Letter provided for student to take
to appropriate professional)**

TO WHOM IT MAY CONCERN:

DOCUMENTATION REGARDING A DISABILITY

Students identifying themselves to the University as having special needs and requiring adaptations related to their disabilities are required to present documentation prepared by professionals qualified to assess the specific disability. The documentation should clarify the nature of the disability and indicate the strengths and weaknesses of the individual. **The information should be presented in a form which clearly identifies those modifications to teaching and evaluation procedures that would assist the student in her or his efforts to learn and demonstrate mastery of the course content.** Documentation should be within the past five years.

Example: Mobility Difficulty – how does this impact the student? Does it affect arms, legs, hands? Does it affect such activities as walking, writing, lifting, etc? Difficulty with writing physically - *which hand dominant, is the person?*

Suggestions and recommendations by the professional should accompany the documentation. **What is the length of service required? Is the difficulty permanent?**

Requests for services should be supported by approved documentation.

For further information, contact: Dianne Mader, Disability Resource Office, 251.15 Dr. William Riddell Centre or Voice/TTY (306) 585-4631.

Dianne Mader
Disability Resource Office

APPENDIX C

POLICY REGARDING STUDENTS WITH SPECIAL NEEDS

No 90.10.20 - Please note: The following information contains excerpts taken from the policy document. Should you wish the document in its entirety, refer to the University of Regina website <http://www.uregina.ca/presoff/vpadmin/policymanual/index.html>

Policy No. 90.10.20.

PREAMBLE

Students with special needs who meet entrance criteria are encouraged to consider a university education.

POLICY STATEMENT

The University of Regina strives to provide a fair and supportive learning environment for academically qualified students with special needs. To this end, the University seeks ways to develop and provide services which support the endeavors of students with special needs.

DEFINITION OF DISABILITY:

The definition of disability under the Saskatchewan Human Rights Code (Section 2(d.1)) was adopted for use in this Policy and states:

Disability means:

any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing includes:

- epilepsy;
- any degree of paralysis;
- amputation;
- lack of physical coordination
- blindness or visual impairment
- deafness or hearing impairment
- muteness or speech impediment; or
- physical reliance on a guide dog, wheelchair, or other appliance or device;

or (ii) any of:

- a condition of mental retardation or impairment;
- a learning disability or a dysfunction in one or more of the processes involved in the comprehension or use of symbols or spoken language;
- a mental disorder, where “mental disorder” means a disorder of thought, perception, feelings or behaviour that impairs a person’s:
 - judgment
 - capacity to recognize reality
 - ability to associate with others; or
 - ability to meet the ordinary demands of life.

APPENDIX D

DISABILITY RESOURCE OFFICE OBJECTIVES:

1. Promote awareness regarding issues for persons with disabilities on campus.
2. Continuously assist in making buildings on campus completely accessible.
3. Promote an independent academic life style. Assist students to become their own best advocate.
4. Provide a resource centre for information regarding agencies in the community.
5. Act as a referral agent for funding available within the university and the community.
6. Provide information, seminars and presentations to create awareness, to foster an understanding of the needs of persons with disabilities, and to remove barriers that may exist.

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