



Resource Guide for Seneca Faculty: Understanding new Academic Accommodation Language

This guide provides detailed explanations of each accommodation listed in the accommodation letters for students supported by Accessible Learning Services (ALS). It is intended to help faculty understand and effectively implement these accommodations to support students with diverse needs. We have made several updates to our Academic Accommodations. The intent of this update is to better streamline language and decrease barriers faculty may experience while applying student academic accommodations.

Course Accommodations

- **Not applicable:**
 - **Definition:** Indicates no accommodations are selected for this section.
- **Limited exposure to screen time:**
 - **Definition:** Minimize the student's interaction with computers and technology to reduce exposure to screens. Generally used temporarily and associated with brain injuries (e.g. concussion)
 - **Framework to apply:**
 - Identify areas where technology use can be limited.
 - In consultation with student and ALS, provide alternative methods for completing tasks (e.g., handwritten assignments, tests).
 - Ensure the student understands the alternative methods available.
- **Reduced course load:**
 - **Previously called:** Suggest reducing number of courses per term (to be discussed with academic program area – Student Adviser)
 - **Definition:** Permit the student to take fewer courses per semester without penalty.
 - **Framework to apply:**
 - Student to consult with program area to determine a manageable course load.
 - Student to coordinate with student advising to adjust the student's schedule.

- Student to ensure financial aid and other support services are informed of the change.
- **Flexibility in assignment deadlines; revised due date to be discussed with faculty in advance:**
 - **Previously called:** Extensions for assignments (revised date to be discussed with Faculty in advance)
 - **Definition:** Adjustment of project/assignment due dates to be negotiated in advance of the original due date.
 - **Framework to apply:**
 - Student to request additional time on projects/assignments.
 - Agree on new deadlines for projects/assignments.
 - Communicate these changes clearly and in writing.
- **Student may require breaks:**
 - **Previously called:** Change position/leave room (See Note 3)
 - **Definition:** Allow the student to take breaks during classes/labs as needed.
 - **Framework to apply:**
 - Generally, student to determine when break from class/lab is needed.
 - If necessary, given the structure of the class/lab, establish clear guidelines on how and when breaks can be taken, and communicate these guidelines in writing
 - Monitor and adjust the break schedule as necessary.
- **Alternatives to group work in line with learning outcomes; to be discussed with faculty in advance:**
 - **Previously called:** Alternative format for assignments
 - **Definition:** Provide support creating/managing group, individual projects, or alternative activities that meet learning outcomes.
 - **Framework to apply:**
 - Student to request to discuss options.
 - Identify the learning outcomes for group assignment/project.
 - If applicable, support student in forming/managing their group.
 - If necessary, design alternative assignments that achieve these outcomes.
 - Communicate the plan clearly and in writing.
- **Alternatives to oral presentations in line with learning outcomes; to be discussed with faculty in advance:**
 - **Previously called:** Alternative format for assignments

- **Definition:** Allow alternatives to oral presentations such as 1:1 presentation, recorded presentations or written reports as substitutes, provided they meet learning outcomes.
- **Framework to apply:**
 - Student to request to discuss options.
 - Agree on the format and length of the alternative presentation.
 - Provide clear guidelines and deadlines for submission.
 - Communicate the plan clearly and in writing.
- **Additional clarification for course content/assignments/projects; use of professor's office hours:**
 - **Previously called:** Additional clarification for course content/assignments/projects
 - **Definition:** Provide additional information about assignment/project expectations and course content as requested.
 - **Framework to apply:**
 - Encourage the use of office hours for further explanations.
 - Provide additional resources, clarification, and/or connect student to the Learning Centre.
- **Student may experience medical distress (e.g. seizures, low blood sugar etc.). Please follow emergency protocol as required:**
 - **Previously called:** Student may experience medical distress in the classroom (e.g. seizures, low blood sugar, etc.). Please follow emergency protocol as required. <https://www.senecacollege.ca/about/security.html>
 - **Definition:** In rare instances, be prepared to follow emergency protocols for medical incidents such as seizures or low blood sugar.
 - **Framework to apply:**
 - Familiarize yourself with Seneca's emergency protocols; ensuring you know how to contact Seneca Security and Emergency Management Services during class/lab.
 - Ensure all relevant staff are informed of Seneca's emergency protocols.
- **Alternative text format:**
 - **Previously called:** Electronic books - Online Request Form: <https://library.senecapolytechnic.ca/altformats>
 - **Definition:** Provide course materials in formats like digital text, print, Braille, or large print.
 - **Framework to apply:**
 - Student and ALS determine appropriate alternative text format required.

- Student completes an online request form to obtain alternative text format through ALS.
- If necessary, ALS or student contacts faculty for assistance sourcing alternative text format.
- **FM hearing system:**
 - **Previously called:** FM Hearing System (Student/Faculty, please email an Assistive Technologist at SenecaCnAS@senecacollege.ca should you require assistance with this accommodation)
 - **Definition:** Use an FM system to assist students with hearing impairments.
 - **Framework to apply:**
 - Student will supply the necessary FM system equipment as per ALS.
 - Ensure you are wearing the required microphone that pairs with the system.
 - Request Assistive Technologist support via the Accessibility Counsellor if you are unsure how to best support the system.
- **Recording of lecture; student to record:**
 - **Previously called:** Recording device - recordings are not to be shared - refer to Policy: <https://www.senecacollege.ca/about/policies/recording-lectures-and-educational-activities-policy.html>
 - **Definition:** Student to record lectures for later review.
 - **Framework to apply:**
 - ALS to inform student of the recording policies
 - Inform ALS and Student of any recording restrictions. Recording may need to be paused in some instances (e.g. disclosures of peers' personal information).
 - Allow the student to use their recording device during lectures.
- **Transcription/closed captioning of all live and posted audio/video resources:**
 - **Previously called:** Eligible to request note taking support and CC - Closed Captioning *** refer to Note 4 ***
 - **Definition:** Ensure all audio/video resources are transcribed/captioned.
 - **Framework to apply:**
 - Identify all course materials that require transcription or captioning.
 - If support is needed, consult with The Teaching and Learning Centre.
 - Ensure timely and accurate delivery of transcribed or captioned materials.

- **Educational Assistant: student may request a link to the lecture/lab for EA:**
 - **Previously called:** Educational Assistant - please refer to this important document:
https://seneca.sharepoint.com/sites/CnAS/external/Documents/educational_assistant/
 - **Definition:** Provide access to support person who attends class with the student to assist them with engaging in lecture/lab activities.
 - **Framework to apply:**
 - Allow the student's educational assistant to join lectures/labs; in-person and virtual.
 - For virtual lectures/labs, student to provide name and email address of Educational Assistant to faculty.
 - Ensure Educational Assistant has access/permissions to access virtual lecture/lab. Obtain the necessary permissions for the Educational Assistant's remote access.
- **Sign Language Interpreter: student may request link to lecture for the interpreter:**
 - **Previously called:** Sign Language interpreter - please refer to this important document:
https://seneca.sharepoint.com/sites/CnAS/external/Documents/asl_interpreter/
 - **Definition:** Provide access for an interpreter to support students who use sign language.
 - **Framework to apply:**
 - ALS to schedule interpreters.
 - ALS and student to ensure the interpreter is present at all necessary classes and events.
 - Communicate with the student/ALS to address any concerns or adjustments needed.
- **Professional Computerized Notetaking: student may request link to lecture for the notetaker:**
 - **Previously called:** Note Taker (Professional Computerized) - please refer to this important document:
https://seneca.sharepoint.com/sites/CnAS/external/Documents/notetaker_computerized/
 - **Definition:** Provide access to a professional notetaker.
 - **Framework to apply:**
 - ALS arranges for a professional notetaker to attend classes.

- ALS and student to ensure the professional notetaker is present at all necessary classes and events.
- Communicate with the student/ALS to address any concerns or adjustments needed.
- **Electronically distribute course materials prior to class**
 - **Previously called:** no change
 - **Definition:** Advanced access to course content.
 - **Framework to apply**
 - Provide lecture slides and course materials on course platform or directly to student prior to lecture/lab.
- **Verbal description of visuals and text:**
 - **Previously called:** no change
 - **Definition:** Spoken description of presented images/graphs, actions and text
 - **Framework to apply:**
 - When presenting slides/demonstrating lab activities, verbally explain what is shown/demonstrated
- **Written Instructions:**
 - **Previously called:** no change
 - **Definition:** Provide in-class task/assignment directions in writing to complement verbal directions
 - **Framework to apply:**
 - When providing verbal instructions of a task/assignment to be completed in-class, provide the same instructions in writing.
 - When making announcements/reminders in-class, provide the same message in writing (e.g. Blackboard posts, lecture slides).
- **Other Course Accommodations:**
 - **Previously called:** Additional Notes
 - **Definition:** Additional accommodation(s) for the Course Accommodations section.
 - **Framework to apply**
 - ALS to identify in this section the specific additional accommodation(s) and provide clear instructions on how to implement if needed.

Lab, Practicum, and Work-Integrated Learning

- **Not applicable:**
 - **Definition:** Indicates no accommodations are selected for this section.
- **Consideration in grading for spelling and grammar when technology is not available:**
 - **Previously called:** no penalty for spelling/grammar errors on hand-written assignments
 - **Definition:** Adjust grading criteria when spelling/grammar assistive software is unavailable.
 - **Framework to apply:**
 - In situations where practical tasks/activities cannot be completed using spelling/grammar assistive software, determine the specific areas where grading adjustments are needed.
 - Communicate these adjustments clearly to the student.
 - Ensure the grading criteria remain fair and consistent.
- **Flexibility in placement hour scheduling; to be discussed with program area prior to start date when possible:**
 - **Definition:** Allow adjustments in the scheduling of placement as they relate to the time in which they complete their hours.
 - **Framework to apply:**
 - Student and ALS to initiate discussion regarding scheduling needs with the program area.
 - Agree on a flexible schedule that meets both academic and placement requirements
 - Document the agreed-upon schedule and monitor the student's progress.
- **Accommodations for practicum/placement; to be discussed with program area prior to start date when possible:**
 - **Definition:** Discuss and implement necessary adjustments for the student's placement in advance.
 - **Framework to apply:**
 - Student and ALS to initiate discussion regarding practicum/placement accommodation needs with the program area.
 - Document the agreed upon accommodations.
 - Student to notify program area/ALS of any need for adjustment of the accommodations.

- **Recording of Labs; student to record:**
 - **Previously called:** Recording device - recordings are not to be shared - refer to Policy: <https://www.senecacollege.ca/about/policies/recording-lectures-and-educational-activities-policy.html>
 - **Definition:** Student to record labs for later review.
 - **Framework to apply:**
 - ALS to inform student of the recording policies
 - Inform ALS and Student of any recording restrictions.
Recording may need to be paused in some instances (e.g. disclosures of peers' personal information).
 - Allow the student to use their recording device during labs.

- **Other Lab, Practicum, and Work-Integrated Learning Accommodations:**
 - **Previously called:** Additional Notes
 - **Definition:** Additional accommodation(s) for the Lab, Practicum, and Work-Integrated Learning section.
 - **Framework to apply**
 - ALS to identify in this section the specific additional accommodation(s) and provide clear instructions on how to implement if needed.

Timed Assessment Accommodations

- **Not applicable:**
 - **Definition:** Indicates no accommodations are selected for this section.
- **Noise cancelling headphones:**
 - **Definition:** Provide noise cancelling headphones during assessments.
 - **Framework to apply:**
 - Permit noise-cancelling headphones (no Bluetooth connection) during assessments.
 - ALS/Test Centre to inform the student of how to access and use the headphones.
 - ALS and student to monitor the effectiveness of the headphones and adjust as needed.
- **Music during timed assessments:**
 - **Definition:** Allow the student to listen to music.
 - **Framework to apply:**
 - ALS and student to discuss the types of music allowed and any restrictions (e.g. no Bluetooth connection)
 - Test Centre to provide a means for the student to listen to music during assessments.
 - Test Centre to ensure the music does not disturb other students or compromise assessment integrity.
- **Extended time:**
 - **Previously called:** extended time: one and a half (1.5x) ***refer to note 4*** double time (2x) ****refer to note 4****
 - **Definition:** Apply additional time for timed assessments (options: 1.25x, 1.5x, 1.75x, 2x).
 - **Framework to apply:**
 - Ensure the student's assessments are scheduled with the identified extended time included on their accommodation letter.
 - Follow the RegisterBlast process to provide student's assessment to the Test Centre.
- **Test Centre:**
 - **Previously called:** test centre **refer to note 1**
 - **Definition:** Facilitate testing in a specialized environment.
 - **Framework to apply:**
 - Follow the RegisterBlast process to provide student's assessment to the Test Centre.

- **No more than one midterm or final exam/test per 24-hour period; rescheduling to be facilitated by faculty:**
 - **Previously called:** test/exams do not exceed 6 hours per day (rescheduling by academic program area - Student Adviser)
 - **Definition:** Reschedule exams to prevent clustering within a single day.
 - **Framework to apply:**
 - Student to identify potential exam conflicts in advance and notify faculty.
 - Faculty and program area facilitate rescheduling of affected assessments.
 - Communicate the new schedule to all parties involved.
- **Consideration for medical absences due to episodic nature of disability; student to email faculty prior to assessment when possible:**
 - **Previously called:** allowances for medical absences
 - **Definition:** Consider options for making up grades associated with missed assessments.
 - **Framework to apply:**
 - Student to notify faculty when it is anticipated that a timed assessment will be missed due to their disability.
 - Explore options for making up grades associated with missed assessment. Communicate decision/plan to the student in writing.
- **Private room:**
 - **Previously called:** private/semi-private room ***refer to note 2 - n/a for online***
 - **Definition:** Provide a private space for taking assessments.
 - **Framework to apply:**
 - Follow the RegisterBlast process to provide student's assessment to the Test Centre.
- **Formula sheet; to be approved by faculty 5 days prior to assessment:**
 - **Previously called:** Memory Aid (professor must have approved 10 days prior to exam/test)
https://seneca.sharepoint.com/sites/CnAS/external/Documents/memory_aid/
 - **Definition:** A list of formulas that allow students to demonstrate their ability to apply formulas rather than retrieve them from memory.
 - **Framework to apply:**
 - Student to submit formula sheet to faculty 5 days before assessment.
 - Review and provide any feedback on needed adjustments.
 - Approve the formula sheet content in advance.

- Submit approved formula sheet with the assessment via the RegisterBlast process. Allow the student to use the approved sheet during the assessment.
- **Cueing sheet; to be approved by faculty 5 days prior to assessment:**
 - **Previously called:** Memory Aid (professor must have approved 10 days prior to exam/test)
https://seneca.sharepoint.com/sites/CnAS/external/Documents/memory_aid/
 - **Definition:** A list of words and images that aid a student's retrieval of information from long term memory.
 - **Framework to apply:**
 - Student to submit cueing sheet to faculty 5 days before assessment.
 - Review and provide any feedback on needed adjustments.
 - Approve the cueing sheet content in advance.
 - Review and approve the cueing sheet content in advance.
 - Submit approved cueing sheet with the assessment via the RegisterBlast process.
 - Allow the student to use the approved cueing sheet during the assessment.
- **Scrap paper:**
 - **Previously called:** student can mark/highlight on test/exam *** refer to Note 2 - N/A for Online ***
 - **Definition:** Provide extra paper for notes during assessments.
 - **Framework to apply:**
 - Test Centre to ensure the availability of scrap paper during assessments.
 - Test Centre to inform the student how to access, use and submit the scrap paper.
 - Test Centre to monitor the use of scrap paper to maintain assessment integrity.
- **Word processor with spelling/grammar check:**
 - **Previously called:** word processor with spelling/grammar/thesaurus.
 - **Definition:** Allow the use of a word processor with spelling/grammar check.
 - **Framework to apply:**
 - Test Centre to provide access to a computer with spelling and grammar check enabled.

- Test Centre to ensure the computer is set up and ready for use during assessments.
 - Test Centre to monitor the use of the computer to maintain assessment integrity.
- **Use of computer to type written responses:**
 - **Previously called:** WordPad only
 - **Definition:** Use of a word processor without spelling/grammar check enabled to type written responses.
 - **Framework to apply:**
 - Test centre to ensure the availability of a computer for typing responses.
 - Test Centre to monitor the use of the computer to maintain assessment integrity.
- **Thesaurus when it does not impact assessment integrity:**
 - **Previously called:** thesaurus
 - **Definition:** Allow use of thesaurus unless it compromises assessment integrity.
 - **Framework to apply:**
 - Determine if the use of a thesaurus is appropriate for the assessment.
 - Test Centre to provide access to a thesaurus if permitted.
 - Test Centre to monitor the use of the thesaurus to maintain assessment integrity.
- **Dictionary when it does not impact assessment integrity:**
 - **Previously called:** dictionary where word meanings are not being evaluated.
 - **Definition:** Permit use of dictionary unless it compromises assessment integrity.
 - **Framework to apply:**
 - Determine if the use of a dictionary is appropriate for the assessment.
 - Test Centre to provide access to a dictionary if permitted.
 - Test Centre to monitor the use of the dictionary to maintain assessment integrity.
- **Use of calculator to be approved by faculty prior to assessment:**
 - **Previously called:** calculator - professor approved (5 days prior to exam/test for non-standard/programmable calculator
 - **Definition:** Allow the use of a calculator unless it compromises assessment integrity

- **Framework to apply:**
 - Student to connect with faculty to review and determine if the use of a calculator is appropriate for the assessment.
 - Approve the calculator and its model 5 days in advance.
 - Allow the student to use the approved calculator during the assessment.
- **Word prediction and writing application:**
 - **Previously called:** word prediction (e.g. WordQ, ReadWrite Gold)
 - **Definition:** Software that predicts words and aids in writing.
 - **Framework to apply:**
 - Test Centre to provide access to the appropriate software.
 - Test Centre to ensure the software is set up and ready for use during assessments.
 - Test Centre to monitor the use of the software to maintain assessment integrity.
- **Text-to-speech application:**
 - **Previously called:** reading/writing software (e.g. ReadWrite Gold)
 - **Definition:** Software that reads text aloud.
 - **Framework to apply:**
 - Test Centre to provide access to the appropriate software.
 - Test Centre to ensure the software is set up and ready for use during assessments.
 - Test Centre to monitor the use of the software to maintain assessment integrity.
- **Speech-to-text application:**
 - **Previously called:** speech to text (e.g. Dragon)
 - **Definition:** Software that converts speech into written text.
 - **Framework to apply:**
 - Test Centre to provide access to the appropriate software.
 - Test Centre to ensure the software is set up and ready for use during assessments.
 - Test Centre to monitor the use of the software to maintain assessment integrity.
- **Dictation for timed keyboarding test and keyboarding graduation milestone:**
 - **Definition:** This accommodation has been added for students who require speech-to-text for their timed keyboarding tests and graduation milestone for the Office Admin programs.

- **Framework to apply:** Contact the Program Manager/Program Coordinator.
- **CC - Closed Captioning:**
 - **Previously called:** closed captioning ***refer to note 4***
 - **Definition:** Ensure assessment videos have captions.
 - **Framework to apply:**
 - Identify all video materials that require captioning.
 - Coordinate with The Teaching and Learning Centre to provide guidance on captioning videos.
 - Ensure captioned videos have been provided as part of the assessment.
- **Screen enhancement application:**
 - **Previously called:** screen enhancement software (e.g. ZoomText)
 - **Definition:** Software that improves screen readability.
 - **Framework to apply:**
 - Test Centre to provide access to the appropriate software.
 - Test Centre to ensure the software is set up and ready for use during assessments.
 - Test Centre to monitor the use of the software to maintain assessment integrity.
- **Screen reader application:**
 - **Previously called:** screen reader software (e.g. JAWS)
 - **Definition:** Software that reads screen content aloud.
 - **Framework to apply:**
 - Test Centre to provide access to the appropriate software.
 - Test Centre to ensure the software is set up and ready for use during assessments.
 - Test Centre to monitor the use of the software to maintain assessment integrity.
- **Reader**
 - **Previously called:** reader/scribe
 - **Definition:** Individual who attends the assessment with the student who reads the assessment
 - **Framework to Apply:**
 - ALS and student to arrange for Reader to attend assessment.
 - Test Centre provides space for Reader and student to complete assessment.
- **Scribe**
 - **Previously called:** reader/scribe

- **Definition:** Individual who attends the assessment with the student who transcribes the assessment.
- **Framework to Apply:**
 - ALS and student to arrange for Scribe to attend assessment.
 - Test Centre provides space for Scribe and student to complete assessment.
- **Other Timed Assessment Accommodations:**
 - **Previously called:** Additional Notes
 - **Definition:** Additional accommodation(s) for the Timed Assessment Accommodations section.
 - **Framework to apply**
 - ALS to identify in this section the specific additional accommodation(s) and provide clear instructions on how to implement if needed.

Implementing Accommodations

Consultation: Connect with the student as needed to discuss their accommodations. Please consult with the assigned Accessibility Counsellor for any questions or concerns.

Communication: Maintain open lines of communication with the student, Accessibility counsellor, and other relevant parties.

Flexibility: Be willing to adapt and modify accommodations as necessary to ensure the student's success. We recognize that while maintaining learning objectives this is not a 'one size fits' all process.

Confidentiality: Respect the student's privacy and confidentiality regarding their accommodations and any related information. Please note that you can connect with your Coordinator, Chair, Accessible Learning Services, the Test Centre and the Student's Advisor for support and collaboration.

For any questions or additional support, please contact the Accessible Learning Services, specifically the Accessibility Counsellor found on the Accommodation Letter who is working with your student.