

*Health promoting universities and colleges ... create campus cultures of compassion, well-being, equity and social justice; improve the health of the people who live, learn, work, play and love on our campuses.* Okanagan Charter: An International Charter for Health Promoting Universities and Colleges (2015)

## **Accessibility & Accommodations**

The University of Alberta promotes an accessible, inclusive and universally designed environment. This document describes the accommodation procedures for students in the Faculty of Rehabilitation Medicine, including students in the professional programs in Occupational Therapy, Physical Therapy and Speech Language Pathology and the Rehabilitation Science programs. Our procedures align with those of the University. Information specific to University procedures for accommodations are provided at the bottom of this document.

### **Accommodations**

The procedures for students who wish to seek accommodations in academic or clinical courses are as follows:

1. Students who require accommodations for chronic conditions must be registered with the [Accessibility Resources](#). The Accessibility Resources office at University of Alberta is designated to facilitate the accommodations process and to recommend the appropriate type of accommodation. After registration, accommodations are activated by providing a letter of accommodation to the course coordinator and the Associate Chair or Student Advisor of the relevant program. This should be done as soon as the need for accommodations is identified, and preferably 4 weeks before the start of a course.
2. Students who need accommodated exams must register their exam in Clockwork. See [Exam Accommodations](#) for information about how to book an exam using Clockwork. For students who write exams with accommodations at Accessibility Resources, please be cognizant of their deadlines and regulations. If you fail to meet deadlines or follow procedures, the result is most likely that Accessibility Resources will be unable to provide the necessary space and/or services you require. In these situations, your program also may not have the resources to provide accessibility-related exam accommodations. In that case, you will be invited to write your exams with peers during the allotted time in the assigned room.
3. Accommodations within a clinical/fieldwork placement course may require the additional consideration of the specific practice setting. Clear communication and collaboration between the student, the Academic Coordinator of Clinical Education (ACCE), the Accessibility Advisor and possibly the Clinical Educator (onsite placement

supervisor). While the ACCE has the knowledge regarding the competencies required for successfully completing the placement, the student has the knowledge about the implications of the disability in meeting academic demands and specific tasks. The Accessibility Advisor has the knowledge about reasonable accommodations. Thus, it is recommended to students who foresee requiring accommodations in their placement courses to initiate a discussion with both the ACCE and their Accessibility Advisor as early as possible.

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The purpose of accommodations is to ensure equity such that all students have a fair chance of achieving the objectives and standards in their Rehabilitation Medicine programs. All students, including those with accommodations, are required to achieve the same objectives and standards of their program. In other words, accommodations do not provide an advantage, nor do they change the objectives and standards of the program. Registering for accommodations does not show on a student's transcript.

**The benefits to following the accommodations policies and procedures for students include:**

**Consistency** - By following the policy and procedure, students can be assured that their accommodations will be in place, regardless of potential changes to the administration of the program. This ensures that the University is accommodating to the required level as long as it is needed by the student.

**Documentation**- Appropriate documentation specific to accommodations is helpful to students who will need to provide that documentation to academic or clinical instructors when requesting accommodations. A letter from a doctor or word of mouth is insufficient when requesting permanent accommodations. By registering with the Accessibility Resources office, students will be fully assessed and an accommodation plan documented.

**Funding** - Additional funding or supports may be required by the program to support a student's accommodations. that funding is only accessible if the student has documented their accommodation with the Accessibility Resources office. These resources are not available if the procedure (through Accessibility Resources) is not followed which would mean that accommodations would not be available.

**Support** - Following the policies and procedures outlined by the Accessibility Resources office ensures that the office is aware of the unique learning needs of students, which in turn ensures that all faculty and staff better understand how to support learners.

## **Links & Resources**

The following links and resources may be helpful to students, faculty, and staff who want to learn more about accommodations:

[UA Accessibility Resources Office](#)

Information about accommodations

[UA Academic Success Centre](#)

Professional academic support to help students maximize their academic success

[UA Exam Accommodations during Remote Delivery](#)

Information regarding accommodations during the 2020-2021 Academic Year

[UA Policy for Accommodations](#)

[UA Procedure for Accommodations](#)

[Alberta Human Rights Commission Policy](#)

A document pertaining to accommodations for students in post-secondary institutions

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