

Accessible Learning Services

Academic Accommodation Summaries

Academic accommodations are intended to provide students with equitable access to education, including learning and assessment opportunities. Academic accommodations should not fundamentally alter essential requirements or learning outcomes for courses or programs. They are intended to provide opportunities for students with disabilities to demonstrate their knowledge and skills and reduce barriers to education.

Classroom Accommodations

These accommodations are specific to the classroom, including assignments and other assessments that are not considered “tests”.

General

Accommodation	Summary	Application & Responsibilities		
		Student	Faculty	Accessible Learning Services
Absence due to medical reasons	The Student has provided documentation that identifies condition(s) that impact their attendance with greater frequency than Students without this accommodation. It is important to note that this differs from the occasional absence due to seasonal or acute illnesses.	• The Student will notify their Instructor (in advance when possible) for any classes they are unable to attend or tests/deadlines they need to reschedule • The Student should contact the Instructor at the beginning of the course to clarify how to communicate these absences	• For classes with participation or attendance requirements, the Student should not be penalized for their inability to attend class due to their documented disability. • The Instructor should contact Accessible Learning Services if they are concerned about the frequency or duration of absences and impact on the student’s ability to meet course outcomes	• Accessible Learning Services will coordinate with the Instructor and Student to reschedule test(s) and/or review prospective solutions to missed assessments. • In the event of disagreement between Instructor and Student, Accessible Learning Services will review the solutions proposed by all parties and advise on what would be reasonable accommodation(s).
Closed-Captioning/ Subtitles	Subtitles/captions, and/or transcript required for any auditory communication with the Student.	n/a	• The Instructor is responsible for ensuring all course material meets this requirement.	n/a
CART (Communication Access Realtime Translation)	A live, word-for-word speech to text/transcription service which enables individuals to read what is being said in group settings and at personal appointments.	• The Student will notify Accessible Learning Services of their confirmed class schedule and indicate when they will require Sign Language Interpreter(s), well in advance of the start of classes to allow time to arrange this resource.	• The Instructor should contact Accessible Learning Services for any questions regarding implementing this accommodation.	• Accessible Learning Services will facilitate setting up this resource for relevant scenarios in which other
Extra travel time between classes	The Student requires additional travel time for back-to-back classes. The Student may leave early or arrive late without academic penalty.	• At the beginning of the course, the Student will notify their Instructor of any classes scheduled immediately before or after. • The Student will self-manage this and balance the amount of time missed between different courses to the best of their ability.	• Arriving late or leaving early will not impact the Student’s marks (including participation) on the designated days. • The Instructor will communicate any in-class assessments to the Student in advance.	n/a

Flexible Deadlines	The Student may require extra time on assignments; however, this is not automatically applied.	• Students are responsible for notifying their Instructor (in advance whenever possible) when they need extension(s) • It is recommended that the Student follows any verbal communication with the Instructor with an email outlining the new deadline.	• The Instructor is responsible for responding to the Student in a timely manner and may respond that the new deadline: ○ is approved, as requested. ○ cannot be approved, with the Instructor providing an alternative extension. ○ is not approved, and cannot be extended, with sufficient rationale as to why it is not possible. • It is recommended that the Instructor follows any verbal communication with the Student with an email outlining the new deadline. This acts as a record in the event of any disagreement about late marks.	• In the event a Student and Instructor disagree with what extension is reasonable or should/can be accommodated, Accessible Learning Services will act as a resource for both parties to identify a reasonable solution. • If an agreement cannot be made, Accessible Learning Services, may refer disagreements to the Department Head, Dean, or designate.
FM system	The Instructor will use an FM system in class to enhance their communication directly with the Student. FM systems can be considered personal microphones that enhance audio for Students with compatible Assistive Technology.	• The Student will provide the FM system to the Instructor at the beginning of each class.	• The Instructor will receive the system at the beginning of each class, wear it during the entire class, and return it to the Student at the end of each class.	• Accessible Learning Services will coordinate between the Student and Instructor and facilitate training as required.
Recorded lectures	The Student may use a personal device to make audio recordings of lectures in lieu of, or to supplement, written notes.	• Before the first recording session of each course, the Student will notify their Instructor that they intend to record lecture material, as outlined in their accommodations. • The Student will stop/pause the recording for any material not presented by their Instructor (such as class discussion) and may not post, make public, or otherwise share these recordings or portion(s) thereof.	• This requirement may already be met by Instructors who provides lecture recordings to the entire class.	n/a
Sign Language Interpretation	Sign Language Interpreter(s) will attend the class and locate themselves at or near the front of the classroom. The Student requires a seat with clear sightlines to the interpreter and slides etc., typically near the front of the classroom.	• The Student will notify Accessible Learning Services of their confirmed class schedule and indicate when they will require Sign Language Interpreter(s). • The Student will notify Accessible Learning Services well in advance of the start of classes to allow time to arrange this resource. • If the Student chooses to provide their own interpreter, they will contact Accessible Learning Services to discuss any other necessary considerations	• Instructors are asked to maintain a steady pace with their lecture, allowing time for pauses so interpreters have an opportunity to convey all of the information • Instructors are also asked to provide access to the learning material to the Interpreters so that they are familiar with the content that they are interpreting.	• Accessible Learning Services will coordinate this service upon receipt of the Student's confirmed schedule, at no cost to the student. • In the event the Student has a current Service Provider, Accessible Learning Services will facilitate using that provider whenever possible, including costs associated with interpretation services for their academics

Copy of lecture notes	The Student requires a copy of lecture materials/notes from the Instructor in advance of or after each class. This requirement may already be met by Instructors who provide lecture materials to the entire class.	• The Student is responsible for contacting their Instructor and Accessible Learning at the beginning of the course to confirm what materials will be available.	• The Instructor will provide their notes/lecture material to the Student in advance of or after each class. • This accommodation does not require the Instructor to create additional lecture material.	• Accessible Learning Services recognizes that Instructors have different methods to prepare for lecture and class. • Upon request, Accessible Learning Services will coordinate between the Student and Instructor.
Notetaker	The Student may be supplied with lecture notes taken by a peer who receives an honorarium for their services.	• To receive access, the Student must submit a request through the Accommodate portal for the specific course(s) they require notes.	n/a	• Accessible Learning Services coordinates all aspects of the Peer Notetaker process.
Movement breaks/breaks during class	The Student may require breaks or move during class, including leaving their seat and/or stepping out of the classroom.	• The Student will self-manage this need and may take breaks as needed. • If the Student exercises their freedom to move while remaining in the classroom, it is asked that they do so at the side or back of the class to avoid blocking sightlines and respect the learning needs of others.	• If the Student is impacting the sightlines of others, the Instructor may ask that they move to a different location in the classroom.	n/a

Testing Accommodations

These accommodations are specific to tests, midterms, exams, and other timed assessments. Students are responsible for following all testing procedures. Unless otherwise specified, Students must write in an alternative location managed by Accessible Learning Services to implement their other testing accommodations.

Accessible Learning Services requires reasonable notice to coordinate Test Requests. Unless otherwise noted in this document, the required minimum notice is:

- **Tests, Midterms, & Quizzes** must be submitted at least 7 days in advance
- **Final Exams** must be submitted at least 4 weeks in advance

We recommend that Students submit all of their Test Requests at the beginning of the course to reduce the opportunity of missing this deadline.

The Student must ensure that every accommodation they wish to apply to a specific test is included in their Test Request. If the Student does not include an accommodation in a Test Request, it cannot be provided. Unless due to unforeseen circumstances, Accessible Learning Services is unable to schedule late Test Requests. If a Student believes that their situation qualifies, they should contact Accessible Learning Services to review options.

General

Unless otherwise specified, Accessible Learning Services is responsible for coordinating all testing logistics including room bookings, Proctor services, and any additional steps required to maintain academic integrity during accommodated tests.

Accommodation		Application & Responsibilities		
Summary		Student	Faculty	Accessible Learning Services
Clarification on questions	The Student may require additional clarification or paraphrasing for written or oral communication.	• The Student will notify the Proctor of any areas needing clarification during tests.	• The Instructor needs to be reachable during the testing time and should confirm their contact information with Accessible Learning Services at the same time they submit the testing material	• Accessible Learning Services and/or the Proctor will communicate with the Instructor as needed during the test time • During a test, the Instructor may be contacted by Accessible Learning Services or

			Instructors should consider that Students with this accommodation often do best when provided with explicit expectations and/or clear step by step instructions	the Proctor to rephrase or clarify aspects of the tests.
Decreased lighting	A testing room with low(er) lighting will be provided upon request for the Student to write their tests.	n/a	n/a	n/a
Extra time	The Student receives extra time, as specified in their accommodation letter, for timed assessments. For example, if a student’s time accommodation is time and a half (x1.5), they would receive 90 minutes to complete a 60 minute test. In most cases Students with extra time accommodations will be scheduled to begin the test at the same time as all other students.	- For in-person tests, the Student must follow Accessible Learning Services Test Request Process. - The Student must specify any potential scheduling conflicts, such as other classes, tests, etc. - For online tests that can be written anywhere, the Student has no additional responsibilities and does not submit a Test Request.	For an online test, the Instructor will apply additional time directly to the online test.	For in-person tests, Accessible Learning Services will provide a Proctor and coordinate the rest of the Student’s testing needs.
Private Testing Room	The Student will be provided a private, Proctored testing space for in person tests, quizzes, and exams when available. As private spaces are limited, they are allocated on a first come first serve basis. Access cannot be guaranteed during busier test days/times.	n/a	The Instructor will notify Accessible Learning Services of any courses/tests which require access to laboratory equipment to determine how this accommodation may be applied.	Accessible Learning Services will communicate with the Student if this accommodation cannot be applied as written and review potential alternatives.
Small Group Testing Room	Students with this accommodation receive priority for seats in our small group testing locations (6-12 Students in a room). As spaces meeting these requirements are limited, seats are assigned on a first come first basis. Once capacity is reached, the Student may be scheduled in a larger testing space (Average 20, however, may be up to 40 Students).	n/a	- It is asked that the Instructor provides the test and instructions to Accessible Learning Services a minimum of 1 business day in advance - The Instructor will notify Accessible Learning Services of any courses/tests which require access to laboratory equipment to determine how this accommodation may be applied.	- Any courses/tests that require additional equipment will be reviewed with the Instructor. - Accessible Learning Services will communicate with the Student if this accommodation cannot be applied as written and review potential alternatives.
Reader	A Proctor will read questions and instructions from the test verbatim (word-for-word) to the Student.	The Student may ask the Proctor to adjust their speed, repeat, start, or stop reading sections.	n/a	The Proctor may not interpret questions, answers, or correct spelling errors.
Writer/Scribe	A Proctor will transcribe the Student’s words verbatim (word-for-word) and may ask for clarification on key terminology.	The Student is responsible for spelling. For instance, if they are using scientific terminology, it is expected that the Student clarifies how to spell terms etc.		
Scheduling Consideration				
Students have provided information/documentation to support accommodations regarding scheduling changes. Students will use the “Alternative date/time scheduling conflict form to confirm alternative date(s) with their Instructor’s before submitting their test requests to Accessible Learning Services.				

Accommodation		Summary	Student	Application & Responsibilities	
				Faculty	Accessible Learning Services
No Evening Tests/Exams		The Student is unable to write evening Exams and will be rescheduled to an alternative date/time in consultation with the Instructor.	The Student will ensure that this accommodation is selected for Final Exams that they wish to apply this accommodation for.	Once notified, the Instructor will review the test/exam, and discuss alternative timelines with the Student and Accessible Learning Services.	Once an alternative date/time has been confirmed, Accessible Learning Services will coordinate the rest of the Student’s testing needs.
One Final Exam/24 hours		The Student is not required to write more than one final exam within a 24-hour period.	The Student is responsible for notifying the Instructor and Accessible Learning Services whenever they have final exam(s) that require this to be implemented.	Once notified, the Instructor will review the exam, and discuss alternative timelines with the Student and Accessible Learning Services.	Once an alternative date/time has been confirmed, Accessible Learning Services will coordinate the rest of the Student’s testing needs.

Memory Aid

A double-sided piece of letter sized (8.5"x11") paper developed by the Student in advance to provide prompts during testing where notes would not otherwise be permitted. This accommodation is not a substitute for studying and differs from a "cheat sheet" as it won't help if the Student has not learned or understood the course material. All Memory Aids are individual to the Student and test and may not provide answers.

If a Student has multiple types of Memory Aids, they may not exceed the overall parameters of a single sheet of paper previously noted. For more information on Memory Aids, please see "Developing Memory Aids and Procedures", available on our website.

Accommodation		Summary	Student	Application & Responsibilities	
				Faculty	Accessible Learning Services
Memory Aid: Cue sheet		Cue sheets may include: acronyms, names, dates, key terms, word lists, short phrases, definitions, pictures, diagrams, Tables, charts etc.	- The Student will submit their memory aid to the Instructor in advance of the test for review. - The Student will revise items on their memory aid as needed to reflect the Instructor’s feedback and resubmit for review. - It is recommended that the Student submits their memory aid a week in advance to allow for enough time for the approval process to be completed	- Each memory aid must be reviewed and approved by the Instructor in advance of the test and may require revision if it contains specific learning outcomes. - The Instructor will indicate their approval by signing the memory aid and/or emailing the approved copy to Accessible Learning Services.	- Upon request, Accessible Learning Services may facilitate communication between Student and Instructor - In the event of disagreement between Instructor and Student, Accessible Learning Services will review the material and advise on possible solutions. - Accessible Learning Services will apply their discretion to include the Department Head, Dean, or designate for further review.
Memory Aid: Formula sheet		A formula sheet (unlike a cue sheet) may have full formulas and may be used in addition to formulas provided by the Instructor. However, it may not include how to use those formulas.			
Memory Aid: Word bank/term sheet		A word bank may include vocabulary, key terms and/or lists of words.			

Alternative Assessments

Alternative assessments provide the Student opportunity to articulate their comprehension of the course material in method(s) other than originally outlined by the Instructor. Any alternatives are expected to allow equivalent assessment of the Student’s learning. Given the variation between course design, Faculty instruction methods, and Student needs, implementing alterative assessments is considered a collaborative process that involves the Student, Instructor, and Accessible Learning Services.

Instructors who believe that their course meets the threshold for exclusion from one of these accommodations should contact Accessible Learning Services directly to review.

General					
Accommodation		Summary	Application & Responsibilities		
			Student	Faculty	Accessible Learning Services
Alternate Participation	The Student may participate in ways other than assigned and/or have their participation assessed through alternate criteria.	At the beginning of the course, the Student will review the course syllabi and/or assignment outlines and contact the Instructor to discuss alternatives as supported by their accommodation(s)	- The Instructor will provide the Student with alternative assessment criteria, including the ability to participate in ways other than assigned. - Once agreed upon, this should be provided in writing to the Student with a copy sent to Accessible Learning Services (email cc).	- Upon request, Accessible Learning Services may facilitate communication between Student and Instructor. - In the event of disagreement between the Student and Instructor, Accessible Learning Services will review the solutions proposed by all parties and advise on what would be reasonable accommodation(s). - Accessible Learning Services will apply their discretion to include the Department Head, Dean, or designate for further review.	
Alternative to Groupwork	The Student will be provided an individual assignment that allows for equivalent assessment of their learning.				
Alternative to in-class Presentations	The Student will complete an alternative assessment instead of an in-class presentation. Alternatives may include a pre-recorded presentation, presenting only to the Instructor, or other equivalent options.				
Alternative Testing Format					
Students may also require that tests be completed in alternative formats, such as braille, blue paper etc., that enables them to complete the same assessment while addressing the barrier represented by the standard format. In addition to the standard Testing Accommodation timelines, Students must follow any additional timelines indicated in the relevant accommodations. This will ensure that all arrangements are completed in advance of any testing dates.					
Accommodation		Summary	Application & Responsibilities		
			Student	Faculty	Accessible Learning Services
Large font format	The Student’s tests will be provided in large font (Arial 18pt).	The Student will ensure this accommodation is selected for each Test Request they wish to apply it to	Upon request, the Instructor will supply Accessible Learning Services with the digital version of testing material.	Accessible Learning Services will adjust the formatting as necessary before providing it to the Student at the scheduled test date/time.	
Blue paper format	The Student’s test will be printed on blue paper.				
Braille format	The Student’s test will be provided in braille. <i>While this accommodation specifies tests, Accessible Learning Services will facilitate access to Braille based course materials upon consultation with the Student.</i>	- The Student will coordinate with Accessible Learning Services at the beginning of each course to confirm which materials they would like to access in braille. - The Student will ensure this accommodation is selected for each Test Request they wish to implement it in	- At the beginning of the course, or upon implementation of this accommodation, the Instructor will be contacted to review timelines necessary to transpose materials into Braille - The Instructor will supply Accessible Learning Services with the digital version of testing material in advance of each test date on the timeline previously reviewed	Accessible Learning Services will facilitate sourcing the testing material in braille before providing it to the Student at the scheduled test date and time.	
Electronic format	The Student requires a digital version of the test instead of physical/paper copy to complete it using approved Assistive Technology (screen reader etc.).	The Student will ensure this accommodation is selected for each Test Request they wish to apply it to	The Instructor will supply Accessible Learning Services with the digital version of testing material to accompany all	Accessible Learning Services will provide the test to the Student at the scheduled test date and time.	

Assistive Technology

Software or hardware that supports the Student's learning needs, and may be used during all types of assessments. Assistive Technology (AT) software programs being used during closed book tests and other timed assessments must be explicitly approved by Accessible Learning Services in advance. Different types of AT may require different steps to verify appropriate use during tests, all of which are managed by Accessible Learning Services and the Proctor. Unless otherwise specified, the Student is responsible for providing their own devices and software.

Each Test Request the Student submits to Accessible Learning Services must include all Assistive Technology they wish to use for that test.

Accommodation	Summary	Application & Responsibilities		
		Student	Faculty	Accessible Learning Services
Calculator	The Student is permitted to use a calculator for mathematical equations.	n/a	n/a	The device will either be checked before each test or provided by Accessible Learning Services.
C-Pen	The Student may use a device that scans words or phrases and says them orally during tests. As Accessible Learning Services has limited C-Pens available, Students are prioritized for these on a first come first served basis.	n/a	n/a	If all C-Pens are assigned during a particular test date/time, Accessible Learning Services will work with the Student to identify reasonable alternatives.
Laptop	The Student may use a computer during tests and exams to answer written questions. The Student may also use a laptop in classroom where this may not be otherwise permitted.	The Student is responsible for providing their own laptop/tablet.	n/a	The device will be placed in airplane mode and be verified by a Proctor to adhere to our testing procedures in advance of each test.
Mind-mapping Software	The Student may use software which allows them to organize their ideas visually during assessments.	The Student is responsible for ensuring that their preferred software is on the approved list	n/a	Accessible Learning Services will review and confirm if a specific software program can be used or provide alternative suggestions for testing.
Medical Monitoring	The Student requires access to a device to monitor their medical needs. This may be a specific device or software on a smartphone, or a wearable device.	The Student will keep their device facedown at their desk during testing, and not check their device except to review medical alerts.	n/a	n/a
Music	The Student may listen to sounds or music during assessments.	- Before testing begins, the Student will review their playlist with the Proctor and press start. - The Student will not have access to their device/application during testing.	n/a	n/a
Noise-cancelling Headphones	The Student may use noise cancelling headphones or earbuds during assessments.	n/a	n/a	A Proctor will verify that they are not connected to a device before testing begins.
Speech to Text	The Student may use dictation/transcription software for written assessments.	The Student is responsible for ensuring that their preferred software is on the approved list, or request that it be reviewed well in advance of the test.	n/a	Accessible Learning Services will review and confirm if a specific software program can be used or provide alternative suggestions that may reasonably meet the Student’s accommodated need.
Spelling and/or Grammar	The Student may use software which identifies errors and recommends changes for spelling and grammar.			
Text to Speech	The Student may use software to verbalize written communication during assessments.			

Dictionary/Thesaurus	The Student is permitted a dictionary and/or thesaurus during assessments.	n/a	The Instructor will notify Accessible Learning Services if a test requires the Student to provide definitions reasonably expected to be in a dictionary. The Student would instead be provided modified access.	- The device will either be checked before each test or provided by Accessible Learning Services. - Accessible Learning Services will manage modified access during the test.
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Other Accommodations

These accommodations are not specific to the classroom or testing situations.

Accommodation	Summary	Student	Application & Responsibilities Faculty	Accessible Learning Services
Elevator/Main Floor Access	The Student requires classes, meetings, tests, and campus housing in a space accessible by elevator or main floor entrance.	It is recommended that the Student notify Accessible Learning Services of any needs that may impact their ability to physically navigate campus in advance of their arrival.	If the Instructor is able to address the issue in the moment (moving a chair so the hallway isn't blocked etc.) they should do so.	Accessible Learning Services will notify the relevant departments, including the Registrar's Office, Residence Life, and/or Physical Plant to ensure Student's who have identified this need have access to required campus spaces.
Forgiveness of spelling/grammar errors	When marking the assessment, the Instructor will focus on the content and will not deduct marks for spelling and/or grammatical mistakes, unless those are designated learning outcomes of the course (ex: language-based courses such as French, English, etc.). An example of Instructors using this accommodation can be if the spelling is close to the word, the student will not be deducted the mark. Alternatively, if the Instructor is unsure of the word, they can meet with the student to review, and if the student verbally says the word, the mark is not deducted.	n/a	Instructors who believe that their course meets the threshold for exclusion from this accommodation should contact Accessible Learning Services directly to review.	- Accessible Learning Services will review course requirements with the Instructor. If the course learning outcome(s) are deemed to meet the threshold of exclusion, the accommodation may be partially implemented or otherwise adapted. - In the event of disagreement over what qualifies as a designated learning outcome, Accessible Learning Services will apply their discretion to include the Department Head, Dean, VP Academic or designate for further review.
Program/degree language requirement exemption	The Student is confirmed exempt from the language requirements of their degree and will be provided with alternative course(s) to complete in lieu of this requirement.	It is recommended that the Student initiates this discussion at the soonest possible time to not impact potential graduation timelines.	n/a	- Accessible Learning Services will facilitate this with the Department Head or Registrar's Office to ensure the Student opportunity to meet their program requirements. - Alternative courses are reviewed on a case-by-case basis between the Program Head, Student, and Accessible Learning Services and may not be available every semester.

No evening classes	The Student isn't required to take evening classes.	The Student will notify Accessible Learning Services if a required course is only offered in the evening.	n/a	Accessible Learning Services will coordinate with the Department Head and/or Registrar's Office to ensure the Student has opportunity to meet their program requirements.
Reduced course load	The Student may enroll in a reduced courseload (minimum 6 credit hours) without impacting full-time Student status unless required for International Student study permits. The Student will be eligible for internal scholarships while taking a lower courseload, however specific requirements may vary.	The Student is responsible for disclosing their scholarship, Student loan, and study permit status to Accessible Learning Services.	n/a	- Accessible Learning Services will notify Scholarship & Financial Aid and Registrar's Office. - Financial Aid will review and confirm the Student's adapted scholarship eligibility requirements.
Seating Consideration	The Student may need to change between sitting and standing throughout the lecture/lab and may require a seat to be located nearby.	The Student will review seating needs at the start of each semester and/or upon determining that the standard learning environment requires adjustment to meet their accommodation	If required, the Student may request assistance from the Instructor with seating arrangements.	Accessible Learning Services will notify the Instructor of the specific seating requirements, such as the ability to sit during activities that typically require large amounts of standing, etc.

To receive accommodations at Acadia University, Students must complete the intake process with Accessible Learning Services and provide appropriate documentation. Accessible Learning Services, on behalf of Acadia University, is responsible for administering Acadia's Duty to Accommodate, as outlined by [Nova Scotia's Accessibility Act](#) and Human Rights Legislation.

Terms of Reference	
Accessible Learning Services	Accessible Learning Services staff member(s) and/or designate(s).
Instructor	Any professor, faculty member, Instructor, teaching assistant, and/or tutor marker responsible for administering classes and/or assessing Student's academics.
Proctor	A Proctor is responsible for invigilating accommodated tests on behalf of Accessible Learning Services. This is typically part-time Student employee who is attending Acadia as a Master's Student; but may occasionally be an Undergraduate Student completing the final year of an Honours program or a member of Acadia's Student Experience Department other than Accessible Learning Services.
Student	Any individual registered with Accessible Learning Services who is currently enrolled or eligible to enroll in classes at Acadia.
Test Request	In order to receive accommodations on an in person test, the Student must submit a Test Requests through the Accommodate Portal .

Additional information can be found on our [Faculty Resources Page](#)