

ROLES & RESPONSIBILITIES: WHO DOES WHAT?

Students, staff and instructors all have responsibilities in the accommodations process and in creating an accessible environment. Each party brings an important perspective: the student has a unique and personal knowledge of their disability, the instructor has content knowledge and an understanding of the required outcomes, and the advisor has a broad-based knowledge of disabilities and their impact on academic performance. Roles and responsibilities may differ depending on the academic program, so please check for specific procedures.

Instructor:

- participates, when necessary, in structuring an accommodation plan that meets the essential requirements of the course/program and the needs of the student
- provides accommodations as outlined on the Letter of Accommodation, as appropriate, and works with the student and/or Accessibility Advisor to find solutions if issues arise
- Email or deliver an exam to Dillon Hall within 48 hours of the exam time
- when you receive and email from the Exam Team, fill out the Exam Receipt and provide it to the Exam Team with the exam
- directs students to register with SAS if an accommodation request is made but is unaccompanied by a Letter of Accommodation
- makes every effort to develop an inclusive learning environment (e.g. provides clear information in the course syllabus about course policies regarding accommodations)
- approves the memory aid and works with the student to have a memory aid approved. Deliver the memory aid with the exam to Dillon Hall

Student:

- Initially completes a SAS Intake form to be given an appointment with the appropriate advisor
- registers with SAS once the need for academic accommodation has been determined
- provides appropriate and timely medical documentation to the SAS advisor, verifying the need for disability-related accommodation and outlining the restrictions and limitations of functioning within an academic environment
- informs instructors about the need for accommodation by providing a Letter of Accommodation for each course for which accommodation is being requested
- fulfills agreed-upon procedures to implement their accommodations, (e.g. requests extensions, informs their instructor and Accessibility Advisor of difficulties in meeting deadlines, registers exams in SNAP to write tests and exams)
- SNAP is SAS's exam management software. Students use SNAP to register any exams they want to write in SAS at Dillon Hall

Accessibility Advisor:

- verifies that there is a disability-related need that requires accommodation within a particular learning environment (e.g. classroom, lab, practicum setting)
- receives medical documentation from a registered medical practitioner confirming a disability and the student's disability-related academic **functional limitations** (*a substantial impairment in the individual's ability to function in the condition, manner, or duration of a required major life activity.*)
- uses best practices, input from the student and the medical documentation to develop accommodations
- supports the facilitation of the accommodation process with the student, instructor and staff
- provides information about other resources on campus to develop student's academic skills (e.g. studying, writing, self-management)

Associate Dean:

- assists student in accessing non-disability- related accommodations arising from exceptional life circumstances (e.g. serious family illness
- or a death of a family member)
- works with the student when it comes to completing a medical certificate/VOI for missed exams or assignments if not outlined as an accommodation in the Letter of Accommodation
- helps student to understand petitions guidelines and process
- liaise with SAS and the student, if necessary

Faculty Advisor/Academic Advisor:

- raises any questions regarding professional licensing requirements early in the accommodations process so they can be addressed
- discusses approved accommodations with the student's permission and makes specific course or instructor recommendations to help students make informed decisions when considering and selecting courses or academic programs
- handles academic progression when a student requests a reduced course load

“The Accessibility for Ontarians with Disabilities Act (AODA) is a piece of legislation in the Province of Ontario aimed at making the places you work, live and learn as accessible as possible. Visit the University’s AODA website for more information on the various standards within the Integrated Accessibility Standards Regulation as well as tip sheets, training modules, resources, relevant policies and building access notices.”

<http://www.uwindsor.ca/ohrea/61/aoda-and-human-rights-training>