



Student Wellness and  
Accessibility Centre

# Student Accessibility Services (SAS) Standards of Practice

## 1. Standards for Communication

### 1.1 Confidentiality

SAS collects, stores, and uses personal and health information in accordance with the Brock University Act, 1964, and in accordance with the Freedom of Information and Protection of Privacy Act (RSO 1990, c. F. 31) for the purposes of provision of disability-related accommodations and services.

SAS collects information from students about their disability-related functional impact to support accommodation planning within the university environment. SAS also collects information about the student's academic studies at Brock, including academic program, course registration and program status, as well as personal information such as name, birthdate, and contact information.

SAS uses this information to provide accommodation services and supports to students with disabilities including, but not limited to, determining eligibility for accessibility services, developing individualized accommodation plans, determining eligibility for university and government bursaries, and facilitating referrals to on and off-campus supports and services.

### 1.2 Electronic Communication

#### 1.2.1 Use of Brock email

SAS requires that all communications originate from your Brock-assigned email. SAS will not release detailed academic or personal information through non-Brock email addresses to protect student privacy.

Inclusion of student name and student ID is required to support verification of identity. Email communication sent from student email accounts is expected to be drafted and sent by the individual. Communication authored by parents or support persons must originate from the parent's or support person's own personal email account. Parents and support persons should not use a student's email account to communicate on the student's behalf.

Failure to adhere to these communication requirements may result in delays or the inability to respond to the inquiry.

### *1.2.2 Response Timelines*

Emails are monitored during regular business hours, Monday to Friday, excluding statutory and university holidays. The standard response time for email inquiries is within three (3) to five (5) business days of receipt.

Response times may be extended during peak academic periods, including registration, examinations, and the start or end of academic terms. In such cases, every effort will be made to respond as promptly as possible.

Emails sent outside of regular business hours will be considered received on the next business day.

### *1.2.3 Email Content*

Email is not a secure or appropriate method for sharing detailed personal or health-related information. Students, parents, and support persons are asked to refrain from including sensitive medical details, diagnoses, or treatment information in email correspondence.

Email is not an emergency support service. Messages sent via email are not monitored continuously and may not be read immediately. Urgent or emergency situations requiring immediate attention should be directed to appropriate emergency services or designated [on-campus supports](#).

Email communication is appropriate for general inquiries, submitting brief updates, or requesting clarification on previously discussed information. Email should not be used as a substitute for an appointment when a matter requires comprehensive review or discussion.

### *1.2.4 Distribution*

Electronic communications, including emails, are intended solely for the original recipient(s) and for the purpose for which they were sent. The distribution, forwarding, copying, posting, or sharing of electronic communications, in whole or in part, without authorization is not permitted.

Electronic communications may contain confidential or personal information and should be handled in a manner that respects privacy, confidentiality, and institutional policies. Recipients are responsible for ensuring that electronic communications are accessed and stored securely.

## *1.3. Appointment*

### *1.3.1 Appointment Need*

Appointments with Student Accessibility Services are required for matters that involve detailed discussion, individualized planning, decision-making, or the review of documentation. This includes, but is not limited to, the intake process, accommodation planning, changes to existing accommodations, complex concerns, or situations requiring clarification through dialogue.

### *1.3.2 Scheduling Appointments*

Appointments can be scheduled via the [SAS website](#) or by calling the [SAS office](#). To support continuity of care, appointments should be scheduled with assigned SAS professionals, including case manager team and learning supports. Appointments scheduled with alternate providers will be cancelled and students will be directed to reschedule.

## 1.4 Support Persons

### *1.4.1 Involvement of Support Person*

SAS welcomes students to engage a Support Person in interactions. A Support Person may provide support to the student; however, the student remains the primary party for involvement in the accommodation process, decision making, and provision of consent unless unable to do so (e.g., hospitalization).

### *1.4.2 Confidentiality for Support Person*

Support persons are expected to uphold confidentiality and may be required to sign confidentiality agreements to ensure respect of student-SAS privacy.

## 1.5. Respectful Work and Learning Environment

SAS affirms the University's commitment to maintaining a respectful work and learning environment that is free from harassment, intimidation, and discrimination.

SAS staff members and those who engage with the office are expected to participate in conduct and communication that is respectful, professional, and inclusive. Harassment, intimidation, discrimination, or threatening behavior, whether verbal, written, electronic, or physical, will not be tolerated.

This standard applies to all interactions, including in-person meetings, electronic communications, telephone conversations, and virtual environments. Individuals are expected to comply with applicable institutional policies and relevant human rights and accessibility legislation.

SAS reserves the right to limit or discontinue communication, or to take further action, where behavior does not align with this standard.

## 2. Standards for Registration

### 2.1 Registration Process

Students can self-refer to SAS via the registration process by providing personal information and uploading required documentation through the SAS registration system.

### 2.2 Timing of Registration

Students intending to access academic accommodations should register with SAS after accepting their offer of admission and, whenever possible, before the start of the academic term. Early registration supports timely development of accommodation plans.

## 2.3 Required Documentation

Students must prepare and submit appropriate documentation that confirms a disability and demonstrates how it functionally impacts academic participation. Documentation must meet SAS criteria as outlined in the [documentation guidelines](#) and be completed by a qualified health professional.

Documentation of disability must be current to accurately reflect the existing functional limitations. The nature of the disability and impact on academic functioning can change over time. Documentation needs to represent the nature of the disability as presently experienced by the student to be relevant to the current academic setting and requirements. This in turn informs accommodation decisions that are relevant and appropriate.

## 2.4 Intake Appointment

Following profile creation, students are required to attend an intake meeting with SAS to discuss accommodation needs and to receive an individualized accommodation plan.

## 2.5 Orientation and Follow-Up

After the intake appointment, students are encouraged to participate in orientation sessions and to familiarize themselves with SAS resources and processes, including the OASIS student portal and relevant online information about accessing and understanding accommodations.

## 2.6 Responsibility for Ongoing Communication

Students are expected to stay in contact with SAS regarding any changes to their academic needs or participation and to schedule follow-up appointments as required to review or update accommodations.

# 3. Standards for Accommodation

Accommodation standards are intended to guide the implementation of academic accommodations in the Brock University environment.

It is recognized that functional impact may fluctuate due to the nature of disability. Where accommodation or consideration outside the standards is required, notification and collaboration between the student, SAS Case Manager team, and the instructor is essential.

## 3.1 Academic Accommodation

Academic accommodation plans are developed and implemented on an individualized basis. The guidelines are not meant as a comprehensive list of accommodations nor as a standardized list from which a plan would be selected.

### 3.1.1 Occasional class absence

Occasional class absences may be approved as an accommodation when documentation confirms that disability-related symptoms may periodically impact

attendance at graded course components and typically permits up to three (3) absences per course per term. Where medical documentation has been provided to SAS and accommodation recommended, additional medical notes are not required.

Students who experience extended or high frequency disability-related absences must contact their Case Manager team to further explore planning and impact related to essential requirements.

### *3.1.2 Occasional assignment extensions*

Occasional assignment extensions may be approved as an accommodation when documentation confirms that disability-related symptoms may temporarily interfere with a student's ability to meet deadlines or where pacing and planning of assignments is required. When approved, this accommodation typically permits short extensions on assignments within a course.

Students are expected to request extensions as early as possible in advance of the original deadline, unless increased symptoms impact timing of the request. Need for extension can be communicated directly with the instructor, making reference to the accommodation plan in OASIS. Students requiring support with requests should meet with their Case Manager team.

This accommodation does not apply to ongoing or indefinite extensions. Students experiencing prolonged or significant disruption related to disability, or the need for retroactive request, should contact their Case Manager team to review additional supports or alternative academic options.

### *3.1.3 Audio recording of lecture material*

Accommodation for audio recording of lecture material is through use of the Brock-supported Genio platform only. Audio recording may be approved as an accommodation when documentation confirms that disability-related limitations impact a student's ability to capture or retain lecture information. Approval requires completion of a Recording Agreement prior to use.

Recordings are permitted strictly for the student's personal academic use and may not be shared, distributed, or posted in any form. The accommodation does not authorize recordings for non-academic purposes or for use by others.

### *3.1.4 Memory aids*

A memory aid accommodation allows a student to use a tool they have created during an exam to help them remember information they have already learned. It is meant for students who have documented difficulty retrieving information from long-term memory.

The memory aid may include personal cues that make sense mainly to the student. It must only act as a prompt to trigger memory. It cannot include full answers or detailed content.

Before this accommodation can be added to a student's plan, the student must complete a memory aid session with a Learning Strategist. The student must submit the memory aid to the instructor for review at least two days before the exam. If the student does not meet the instructor's deadlines or submission requirements, they may not be allowed to use the memory aid for that exam.

Memory aids must generally meet the following guidelines:

- Be no larger than 8½" x 11" and double-sided
- Be handwritten or typed in at least 12-point font (unless a digital format is required for accessibility reasons)
- Be written in English
- Include only brief cues such as single words, acronyms, acrostics, diagrams, symbols, or mnemonic devices
- Contain only prompts for information the student has already learned but cannot recall on their own

Memory aids must not include full answers to expected exam questions, copies of notes or slides, or complete lists, definitions, or detailed explanations of material being tested.

SAS may consult with the instructor, if needed, to confirm that the memory aid meets these guidelines.

Approval of a memory aid requires a psycho-educational or neuropsychological assessment completed within the past five years using adult measures. The assessment must include valid testing methods and standardized memory tests that measure delayed recall of learned information.

In alignment with evidence-based practice, a memory aid accommodation shall be granted where supported by a psycho-educational or neuropsychological assessment completed within the last five years and using adult assessment measures. The assessment must include validated measures of performance validity and standardized memory assessments that require delayed recall of learned material over a defined period of time. The assessment documentation must demonstrate significant impact in retrieval characterized by successful initial learning with impaired retrieval that cannot be achieved without cueing. The documentation must further establish that cueing results in a degree of score improvement that exceeds improvements typically observed in the general population. The memory aid accommodation will not be approved where documentation relies solely on low scores in working memory measures.

Harrison, A. G., Holmes, A., & Pollock, B. (2021). Memory aids as a disability-related accommodation? Let's remember to recommend them appropriately. *Canadian Journal of School Psychology, 36*(3), 255–272. <https://doi.org/10.1177/0829573520979581>

### *3.1.5 Seminar participation and presentations*

This accommodation provides support for students who experience significant disability-related barriers to participating in seminar discussions or delivering presentations. It allows students to demonstrate their knowledge and learning through alternative methods, when appropriate.

As course outcomes and essential requirements vary, students must connect with their instructor(s) and/or SAS at the beginning of the semester to discuss and plan the implementation of this accommodations. Students are expected to engage actively with course materials and alternatives for assessment of seminar participation or presentations do not replace attendance.

### *3.1.6 Alternate format course materials*

Accessible and alternate format textbooks support students who experience disability-related barriers to standard print materials. These formats may include digital text, audio, large print, Braille, or other accessible versions as appropriate to the student's documented needs.

Students requesting alternate format textbooks must [register a course-related reading](#) as early as possible, ideally at the beginning of the semester. Early requests are essential to allow sufficient time to source, convert, or produce materials in the appropriate format. Delays in submitting requests may result in delays in receiving accessible materials.

Provision of accessible materials is subject to verification of enrollment and confirmation that the student has purchased the required textbook, where applicable. Submit copies of your original textbook receipt to [atlab@brocku.ca](mailto:atlab@brocku.ca). Access to alternative format materials can only be granted after receiving textbook purchase receipts.

SAS will assess each request on a case-by-case basis, considering the student's documented needs and the availability of accessible versions through publishers or other authorized sources.

### *3.1.7 Emergency medical directives*

Students registered with SAS who have medical conditions requiring urgent intervention should provide the [Emergency Medical Response Plan](#) to SAS. This may include physician-authorized emergency action plans and instructions for medications or medical devices.

With consent, emergency directives will be shared with Campus Safety personnel as necessary to support emergency response. Students are responsible for carrying prescribed emergency medications or devices and for notifying SAS of any changes to their medical status.

### *3.1.8 Service animals*

In accordance with Brock University's [Animals on Campus Policy](#), students who wish to bring a service animal to campus must ensure the animal meets the definition of a service animal under the [Service Animals on Campus Procedures](#). Students seeking access to non-public spaces such as classrooms, labs, or residence must register the service animal with SAS.

A completed [Service Animal Registration Form](#), including the Healthcare Provider and Veterinarian sections must be submitted to SAS. Guide dog handlers may provide identification under the Blind Persons' Rights Act in place of medical documentation.

SAS will review the submission, may consult relevant campus partners, and will outline responsibilities and expectations. If approved, the student must obtain a university-issued service animal identification card and be prepared to display while on campus. Students are responsible for maintaining current vaccinations and licensing, updating SAS of any changes, and ensuring the animal remains under control at all times.

### *3.1.9 Lab accommodations*

Students who require accommodations for laboratory or hands-on course components should contact the Case Manager team. Laboratory accommodations may involve modified equipment, additional support, extended time, or other adjustments depending on the nature of the lab and the student's needs.

Arrangements are coordinated collaboratively between the student, the Case Manager team, and the course instructor or lab supervisor to ensure safety, accessibility, and learning objectives are maintained. Students should discuss their needs as early as possible to allow adequate time for planning and implementation of accommodations.

### *3.1.10 Remote participation*

Academic accommodations are designed to ensure equitable access for students with disabilities within the established delivery format of each course. Accommodations do not alter the modality of a course. Students enrolled in courses that are fully in-person, or that include required in-person components, are expected to complete those components in person, consistent with course requirements.

In rare and exceptional circumstances, SAS may temporarily consider a student's request for remote access to certain in-person components, such as lectures. Remote access may not fully replicate or replace the in-person learning experiences offered through on campus instruction. This includes direct engagement with the instructor and other students, group activities, class discussions, and spontaneous learning opportunities. Approval for remote participation does not automatically include permission to complete tests or examinations remotely.

Requests for remote participation are assessed on a case-by-case basis. SAS carefully reviews the student's disability-related functional impact, course and program requirements in consultation with instructors, academic advisors, and other relevant parties to determine appropriate next steps. With consent, consultation may occur with healthcare providers.

### *3.1.11 Placement, practicum, and work-integrated learning accommodations*

Students who have a placement or practicum as part of their academic program and anticipate requiring accommodations should contact their Case Manager team as early

as possible. Most placements require a separate accommodation plan to address site-specific requirements and essential duties. Developing this plan may involve updated or additional documentation and can take time to coordinate.

Students are encouraged to connect with their SAS at least one semester prior to the start of their placement, even if placement details have not yet been finalized, to ensure appropriate supports are arranged in a timely manner.

Please note that placements or practicums are distinct from co-op opportunities. Accommodation arrangements for co-op experiences are typically coordinated in collaboration with the employer. Students should consult their Case Manager team for further guidance.

### *3.1.12 Graduate program and non-course degree requirement accommodations*

Graduate students who anticipate requiring accommodations for degree requirements beyond traditional coursework, such as comprehensive examinations, major research papers, theses, dissertations, research activities, clinical components, or assistantships, are encouraged to connect early with the Case Manager team. These academic requirements are often individualized and may vary significantly by program, supervisor, research setting, or funding structure.

Due to the unique nature of graduate studies, accommodation planning requires a collaborative approach involving the student, SAS, the academic department, the research supervisor where appropriate, and the Faculty of Graduate Studies and Postdoctoral Affairs. Some components may have essential academic requirements, regulatory standards, or external timelines that must be carefully considered when developing an accommodation plan.

Students should initiate discussions as early as possible, ideally well in advance of key milestones such as comprehensive exams, proposal defenses, ethics approvals, fieldwork, or final examinations, to allow sufficient time for review, consultation, and implementation.

## **3.2 Alignment of Academic Accommodations**

Academic accommodations should not duplicate function or overlap in purpose when used to address a specific disability-related need. Consideration will be given to the extent to which functional limitations are addressed by the instructional design, including accessible pedagogy and universal design for learning (UDL) principles.