



Student Accessibility Services (SAS)

2017-2018 Information for Instructional Support

About SAS And This File

- This file provides brief information about SAS and some accommodation processes and is intended for all persons involved in the teaching and learning process.
- SAS services include, but are not limited to: test/exam administration on behalf of instructors; learning strategies or assistive technologies for students; volunteer note-taking service; transition, including volunteer mentoring; and academic accommodation planning and support.

Library Accessibility Services (LAS)

LAS provides support to students and staff on obtaining accessible materials (e.g. textbooks, library materials).

- Visit the LAS website:
<http://library.mcmaster.ca/las>
- Instructors can refer to AERO for potential textbook titles that exist in a print alternative format when making course texts selection decisions: www.alternativeresources.ca

Contact Us

Main Office

MUSC B107

E-mail: sas@mcmaster.ca

Phone: (905) 525-9140 ext. 28652

Skype: [sas.mcmaster](https://www.skype.com/people/sas.mcmaster)

Testing Centre

Commons B104

E-mail: sastests@mcmaster.ca

Test Drop-off/Pick-up: (905) 525-9140 ext. 24407

Test Administration: (905) 525-9140 ext. 27552

SAS Website

<http://sas.mcmaster.ca>

University Accommodation Policy

<http://mcmaster.ca/policy/Students-AcademicStudies>

McMaster Accessibility Website

<http://mcmaster.ca/accessibility>

Statement on Confidentiality:

Any information disclosed by a student with you about their disability or their accommodations is private and confidential and should not be shared with any other person without the student's expressed consent. It is important not to ask students about their disability diagnosis; if students wish to disclose, they will do so on their own.

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Student Responsibilities

- Students must activate their academic accommodations each term via the online SAS student self-registration process.
- Upon student receipt of an accommodation acknowledgement from you, students should consult with you regarding the details and negotiate appropriate implementation of accommodations (e.g. deadlines for assignments).
- Students must negotiate timely information with you regarding difficulties encountered during the course.
- Students must discuss all information related to the scheduling and administration of class tests and exams with you.
- Students needing to write term tests with SAS must book their tests with SAS a minimum of two weeks prior to the scheduled class writing date.
- Only where a memory aid is within a student's SAS accommodation plan, students must discuss and develop the content of the memory aid with you prior to tests and exams. For more information on the process of accommodating or approving a memory aid, visit <https://sas.mcmaster.ca/faculty-faq/>.

Instructor Responsibilities

- Regularly review your list of academic accommodations via the SAS website and faculty login: <https://sascw.mcmaster.ca/clockwork/user/instructor/login.aspx>. For information related to step-by-step review of accommodations, visit <https://sas.mcmaster.ca/faculty-how-to/>.
- Request that students meet with you in your office to review ALL accommodations as outlined.
- Assist students with accommodations including access to course material (e.g. lecture materials, assignments, test/exams).
- Assist students with access to course management systems (e.g. Avenue to Learn), labs, and tutorial content.
- Be familiar with the University's policy on Academic Accommodation of Students With Disabilities, available for viewing at: mcmaster.ca/policy/Students-AcademicStudies.
- Communicate with the Coordinator for Library Accessibility Services (**ext.: 26058** or liblas@mcmaster.ca) for assistance with searching textbook titles available in print-alternative format.
- When SAS administers class tests to students on your behalf, please respond to e-mail messages regarding scheduling and provide to SAS an electronic copy of a test a minimum of two days before the scheduled writing date. Completed tests must be collected from SAS within five business days.
- Instructor contact information must be provided to SAS to assist students with any test content inquiries or corrections.
- Where a memory aid will be provided by you for a student, please submit the memory aid directly to SAS for term tests and Spring/Summer exams; please submit the memory aid directly to the Registrar's Office for final or deferred exams (e.g. December, April).
- Where a student demonstrates signs of poor academic performance and class attendance, it might be reasonable to refer the student to a faculty advisor for consultation.
- **NOTE:** MSAF is not to be used in replacement of provision of academic accommodations for any missed work where a student's accommodation specifically notes extensions or consideration for missed work.

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Types of Disabilities

The following is a sample of the types of disabilities most commonly accommodated at SAS. Any questions related to the following list of disability types may be directed to sas@mcmaster.ca.

Acquired Brain Injuries

Any person who has incurred a trauma to the head from injury or accident (e.g., concussion, stroke, etc.).

Attention Deficit Disorder (ADD) / Attention Deficit Hyperactivity Disorder (ADHD)

People who have ADD/ADHD often present with inattentiveness, impulsivity, limited concentration, limited recall, and in some instances hyperactivity. Symptoms are sometimes closely aligned with those of anxiety. ADD/ADHD is often correlated to obsessive or compulsive behaviours.

Autism Spectrum Disorder (ASD)

Common symptoms of ASD are a reduced ability to read nonverbal social cues, obsession with a single subject area, repetitive patterns of behaviour and interests, and sensitivity to the environment.

Blind or Visually Impaired

Persons with 10 percent or 20 degrees of field of vision or less in the better of both eyes are legally blind. Other persons with visual impairments may need assistance though not legally blind.

Chronic Medical Condition

Medically related disabilities are most often invisible and can affect attention, concentration, participation, and attendance. Some examples include diabetes, Crohn's disease, arthritis, heart conditions, chronic fatigue, and cancer.

Deaf, deaf, Deafened, or Hard of Hearing

Persons with a moderate to severe hearing impairment may be deaf, deafened, or hard of hearing. Some people may wear a hearing aid, use an FM hearing system, or sign language support services. Many people rely on lip-reading to gather information. Sign language, captioning, FM use, or lip-reading generally achieve at best approximately 60-70% information accuracy.

Learning Disability

Learning disabilities can affect the way in which a person takes in, processes, recalls, understands, and expresses information.

Mental Health

Common mental health disabilities accommodated on campus include students with anxiety disorders, depression, bipolar disorders, schizophrenia, OCD, and eating disorders. People with invisible disabilities of these types are often reluctant to disclose for fear of stereotyping.

Physical Disability

Any type of condition that limits movement, gross or fine motor function (e.g., paraplegia, quadriplegia, CP, MD, MS, amputation, chronic back injury, tendinitis, carpal tunnel, etc.).

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Commonly Accessed Academic Accommodations

This is a list of commonly accessed accommodations by students with any of the previous listed types of disabilities:

- Try to select textbooks available in print-alternative format; consult with Library Accessibility Services (**ext.: 26058, liblas@mcmaster.ca**, or **http://library.mcmaster.ca/las**) or AERO (**www.alternativeresources.ca**).
- Be very descriptive when providing visually dynamic material.
- Make reading lists or course materials available in advance and make a copy of lecture notes (text format) and overheads/PowerPoint files available electronically prior to a class.
- Speak clearly at a normal pace, face the class when speaking, and avoid pacing or covering the mouth.
- When requested, use a portable sound transmission device (e.g., FM system).
- Arrange for reserved seating and consider accessibility in class.
- Allow for alternative arrangements to in-class tests and assignments.
- Discuss flexible deadlines with the student at the beginning of term and consider alternative or supplementary assignments (e.g. a taped interview, oral presentations, take-home work, etc.).
- Consider missed work or participation marks due to occasional absences related to disability.
- Consider accommodation for laboratory work. The assistance of a lab partner may be necessary.
- Allow students to submit a rough draft or outline of assignments in order to ensure students fully understand assignment expectations and requirements.
- Allow for flexibility in the learning environment. Certain situations may be over stimulating (e.g., group discussion, large testing rooms, fluorescent lighting, high sound levels). Consider alternative for classroom participation or presentations where these evaluation methods may pose significant difficulties for some students.

NOTE: This is a basic list and may not apply to all individuals. For more specific information to accommodate specific students, please speak with the student, refer to the SAS website at sas.mcmaster.ca, or contact their SAS Program Coordinator (ext. 28652** or **sas@mcmaster.ca**).**

Other Suggestions

- To help with the accommodation process, a good question to ask students might be "What can I do to help you complete this course successfully?"
- Questions regarding accommodations, academic issues related to a student's disability, or any problem may be directed to a Program Coordinator at the SAS.
- Students may need to book class tests at times apart from when the class is scheduled to write. This may be due to limited resources and space within SAS or may be a result of limitations related to a student's disability.
- It may be helpful to make available an alternate version of a class test or exam for situations in which students with disabilities need to write a test or exam at an alternate time.
- If Avenue to Learn is used for course support, it may be helpful to consult students on accessibility and ease of use.
- Universal instructional design principles and practices will serve to meet the needs of students with disabilities in class, and help other students in the process.
- Following principles and requirements under the Accessibility for Ontarians with Disabilities Act will help meet the needs of all students. For more information please go to the following websites: **http://mcmaster.ca/accessibility**, **http://accessiblecampus.ca**, and **http://miietl.mcmaster.ca/**.