

Accessible Learning Services

Guidelines and Process Manual
2023



Note: This manual has been created by gathering resources and best practices in line with other institutions across Canada and the USA. We would like to acknowledge the influence of other institutions, namely, Sheridan College, Humber College, Mohawk College, University of Toronto, CCAI, CACUSS and AHEAD.

Table of Contents

Content Icon Guide



Accommodation



FAQ



Procedures



Testing



Financial



11 Accessible Learning Policy and Procedures for Students with Disabilities



13 Academic Accommodations Frequently Asked Questions (FAQs) for Faculty

What are Academic Accommodations?	14
What types of accommodations does accessible learning services provide?	14
Who is eligible to register for accessible learning services?	14
How does a student register with accessible learning services?	15
How does accessible learning services decide which accommodations a student will receive?	15
Who holds responsibility for academic accommodations?	16
College Responsibilities	16
Accessible Learning Services Responsibilities	16
Student Responsibilities	17
Faculty Responsibilities	17

What should I do if I receive an accommodation plan for a student in my class?	18
What do I do if I think a student in my class has a disability?	18
Do I have a responsibility to retroactively accommodate?	18
Who do I contact when I am dealing with behavioural issues in class?	19
Who do I contact if I have questions regarding the Assessment Centre?	19
Why do I still get accommodation plans halfway through the semester or at the end of the semester?	19
What if I receive a request for test accommodations the day before a test?	20
What if i have a question about a specific accommodation or concerns about the accommodation plan?	20



22 Academic Accommodations in Online and Hybrid Environments

25 Academic Accommodation Glossary

Classroom Accommodations.....	26
Course Materials	26
Course materials in advance	26
Use of Laptop.....	27
Recording.....	27
Attendance	27
Classroom Setting	28
Other academic accommodations.....	30
Test Accommodations.....	32
Extra time.....	32
Alternative chair, desk or workspace.....	33
Allowance of food and/or drink.....	33
Alternate lighting	33
Calculator	33
Exam Printed	33
Respondus/Lockdown Browser disabled.....	33
Clarification.....	33
Optical Enlarger (CCTV).....	33

Use of a computer with spell checker	33
Use of a computer without spell checker	33
Test Alone	33
Reduced Distraction	34
Reader	34
Scribe.....	34
Rescheduling of exams.....	34
Screen Magnification Software	34
Consideration for spelling/grammar difficulties or use of technology	34
Text-to-Speech Software.....	34
Speech-to-Text Software.....	34
Test in an accessible digital format.....	35
Limiting the number of test/exams per day/week.....	35
Long tests split into 2 parts.....	35
Monitored Concentration Aids	35
Use of appropriate Formula Sheet	35
Use of appropriate Memory Aid Sheet.....	35
American Sign Language Interpreter.....	35
Short breaks.....	35



37 Assignment Extension Accommodation Guidelines

Assignment Extension Accommodation Procedure	38
Appropriate Use.....	39
Strategies for Students.....	40
Strategies for Faculty.....	40
Assignment Extension Request Template	41



43 Group Work Accommodation Guidelines

Confidentiality	44
Group Work as an Identified Learning Outcome.....	44

46 Group Work Accommodation Procedure

Group Work Alternatives	47
Group Work Strategies for Faculty.....	48
Group Work Strategies for Student.....	49



50 Assistive Technology Guidelines

Assistive Technology Procedure	51
--------------------------------------	-----------



53 Attendance Accommodation Guidelines

Attendance Accommodation Procedure	54
Absences from Classroom.....	55
Absences from in-person Labs, Studio Classes.....	55
Absences from Tests & Exams.....	56

57 Audio Recording Accommodation Guidelines

Student Recording Agreement	58
-----------------------------------	-----------



60 In-Class Assistant Guidelines

63 Learning Strategy Guidelines

Learning Strategies Procedure 65

66 Memory Aid Guidelines

What is a Memory Aid? 67

Role of the Student..... 67

Role of the Professor..... 68

A Memory Aid Can 68

A Memory Aid Cannot..... 68

Examples 68

 Pictures and Images..... 68

 Sketches/Cartoons..... 68

 Formula..... 69

 Acronyms..... 69

 Abbreviations..... 69

 Mnemonics 69

Memory Aid Accommodation Creation Process..... 69

 Discussion with Professors..... 69

 Sample Email Template..... 70

 Creation of Memory Aid Sheet 70

 Submission of Memory Aid Sheet for Professor approval at least seven days prior to test 70

 Student arranges with Professor to write test with accommodations 71



72 Note Taking Services

Additional Ways to Support Your Students..... 73

FAQ for Faculty	74
What is my role as Faculty?	74
Who can audio record my lectures?.....	74
How am I notified of the students note taking accommodation?	74
What are students doing with the recordings of my lectures?	74
How is my Intellectual Property protected?	74
What agreement is in place with the third-party service provider (note takers)?	74
How long will students have access to the audio recording?	75
Am I able to require audio recording be turned off at times?	75
FAQ for Students	75
How do I secure the note taking accommodation?	75
I am new to Note Taking Services, how do I get more information?	75
As a returning student, what is the process?	75
What can I expect from the note taking service?	76
Do I have to provide my own recording device?.....	76
What devices can I use to record my classes?.....	76
How many classes can I receive note taking services for?	76
Do I have to attend classes?	76
What is my role in class while I am audio recording?.....	76
I have audio recorded the class, now what?	77
When should I upload my audio recordings?	77
How long until I get the notes?	77
Can I upload recordings other than my lectures for notes?	77
I was absent from class, what do I do?	77
My professor gives out handouts and writes on the board a lot. How do I incorporate these into my notes?	78
What should I do if I encounter a problem with the service?	78



79 Alternatives to Presentations Accommodation Guidelines

Alternatives to Presentations Accommodation Procedure	80
Presentation skills as an Identified Learning Outcome.....	80
Suggested Alternatives to Presentations.....	81

Alternative Setting/Audience	81
In-Class Presentations	81
Adaptive Technology	81
Implementation Requires Collaboration	82



83 Retroactive Accommodations Guidelines

Process for Accessing Accommodations Retroactively:	85
The Student is responsible for:.....	85
The Faculty is a subject matter expert responsible for:.....	85
The Accessibility Consultant is responsible for:.....	85
Strategies for Faculty	86
Proposed Work Completion Plan	87



88 Test Accommodations Instructions

Students Requiring Testing Accommodations – January 2023	89
Online Classes	89
In-Person Classes.....	89
How to book a test	89
When booking your test please include the following in your email	90
Locations.....	90
Information for Faculty requiring Testing Accommodations – December 2022	92
Online Classes.....	92
In-Person Classes.....	92
How to submit a test.....	93
When submitting your test please include the following in your email:	93
Locations.....	93



95 Reduced Tuition Fee Policy for Students with Disabilities

Reduced Tuition for Students with Disabilities.....	96
What you need to know to be eligible for reduced fees:.....	96
Frequently Asked Questions	97
Are all programs eligible for the reduced fee?.....	97
Are International Students eligible for the reduced fee?.....	97
Is there a deadline that the student must be identified by?	97
How many times can a student repeat a course?	97
When is a student eligible for the reduced tuition fee?	97
Are Bachelor of Science Nursing Students (S118) eligible for the reduced fee?..	98
Reduced Tuition Fee Policy Example	98

Accessible Learning Policy and Procedures for Students with Disabilities



Accessible Learning Policy and Procedures for Students with Disabilities



Please [click here](#) for more information on George Brown College's Accessible Learning policy and procedures.



Academic Accommodations Frequently Asked Questions (FAQs) for Faculty



Academic Accommodations Frequently Asked Questions (FAQs) for Faculty



1. WHAT ARE ACADEMIC ACCOMMODATIONS?

Accommodations in the educational setting refers to a planned variation to the method of curriculum delivery or assessment of the core content of a course or program to provide a student equal opportunity to meet the essential academic requirements. Academic accommodation for students with disabilities is a shared responsibility between all applicable parties.

2. WHAT TYPES OF ACCOMMODATIONS DOES ACCESSIBLE LEARNING SERVICES PROVIDE?

Accessible Learning Services recommends accommodations for a variety of academic settings, including testing and classroom accommodations. We also provide accommodations for Work-Integrated Learning (WIL), in consultation with the program.

Accommodations are specific supports which reduce or eliminate disability-related barriers so that students can achieve their academic goals. Accommodations do not modify academic standards or change the core requirements of a program.

For a more comprehensive list of accommodations and their definitions, please see the [Academic Accommodations Glossary](#).

3. WHO IS ELIGIBLE TO REGISTER FOR ACCESSIBLE LEARNING SERVICES?

Students who have a permanent or temporary disability, confirmed by documentation from a regulated health professional, or students who suspect they have a disability and are awaiting an assessment, are eligible to receive academic accommodations from Accessible Learning Services.



Accessible Learning Services supports students with many types of disabilities, including (but not limited to):

- Mental health concerns
- Learning disabilities
- Acquired brain injury
- ADHD—attention deficit hyperactivity disorder
- Blindness or low vision
- Autism spectrum disorder
- Deaf, deafened and hard of hearing
- Medical or physical—such as mobility and neurological disabilities, epilepsy, diabetes

4. HOW DOES A STUDENT REGISTER WITH ACCESSIBLE LEARNING SERVICES?

Students are able to register by:

- Completing the [Confidential Registration Form](#). This form can be also be found on the [Accessible Learning Services](#) website, or at an ALS office on your campus.
- Collecting supporting documents from a regulated health professional.
- Submitting the Registration Form and supporting documents either by email, fax, or in person to the ALS office.

5. HOW DOES ACCESSIBLE LEARNING SERVICES DECIDE WHICH ACCOMMODATIONS A STUDENT WILL RECEIVE?

The student accommodation plan is prepared in accordance with the [Ontario Human Rights Code](#) and the [George Brown College Accessible Learning Services policy](#).

Accommodations are unique to the individual and are determined by:

- Student's previous experience with accommodations.
- Current functional impact of student's disability and the barriers the student encounters in the academic setting.
- Nature of the program and course outcome requirements.
- Best practices in the field of accommodations and accessibility.
- Relevant documentation.



This process results in an accommodation plan. Each semester, the Accessibility Consultant will send the accommodation plan to you via an email which will provide you with a link to be able to access the accommodation plan online through Stu-View.

During a student's course of study, their accommodations may need to be reviewed or revised depending on the demands of specific courses, field placements and other factors. You will be notified via email if any changes are made to the accommodation plan of a student in your class.

6. WHO HOLDS RESPONSIBILITY FOR ACADEMIC ACCOMMODATIONS?

The accommodations process is a shared responsibility between the college, student, faculty, and Accessible Learning Services.

COLLEGE RESPONSIBILITIES

George Brown College has a duty to accommodate students with disabilities as stated by the Ontario Human Rights Code. Once disability-related needs are known, the legal onus shifts to those with the duty to accommodate. Meeting the needs of persons with disabilities requires actions that respect the dignity of those persons. Human dignity encompasses individual self-respect and self-worth. Further, dignity recognizes the privacy, confidentiality, comfort, autonomy, individuality and self-esteem of persons with disabilities in regard to whether accommodations maximize integration and full participation.

ACCESSIBLE LEARNING SERVICES RESPONSIBILITIES

- Treat each student as an individual, and with respect and dignity.
- Maintain confidentiality of all information submitted to the office; release information with written consent of the student.
- Maintain documentation of disability and any other written records pertaining to the disability.
- Assist students to determine which academic accommodations are appropriate and explain how these accommodations will be provided.
- Assist students in gaining equal access to all GBC services, classes and events.
- Work with student to create a Student Accommodation Plan that is sent out by ALS to their Professors on behalf of the student.
- Provide advocacy and support to students when communicating with



Professors and negotiating accommodations.

- Engage with faculty around identifying the essential requirements of courses and to determine the most suitable method of accommodation based on the student's needs.

STUDENT RESPONSIBILITIES

- Register with Accessible Learning Services. Students are strongly encouraged to register with Accessible Learning Services as early as possible in order to avoid a delay in service.
- To register, students must submit documentation from a licensed health professional that describes the expected permanence of the disability as well as the physical, cognitive and/or behavioural impacts on daily functioning.
- Students must be able to competently perform the essential requirements of a course or program with reasonable accommodations. If a recommended accommodation may potentially modify these requirements, alternative accommodations should be explored in consultation with the student, academic division and accessibility consultant.
- Students are not required to provide documentation of disability to College employees outside of Accessible Learning Services.
- Students should meet with their Accessibility Consultant to prepare a Confidential Student Accommodation Plan. The Accommodation Plan will verify that the student is receiving supports and services from Accessible Learning Services.
- A student should advise their Accessibility Consultant as soon as possible if a service disruption occurs or changes to their accommodations are necessary. To make changes to an accommodation plan, students must meet with their Accessibility Consultant either by phone, email or in person to discuss these changes.

FACULTY RESPONSIBILITIES

- Treat each student as an individual, and with respect and dignity.
- Maintain academic standards of the College.
- Acknowledge and provide reasonable and appropriate academic and test accommodations in a fair and timely manner.
- Maintain the confidentiality of the student by ensuring secure and confidential storage of student accommodation information and communication.



- Ensure tests/exams are available in the Assessment Centre on time (when a student has arranged to take a test at the Assessment Centre).
- Consult with the student and Accessibility Consultant if a recommended accommodation alters the essential requirements of a course or program.
- Faculty should also engage with the student and Accessibility Consultant around negotiating alternate accommodations if a recommended accommodation is not appropriate.

7. WHAT SHOULD I DO IF I RECEIVE AN ACCOMMODATION PLAN FOR A STUDENT IN MY CLASS?

When you receive an accommodation plan for a student in your class, it is important not to ask the student what their disability is or to speak to a student about their accommodation plan in an open setting. It is recommended that you offer to meet privately with the student, or email the student directly, and establish a means of providing accommodations in a timely manner that is satisfactory to you and the student. Faculty members can also greatly assist the student by asking what can be done in the course to facilitate learning and access to the class. It is important to remember that the information provided on an accommodation plan is private and confidential and should not be printed or saved to file.

8. WHAT DO I DO IF I THINK A STUDENT IN MY CLASS HAS A DISABILITY?

During the welcome at the beginning of every course, it is good practice mention that Accessible Learning Services exists for any student who has a disability or who suspects they may have a disability (learning disability, mental health, etc.) and may wish to access accommodations.

The discussion of disabilities can be a sensitive subject for many students. If feasible, you can talk to the student about your concerns and, if the student is agreeable, refer the student to Accessible Learning Services.

During the semester, if you notice that a student is struggling and may benefit from services or accommodations offered by Accessible Learning Services you can refer the student to the Accessible Learning Services website or walk them to the Accessible Learning Services office on your campus to make the introduction.



9. DO I HAVE A RESPONSIBILITY TO RETROACTIVELY ACCOMMODATE?

Yes, the College has a responsibility to consider retroactive accommodation requests. Please refer to the [Retroactive Accommodation Guidelines](#).

10. WHO DO I CONTACT WHEN I AM DEALING WITH BEHAVIOURAL ISSUES IN CLASS?

Students behave in ways that you may feel are disconcerting for a variety of reasons and may or may not have a disability. It is important for you to be familiar with the variety of College resources that are available on each campus: [Public Safety and Security](#), [Counselling](#), as well as [Accessible Learning Services](#). . The [Office of Student Conduct and Support](#) is also a useful resource in dealing with complex student issues.

If you suspect that there are disability-related reasons for these behaviours, please contact the student's Accessibility Consultant for guidance and support. Students can choose to use or not use their accommodations and will do so based on their needs. Accessibility Consultants can suggest strategies and behaviours to a student, but it is not the Accessibility Consultant's role to manage student behaviours. Students with accommodations must adhere to GBC's [Code of Non-Academic Student Behaviour](#), like any other student.

11. WHO DO I CONTACT IF I HAVE QUESTIONS REGARDING THE ASSESSMENT CENTRE?

If you are unsure of how to submit your test to the Assessment Centre, please visit the [Assessment Centre's webpage for faculty](#). If you have concerns about a student's listed test accommodations, please contact the Accessibility Consultant.

12. WHY DO I STILL GET ACCOMMODATION PLANS HALFWAY THROUGH THE SEMESTER OR AT THE END OF THE SEMESTER?

There is no deadline for students to register with Accessible Learning Services (ALS). ALS encourages students to register and activate their accommodation plan as soon as possible.

If a student who qualifies as having a disability, makes a request to receive reasonable academic accommodations in a timely fashion, the college must comply.



There could be any number of reasons why a student may choose to disclose their need for accommodation later in the semester. These may include some of the following reasons:

- Fear of being judged by professors and/or classmates.
- Fear that their diagnosis will be made public or published in their transcript.
- Wanting the opportunity to try it on their own before asking for help.
- Unaware of their right to accommodations in post-secondary.
- Misperception that accommodations would be automatically transferred from high school if they have a history of accommodations.
- A disability-related impact that prevents them from following through with the ALS registration process in a timely manner.
- The student or professor has identified the student with a suspected disability and further assessment is required before a formal diagnosis can be made.

13. WHAT IF I RECEIVE A REQUEST FOR TEST ACCOMMODATIONS THE DAY BEFORE A TEST?

During the student's initial meeting with the Accessibility Consultant, we review with the student their responsibilities to notify professors and the Assessment Centre about test accommodation bookings 7 calendar (5 business) days in advance. If you receive a request for testing accommodations the day before a test, the ability to implement those test accommodations is based on whether the faculty and the Assessment Centre has received sufficient notice to do so. For example, during busy times of the year (midterms and finals), the Assessment Centre may not be able to guarantee an appointment if a booking is made with less than 7 calendar days' notice. Please refer to the [Assessment Centre website](#) for more detailed information on test booking procedures and timelines.

14. WHAT IF I HAVE A QUESTION ABOUT A SPECIFIC ACCOMMODATION OR CONCERNS ABOUT THE ACCOMMODATION PLAN?

Please see our [Academic Accommodations Glossary](#) page for detailed information regarding accommodations. If your question is still not answered, please contact the Accessibility Consultant.



Additional Support

Students and faculty can connect with Accessible Learning Services to discuss implementation of this accommodation. Please contact the Accessibility Consultant listed in the student's accommodation plan.

These guidelines have been prepared by Accessible Learning Services in consultation with faculty members. We value your ongoing feedback! If you have any questions, concerns or suggestions regarding these guidelines, please contact the Senior Manager, Accessible Learning Services.



Academic Accommodations in Online and Hybrid Environments



Academic Accommodations in Online and Hybrid Environments



As George Brown continues with hybrid delivery in teaching and learning, it is important for us to continue to support the needs of students with approved academic accommodations. During this shift to online and hybrid learning, please reach out to your classes to ensure that they know how to use their accommodations, particularly in regard to requesting extended time on online tests.

A sample template you can use for this communication follows:

“For all students registered with Accessible Learning Services (ALS) and wishing to use their academic accommodations, please ensure you can view your accommodation plan online through Stu-view, if you have not done so already. If your accommodations are current, please email me to discuss your accommodations in more detail. I can be reached at (email).”

OR

“Hi Class,

As we continue with hybrid learning, I’m asking that students registered with Accessible Learning Services (ALS) contact me to discuss how your accommodations will work for the rest of term. Please email me at (email). If I don’t have your Accommodation Plan yet, please contact ALS to ask them to email it to me.”



Additional Support

Students and faculty can connect with Accessible Learning Services to discuss implementation of this accommodation. Please contact the Accessibility Consultant listed in the student's accommodation plan.

These guidelines have been prepared by Accessible Learning Services in consultation with faculty members. We value your ongoing feedback! If you have any questions, concerns or suggestions regarding these guidelines, please contact the Senior Manager, Accessible Learning Services.



Academic Accommodation Glossary



Academic Accommodation Glossary



This section is a comprehensive list of all approved test and academic accommodations. It is designed to inform and support the implementation of accommodations.

Classroom Accommodations

Course Materials

Course materials in advance

This student requires that educational material and resources be provided in an accessible digital format (e.g. Microsoft word or accessible pdf). Upon request from the student, please provide any slides and handouts to student in advance IF they are not posted on the Learning Management System (LMS) at least 2 days prior to class.

Materials in an alternative accessible format

Upon request from the student, classroom materials (for example, a Word document, PowerPoint or pdf) will need to be in an accessible format (i.e. – hard copy, accessible PDF, braille). The student can work with their Accessibility Consultant based on the format request. For more information go to: <https://www.georgebrown.ca/about/aoda/accessibility/accessible-information-communication>.

Visual materials

Upon request, if drawings/diagrams are not included in course texts or handouts, please allow students to take pictures of diagrams or drawings on the board related to the course material. If this is not possible, please provide copies of diagrams.



Textbooks and course packs in accessible digital format

The Adaptive Technologists in Accessible Learning Services will work with the student to obtain textbooks and course packs in an accessible digital format.

Use of Laptop

In-class use of a laptop for notetaking purposes and for in-class written assignments.

Recording

Audio Recording of Lectures

The student requires audio recording of lectures. This may include the use of a digital recorder, cell phone or Smartpen. The student has signed an agreement that the recording is for the exclusive purpose of this student's learning and is not to be shared. In classes where students are disclosing personal information, the student and professor should discuss when recording is appropriate. [Refer to Accessible Learning Services – Audio Recording Accommodation Guidelines.](#)

Video recording

This accommodation is usually used in courses where classroom demonstration is heavily integrated into the lecture. The student may require the visual image in order for the auditory part of the lecture to make sense. The student is responsible for video recording. The video recording generated is for the exclusive purpose of supporting this student's accommodation. In classes where students are expected to share personal information as part of the evaluation system, the student and professor should discuss whether video recording is appropriate.

Attendance

Periodic Absences

Due to the nature of the student's disability the student may, on occasion, be required to miss classes. – [See Attendance Accommodation Guidelines for further information.](#)

Classroom breaks

Student may need to take short breaks, between 5-15 minutes, and briefly leave classroom (e.g. 10 minute break for every hour).



[Lateness due to disability](#)

This student may arrive to class late due to disability-related impacts. Lateness should not be penalized. The student is to work with instructor to make arrangements for missed information.

[Classroom Setting](#)

[Preferential seating](#)

The student may request to sit in a specific part of the classroom. Faculty may be asked to assist the student with obtaining an accessible seat.

[Alternative chair, desk or workspace](#)

The student may require access to a chair, desk or workspace other than the ones made available in the classroom. Instructors should allow students with this accommodation to have priority access to these resources if present in the classroom. Arrangements to have appropriate furnishings available in the classroom will be made by Accessible Learning Services and Facilities.

[Notetaking Services](#)

The student requires notetaking assistance. Please note a peer or a professional notetaker may be recruited to assist with this accommodation. Professors may be asked to assist with this recruitment. Please do not identify the name of the student with the accommodation to the class.

[Reduced course load](#)

This accommodation allows the student to extend their program by reducing the number of courses they take a semester, in consultation with their program. Students on a reduced courseload will need to meet with their program coordinator and Accessibility Consultant each semester to review their program pathway and register for their courses. [See Modified Reduced Tuition Fee Guide.](#)

[Extensions on assignments](#)

[See Assignment Extension Guidelines.](#)

[In-Class Assignments](#)

Student may need additional time to complete in-class assignments or access to technology to complete in-class assignments. Please allow the student the necessary



amount of time to complete the assignment either at the Assessment Centre or at home and returned at an agreed upon deadline.

Spelling/Grammar for in-class assignments

Do not deduct marks for spelling and/or grammar when the student is required to hand in their assignment at the end of class.

Clarification of information on power points, charts, lecture material and assignments

Faculty is not expected to re-teach material but to clarify specific areas of misunderstanding. Student will discuss with faculty, as needed.

Alternatives to presentations

[See Presentation Accommodation Guidelines.](#)

Group Work

[See Group Work Guidelines.](#)

Read aloud content

Faculty may be requested to read out loud any print materials, board notes being presented or repeat student questions. When presenting any written materials, be they printed handouts or notes on the board, or questions in a chat box, faculty may be requested to read the written content aloud.

In-Class Assistant

[See In-Class Assistant Guidelines.](#)

Live transcription

Live transcription is the instant translation of the spoken word into text on a computer screen for a Deaf and hard of hearing student. Live transcriptionists only provide this accommodation for live lectures. If the service is requested for live lectures, you will be contacted directly by Deaf & Hard of Hearing Services. As per George Brown College's Accessible Media Policy, any pre-recorded lectures, third party video or audio files need to be captioned prior to being shown in class or posted to the learning management system (LMS). Please email Accessible Media Coordinator, avillahe@georgebrown.ca for assistance. Automatic speech recognition



(ASR) or turning on automatic captions does not meet the accessibility requirements for this student.

[ASL Interpreter in the class](#)

An American Sign Language (ASL) interpreter's role is to interpret everything that is being said in your class to ensure that the Deaf and hard of hearing student is able to fully participate in all course related activities (i.e. group work and tests). Any third party video, audio file or your asynchronous recorded lectures need to be captioned. Email Accessible Media Coordinator, avillahe@georgebrown.ca. Automatic speech recognition (ASR) or turning on automatic captions does not meet the accessibility requirements for this student.

[Assistive Listening Device/FM system](#)

This student may bring and ask you to wear an Assistive Listening Device/FM system. This technology consists of a transmitter microphone used by the faculty member and a receiver used by the student. The receiver transmits the sound to the student's ears. Position the microphone 3 to 5 inches from your mouth and speak normally. Check with students using this system to ensure it is working properly. If questions or comments are made by individuals in the class who do not speak into a microphone, be certain to repeat their statements into your microphone.

[Other academic accommodations](#)

[Captioned Media](#)

Any pre-recorded lectures, third party video or audio files need to be captioned prior to being shown in class or posted to blackboard, regardless if they are required, recommended or optional. Please email the Accessible Media Coordinator, avillahe@georgebrown.ca, to ensure your materials are properly captioned as early in the semester as possible. Automatic speech recognition (ASR) or turning on automatic captions does not meet the accessibility requirements for this student. For more information please see the [Captioning, Transcription and Described Videos Faculty Guide](#).

[Email communication](#)

Student's preferred method of communication with professor is email.



Medical Response Plan

A medical response plan is not an accommodation per se; rather it is information provided to faculty about the existence of a medical condition that may manifest during class and require medical intervention. Faculty are never required to perform any medical intervention, however there is an expectation that they will alert the proper resources (e.g., emergency services, George Brown Public Safety) to attend to the student. Examples of such conditions include seizure disorders like epilepsy, and anaphylaxis which is a life threatening allergic reaction. You will be contacted by the Accessibility Consultant if a medical plan is to be shared.

Emergency Fire/Non-Fire Evacuation Protocol

Elevators do not function during a fire evacuation. This student requires an elevator to exit a building. During a fire evacuation the student should go to the designated safety zone and have someone notify the Fire Marshal or Campus Security of the student's location. The individual should remain in the designated safety zone and await the arrival of a Fire Marshal. Students and staff should remember not to use the elevators during a fire alarm. People who cannot take the stairs themselves should not allow themselves to be carried down a stairwell unless there is immediate danger. See more on the GBC Website: <https://www.georgebrown.ca/about/public-safety-security/emergency-procedures/evacuation-fire>.

Safety Plan in the event of a seizure

Student may experience a seizure in the classroom. In the event of a convulsive seizure, let the seizure take its course and always keep track of time. If necessary, ease the student to the floor and move hard or sharp objects out of the way. Gently roll the person on their side as the seizure subsides. In case of an emergency, please call Security – dial (416) 415-4000 or “0” from a George Brown College internal Cisco phone.

Service Animal

Student will be accompanied by a registered service dog. For more information please see AODA Accessibility Policy here: <https://www.georgebrown.ca/aoda/policies.aspx>.



Test Accommodations

Test accommodations apply to quizzes, timed in-class assignments, tests or exams. For students with Extra time only, faculty should add extra time to the LMS test. For more additional test accommodation needs, the student can be proctored virtually or in-person through the Assessment Centre. In these cases, students will need to book tests seven days in advance of the test day. If a lab test requires a specialized set up which may impact accommodations, please consult the Accessibility Consultant when developing the plan.

Extra time

Extra time does not apply to situations in which timing is an essential component being measured by the test (for example, many skills-based tests) unless otherwise noted. If you have a question about how extra time would be applied given the format of a specific test, please contact the Accessibility Consultant.

1.25 x Normal Duration

The time the class has to complete the exam x 1.25. For example, if the class has 80 minutes, a student using time and a quarter will have up to 100 minutes (1 hour, 40 minutes).

1.5 x Normal Duration

The time the class has to complete the exam x 1.5. For example, if the class has 80 minutes, a student using time and a half will have up to 120 minutes (2 hours).

2 x Normal Duration

The time the class has to complete the exam x 2. For example, if the class has 80 minutes, a student using double time will have up to 160 minutes (2 hours and 40 minutes).

Alternative chair, desk or workspace

The student may require access to a chair, desk or workspace during testing. Made available by the Assessment Centre.

Allowance of food and/or drink

Student may need to eat or drink during their test/exam.



Alternate lighting

This will be provided in the Assessment Centre.

Calculator

The student will provide their own calculator for the test. The type of calculator will be recorded on the test.

Exam Printed

The Assessment Centre will provide the student with the test or exam in a hard copy print format.

Respondus/Lockdown Browser disabled

In order for the student to access their test accommodations, Respondus browser will need to be disabled. If the student needs to be invigilated, they will need to book the virtual Assessment Centre through Zoom.

Clarification

An Assessment Centre staff member may clarify questions. Faculty are encouraged to leave contact information for Assessment Centre staff to facilitate student questions during testing.

Optical Enlarger (CCTV)

This stand-alone adaptive technology device enlarges printed exam material, to assist those with visual impairments in the Assessment Centre.

Use of a computer with spell checker

Student will be allowed to use MS Word on one of the Assessment Centre's stand-alone computers. Unless otherwise specified by faculty, no internet access is allowed to ensure academic integrity.

Use of a computer without spell checker

Student will be allowed to use Wordpad on one of the Assessment Centre's stand-alone computers. Unless otherwise specified by faculty, no internet access is allowed to ensure academic integrity.

Test Alone

A room alone is a private exam space with minimal distractions.



Reduced Distraction

The student requires a setting with reduced distraction which is a quiet room with other students in the Assessment Centre and a desk with dividers.

Reader

A reader is provided by the Assessment Centre and is a person who works one-on-one with the student, to read exam material out loud. The reader reads completely verbatim; no other assistance is permitted.

Scribe

A scribe is provided by the Assessment Centre and is a person who works one-on-one with the student, to write down the student's answers completely verbatim. No other assistance is permitted.

Rescheduling of exams

Student may experience periodic exacerbations of disability and may need to defer writing tests on short notice. Student is required to contact the faculty as soon as they are able and negotiate an alternate date to make up the missed evaluation. No medical note is required.

Screen Magnification Software

This software enlarges text and images on a computer screen.

Consideration for spelling/grammar difficulties or use of technology

(e.g. dictionary/thesaurus/WordQ/Grammarly) to support spelling/grammar challenges Marks should not to be deducted for spelling and grammar unless it is an essential requirement of the course.

Text-to-Speech Software

This software reads text on a computer screen out loud. This accommodation requires an accessible digital copy of test material.

Speech-to-Text Software

This software "translates" a student's spoken words into written text. The student must create voice profile and provide to the Assessment Centre prior to testing.



Test in an accessible digital format

The faculty must submit the test to the Assessment Centre in an accessible digital format (for example, a word document or an accessible PDF).

Limiting the number of test/exams per day/week

Students may require this accommodation when multiple tests/exams are scheduled in the same day and they have no breaks in between tests/exams. This accommodation must be negotiated with faculty at least 7 days in advance for planning purposes. The consultant should specify the parameters (e.g. – no more than 1 exam per day).

Long tests split into 2 parts

Student will negotiate alternative arrangements with faculty in advance. Student is expected to write at least one part of the test on the original scheduled day.

Monitored Concentration Aids

Student may require access to noise-cancelling earphones, white noise or music to assist with concentration. The student will bring their own wired, non-Bluetooth headphones with them to the Assessment Centre.

Use of appropriate Memory Aid Sheet

[See Memory Aid Sheet Guidelines.](#)

American Sign Language Interpreter

An American Sign Language (ASL) Interpreter facilitates communication with Assessment Centre staff for any clarification of procedures, and test/exam instructions. The student is responsible for booking the Interpreter with their exam.

Short breaks

Student may need to take short breaks throughout a test or exam.



Additional Support

Students and faculty can connect with Accessible Learning Services to discuss implementation of this accommodation. Please contact the Accessibility Consultant listed in the student's accommodation plan.

These guidelines have been prepared by Accessible Learning Services in consultation with faculty members. We value your ongoing feedback! If you have any questions, concerns or suggestions regarding these guidelines, please contact the Senior Manager, Accessible Learning Services.



Assignment Extension Accommodation Guidelines



Assignment Extension Accommodation Guidelines



The assignment extension accommodation is approved by the student's Accessibility Consultant (AC) on the basis of the unpredictable nature of their disability.

Students with disabilities where symptoms are not consistent may temporarily become unable to complete assignments by the assigned due date. This accommodation is applicable to individual assignments and does not extend to group work. Please see the [Group Work Accommodation Guidelines](#) for more information.

Due to the unpredictable nature of some disability-related conditions, a reduced course load or support with time management may not eliminate the need for extensions. As such: The assignment extension accommodation is included in the Accommodation Plan. Students provided with this accommodation should not be penalized for requested and negotiated extensions.

The assignment extension accommodation is not meant to be used for extended absences. ALS does not recommend open-ended extensions. Students who have been absent for an extended period of time and therefore will have difficulty meeting course learning outcomes will require support to explore alternative options. In these situations, students should connect with their faculty and Accessibility Consultant, as soon as possible.

Assignment Extension Accommodation Procedure

- Student provides Accessible Learning Services with relevant documentation to support the need for assignment extensions. For more information on determining academic accommodations, please see the [Academic Accommodation FAQ](#).



- Upon receipt and review of supporting documentation, the Accessibility Consultant (AC) prepares an Accommodation Plan to include the assignment extension accommodation and reviews this procedure with the student.
- At the start of term, the AC recommends that the student meets with faculty to discuss their assignment extension accommodation and agree on the best way to contact faculty to inform of a required extension, if needed.
- In the event of a disability-related challenge, student will request an assignment extension based on agreed upon method from their professor(s).
- Requests can be made in person and/or by email. Accessible Learning Services recommends these requests be made as early as possible. All requests must be considered on a case-by-case basis. The communication should include a plan to complete the work and the anticipated submission date (ideally, within a few days to one week of the original due date). Students are not required to inform faculty of the specific nature of their disability and are encouraged to reference their Accommodation Plan.
- Faculty will accept the initial request for assignment extension in good faith and agree upon a revised due date. If the revised due date is not met, further negotiation between faculty and student may occur on a case-by-case basis. Faculty may use their discretion considering the student's request, as well as, stated program guidelines and academic standards.

Appropriate Use

Given the diversity of assignments, it is difficult to quantify the extensions that may be requested. Typically, an extension from a few days up to one week for an assignment is a reasonable level of accommodation. If further and/or multiple extensions are required, the student or faculty may contact Accessible Learning Services for consultation and/or support. Students will use this accommodation only when unable to complete assignments for disability-related reasons. Standard late penalties according to course policy will apply beyond the agreed upon extension without further communication from the student.

Requests for extensions should be made in advance of an assignment due date. In extraordinary circumstances (i.e. hospitalization, flare up), when the student is unable to request an extension in advance, the request should be dealt with on a case-by-case basis. Please refer to the [Retroactive Accommodation Guidelines](#) for further direction.



Strategies for Students

Students with the assignment extension accommodation may wish to apply the following academic strategies:

- Review course outlines to determine what the workload and course demands are (Course outlines can be found on the Learning Management System (LMS). If specific due dates for assignments are not included, students should connect with their faculty. Once due dates and assignment details are given, students should develop a plan to complete each assignment well in advance of the due date.
- Seek clarification on assignment details as early as possible.
- Well before the due date, break assignments into smaller sections and work on them often. In the event an assignment extension is needed, a portion of the assignment will already be completed.
- Submit completed assignments early, where possible.
- If an assignment extension is still required, students should develop a plan to complete the assignment and include this plan when making a formal request to their professor.
- Consider meeting with a Learning Strategist for help with time management and organization for confidential support.

Strategies for Faculty

- Faculty may wish to consider the use of the following teaching strategies to support students in meeting assignment due dates:
- Offer assignment completion reminders, in class or on LMS.
- For larger assignments, suggest targets for progress. These targets can be included on the course learning outline, indicated in LMS or on the assignment rubric. For example, if students have four weeks to complete an assignment suggest they have a rough outline done by week one, their research completed by week two, a draft completed by week three and by week four a final draft to check against the assignment rubric.
- Break assignments into smaller portions and request students submit. While grades do not need to be offered, feedback on each portion regarding how the student is progressing is very valuable.
- Anticipate that students who have this accommodation may require additional support. Offer opportunities for students to discuss assignments with a peer or faculty to support more effective time management, also can refer to ALS



to connect with a Learning Strategist.

- Supply an exemplar of the assignment to demonstrate the breadth, depth and score of the work. This will help students to more accurately gauge the time they will need to complete the assignment.

Assignment Extension Request Template

Hello (insert professors name),

My name is (insert name and student number). I am in your (insert course name).

I am a student receiving accommodations from Accessible Learning Services. My Accommodation Plan includes assignment extension as an accommodation.

I am currently experiencing disability-related challenges that are impacting my ability to submit (insert assignment title and due date) by the due date.

My plan is to complete and submit this assignment by (insert date and time).

If you would like to discuss this further, please let me know.

Thank you,

(Insert name and student number)



Additional Support

Students and faculty can connect with Accessible Learning Services to discuss implementation of this accommodation. Please contact the Accessibility Consultant listed in the student's accommodation plan.

These guidelines have been prepared by Accessible Learning Services in consultation with faculty members. We value your ongoing feedback! If you have any questions, concerns or suggestions regarding these guidelines, please contact the Senior Manager, Accessible Learning Services.



Group Work Accommodation Guidelines



Group Work Accommodation Guidelines



The group work accommodation is approved by the student's Accessibility Consultant (AC). For more information on determining academic accommodations, please see the [Academic Accommodation FAQ](#). Group work accommodations may be helpful to allow the student to work in a manner that fosters meaningful interaction with course materials and to work at their own pace based on their functional limitations.

If a student, already registered with ALS, is experiencing challenges with group work and does not have a Group Work Accommodation in place they should be referred to their Accessibility Consultant.

Confidentiality

It is important to maintain student's confidentiality, privacy and dignity when implementing this accommodation. There is no need to disclose a student's accommodation to class members as this is a confidential arrangement with student, professor, and ALS. Possible responses if asked why a group has an altered assignment could include: "I am exploring different ways of doing this assignment and some groups have received slightly different instructions. I would love your feedback about how it worked."

Group Work as an Identified Learning Outcome

Students are generally required to master the essential academic requirements of the course's curriculum; however, it may not be a stated learning outcome that they demonstrate this knowledge through group work. The student can discuss an accommodation for group work with faculty if group work is not a learning outcome of the course.



When group work is an evaluated learning outcome, it is important for faculty to clearly state the subset of skills (e.g. teamwork, critical thinking, professionalism, etc.) that students are expected to demonstrate in order to explore an alternative approach.



Group Work Accommodation Procedure



Group Work Accommodation Procedure



1. Student provides Accessible Learning Services with relevant documentation to support the need for group work accommodation.
2. Accessibility Consultant adds “Group Work” Accommodation to the Accommodation plan and discusses options for group work with the student.
3. At the start of term, the student meets with faculty to discuss the Group Work accommodation and agree on a suitable alternative (see below).
4. Student and faculty are asked to review and discuss alternatives 1-5 outlined below, as relevant.

Group Work Alternatives

The following are examples of how group work accommodations could be implemented. This is not an exhaustive list and faculty and students are encouraged to explore other alternatives to group work.

- 1. Extension of time for entire group based on student’s need.**
 - For group assignments/projects that are difficult to recreate and require all group members to meet a deadline (e.g. – studio and media courses, group performances), faculty may consider extending the deadline for some parts or the entire project based on student’s confidential need. Faculty will communicate the extension to all group members.
- 2. Extension of time for student within the group.**
 - The professor can divide the group project and assign specific parts to each student in the group. The student may have the opportunity to extend the deadline of their section, as needed, while maintaining their confidentiality.



- The professor can request student to submit the work they have completed to-date. This is to ensure student remains on track with the project and receive feedback to continue completing the assignment.

3. Alter the nature of the group work.

- Student can participate in group work virtually or asynchronously.
- Provide option for student to work in a group with fewer members, i.e., paired with one other student versus group of several members, while maintaining student's confidentiality.
- Replace group work with an independent assignment, while maintaining student's confidentiality where this does not impact the learning outcomes of the course. Workload should be comparable and/or reflect the workload contribution of an individual team member.

4. Support a student in forming or joining a group.

- Support student by permitting them to self-select group members.
- Support student by assigning group members instead of having them self-select. Faculty to match student with group members who are open to supporting student with group dynamics. Student could participate in this selection process by identifying a list of preferred group members in advance of professor assigning groups.

5. In certain circumstances a student may access a Third-Party Service Provider, such as a Class Assistant, to support them with group-work interaction.

Group Work Strategies for Faculty

Faculty may wish to consider the use of the following teaching strategies to support students in participating in group work:

1. Provide direct instruction and resources assisting students in establishing group norms, identifying roles and responsibilities, setting timelines and giving feedback. For additional faculty training and support, check out the Teaching and Learning Exchange (TLX).
2. Help develop a group contract that clearly outlines each group member's role and provide a sample contract.



3. Early in the term work with the student to create a plan to complete group work tasks. Refer student to connect with a Learning Strategist in ALS for ongoing support.
4. Rather than rotating group members, keep student in same group throughout term to develop trust and rapport with classmates, where possible and agreed upon by all parties.
5. Provide check-ins with groups to help monitor progress with the assignment/project.
6. Check in with the student with group work accommodation to see how it is working.
7. Recognize challenges with group format by allowing choice in group selection or foregoing mandatory group work, where possible.
8. Create assignments that allow students to work in a group or on their own to complete it.

Group Work Strategies for Student

Student may wish to consider the use of the following strategies when participating in group work:

1. Work collaboratively with professors to arrive at an alternative that is mutually agreeable.
2. Seek support from faculty for guidance on how to address any challenges that may occur within the group.
3. Seek support from the LS to help with academic skills, i.e. – time management, organization, breaking down tasks, etc.
4. Check in with faculty for feedback on progress with assignment/project.

Additional Support

Students and faculty can connect with Accessible Learning Services to discuss implementation of this accommodation. Please contact the Accessibility Consultant listed in the student's accommodation plan.

These guidelines have been prepared by Accessible Learning Services in consultation with faculty members. We value your ongoing feedback! If you have any questions, concerns or suggestions regarding these guidelines, please contact Senior Manager, Accessible Learning Services.



Assistive Technology Guidelines



Assistive Technology Guidelines



Assistive Technology (AT) includes any software, devices and/or equipment that helps students maintain or increase their functioning.

Instructors and students may allow and use assistive technology as a component of Universal Design for Learning (UDL) – this may include access to universally available technologies that are beyond what is approved by Accessible Learning Services.

In addition to universally available technologies, students with disabilities may also have access to approved assistive technologies as part of their Accommodation Plan. These approved assistive technologies can include use of recording and note-taking software/devices, FM (frequency modulator) systems, access to alternate formats, AAC systems (augmentative and alternative communication), text-to-speech, speech-to-text, screen readers/magnifiers, amongst many others.

Students with disabilities may use assistive technologies to access and participate in learning for independent schoolwork and for demonstrating their learning – this includes completing reading, listening to lectures, writing tests/exams and assignments both in an online and an in-class learning environment.

Assistive Technology Procedure

- Student provides Accessible Learning Services with documentation from a Regulated Health Care Professional supporting the need for specific assistive technology.
- Upon receipt and review of supporting documentation, Accessibility Consultant in consultation with the Assistive Technologist prepares the Accommodation Plan to include the use of specific assistive technology and book the student with the Assistive Technologist for access and training.



- Student meets the Assistive Technologist to access the technology and learn how to use the assistive technology to support their learning.
- Student works with faculty and other areas (e.g., Assessment Centre) to use the assistive technology during classes and/or tests.

Additional Support

Students and faculty can connect with Accessible Learning Services to discuss implementation of this accommodation. Please contact the Accessibility Consultant listed in the student's accommodation plan.

These guidelines have been prepared by Accessible Learning Services in consultation with faculty members. We value your ongoing feedback! If you have any questions, concerns or suggestions regarding these guidelines, please contact Senior Manager, Accessible Learning Services.



Attendance Accommodation Guidelines



Attendance Accommodation Guidelines



The Attendance Accommodation is approved by the student's Accessibility Consultant (AC) on the basis of relevant documentation indicating how the disability impacts their ability to regularly attend classes. Due to the nature of the student's disability the student may, on occasion, be required to miss classes. For more information on determining academic accommodations, please see the [Academic Accommodation FAQ](#).

An attendance accommodation does not excuse students from in-class academic obligations. Students with this accommodation are responsible for all academic requirements.

Student may be absent from class with little or no notice and are required to contact their faculty when this occurs. Student may have to make special arrangements for missed scheduled formative assessments, i.e. in-class assignments, quizzes, labs or studio classes.

Extended or unexcused absences may affect a student's ability to participate in and successfully meet the learning outcomes of the course. In cases where attendance accommodation interferes with the learning outcomes of the course or leads to excessive absenteeism, reduced courseload, withdrawal or temporary leave of absence may be considered a reasonable alternative with support from the AC.

Attendance Accommodation Procedure

- The student provides Accessible Learning Services with relevant documentation indicating the possibility of occasional absences.
- C adds "Periodic Absences" and/or "Rescheduling of quizzes/tests/exams" to the Accommodation Plan and reviews the procedures of this accommodation



with the student.

- At the start of term, the student meets with faculty to discuss their attendance accommodation and agree on the best way to contact faculty to inform of an absence, if needed.
- If/when student is absent, they will contact faculty based on agreed upon method and discuss how potential missed class work, such as in-class assignments, quizzes or labs, can be made up.
- Students are not required to inform faculty of the specific nature of their disability or provide medical documentation when informing of their absence and are encouraged to reference their Accommodation Plan.

Absences from Classroom

- If/when a student misses a class for a disability-related reason, they are to provide notice to faculty of their absence, citing their attendance accommodation. Notice should be given in advance of an absence, if/when possible, or as soon as possible after a class has been missed.
- Under these circumstances, the student should not be penalized for their absence. This includes participation grades, in-class assignments, weekly quizzes, etc. If the student is unable to come to campus, an alternative submission format should be considered for the missed in-class assessment (i.e. – electronic submission).
- It is the student's responsibility to actively communicate with faculty in a timely manner about disability-related absences.
- It is recommended that the student request notetaking as an accommodation to receive notes from a lecture that is missed due to a disability-related absence.

Absences from in-person Labs, Studio Classes

- Due to program policies, requirements, resources, scheduling, etc., a student should discuss up front with faculty what options, if any, may be available for missed labs or studio classes (i.e. – special permission to attend a different section of the lab in a different day of the week).
- When a student misses a lab or studio class for disability-related reasons they are to provide notice to faculty of their absence, in advance, if/when possible or as soon as possible, after a lab has been missed.



Absences from Tests & Exams

- A student who misses a test or exam for disability-related reasons should have rescheduling of quizzes, tests, exams added to their accommodation plan under Test Accommodations.
- In all circumstances relating to an absence from a lab, quiz, test or exam, faculty may prepare an alternate evaluation to support their obligation to provide timely feedback to other students.

Additional Support

Students and faculty can connect with Accessible Learning Services to discuss implementation of this accommodation. Please contact the Accessibility Consultant listed in the student's accommodation plan.

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Audio Recording Accommodation Guidelines



Audio Recording Accommodation Guidelines



George Brown College recognizes that in certain circumstances, students may need to record lectures to support their learning. Audio recording of lectures allows students the opportunity to concentrate on the content being presented rather than the mechanics of writing. Additionally, this accommodation supports students' ability to review material they may have missed, or not understood, when initially presented in class. All students can benefit from audio recording of lectures and faculty are encouraged to create recordings as part of a Universal Design for Learning approach.

George Brown recognizes that faculty and students may have concerns about confidentiality and data protection; as such, students should audio record in a manner that ensure the privacy of other students, e.g. – faculty advise students to pause recording during sharing of personal information.

For further information please refer to George Brown's [Student Code of Non-Academic Student Behavior](#), and the [Canadian Intellectual Property Office website](#).

Student Recording Agreement

This section outlines the responsibilities of students who have been approved for the audio recording accommodation.

In order to receive an academic accommodation that involves audio-recording/video recording of classroom lectures and discussions, you must read and agree to the items listed below.



I agree to:

1. Use the recorded files only for personal study and for NO other purposes.
2. NOT, under any circumstances, distribute or share the recording with any other individual, in any format, without obtaining, the prior written consent of the professor.
3. Respect the professor's decision to prohibit recording of classes or portions of classes which may involve personal discussion and self-disclosure. In such a case, the student will work with their professor to discuss alternative arrangements. Students should focus their recording devices on course material being presented by the instructor and record or capture in a manner that ensures the privacy of other students present.
4. Understand that the information contained in the recording is protected under federal and international copyright legislation.
5. NOT publish or quote any lecture material without the professor's explicit written consent and without properly identifying and crediting the professor.
6. Destroy and/or erase all recordings at the end of the semester.
7. Failure to comply with this agreement may be considered a violation of the George Brown College, Code of Non-Academic Student Behavior.

Additional Support

Students and faculty can connect with Accessible Learning Services to discuss implementation of this accommodation. Please contact the Accessibility Consultant listed in the student's accommodation plan.

These guidelines have been prepared by Accessible Learning Services in consultation with faculty members. We value your ongoing feedback! If you have any questions, concerns or suggestions regarding these guidelines, please contact Senior Manager, Accessible Learning Services.



In-Class Assistant Guidelines



In-Class Assistant Guidelines



In-Class Assistant Guidelines

An In-Class Assistant (ICA), provides an enhanced level of support for some students registered with Accessible Learning Services (ALS). ICAs are third party service providers who provide in-class assistance to facilitate attendance, learning and completion of coursework. ALS facilitates recruitment of suitable ICAs, if support is needed to locate an ICA. Once ICA support has been identified as a need, this approved accommodation will be stated on the student's Accommodation Plan.

In-Class Assistants will introduce themselves to each faculty at the start of term. ICAs are not expected to participate in classroom discussions and their presence in class is to support the student directly. Faculty are encouraged to work with the student and ICA to provide accommodation support.

While not an exhaustive list, In-Class Assistant duties may include:

- Help with planning and organization of course work.
- Notetaking.
- Reading and scribing.
- Facilitate clarification of course material with faculty, as needed.
- Pre-class and exam preparation.
- Tutoring, as needed.
- Help with campus-wide system navigation.
- Help accessing educational materials (e.g. laptop, binders).
- Guidance and support for self-regulation.
- Monitor medical needs.
- Support mobility needs.
- Help with test booking.
- Support students in Work Integrated Learning (WIL) contexts, e.g., placement.



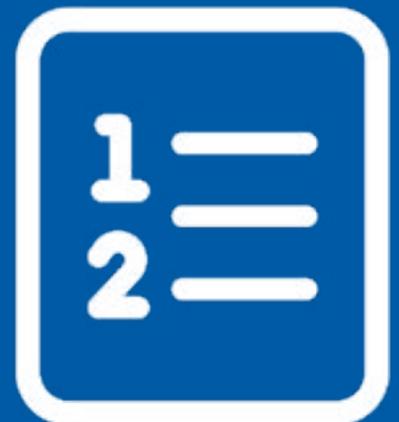
Additional Support

Students and faculty can connect with Accessible Learning Services to discuss implementation of this accommodation. Please contact the Accessibility Consultant listed in the student's accommodation plan.

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Learning Strategy Guidelines



Learning Strategy Guidelines



Learning Strategies are evidence-based tools that allow students to effectively engage in their learning.

A Learning Strategist is a member (faculty), of the Accessible Learning Services (ALS) team with specialized professional knowledge in disabilities, education and psychology. A Learning Strategist works alongside the Accessibility Consultant to support students by developing techniques that cater to a student's unique learning needs. The goal of these strategies is to provide students with tools that they can generalize across courses and content.

Students with disabilities registered with ALS may access a Learning Strategist to support with learning areas such as:

- Time-management.
- Organization.
- Note-taking.
- Reading and writing.
- Assignment and research planning.
- Memory.
- Test-taking.
- Groupwork.
- Presentations.

Learning Strategists also support with:

- The screening, funding, and referral process for an assessment for either a new, or updated, diagnosis.
- Examples of a diagnosis include but are not limited to: Learning Disability, Attention Deficit/Hyperactivity Disorder or Autism Spectrum Disorder.



- Reviewing and explanation of a psycho-educational assessment report.

Learning Strategies Procedure

1. Student registers with ALS by providing documentation that highlights the functional impact of their disability.
2. Upon review of documentation, an Accessibility Consultant will refer the student to work with a Learning Strategist.
3. Student will meet with a Learning Strategist to discuss learning goals and appropriate tools.
4. Student will implement strategies with the support of the Learning Strategist while working towards the goal of independently implementing and generalizing these strategies.
5. Student continues to work with the Learning Strategist on an ongoing basis for additional support, as needed.

Additional Support

Students and faculty can connect with Accessible Learning Services to discuss implementation of this accommodation. Please contact the Accessibility Consultant listed in the student's accommodation plan.

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Memory Aid Guidelines



Memory Aid Guidelines



What is a Memory Aid?

- A Memory Aid is an accommodation for students whose disability results in deficits in the retrieval of information from long term memory or in the sequencing of information. Embedded in every test question are language-based cues for retrieval of the required information. Some students require an alternative method of effectively accessing previously learned information.
- Usually a Memory Aid consists of 1 sheet of paper and can include acronyms, pictures, diagrams or mind-maps.
- A proper Memory Aid allows the student to demonstrate knowledge of course material by helping to trigger the student's memory and therefore won't be useful if the student doesn't understand the course material.

Role of the Student

- The student is responsible for creating an Memory Aid. They can work with a Learning Strategist if they need help. The student can contact Accessible Learning Services to book an appointment with a Learning Strategist.
- The student is responsible for submitting the Memory Aid to the professor for approval.
- It is suggested that Memory Aids be submitted a week in advance to give the professor enough time to review.
- Only materials approved by the professor will be allowed into the test areas.
- The Memory Aid and the test will be provided by the professor.



Role of the Professor

- The professor is responsible for approving a Memory Aid in advance of the test.
- The professor is responsible for delivering both the test and the approved Memory Aid to the Assessment Centre.

A Memory Aid Can

- Be handwritten or typed.
- Include diagrams, mind maps, general formulas, acronyms or pictures.
- Make sense to the person who created it, as well as experts.
- Include only information that cannot be remembered (i.e. effectively retrieved from memory without a visual cue).

A Memory Aid Cannot

- Include specific examples of how formulas are used.
- Include complete terms and definitions.
- Include information that directly answers test questions.
- Be created to replace studying.

Examples

Pictures and Images:



Represents: economic growth

Sketches/Cartoons



Represents: gender equality



Formula:



Represents: $F=mg$ (Force=mass times acceleration)

Acronyms:

HOMES

Represents: The Great Lakes (Huron, Ontario, Michigan, Erie and Superior).

Abbreviations:

qty = quantity

= number

Mnemonics:

Never Eat Shredded Wheat

Represents: North, East, South and West

Memory Aid Accommodation Creation Process

Once a Memory Aid accommodation is approved by an Accessibility Consultant and added to a student's Accommodation Plan, follow the steps below to access Memory Aid Sheets on tests/exams:

Discussion with Professors

- The student emails their Professors early in the semester to discuss their Memory Aid accommodation and the content areas each professor will allow base on each test's learning outcomes.



Sample Email Template

Hello (insert professor's name),

My name is (insert name and student number). I am in your (insert course name). I am a student receiving accommodations from Accessible Learning Services and my Accommodation Plan includes the use of a Memory Aid for tests.

To create these cues, I would like to understand the content areas that will be allowed based on the learning outcomes. My plan is to create the memory aid sheet and submit it to you 7 days prior to the test. Your direction in the content areas and type of memory cues allowed (e.g. acronyms, images, etc.) will help me maintain academic integrity and ensure that it is created in consultation with you.

If you would like to discuss this further, please let me know.

Thank you,

(insert name and student number)

Creation of Memory Aid Sheet

The student identifies and summarizes material throughout the course for possible use on their Memory Aid Sheet. If the student needs support in developing a Memory Aid that meets these guidelines, they may book an appointment with a Learning Strategist in Accessible Learning Services.

Submission of Memory Aid Sheet for Professor approval at least seven days prior to test

- The student compiles their memory cues on one sheet and emails their completed Memory Aid Sheet to their Professor for signed approval at least 7 days prior to their test or as negotiated with their Professor in Step 1.
- For handwritten sheets, students can take a photo with their smartphone or scan the document before emailing it to their professor.
- If the Professor indicates that changes are required to maintain the academic integrity of the test, the student will make the changes and resend by email for approval by the Professor.
- The Professor will email the student confirming the final copy of the Memory



Aid to be accessed on the test.

- For in-person tests, the Professor will submit the approved Memory Aid with the student's test.

Student arranges with Professor to write test with accommodations

- One week prior to the test, the student books their test with the Assessment Centre and reminds the professor of their test accommodations, e.g., extra time and ensures their Memory Aid has been approved.
- If the test is online through the Learning Management System (LMS), the Professor will extend the student's test time, where appropriate, and advise student of any other test instructions and/or policies.

Additional Support

Students and faculty can connect with Accessible Learning Services to discuss implementation of this accommodation. Please contact the Accessibility Consultant listed in the student's accommodation plan.

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Note Taking Services



Note Taking Services



Note Taking Services

The college is legally obligated to provide students with disabilities access to lecture material. This obligation usually supersedes issues around confidentiality and intellectual property. If you have a specific concern regarding note-taking services for your course, please contact the student's Accessibility Consultant.

Note-taking services are an essential accommodation that enables many students with disability-related difficulties with writing or typing notes to access in-class material. Note-taking services are not a replacement for class attendance. Students with note-taking services, like all students, are expected to attend classes regularly.

Additional Ways to Support Your Students:

- Requiring a student using note-taking services to cease recording is only acceptable when all students are prohibited from taking notes. If you are presenting sensitive or confidential information that you do not want audio recorded, you will need to prohibit all students from taking notes, and/or provide an equitable alternative to access the information (e.g., provide a summary of discussion themes to the class).
- The need for note-taking services can be lessened by posting lecture notes to the Learning Management System (LMS). Some professors, for participation marks, assign a different group of students each week to take accurate notes collectively and post them on the LMS to be shared with the whole class.



FAQ for Faculty

1. What is my role as Faculty?

ALS requests that Faculty discuss the note taking accommodation with students when you receive their accommodation plan. When the student presents as wanting to use the accommodation, Faculty should allow students to record lectures.

2. Who can audio record my lectures?

Permission to audio-record lectures is granted through Accessible Learning Services (ALS). Students who have submitted appropriate documentation identifying clear accessibility requirements that can be supported through note taking are approved for this accommodation. Audio recording of lectures for the purpose of note taking is an approved academic accommodation for students with disabilities in accordance with the Ontario Human Rights Code and the Customer Service and Access to Information Standards under the Accessibility for Ontarians with Disabilities Act (AODA).

3. How am I notified of the students note taking accommodation?

Students are encouraged to self-identify. "Audio-recording of lectures" and "note taking services" will appear on the student's Accommodation Plan.

4. What are students doing with the recordings of my lectures?

Students upload the recordings to a secure account provided by a third-party service provider for creation of notes by professional note takers.

5. How is my Intellectual Property protected?

To protect the Intellectual Property rights of George Brown College Faculty, Accessible Learning Service has an Audio Recording Agreement set up with students. Students complete this agreement confirming that they understand the recording is for personal study use only.

6. What agreement is in place with the third-party service provider (note takers)?

The third-party service provider understands that all intellectual property and course content, including but not limited to audio recordings, are provided to the service for the purpose of providing notes, only. The third-party company understands that no materials or course content is to be copied, distributed or shared in any way.



The third-party service provider understands that appropriate action will be initiated should it be found in violation of the agreement. Feel free to contact us for more information.

7. How long will students have access to the audio recording?

ALS encourages students to use the recording of lectures in conjunction with the notes they receive as study tools. While they review the notes, students often listen to the lectures. Students are granted access to the audio recording until the end of the semester, after which ALS instructs the note taking services provider to permanently delete the audio files from the student's secure account.

8. Am I able to require audio recording be turned off at times?

Audio recording of lectures is an accommodation used to provide students access to information presented during class. If there is sensitive or confidential information presented in class where other students are able to take notes then faculty must provide the student with an equitable alternative to have access to this information. The Accessibility Consultant working with the student is available to consult with faculty and student as questions arise.

Contact us should you have any questions or concerns.

FAQ for Students

1. How do I secure the note taking accommodation?

Students who are registered with Accessible Learning Services may have note taking listed on their accommodation plan and would be eligible for support. If you have note taking on your accommodation plan and would like to use the services, your Accessibility Consultant will email a referral to the Note Taking Team. Upon receipt of the referral, the Note Taking team will contact you, via email, with next steps.

2. I am new to Note Taking Services, how do I get more information?

Contact the Note Taking Team by emailing notetakingsj@georgebrown.ca.

3. As a returning student, what is the process?

You will need to contact your Accessibility Consultant to request note taking services for your new classes. Once your Accessibility Consultant sends the note taking request to the note taking team, the note taking team will contact you via email.



4. What can I expect from the note taking service?

Notes are not a transcription, they will detail the main points discussed in class.

If you are using note taking express, the audio recording will be available for you to review until the end of the semester (recordings must be deleted at the end of the semester).

You will receive your notes within 1-3 business days of the class ending.

5. Do I have to provide my own recording device?

You are encouraged to use your own devices to ensure you readily have it available to record a class.

We also offer recorders should you need it.

6. What devices can I use to record my classes?

You may use a cell phone, tablet, digital recorder, laptop or other device that provides a digital audio recording. If you do not have access to a suitable device, please email letstalk@georgebrown.ca for support.

7. How many classes can I receive note taking services for?

You will decide which of your classes require accommodation. You can use the service for all your lectures, if necessary.

8. Do I have to attend classes?

Yes. Note Taking Services does not replace class attendance; a student must be present to record their class to get notes.

9. What is my role in class while I am audio recording?

The notes created from the audio recording are supplemental to your own notes. We encourage you to take notes to match up with your audio recording notes, so that you have highlighted some areas that you find important. Students using the note taking accommodation are encouraged to review the notes from the note taking service and fill in with more detail, as these notes only provide an overview. You may want to fill in detail with the notes you take in class, readings and other materials assigned that week. If you are ever uncertain about what you have



compiled – don't forget, you have access to the audio recording of the lecture to go back to!

10. I have audio recorded the class, now what?

Students who have audio recorded their lecture must upload the audio file to the service to have notes created. Students are welcome to meet with an Adaptive Technologist for training on this. We are happy to guide and assist you through the process until you are comfortable doing it on your own. Please make an appointment at letstalk@georgebrown.ca.

11. When should I upload my audio recordings?

We recommend uploading your audio recordings as soon as possible after your lecture, this will allow you to have the notes to review and add to. Students who leave recordings until the end of the semester may have to wait longer than 72 hours due to backlog.

12. How long until I get the notes?

You should get your notes within 48 hours of when you uploaded the audio recording. At your request, you can be provided with email notifications when your notes are ready.

13. Can I upload recordings other than my lectures for notes?

Unfortunately, no. Note taking services are only available for lectures. Notes provided through our service are a record of information delivered in class only.

14. I was absent from class, what do I do?

You should speak with your faculty member to find out what information you missed. Faculty may be able to provide you with a copy of lecture notes, PowerPoint slides, handouts, and/or other course material that is readily available to assist you with the class you missed.



15. My professor gives out handouts and writes on the board a lot. How do I incorporate these into my notes?

We encourage students to have their handouts organized so that you can easily add your notes to the week that they belong. If your professor writes on the board, you might want to take a picture, so you have a visual to match with your notes. You may also attach a copy of these supplemental materials to the audio recording you upload if you have them in electronic format.

16. What should I do if I encounter a problem with the service?

We want to know if you have any issues, such as concerns about the notes that were uploaded to your account, any delays in service, challenges with uploads, etc. We are here to help! Email Mary Anne Balatero at mbalatero@georgebrown.ca. We encourage you to regularly provide us with feedback about your experience. Do not wait until the end of the semester to have your concerns addressed, we can help now!



Alternatives to Presentations Accommodation Guidelines



Alternatives to Presentations Accommodation Guidelines



In order for students to be approved for Alternatives to Presentations accommodation, the student must present Accessible Learning Services with relevant documentation indicating how their disability impacts their ability to participate in classroom presentations. This accommodation applies to individual and/or group assignment(s) that must be presented to the class. For more information on Group Work dynamics, refer to the [Group Work Faculty Guide](#).

Alternatives to Presentations Accommodation Procedure

- The student provides Accessible Learning Services with relevant documentation supporting the need for presentation accommodations.
- Accessibility Consultant adds “Alternatives to Presentations” accommodation to the Accommodation Plan and discusses options for presentation accommodations with the student.
- At the start of term, the student meets with faculty to discuss the alternatives to presentation accommodation and agrees on a suitable alternative.

Presentation skills as an Identified Learning Outcome

- Students are generally required to master the essential academic requirements of the course’s curriculum. However, it may not be a stated learning outcome that they demonstrate this knowledge through presentation.
- The student can discuss an accommodation for presenting with faculty if presentation skills are not a learning outcome of the course.
- When presentation skills are an evaluated learning outcome, it is important for faculty to clearly state the subset of skills that students are expected to demonstrate in order to explore an alternative approach.



Suggested Alternatives to Presentations

Alternative Setting/Audience

- Presenting individually to the professor.
- Presenting to the professor plus a small group (3-4). This can fulfill any requirements to answer questions, provide feedback on presentation or reflect peer evaluation.

In-Class Presentations

- In the case of individual presentation, option to present as a pair or group.
- A choice in when to complete the presentation (date and/or beginning, middle or end of class).
- In the case of a group presentation, option to divvy up group tasks where student can choose a non-presenting part. This should be discussed with faculty in the beginning to ensure that the student is still meeting the learning outcomes of the course.
- Permission to read from notes, handouts, or a script without penalty.
- Remaining seated while presenting.
- For some students, scripted or predictable portions of a presentation (PowerPoint) does not impact disability where unscripted and unpredictable (question/answer period) portions do. In these instances, the student will meet with their faculty member to discuss alternatives (i.e. – having questions emailed to the student for written responses).

Adaptive Technology

- Videotape or record the presentation to show the professor or in class.
- Develop the presentation using software that allows embedding of audio recording into slides.
- If live presentation skills are not a core competency of the course or is not being evaluated, the student may request the following option:
 - » To work with group members on completing a project but not present with the group (for group presentations).
 - » To present the materials in an alternative manner (i.e. essay, video, resource binder, etc.). This alternative presentation of materials would be graded based on the same rubric as class presentations (for individual presentations).



Implementation Requires Collaboration

The aforementioned is not an exhaustive list of suggestions, and students are advised to:

- Work collaboratively with their professors to arrive at an alternative that is mutually agreeable.
- Meet with their Accessibility Consultant to discuss this accommodation.
- Additionally, Accessibility Consultants are available to support the development of this accommodation as well as discuss any questions, concerns, or feedback from students or faculty.

Additional Support

Students and faculty can connect with Accessible Learning Services to discuss implementation of this accommodation. Please contact the Accessibility Consultant listed in the student's accommodation plan.

These guidelines have been prepared by Accessible Learning Services in consultation with faculty members. We value your ongoing feedback! If you have any questions, concerns or suggestions regarding these guidelines, please contact the Senior Manager, Accessible Learning Services.



Retroactive Accommodations Guidelines



Retroactive Accommodations Guidelines



Retroactive Accommodations Guidelines

The Ontario Human Rights Commission (OHRC): Accessible Education for Students with Disabilities Policy (2018) recognizes that a student's need for academic accommodations may be identified at any point during the semester or year. **An academic accommodation for either a Permanent or Temporary Disability is considered retroactive when the request is made after-the-fact, as the result of a barrier that prevented a student from communicating their need for accommodation.**

Retroactive accommodations are academic accommodations requests submitted after a scheduled evaluation has taken place due to a sudden and significant change that has occurred in the health of a student. Requests should be submitted as early as possible after the student has been deemed well enough to resume academic activities.

Retroactive accommodations requests must be given meaningful consideration. Requests for retroactive accommodations are to be considered on a case-by-case basis.

In the spirit of shared responsibility, should a retroactive accommodation request occur, the student, faculty, and representative(s) from Accessible Learning Services (ALS) should act collaboratively to determine a solution. All parties are expected to act in good faith as they negotiate a reasonable outcome that satisfies essential learning requirements, preserves academic integrity, and addresses the student's need for accommodation. Each stakeholder has responsibilities in the retroactive accommodation process.



Process for Accessing Accommodations Retroactively:

- Student provides documentation to ALS that indicates the functional impact of their disability and the length of time the impact was and/or will be present.
- Accessibility Consultant communicates student's need for retroactive accommodation to Faculty by email to determine appropriate arrangements and next steps.
- Faculty will work with Student and Accessibility Consultant to determine work that was missed and propose submission date(s). See example of Proposed Work Completion Plan below. Accessibility Consultant is available to facilitate and/or support this process and can refer the student to a Learning Strategist for assistance with creating a Work Completion Plan.
- Student and Accessibility Consultant coordinates date to complete missed tests/exams with Faculty, including booking test/exam with Assessment Centre as appropriate. Faculty provides test/exam to student virtually or to Assessment Centre, as required.

The Student is responsible for:

- Communicating their needs (to faculty or to ALS) in a timely way;
- Providing documentation that indicates the functional impact of their disability as well as the timing and duration of the impact;
- Participate actively in the retroactive accommodation process to find a solution.

The Faculty is a subject matter expert responsible for:

- Determining if a learning outcome has been met and recognizing that a learning outcome can be met in more than one manner;
- Developing and evaluating the method of measure/evaluation/grading used to assess learning (in an alternate manner, if necessary); and
- Consulting with ALS and the student in the process.

The Accessibility Consultant is responsible for:

- Ensuring that the request for retroactive accommodation is considered and meets the duty to accommodate;
- Receiving, reviewing, and interpreting relevant documentation from the Student, while ensuring confidentiality;



- Suggesting options for the Student and the Faculty to consider, not advocating for any one specific option, and ensuring that the Student has an equalized opportunity to demonstrate mastery of course outcomes;
- Working collaboratively with the Student and the Faculty to determine the most appropriate way to address a retroactive accommodation request.
- Considering safety. For coursework, placements, or evaluations involving performance or demonstration of practical skills where the application of an accommodation may cause safety concerns, those academic accommodations may not be granted.

Strategies for Faculty

Faculty may wish to consider the use of the following strategies to support the student:

- Assess outstanding gaps in Student’s demonstration of learning through missed assessment(s) or evaluation(s).
- Develop the method of measurement to determine if an outcome has been met (recognizing that an outcome can be met in more than one way). Consider alternate assessments or evaluations if deemed appropriate.
- Provide clear instructions to Student (both verbally and in written form) including new deadlines for the evaluation/assessment(s) necessary for completion of the course.
- Consult with Accessibility Consultant in the process of implementing the accommodation as needed.

Should stakeholders be unable to reach a consensus on what constitutes a “reasonable” Accommodation, the Manager of ALS will contact the relevant Faculty Office/Chair/Dean to discuss Student’s request for retroactive accommodations to support a decision in a timely manner.



Proposed Work Completion Plan

Student Name:

Student Number:

Identified Courses with Outstanding Work

Course Code and Name	Faculty Name and Email	Type of Assessment (i.e. – test, assignment, presentation, etc.) and What is it weighted (%)	Original Due Date	Negotiated Due Date	Mark Received	Ongoing Communication with Faculty
JAVA	James Smith jsmith@georgebrown.ca	Assignment (25%)	Oct. 7, 2020	Dec. 7, 2020	17/25	
Intro. to Data						
Computer Math						

Additional Support

Students and faculty can connect with Accessible Learning Services to discuss implementation of this accommodation. Please contact the Accessibility Consultant listed in the student's accommodation plan.

These guidelines have been prepared by Accessible Learning Services in consultation with faculty members. We value your ongoing feedback! If you have any questions, concerns or suggestions regarding these guidelines, please contact the Senior Manager, Accessible Learning Services.



Test Accommodations Instructions



Test Accommodations Instructions



Students Requiring Testing Accommodations – January 2023

Please note the following:

- Tests must be booked AT LEAST 7 days before your test date.
- *PLEASE NOTE: The Assessment Centre will be able to provide accommodations from 8am to 5pm.
- Students who arrive late for their test may have to be rescheduled.

ONLINE CLASSES

- If you require a reader or scribe, please book your test using the emails below. We will set up an online ZOOM appointment for you to receive your accommodations.
- If you only require extra time please speak with your professor to have it added to your online test and continue to write your test with the rest of your class online.

IN-PERSON CLASSES

- If you are taking classes in-person, you will be able to use the Assessment Centre at your campus for all accommodations on your profile. These include: extra time, reduced distraction, reader/scribe, adaptive technology, access to test alone rooms.

HOW TO BOOK A TEST

In-Person: You can stop by the Assessment Centre on your campus to book your appointment in-person Monday to Friday from 10am until 2pm.

By email: Please book your appointment by using the email below that corresponds to the campus your program is taught at and copying your professor on the email



booking.

- ST. JAMES – booktest@georgebrown.ca
- WATERFRONT – wfboktest@georgebrown.ca
- CASA LOMA – clbooktest@georgebrown.ca

When booking your test please include the following in your email:

- Is this test in-person or online:
- Name:
- GBC ID#:
- Date of Test:
- Time of Test:
- Length of Test (in-class):
- Name of Professor:
- Name of Course:

Locations

CASA LOMA CAMPUS

Building C, Room C343 (Access through Library)
160 Kendal Avenue, Toronto, ON M5R 1M3

WATERFRONT CAMPUS

5th floor, Room 532 (Access through Library on 6th Floor)
51 Dockside Drive, Toronto, ON M5A 0B6

*ST. JAMES CAMPUS

2nd floor, Room 275A
200 King Street East, Toronto, ON M5A 1J7

*PLEASE NOTE: Due to the ongoing construction at ST. JAMES CAMPUS the most efficient directions to get to the Assessment Centre are to enter through the main entrance on King East head down the ramp to the basement, take the elevator to the second floor we are located directly off the elevator to the left.



Additional Support

Students and faculty can connect with the Assessment Centre to discuss Assessment Centre bookings, process and procedures. Please contact the Assessment Centre staff relevant to your campus.

These guidelines have been prepared by the Assessment Centre. We value your ongoing feedback! If you have any questions, concerns, or suggestions regarding these guidelines, please contact Jeff Reynolds, Manager of Assessment Centre Operations (jjreynol@georgebrown.ca).



Test Accommodations Instructions



INFORMATION FOR FACULTY REQUIRING TESTING ACCOMMODATIONS – DECEMBER 2022

Please note the following:

- Tests must be booked by students AT LEAST 7 days before the test date.
- *PLEASE NOTE: The Assessment Centre will be able to provide accommodations from 8am to 5pm.
- Students who arrive late for their test may have to be rescheduled.

ONLINE CLASSES

- If a student in your class requires a reader/scribe or adaptive technology, the Assessment Centre will accommodate these students online via ZOOM on a one-to-one basis.
- Please be sure to remove the lockdown browser and add extra time for the student, if listed on the student's accommodation plan.
- If a student only requires extra time, we ask that you continue to provide this online through the Learning Management System (e.g. Blackboard, BrightSpace).
- Please submit any required proctor guidelines to the email that corresponds to the campus where the program is taught.

IN-PERSON CLASSES

- If a student in your class is taking classes IN-PERSON ON CAMPUS, they will have access to the Assessment Centre that corresponds to the campus their class is scheduled.
- The student will have access to the test accommodations on their profile. These may include: extra-time, reduced distraction, reader/scribe, adaptive technology, access to test alone rooms, etc.



HOW TO SUBMIT A TEST

In-Person: Tests can be dropped off in person at the Assessment Centre that corresponds to the campus the class is scheduled.

By email: Please submit your test/exam to the email below that corresponds to the campus the class is scheduled.

- ST. JAMES – submittest@georgebrown.ca
- WATERFRONT – wfsubmittest@georgebrown.ca
- CASA LOMA – clsubmittest@georgebrown.ca

When submitting your test please include the following in your email:

- Is this test in-person or online:
- Time of test:
- Your name:
- Date of Test:
- Time of Test:
- Length of Test (in-class):
- Student Name:
- Name of Course:
- Instructions for test (if applicable):

Locations

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Reduced Tuition Fee Policy for Students with Disabilities



Reduced Tuition Fee Policy for Students with Disabilities



ACCESSIBLE LEARNING SERVICES & OFFICE OF THE REGISTRAR

Reduced Tuition for Students with Disabilities

Students with a permanent disability who require an accommodation of a reduced courseload may be eligible to pay a reduced tuition fee of \$20 per course for the final courses required to complete your program.*

What you need to know to be eligible for reduced fees:

- You must be in an eligible post-secondary program and be identified by the Accessible Learning Services Office as a student that has the need for a reduced courseload.
- Tuition fees for the program must be paid in full before you are eligible to pay reduced fees.
- The total tuition fees must equal the tuition fees as a student who completed the same program in the approved duration would pay if taking the program in the same academic years as well as delivery format. This includes any applicable annual tuition increases.
- Only applies to your existing program of study. If you switch programs at any time, the calculation of your tuition fees starts over from the beginning.
- Reduced tuition fees only apply to courses that you have dropped before the official last day to withdraw. If you fail a course, the course is NOT included in the calculation of your total tuition fee.
- Reduced tuition fee does not include insurance, please contact the Student Association to opt into insurance.



FREQUENTLY ASKED QUESTIONS

ARE ALL PROGRAMS ELIGIBLE FOR THE REDUCED FEE?

- Only postsecondary programs that are funded through the general purpose operating grant are eligible for the reduced fee. Most programs are eligible but if you have any questions, please contact the Registration Office.

ARE INTERNATIONAL STUDENTS ELIGIBLE FOR THE REDUCED FEE?

International students are eligible for modified fees.

IS THERE A DEADLINE THAT THE STUDENT MUST BE IDENTIFIED BY?

The Registrar's Office should be notified in the term the reduced courseload is to begin by submission of a signed Student Action Form. A student must identify before they become eligible for modified fees. We will not retroactively adjust fees for a student from previous terms.

HOW MANY TIMES CAN A STUDENT REPEAT A COURSE?

If a student fails a course after they are eligible to receive the reduced fee of \$20.00 per course the student pays the \$20.00 to repeat the course in order to complete the program. In accordance with 6.1 of the College Policy a student may repeat a failed course two times.

WHEN IS A STUDENT ELIGIBLE FOR THE REDUCED TUITION FEE?

A student cannot become eligible for the reduced fee in a term earlier than the approved duration. For example, if the approved duration of a program is six semesters, the first semester for which the student may be eligible for the reduced fee is the seventh semester, that is, the first additional term beyond the approved duration.

This applies to students even if they are in their final semester and are only taking one course – they cannot take the extra course for the reduced fee until the following semester.

A student must also have paid the equivalent to full time tuition fees for their entire program before they are eligible for modified fees. In addition, any failed courses will be adjusted against the tuition threshold and must be paid for in full again before the student is eligible for modified fees.



ARE BACHELOR OF SCIENCE NURSING STUDENTS (S118) ELIGIBLE FOR THE REDUCED FEE?

S118 students are not eligible for the reduced fee. The College will assist in supporting students that are registered for this program for the period that they are attending GBC, so they are not adversely affected.

Reduced Tuition Fee Policy Example

Your program is 6 semesters long. The tuition fee for each semester is \$1,000. That means the total tuition fees for your program are \$6,000.

- In the fall semester, you pay \$1,000 in tuition. You drop 2 courses, and you do not get a tuition refund. In the winter semester, you pay \$1,000 in tuition. You drop 1 course, and you do not get a tuition refund.
- In the summer, you decide to pick up the three courses that you dropped in the fall and winter semesters. You will have to pay the full tuition for each of these courses. Let's assume that the fee is \$500 per course – that equals \$1,500.
- You have now paid for \$3,500 in tuition.
- In the following fall semester, you pay \$1,000 in tuition. You drop 1 course, and you do not get a tuition refund. In the winter semester you pay \$1,000 in tuition. You drop one course, and you do not get a tuition refund.
- That summer, you take the 2 courses you dropped in the fall and winter, for which you pay \$500 per course – that equals \$1,000 in tuition.
- You have now paid a total of \$6,500 in tuition. That equals your full program fees, plus an extra \$500. But you still have 2 regular semesters left before you complete your program.
- When you pay your tuition fees the next fall, the Registration department will review your fees. They will take into account the \$500 "extra" you have paid in tuition, plus they will now put your tuition cap in place.
- You will receive reimbursement based on your overpayment and you will pay \$20 per course, plus ancillary fees.
- From the \$1,000 you paid in the fall; they will recalculate your tuition and give you a refund based on the overpayment and the new cost of your remaining courses.
- Come the winter, your tuition fees will be based on the rate of \$20 per course, plus ancillary fees. ALL remaining courses that you need to take to finish your program will be charged at \$20.00 until you complete your program.



For more details on your tuition fees, please speak with your Accessibility Consultant.

Additional Support

Students and faculty can connect with Accessible Learning Services to discuss implementation of this accommodation. Please contact the Accessibility Consultant listed in the student's accommodation plan.

These guidelines have been prepared by Accessible Learning Services in consultation with faculty members. We value your ongoing feedback! If you have any questions, concerns or suggestions regarding these guidelines, please contact the Senior Manager, Accessible Learning Services.

