



UNIVERSITY OF  
REGINA

# Disability Resource Office

## Academic and Staff Guide



# Support

This document has been created to support Academic and Support Staff who work with disabled students at the University of Regina.

**Please retain your copy.**

It provides information you will need and will not be redistributed until there is a need for revisions.

**If you are new to the university and have not yet received a copy, please contact our office.**

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# ACADEMIC AND STAFF GUIDE

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**Preamble:**

The Disability Resource Office supports University of Regina students with permanent and temporary disabilities. The disability must be documented or verified by a physician, psychologist, or other qualified professional in order for the student to receive accommodations.

The Disability Resource Office strives to provide accurate information to instructors and staff so that they may provide appropriate adaptations, and support the Human Rights of their students. This document has been created to give instructors and staff information about accommodations, disabilities, and their own personal rights and responsibilities.

We encourage all instructors and staff to make use of this resource. It is our hope that it will support you, as you support our students.

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**For the purpose of this document:**

- Instructor(s) - all professors, instructors and sessionals; and can include a Lab Instructor or Teaching Assistant if he/she delivers any of the course content
- Staff -any staff who has academic interactions with disabled students. This includes advising on course choices, booking, and invigilating of exams.

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# COMMON ACCOMMODATION REQUESTS

## IN ALL SITUATIONS:

1. Do not disclose the identity of a disabled student to the class.
2. Do not disclose the identity of a disabled student to colleagues and staff members unless they are a part of the accommodation process. They should also be made aware that they are dealing with confidential information.

## I. NOTE-TAKING ACCOMMODATIONS

### Most Common Requests

#### a. Volunteer Note-Takers:

- When requesting a volunteer note-taker, please do not identify the student. Simply state that there is a student in the class who needs a volunteer note-taker and ask for a volunteer. You will need to arrange an appropriate way to get the notes to the student, without disclosing his/her identity. Some students collect the notes at the very end of class, once everyone has left. Others make arrangements to pick them up from the instructor or the instructor's department office.

#### b. Record Lectures:

- If the student is recording the lecture, he/she has signed an agreement with our office that it will be used for study purposes only.

### Other Possible Note-Taking Requests

#### c. If material is written on the chalkboard, please read it out loud:

- This is often used for students who are using recordings for note-taking purposes.

#### d. Preferred seating:

- This accommodation usually allows for the student to sit as close to the front as possible. Students are expected to get to class early to find their preferred seats, but on occasion may ask the instructor to intervene and ensure an appropriate seat.

#### e. The instructor will need to wear a microphone:

- This request is for hearing impaired students. They are to provide the instructor with the microphone and an explanation of how to use it.

- f. The student may have note-taking arrangements with the Saskatchewan Deaf and Hard of Hearing Association and may be provided with a professional note-taker using computer equipment:**
  - This information is provided to instructors for their information; there is generally little the instructor needs to do to support this.
- g. Provide copies of overheads and handouts:**
  - This is often used for students who need extra note-taking support. The hope for the student is to receive these earlier so that he/she may prepare for class. It is also used for students with hearing impairments.
- h. Provide copies of lecture notes:**
  - This accommodation is being asked for less frequently. Students who have this request will be students with visual or hearing impairments, or another significant disability. Instructors may use their discretion when supporting this request, as they may not have lecture notes.

## **FREQUENTLY ASKED QUESTIONS**

### **1. What if no one volunteers to be a note-taker?**

- Remind the students of your need, again, at the end of class. Suggest that if someone is interested he/she could speak to you personally at the end of class.
- If students are taking notes on their computers, they may not want to volunteer, because they assume they will have to hand-write the notes as a volunteer note-taker.
  - Suggest that the volunteer note-taker could also email typewritten notes to you. You could then forward them to the student with the disability.

### **2. My lectures are my intellectual property, having them taped infringes on this.**

The student signs a form in our office indicating that the tape will only be used for study purposes. When discussing the accommodation request, you will note that this is also indicated on the request. Failure to comply with this agreement would fall under academic misconduct for the student. As such, the instructor's intellectual property is protected, and taping should be allowed.

**3. What if the student wants to use both a note-taker and to record lectures?**

Some students need a combination of both to meet their learning needs, because of their disability(s). Both accommodations are expected to be granted unless one absolutely diminishes your ability to measure mastery of course content.

**4. What if I provide notes on PowerPoint or WEBCT, does the student still need to have a volunteer note-taker or to tape record my lecture?**

It is quite likely the student will not need a volunteer note-taker, or to record lectures. However, this is a decision the student must be allowed to make. He/she needs the opportunity to see how the PowerPoint, or WebCT notes work for him/her. One cannot assume that these provisions make a volunteer note-taker or the ability to record lectures unnecessary.

**5. If a student is taping a class, that involves frank discussion and students sometimes providing personal information; does the allowing of recording infringe on the confidentiality for other students?**

- No, it does not. Any students could leave your class and share what they have learned; therefore, it is likely that you will have made a general statement to all of the students in regard to not sharing others' personal confidences outside of the class. The student who is recording is expected to follow the same guidelines.
- If a student is absolutely reluctant to share something because the class is being recorded, the student could ask that his/her statements not be recorded. The instructor, however, must be vigilant in ensuring that the following discussion that relates to the course is taped.

**6. What if the students are taping the lecture, or have a volunteer note-taker and are still taking their own notes?**

- Some students may choose to 'look' like they are taking their own notes so that others will not realize they are the student for whom notes are being taken.
- Some students may be working at trying to take their own notes and improving their skills, but their disability is such that they still need the support of the recording or volunteer note-taker.

**7. I had a student request a volunteer note-taker, which I found, and then the student did not attend classes. There was no contact from the student and no medical reasons on his/her accommodation request. What should I do?**

- If a student does not have medical reasons for frequent absences, it would be wise to add notes right on the accommodation document, indicating that volunteer note-taking will only occur if the student is in attendance, or if he/she has informed you of an absence.
- Caution must be applied if there is indication on the request that there may be medical absences. This information is provided because of the nature of the disability and it is not appropriate to stop having notes taken in this instance. Some medical issues make it impossible for the student to inform you of a possible absence before the class, but they have been asked to inform you as soon as they are able.

## **II. EXAMS AND TIMED IN-CLASS ASSIGNMENT ACCOMMODATIONS**

NOTE: Timed In-Class Assignments are assignments expected to be completed during class-time, they are not take-home assignments.

### **Most Common Requests:**

#### **a. Extra time:**

- This is usually time and a half or double time, and will often include a request that students be allowed to take breaks.
- If this request means that you have to have the student write at a different time than the one scheduled, you and the student should discuss this issue as soon as possible to avoid confusion and eliminate possible time conflicts.
- A student should never be expected to miss another class or exam in order to write an exam with extended time.

#### **b. Separate Distraction-Free Space:**

- Separate Distraction-Free Space **is not**; a student or faculty lounge, coffee room, or other space where you cannot control the movement of people in and out of the area.
- The area should be well-lit, and one should be able to close a door to external noise and movement.

- If it is a cubicle-like area, you will still need to ensure distracting background movement and noise is at a minimum.
  - If the student is writing in your office, you must refrain from moving around the room, talking on the phone, or typing as it is then no longer distraction-free.
- c. May share the space with one or two other students writing the same exam/in-class assignment:**
- The ability to share a space is something that will be indicated in the accommodation request. This should not be negotiated if it is not in the request.
- d. Clarification of questions and/or statements:**
- We recognize that all students have the right to ask questions; when this appears on an accommodation request, the student will have specific needs for clarification, and this is listed to help the instructor anticipate those needs.

### **Other Possible Exam and In-Class Assignment Requests**

- e. Use of a computer:**
- The student will need to type his/her exam. We generally suggest that the instructor/faculty provide the computer; we also offer our computer lab to book these types of exams.
  - On occasion, a student will need to use assistive technology. If permitted, the student may have his/her own laptop with the technology needed. We also offer the use of our lab with its assistive technology as an alternative.
- f. Ergonomic work station:**
- Our computer lab has ergonomic work stations if you wish to book it.
- g. Use of a reader:**
- The reader reads the exam to the student, but does not explain it.
- h. Use of a scribe:**
- A scribe writes what the student dictates. The scribe adds punctuation as the student suggests, and does not ask the student to add to an answer or explain the answer more, even if the answer does not make sense.
  - Many scribes now type the dictation on to a computer to allow the student to see his/her own words more easily. Our computer lab may be booked for this type of exam.

- i. Oral Exam required:**
  - The student requires the ability to dictate his/her answers to the instructor or on to a tape recorder.
- j. Not to be docked marks for spelling or grammar:**
  - This accommodation is only requested when the student has a definite disability related to spelling and/or grammar. The request is that the instructor not mark the spelling and grammar too closely in situations where the student cannot proof-read his/her work with the aid of spell/grammar check (as in the case of an exam or in-class assignment).
  - The student is still expected to show mastery of the course, through his/her writing, in an understandable fashion.
- k. Use of a calculator:**
  - This accommodation is for math and math-related classes. Otherwise, you may consider it not applicable.

## **FREQUENTLY ASKED QUESTIONS**

**1. Could there be other exam/in-class accommodations that are not listed above.**

Yes, the accommodations listed above are only those most frequently requested. If you are faced with an accommodation that you are unsure of, contact our office for clarification, or discuss the issue with your Dean or Designate to determine the best way to accommodate within your subject area.

**2. Who organizes the separate space and extra time?**

Currently, this is a faculty responsibility. You need to discuss this with your Dean or Department Head to determine faculty policy. When there are special requests, especially the use of assistive technology, or the use of a computer, we encourage instructors to book the Disability Resource Office computer lab. This is first come first served, and those with the need of the assistive technology on our computers will be given first use of the lab.

**3. If I am just giving the class a short quiz, do I still need to provide the same accommodations expected for an exam?**

Yes, these accommodations apply to any type of timed evaluation.

**4. Separate space is difficult to find in the university. Could I put a student who needs a separate, distraction-free space in a room with another student or two writing the same exam?**

When a student needs a separate space, we have already discussed the possibility of sharing a space with others. If the student is able to share the space, it will be indicated in the request. Otherwise, the student must be in a completely separate space.

- We are working with our students to problem solve ways to block out external noise, such as wearing ear plugs. However, it is important to remember that movement also distracts.
- As well, some students who need this distraction-free space need it because they may need to move around a lot, to sometimes read instructions out loud, answer out loud, or to use other learning strategies.

*Once they are placed in a room with other students, they are unable to use these strategies.*

Students cannot not be asked to compromise their needs because space is at a premium, instead we need to work as a team to support their needs more effectively. While we cannot provide an invigilator, sometimes the Disability Resource Office can provide space.

**5. What if I have arranged extra time, and the student doesn't use all of it?**

We cannot predict exactly how long any student will need for an exam. The extra time request is because of the nature of the student's disability and the specific need for extra time related to that disability. It is very likely, in most situations, that the student will not only use all of the extra time, but will perhaps have needed more (Even if it is perceived that the student could have used more time, the limit may be kept at the extended time requested).

- On occasion, however, a student will find that the test is presented in such a way that he/she can manage very effectively, and can finish within a shorter time period than expected. As well, there will obviously be rare situations where the student has not prepared enough, and simply has nothing more he/she can write.
- The student does not have to stay for the entire extended time if it is not needed, whatever the reason.

**6. The student brought me an accommodation request asking that he/she needs 24 hours between exams. It turns out that my class and another the student is taking has exams on the same day. How should this be resolved?**

This request happens infrequently, and the students are asked to check final exam schedules when they register. If there is a final exam conflict, the student has been asked to seek alternatives with their faculty advisors before registration. In some instances, alternatives may not be available due to the nature of the courses needed and where the student is in his/her program. Also, when registering mid-term schedules are not available. If either situation arises, we ask students to inform their instructors as soon as they are aware of an issue.

- The student must be accommodated and discussion can usually resolve the schedule issue. As well, the fact that a separate exam must be created for the student is not considered an acceptable reason for not accommodating.

**7. What if the student needs to use a computer, but the noise of the student typing will be distracting for the other students?**

The student who needs to use a computer still needs to be accommodated. If his/her needs infringes on the other students' abilities to concentrate and write their exams, a separate space should be provided for the student using the computer, even if it is not indicated on his/her accommodation request.

**8. My exam is multiple-choice and/or short answers, why does the student need a reader, or a scribe?**

When a reader is used, the student's disability includes a need to access auditory skills to help with understanding. Even in a short answer or multiple-choice exam, there will still be students without a visible disability who will need a scribe.

**9. Double-time or time and a half is a long time for a student to sit and write an exam. Is this really necessary?**

If this is the documented need for the student, it is absolutely necessary. Remember the student has a need for this because of his/her disability. That does not mean that it is going to be an easy task for the student. Understanding and support help in this situation. To support the student, you may consider allowing the student to have a washroom or stretch breaks. As well, with your permission, the student could also bring in food and drink. These will help the student get through the exam more successfully.

**10. If a student is being provided a separate space, with an invigilator, how does the student ask questions if he/she is having difficulty with a question on an exam?**

We suggest that invigilators be people who are familiar with the subject, so that they may answer questions if possible. Otherwise, the instructor should be providing a way to be reached so that the student may have the same opportunity to ask questions as the students in the exam room.

- Sometimes this means that the student in the separate space is set up down the hall from the actual exam so that the invigilator may come get the instructor and supervise the main class, while the instructor is answering a question.
- Another option is that some instructors do the actual invigilation of the exam, marking papers while the student writes, so that he/she is present for questions.
- Alternatively, the instructor provides the invigilator with a cell phone number that can be called during the exam. Some instructors step outside of the classroom to answer the question, if they are with the main class writing the exam.

**11. May I ask my student to remind me one or two weeks before the exam of his/her need for extended time or other exam accommodations?**

Once the letter is delivered, we hope that the instructor will note this information.

- In the case of large classes and/or the accommodation of many students, and instructor may ask the student to remind him/her of exam needs. It may also be wise to write this on the accommodation request as an agreement.
- However, if the student does not remind the instructor, this does not mean that the instructor does not need to accommodate.

### **III. ACADEMIC ACCOMMODATIONS**

#### **Most Common Requests**

**a. Extensions on assignments:**

- Due to their disability(s), students may need to request extensions on their assignments. This is to be asked for in cooperation with the instructor and the student should propose a reasonable alternate due date.

**b. Medical absences:**

- This accommodation is only asked for in extreme medical situations.

**c. Students to be provided all instructions in both oral and written format:**

- Due to their disability(s) students may need both formats of instruction to ensure they are clear on expectations.

**Other Possible Academic Requests**

**d. ALL instructions to be short and simple:**

- This accommodation is only asked for students with specific disorders.

**e. In group work we ask that the instructor assign the group, rather than ask the student to find his/her own group:**

- This accommodation is only asked for students with specific disorders, including visual or mobility impairments which may make it difficult for the student to participate in this manner.

**VISUAL ACADEMIC ACCOMMODATIONS**

**f. ALL print materials to be provided in large font:**

- Student will indicate the size

**g. ALL print materials to be provided on coloured paper:**

- Student will indicate the colour

**AUDITORY ACADEMIC ACCOMMODATIONS**

**h. Do not turn your back to the student when speaking.**

- Please avoid: Pacing while speaking; speaking with your back to the class; or speaking while writing on the board.

**i. Group work:**

- When group work is required we ask that the instructor have the group form a circle so that the student may read lips.

**j. When using videos:**

- The student will need Closed Captioning. If it is not available, please allow the student the opportunity to pre-view the material in a distraction free space

## Frequently Asked Questions

**1. I have given students extensions before. They did not work for me, as the student did not hand in work for almost the entire semester. Do I have to honour this request?**

One of the reasons this request does not work is because the student and instructor do not determine a mutually agreed upon alternate date.

- An instructor has the right to set boundaries. If the assignment will be discussed in a certain future class, then the student may need to have the assignment done by that date.
- In any case, a new completion date should be set and agreed upon when the issue is discussed with the student

**2. My student's request indicates a need for extensions, but the assignment is a group project, what should I do?**

When the student's needs affect the rest of a group, discuss the assignment with the student to determine if he/she can manage the time frame. You may need to have due dates on specific steps to ensure the student is not in a group that leaves everything to the last minute. If the student cannot manage the due date, it is best to ask the student to do an individual project.

**3. My student's request asks that I create groups, rather than have him/her find his/her own. Isn't part of group work learning how to actually create a group?**

This request is infrequent. When it occurs, there is an aspect of the student's disability that makes the formation of a group difficult to manage; for example students with visual impairments or certain genetic disorders. By supporting the student, the instructor makes the aspects of group work more accessible to a student with this need.

**4. When I instruct I like to move around a lot. I find the request to avoid pacing while speaking, speaking while writing on the board, and speaking with my back to the class inhibits my style. Why is this necessary?**

This request is also infrequent. When it occurs, the student needs to see your face while you speak, to read your lips, or to hear you more clearly. It is a very necessary request for that student.

**5. The student has requests that do not relate to my class. How am I supposed to address these, and why are they listed?**

At this time, one accommodation request is prepared for the student, each semester. If there is an accommodation request for something that doesn't occur in your classroom, you may deem it *Not Applicable*.

- It is also important to remember that the office cannot begin to assume to be a master of your subject area, and your course content. If there is a request that you do not feel comfortable classifying it as Not Applicable, or have specific concerns about how an accommodation could work in your class, please contact your Dean or Dean's designate to discuss this issue. Our office is also willing to support you in this area.

## **GENERAL INFORMATION ABOUT SUPPORTING VISIBLE DISABILITIES**

### **Supporting a Physical/Mobility Disability:**

- When possible, sit at the student's level for personal discussion.
- Do not assume to know what the student needs. Ask if/how you can help.
  - For example, if the student needs help putting things into a bag, or pouch on the side of a wheelchair, ask before just putting things away. The student has a specific way of being organized so he/she can access materials.
- Allow sufficient space and aisle movement for those in wheelchairs, walkers, or use crutches.
- Ensure that the student can see the instructor, chalkboard, and screen.
- Use common everyday language, including words such as *walk* or *run*.

### **Supporting a Hearing Impairment:**

- Look at the class when speaking; don't speak with your back to the student.
- Do not tolerate side-conversations, they are especially difficult for the student with a hearing aid.
- Ask students who give answers to speak up, or repeat their answers to ensure the student gets all information.
- Catch the student's attention in a subtle way if he/she is looking down at notes, etc. (this can be done subtly by touching the student's desk).

- If the student is deaf, speak to the student, not the interpreter.
- Ensure the student has access to front/near the front seating.
- Speak normally, without over-enunciating, or speaking loudly, unless circumstances absolutely require it.
- If you tend to speak quickly, try to moderate your pace.
- Make available, in printed format, as much of the lecture and course material as possible.
- Use closed captioning whenever possible. If it is unavailable, allow the student to view the material ahead of time in a quiet, distraction-free environment.

### **Supporting a Visual Impairment:**

- Provide your name and shake hands, if appropriate, when meeting the blind student.
- Speak to the blind person directly; address the person using his/her name so that he/she knows you are speaking to him/her.
- Talk and act naturally; the use of words such as *see* and *look* are appropriate.
- Speak at a normal volume.
- Restrict your movement away from a tape recorder, repeat any student comments, and/or questions to ensure they are recorded.
- Read aloud any written material being presented to the class, including materials on chalkboards, overheads, PowerPoint, etc.
- Describe when necessary; try to briefly verbalize visually presented materials such as slides and graphs.
- Consider the student's need for preferential seating.
- Use good contrast in print materials, such as yellow chalk on green boards, or thick black marker on white boards.
- If using PowerPoint limit the amount of text per slide.
- Let the student know when you are leaving the room.
- Provide a list of the materials as soon as possible, even before the semester begins. If the student needs to get his/her books in alternate format (Braille, scanned for a screen reader, etc.), the student will need a lot of time to prepare for the semester, and to obtain the materials.

## **SUPPORTING ALL VISIBLE DISABILITIES**

- Draw the student into the class, ask his/her opinions, and value them.
- Set the tone of acceptance.
- Whenever possible, create groups, rather than ask the student to form his/her own. This is especially necessary for those with physical/mobility, hearing and visual impairments. Many non-disabled students do not know how to interact with students who have disabilities. By creating groups you allow all of the students to broaden their perspectives. Instructor creation of groups eliminates/lessens these difficulties.
- If the student has a service dog, refrain from petting and interacting with the dog, unless you have permission from the student.
  - The dog is in *working mode* when with the student. You interfere in its training even by reaching out and petting it, without permission.
  - Ensure that others in the class are aware of this as well, especially when supporting a visually impaired student, as he/she will not be able to see if fellow students are interacting with his/her dog.
- When a class is cancelled or the location changed, make sure the student is informed ahead of time.
  - Travel to class often involves the booking of special transportation. A student in this situation will not be able to arrange new transportation home easily.
  - A change in location can have a large impact on a student with mobility issues if he/she has to search campus to find it.

## **GENERAL INFORMATION ABOUT SUPPORTING NON-VISIBLE DISABILITIES**

Students with non-visible disabilities may have medical disabilities, learning disabilities, and/or mental/emotional disabilities. While you cannot see the disability it is very evident in the student's life.

Students with these disabilities are often reluctant to share information because they have not always been met with understanding. While your intentions may be supportive and welcoming, a student may not disclose his/her disability to you because of his/her past experiences, nor does the student have to disclose the disability.

### **Ways to support a non-visible disability:**

- Read printed materials out loud.
- Organize materials sequentially to maximize understanding.
- Minimize classroom distractions.
- Speak clearly and slowly; avoid speaking while writing on the board, as students benefit from eye contact.
- Consider providing a brief summary of the previous class at the beginning of each lecture to make sure students are clear on the important concepts.
- Be sure models, graphs, diagrams, maps, PowerPoints, overheads, etc. are clear. Provide copies if there is not enough time for students to copy materials.
- Draw the student into the class, ask his/her opinions, and value them.
- Set the tone of acceptance.

## **SUPPORTING ALL STUDENTS**

1. People with disabilities want to be treated with dignity and respect. Show the person the same respect that you expect to receive from others. Treat adults as adults.
2. Be considerate and patient. Be patient if the person requires more time to communicate, to walk, or to accomplish various tasks. When planning a meeting or event, consider individual needs ahead of time.
3. Respect the person's privacy. Do not disclose the fact that a person has a disability to classmates, colleagues, or staff.
4. Assume nothing. This is one of the most important things to remember in any conversation with someone with a disability.

## **RIGHTS AND RESPONSIBILITIES OF INSTRUCTORS**

- All instructors have the right to seek clarification of accommodation needs from the Disability Resource Office.
- All instructors have the right to discuss accommodations with their Dean, Dean's designate or Department Head to determine appropriate support.
- All instructors have the right to maintain academic standards.
  - Instructors may need to adapt their evaluation and instructional methods to meet the needs of a disabled student, but instructors must still be able to determine if the student has mastered course content.
  - If an accommodation makes it impossible for an instructor to determine mastery of course content, the instructor should discuss this with the Dean, Dean's designate or Department Head before denying the request.
- All instructors have the right to discuss a student's accommodation request with the student to determine the best way to support the student and still maintain academic standards. The instructor needs to remember that the student still has the right to choose whether or not to disclose his/her disability.
- All instructors have the right to expect that a student's needs will be made known to them through an emailed accommodation request at the beginning of the semester.
  - The exception to this will be when a student is diagnosed during the term. In those instances, the Disability Resource Office will make every effort to inform the instructor of the student's needs as soon as the documentation is in place.
  - Other exceptions will occur when a student develops a temporary disability during the semester (such as a fractured hand) that will make accommodations necessary for a shorter period of time.

- All instructors should include the following statement on their syllabus: ***If there is any student in this class 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.***
  
- All instructors should check their Groupwise Email accounts for Accommodation Requests from our office.
  - We will make every effort to email accommodation requests to instructors before the first day of classes.
  - In most cases, the email will be sent to instructors approximately 1 – 2 weeks before the term begins.

**In order to preserve confidentiality, *Accommodation Requests* can only be sent to University of Regina or First Nations email addresses.**

Instructors who choose to forward their emails to a different account must recognize that maintenance of confidentiality becomes their responsibility.

## FREQUENTLY ASKED QUESTIONS

### **1. What if a student in my class discloses a disability, but is not registered through the Disability Resource Office, do I need to refer the student to the office?**

It is our hope that instructors will refer students to our office so that we can ensure the student is appropriately accommodated.

- This referral eliminates concerns an instructor may have that he/she is doing too much or too little for the student. By registering with our office, the student must supply appropriate documentation and from this we are able to determine the correct accommodations to provide or request.
- On occasion a student will need little or no support. However, by being registered through our office the student has access to general information that may support him/her, including specific scholarship information.

### **2. What if an instructor suspects a disability? What steps should he/she take?**

Instructors often get to know their students quite well, they are also often very aware of the way the majority of students handle their courses. Instructors will absolutely see issues of concern that others may not. We encourage instructors to use this knowledge to identify students who may need the Disability Resource Office's services.

- If an instructor is unsure of how to talk with a student about this matter, we are very willing to discuss the issue with the instructor to help determine the best way to approach this topic with the student.

## APPENDIX A

### DEFINITION OF A DISABILITY AND RIGHT TO EDUCATION

Definition of a disability.

(d.1) “disability” means:

(i) any degree of physical disability, infirmity, malformation or disfigurement and, without

limiting the generality of the foregoing, includes:

- (A) epilepsy;
- (B) any degree of paralysis;
- (C) amputation;
- (D) lack of physical co-ordination;
- (E) blindness or visual impediment;
- (F) deafness or hearing impediment;
- (G) muteness or speech impediment; or
- (H) physical reliance on a service animal, wheelchair or other remedial appliance or device; or

(ii) any of:

- (A) an intellectual disability or impairment;
- (B) a learning disability or a dysfunction in one or more of the processes involved in the comprehension or use of symbols or spoken language; or
- (C) a mental disorder;

(Section 2(1) d.1), *The Saskatchewan Human Rights Code*)

Right to education

13(1) Every person and every class of persons shall enjoy the right to education in any school, college, university or other institution or place of learning, vocational training or apprenticeship without discrimination on the basis of a prohibited ground other than age.

(Section 13(1), *The Saskatchewan Human Rights Code*)

## APPENDIX B

### NOTES ON ACCOMMODATIONS AND HUMAN RIGHTS

Accommodation is the process followed to ensure people with disabilities have equal access to education.

- It can include making alterations to the delivery of course materials to make them more accessible to more people.
- Accommodation should not lower academic standards or remove responsibility from individual students to develop the essential skills and competencies expected of all students.
- Accommodation involves adaptations or alternative arrangements in the educational environment to ensure it does not have a discriminatory effect on a student because of the student's disabilities.
- For individual students, the level of accommodation will vary according to the disability and its effect on the student.
- All accommodations are requested documented needs specified by physicians, psychologists, or other qualified professionals, which are then reviewed by the University of Regina Disability Resource Office.
- Instructors may consider seeking advice and guidance outside their own area of expertise when determining the implementation of accommodations.
- The Supreme Court of Canada has ruled that accommodations must be provided up to the point of *undue hardship*.

#### **What is undue hardship?**

Undue hardship describes the limit, beyond which employers and service providers are not expected to accommodate. Undue hardship usually occurs when an employer or service provider cannot sustain the economic or efficiency costs of the accommodation.

There is no formula for deciding what costs represent undue hardship and there is no precise judicial definition of "undue hardship." However, remember that "undue hardship" implies that some hardship may be involved in the duty to accommodate. Employers and service providers are expected to exhaust all reasonable possibilities for

accommodation before they can claim undue hardship.

**What are some factors to consider in determining undue hardship?**

Section 15 (2) the *Canadian Human Rights Act* says undue hardship exists when “accommodation of the needs of an individual or a class of individuals affected would impose undue hardship on the person who would have to accommodate those needs, *considering health, safety and cost.*” (Emphasis added.)

All three of these factors—health, safety and cost—should be considered when determining if an accommodation creates an undue hardship.

It is not enough to offer subjective assumptions or impressionistic evidence about what is or is not possible, nor can one simply say, “It costs too much to accommodate” or “Accommodation would present health and safety concerns.” To prove undue hardship, you have to provide evidence.

(Canadian Human Rights Commission [www.chrc-ccdp.ca](http://www.chrc-ccdp.ca) page: [http://www.chrc-ccdp.ca/preventing\\_discrimination/page3-en.asp](http://www.chrc-ccdp.ca/preventing_discrimination/page3-en.asp) )

## APPENDIX C

### UNIVERSAL ACCESS AND DESIGN

Universal access to education is the creation of courses that allow all people the opportunity to receive education through consideration of the potential requirements of all learners. Universal Design provides the instructor the ability to provide instruction to all students, regardless of disabilities with the course material and appropriate assessment that does not need to be refined for specific students.

At the University of Regina, students have achieved a certain level of academic success to gain entrance to their program of study. Each faculty maintains certain academic requirements for the student to stay within his/her program of education. Universal access and design does not diminish these standards. Rather, it works with these standards to reach more students.

If applying Universal Access and Design, instructors would consider the following aspects when determining the course outline, materials, and modes of assessment.

- Instructors need to identify the essential outcomes of their course they wish all students to demonstrate with or without accommodations.
- When essential outcomes are determined:
  - Instructors have the ability to decide which accommodations make it impossible for them to measure course mastery.
  - Providing reasonable accommodations for disabled students will not compromise the essential components of your course. Defining essential outcomes allows the instructor to preserve academic standards.

Instructors interested in Universal Instructional Design may find the following Guelph University website to be extremely helpful:

<http://www.tss.uoguelph.ca/uid/uid-implementation-guide-v6.pdf> .

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“Intelligence is the ability to adapt to change.”

Stephen Hawking

**Thank you for your cooperation in  
assisting our students to experience the  
University of Regina as a preferred place to  
live and study, and for helping us all to  
respect the Human Rights of our students.**

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