

2020 | Office for Students with Disabilities



# Faculty Guide

Disability Accommodations and the OSD

# Faculty Guide

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## Disability Accommodations and the OSD

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# General Information

## Contacting the Office for Students with Disabilities (OSD)

### Contact details

#### **Email us**

Frontline staff: [disabilities.students@mcgill.ca](mailto:disabilities.students@mcgill.ca)

Exam Centre Coordinators: [exams.osd@mcgill.ca](mailto:exams.osd@mcgill.ca)

#### **Call us**

Frontline staff: (514) 398-6009

Exam Centre Coordinators: (514) 398-8284

#### **Come by in person**

Main office: 1010 Sherbrooke Ouest, Suite 410

Exam Centre: 3459 McTavish, Suite RS-56 (beneath the Redpath Library Building)

#### **Hours of operation**

Main office: Monday to Friday, 9:00 am to 5:00 pm

Exam Centre: Monday to Friday, 8:00 am to 8:00 pm

Please visit [our website](#) for more information.

# OSD Students

## Who can register with OSD?

Students can register with the OSD if they are experiencing academic or physical barriers and have a documented disability, mental health disorder, chronic illness, or other impairment. These may be temporary (e.g., concussion, broken bone), permanent (e.g., dyslexia, diabetes), or episodic (conditions that may have fluctuating symptoms or variations in impairment).

## How do students receive accommodations and/or supplemental academic supports?

Students who are experiencing disability-related academic barriers and require access to accommodations and/or supplemental academic supports can register with the OSD by submitting their medical documentation and meeting with an Access Services Advisor. During this meeting, the student and advisor will:

- (a) discuss the barriers the student experiences,
- (b) review the student's documentation,
- (c) establish an individualized accommodation plan, and
- (d) discuss appropriate additional supports across the university.

## What accommodations and/or supplemental academic supports do students receive?

Accommodations and supplemental academic supports are based on the barriers that students experience. Some of the supports that the OSD provides include exam accommodations, note taking support, learning resources, peer-to-peer supports, and assistive technology.

## What is the difference between an accommodation and a supplemental academic support?

Accommodations are legally mandated services and supports that enable students to access course content and assessments that they otherwise may not be able to due to disability-related barriers. Accommodations are put in place to ensure access; they do not guarantee success.

Supplemental academic supports are designed to enrich a student's academic skillset and to help them develop supplemental skills and strategies to support them in their studies. These supports are not legal accommodations and are therefore not guaranteed.

## Information for faculty

### Can I find out if a student is registered with OSD?

Generally, professors are informed of a student's registration with the OSD if a student chooses to disclose this to them. They may disclose this information in conversation, by email, through a Reasonable Consideration Request from the OSD, or through requesting exam accommodations. If a student chooses to disclose their registration, they will generally discuss their barriers with professors, and they are not required to share their diagnosis. Outside of these situations, a student's registration with OSD is not communicated to professors unless the student has explicitly provided permission to share this information.

### How do I know what a student's accommodations and/or supplemental academic supports are?

We do not disclose to third parties the fact that a student is registered with our office unless expressly asked to do so by the student. Information on accommodations and supplemental academic supports is shared on a needs-to-know basis and is dependent on the level of involvement required from instructors to provide an accommodation and/or support.

### How do I get advice regarding a student I'm concerned about?

Professors are welcome to contact advisors at the OSD to discuss concerns regarding students.

The [Office of the Dean of Students](#) has also established protocols and resources for supporting students experiencing difficulty or distress.

## Can I refer a student to the OSD?

If you notice that a student in your class is struggling and think that they may be experiencing disability-related barriers, you may want to recommend that the student books an appointment with our office to explore available supports. If you are not comfortable doing so, you may email us directly and we will determine if it is appropriate for us to reach out to the student on a case-by-case basis.

## A student has told me they are registered with OSD. What do I need to do?

Students may communicate their registration with OSD by informing you directly, or by asking the OSD to provide confirmation of their registration. In this situation, we encourage you to thank the student for sharing this information and to enquire as to whether there are any specific classroom accommodations or supports that may be required. You can also let them know that you are open to further discussion about any barriers that they may experience in an academic environment.

## Can I accommodate a student on my own without the OSD?

If you are willing to provide a student their authorized accommodations during your exam, then you are welcome to do so. We would encourage you, in this case, to have the student contact their Access Services Advisor to confirm their specific accommodations to you.

## As an instructor, I am experiencing accessibility-related barriers, what supports are available to me?

If you are experiencing accessibility-related barriers and would like to speak with someone about resources available to you, we would invite you to connect with [McGill's Equity Advisors](#).



# In-Person Learning

## Classroom accommodations

### What barriers can students experience in class?

Students may experience a variety of barriers in a classroom. Some of these may include:

- maintaining focus and concentration;
- multitasking (taking notes while following along and engaging with a lecture);
- participating in discussions and group work;
- sitting for a prolonged period;
- seeing and hearing presentations.

### What do I do when a student in my class needs access to peer notes?

The peer note-sharing program is volunteer-based and is recruited for by the OSD. A student in the class will volunteer to share their notes with students who have been approved for this supplemental academic support. The note-sharing process is managed via the OSD's note-sharing page on myCourses. If no volunteer is found, the student requesting peer notes may contact you to ask for your support in finding one.

### **Ways you can create greater accessibility within your course**

The OSD encourages professors to create a note-sharing community within their courses, which can be accomplished by creating a myCourses forum for students to share their lecture notes. This practice makes course materials accessible to all students, and it can also serve as a way for professors to assess participation and understanding. Some professors have chosen to assign students (or groups of students) as note takers on a weekly basis and to incorporate this process into their grading scheme.

### I have received a Reasonable Consideration Notification from the OSD. What should I do now?

Reasonable Consideration Notifications from the OSD communicate aspects of a student's accommodation plan that require your knowledge and collaboration; students trigger the sending of these notifications from the OSD. The notification will confirm that the student has registered with the OSD and that we have valid medical documentation on file.

The Reasonable Consideration Notification will also indicate 1 of the 4 following messages based on the student's needs and approved supports:

- the student may be absent from courses throughout the semester for valid disability-related reasons;
- the student may approach you to negotiate deadline extensions;
- the student requires advanced access to course materials or permission to record lectures;
- the student requires the use of a laptop computer in class.

If you receive this notification, we invite you to initiate a conversation with the student to discuss this support and to develop an agreement as to how it can be enacted in practice.

To support you in evaluating these requests, we have developed Reasonable Consideration Agreement templates that will be provided to you and the student through the notification email. The relevant agreement form can be completed during your discussion with the student, either in person or virtually. We encourage you to include any expectations and/or limitations regarding extensions, absences, and/or provision of course materials as appropriate within this agreement. Both you and the student should keep a copy for your records.

## How do I make sure a student does not share materials that I have provided to them as part of a supplemental academic support?

In some instances, students may require access to course materials that you are not otherwise posting, such as lecture slides or notes. Early access to materials is often related to the need to use assistive software or to have the materials converted into an accessible format. In this instance, you will receive a Reasonable Consideration Notification (in line with the process outlined above), which will include a link to a Reasonable Consideration Agreement that you can have the student sign to ensure that course materials are not shared.

## Exam accommodations

### How do I contact the OSD Exam Centre?

The Exam Centre Coordinators can be reached by emailing [exams.osd@mcgill.ca](mailto:exams.osd@mcgill.ca) or calling (514) 398-8284. The Exam Centre front desk can be reached at extension 2480.

## How do students access exam accommodations?

<b>In-class assessments</b>	<b>Final exams</b>
Students are responsible for signing up—at least 7 days in advance—to write all tests (midterms, in-class tests, deferred exams, and summer course exams) for which they wish to receive their approved accommodations. Students sign up using the <a href="#">OSD Exam Sign Up form</a> .	Students are responsible for signing up to write all Fall and Winter semester final exams during which they wish to receive their approved accommodations at least 1 month before the final exam period using the <a href="#">OSD Exam Sign Up form</a> . Deadlines are posted on the OSD website at the beginning of each academic semester.

Students are responsible for arriving to write their exams on time with all of the necessary approved materials, including a valid Student ID card.

## What is the testing environment like at the OSD?

The OSD provides an environment that is similar to the class or final exam setting, yet generally with a smaller number of students writing in each room. Students are required to leave their bags and coats in designated areas at either the back of the room or outside the room depending on the particular setting. There is no talking allowed during the exam and invigilators monitor students closely. All the same exam policies that apply in the classroom or final exam setting—including conditions such as prohibited access to electronic devices, etc.—also apply in this setting.

## Can students writing with the OSD ask me questions during the exam?

If instructors are taking questions during the regular exam, we ask that they submit a phone number where they or their TA can be reached during the exam via the [Exam Instructions for OSD form](#) or via e-mail to [exams.osd@mcgill.ca](mailto:exams.osd@mcgill.ca). This number is not shared with students in your class; it is held confidential and managed by OSD Exam Centre staff.

When students need to ask questions, they signal to an invigilator who then lets the Exam Centre staff know. Exam Centre staff place the phone call and, once you have been reached, the student is brought to the phone to ask their question. If we are unable to reach you, an incident report will be completed and delivered to you with the exam to signal that a student was not able to ask their question. Please note that you may need to be available earlier than the scheduled exam time (see next question on changing your start time).

## Changing the start time of your exam

In order to proctor your exam, it may be necessary to adjust the student's start time to fit within our Exam Centre operating hours. The OSD Exam Centre proctors exams starting no earlier than 8:15 am and ending no later than 7:30 pm. If time adjustments are required, they are implemented on an individual basis based upon the student's accommodations and the timing of the exam. When needed (based on the scheduled exam start time of your class), exam security is maintained through sequestering.

### Example:

Your exam starts at 6:30 pm and is scheduled to run for 3 hours. A student writing with the OSD would have started their exam earlier than 6:30 pm so as to be scheduled to finish by 7:30 pm. In the event that the student finished early (for example, at 6:45 pm), they would remain sequestered at the OSD Exam Centre until 1 hour after the class start time (7:30 pm) in order to maintain exam security.

## Changing the date of your exam

The OSD Exam Centre does not have or take the authority to permit a student to write their exam on an alternate date. In the event that a student misses an exam or wishes to defer a midterm, they are advised to obtain permission from the faculty to write on an alternate date. This authorization email must be sent by the faculty to [exams.osd@mcgill.ca](mailto:exams.osd@mcgill.ca) and must include the authorized alternate date. The OSD Exam Coordinators will then coordinate with the student to arrange a time to take the exam on the authorized date.

## What happens if a student has an OSD exam conflict?

In some instances, an exam conflict may occur for OSD-registered students who, by virtue of their authorized accommodations, are scheduled to write more than 8 hours of exams in a day. In this instance, there are 2 potential outcomes:

- Student writes exams on the originally scheduled day and accommodations apply. If exam times overlap due to student's authorized accommodations and the OSD Exam Centre's opening hours, student may write first exam in the morning and remain sequestered until the start of their second exam.
- Student writes 1 of the exams on an alternate date and accommodations apply. Alternate date arrangements are made in communication with the course instructor. Students do not have a choice as to which exam is changed to an alternate day.

## Crowdmark exams

[Teaching and Learning Services](#) (TLS) collaborated with us to provide the OSD Exam Centre with Crowdmark exam copies directly. The OSD requires exam copies a minimum of 3 business days in advance for administrative purposes, which allows our technicians to do any necessary disability-related technical modifications (e.g. enlarged print or other alternate format) and for us to complete all administrative logistics.

Instructors will receive an e-mail reminder from TLS a week before their exam date. This means that instructors must have their exam ready in Crowdmark and have added TLS Administrative Coordinator (contact details available on [TLS website](#)) as a facilitator a minimum of 4 days before the exam date so that they can provide OSD with the exam.

Crowdmark exams will be returned directly to TLS for grading after they are completed by students at the OSD.

## Alternate formats

Due to disability-related barriers, some students require alternate formats for their exam. This may include enlarged text, Braille, or digitized versions of the exam questions. The OSD's Imaging and Computer Coordinator is responsible for converting exams to an alternate format for students. In exceptional circumstances, the OSD Exam Centre staff may get in touch with the instructor should additional information be required.

### Typed exams

In some instances, student accommodations include the use of a computer to type their exam answers instead of writing by hand. These computers are provided by the OSD, and our IT Technician and/or Imaging and Computer Coordinator enable appropriate security parameters on each computer before they are used for an exam. Our Client Services Administrator trains and oversees our invigilators, who monitor students and maintain exam security during exams. This accommodation means that student responses will be returned to you as typed responses instead of hand-written in question booklet.

### Scantrons

If your exam includes a Scantron form that students are required to complete, this form will still be completed by students even if they type their answers for other questions. In the event that a student is unable to manually fill in the Scantron themselves (for example, due to a visual or motor impairment), they will communicate their responses to the invigilator, who will fill in the student's responses on the form itself.

## Questions and feedback

Any concerns or questions that instructors or administrators have that are related to accommodated exams coordinated by the OSD Exam Centre can be directed to the Exam Centre Manager, Rakhee Chowdhury. She can be reached via email at [rakhee.chowdhury@mcgill.ca](mailto:rakhee.chowdhury@mcgill.ca) or at extension 1508.

## Exam processes

### What do I need to do when a student writes a midterm exam or in-class test with the OSD?

You will receive an automated email for each student that registers for an exam with the OSD, prompting you to complete the [Exam Instructions for OSD form](#) to confirm the details of the exam. This form must be completed a minimum of 3 business days prior to the date the exam is scheduled. Questions or modifications to your submission can be directed to the OSD Exam Coordinators at [exams.osd@mcgill.ca](mailto:exams.osd@mcgill.ca).

Instructors may receive multiple automated messages per course code, meaning that many students have registered for their accommodations for that specific course. However, instructors only need to complete the [Exam Instructions for OSD form](#) once per assessment for each course. This form is **not** required for **final exams** proctored through the McGill Exam Office (Enrolment Services).

On the [Exam Instructions for OSD form](#), we will request information on whether you have any specific requirements for your exam, including but not limited to:

- requiring students to write in an exam booklet;
- requiring students to write in pen or pencil;
- writing on a computer with or without internet;
- whether or not you allow scrap paper, formula sheet, dictionaries, notes, or memory aids.

Please also inform us as to whether or not you are willing to answer questions during the exam. Once you have confirmed the details of the exam, you are then required to provide the OSD Exam Centre with a copy of the exam (either in person or by email – details below).

Process	Requested Timeline
Student completes <a href="#">OSD Exam Sign Up form</a> (professor receives email notification)	At least 7 days before exam
Instructor fills in <a href="#">Exam instructions for OSD form</a> and provides copy of exam	At least 3 business days before exam
Student writes exam at OSD Exam Centre	Scheduled time (determined by OSD Exam Centre)
If instructor selects option for “Exam Pick-up”	Exam available for pick up the following business day
If instructor selects option for “Exam Delivery”	<p><b>Midterms/tests:</b> Delivered to Faculty’s main office within approximately 2 business days</p> <p><b>Finals:</b> Delivered to McGill Exam Office the following business day</p>

## What do I need to do when a student writes an out-of-class final exam with the OSD?

Final exams are coordinated in collaboration with the McGill Exam Office (Enrolment Services), so you do **not** need to provide a copy of the exam directly to the OSD.

## How do I submit an exam to the OSD?

The OSD requires that a copy of the exam be submitted to our office a minimum of 3 business days prior to the date of the exam.

### Virtually

Exams can be submitted via email attachment or OneDrive link. They should be sent to [exams.osd@mcgill.ca](mailto:exams.osd@mcgill.ca).

### In person

A hard copy can be delivered to the Exam Centre (located at 3459 McTavish, Suite RS-56) Monday to Friday between the operating hours of 9:00 am and 5:00 pm.

## **Final, Supplemental, and Deferred exams**

For exams that are proctored through Enrolment Services, the OSD will retrieve a copy of the exam directly from the McGill Exam Office. If it is an in-department final exam, you will need to submit a copy to the OSD.

## How do I communicate a typo or change on my exam to the OSD?

### **Exams taking place that day**

Please contact the Exam Coordinators as soon as possible by calling (514) 398-8284. Please do not email.

### **Exams taking place next day or later**

Please email an updated version of the exam as soon as possible to [exams.osd@mcgill.ca](mailto:exams.osd@mcgill.ca).

## How are exams that are written at the OSD returned to me?

Instructors have the following 2 options for retrieving exams from the OSD.

### **Pick-up**

You or your TA may come to the front desk at the OSD Exam Centre (3459 McTavish, Suite RS-56) to pick up all exam copies on the business day following the date of the exam (open Monday – Friday, 9:00 am – 5:00 pm). Exams will **not** be ready for pick-up same day. When completing the [Exam Instructions for OSD form](#), you will be asked to specify the name of the person authorized to pick up the exam. All persons picking up exams are required to show their McGill ID card.

### **Delivery**

OSD utilizes a delivery service (Scott Transport) to complete exam deliveries 3 times a week and all deliveries are made to your Faculty's main office. We do not deliver to individual offices or to locations outside of the downtown campus (e.g. Mac campus or MUHC hospitals).

Exams are delivered within approximately 48 hours from the time of writing (excluding weekends). Please check with your Faculty's main office before contacting the OSD Exam Centre to locate your exams.



## Example scenarios

A student has told me they normally write exams with OSD, but that they have been refused for my midterm/test. Do I have to accommodate them?

Students who are actively registered with OSD and have registered to take midterms or exams by the appropriate deadlines will be accommodated at the OSD Exam Centre. Students who are actively registered with OSD, but who have missed the sign-up deadline may not be accommodated for administrative reasons.

You are not obligated to provide accommodations in this instance, although if you are willing to provide a student their authorized accommodations during your exam then you are welcome to do so. If you allow students to write at an alternate time or on an alternate date, the OSD will be happy to proctor these exams, provided the student registers by the appropriate deadline.

An OSD-registered student has requested an extension on an assignment. What are my responsibilities?

Some students experience episodic barriers that may—at times unexpectedly—impact their ability to submit coursework by the original deadlines. In order to support students in communicating these barriers with their instructors, you may receive a Reasonable Consideration Notification from the OSD that supports the provision of potential extensions for some students.

The student is expected to discuss with you, as early in the semester as possible, the need for potential course work extensions. This supplemental academic support requires a discussion and agreement between you and the student. This discussion should include any expectations regarding both how the student communicates their need for an extension and the length of extension, keeping in mind other course requirements. This is not a blanket or prescribed accommodation, and while all efforts should be made to provide reasonable extensions, the length and feasibility are ultimately at the discretion of the professor.

Further details on the Reasonable Consideration Request process can be found earlier in this section. Please see question [\*I have received a Reasonable Consideration Notification from the OSD. What should I do now?\*](#)

# Remote Learning Environment (RLE)

## Accessibility in an RLE

For tips on creating an accessible learning environment, please see information we have provided on the [Teaching and Learning Services \(TLS\) website](#), including a variety of external resources.

## How do I learn more about the accessibility features within the online tools for content delivery and providing virtual assessments?

TLS has expanded their list of resources to assist professors with remote teaching and assessment.

Please visit the [TLS website](#) for more information. If you do not find answers to your questions, please [contact TLS](#).

[Equity at McGill](#) has also put together information on assistive technologies available during the remote learning period (see *Technology* as well as *Teaching and Learning* sections).

## How do I make sure content I am providing is accessible?

### Resources:

- When planning for how to alter your course delivery and the content that you will provide to students, we invite you to read [COVID-19 Best Practices for Equitable & Inclusive Student-Centred Learning](#) from [Equity at McGill](#).
- [Equity at McGill](#) has provided the following resource on [Disability and Accessibility](#) (refer to the Teaching and Learning section in particular).
- You are encouraged to implement elements of Universal Design for Learning (UDL) into your teaching and assessment as a way to provide greater access to all learners. You may find some helpful resources on our [website](#). See the question [Is it possible to design my assessments in an accessible way to reduce the need for individual accommodations in a RLE?](#) for further detail of how UDL can be applied in assessments.

## Teaching practices:

- If you are using videos in your course content, make sure to enable captions.
- If you are using visuals during your lecture—including slides, images, etc.—make sure to describe them verbally and indicate when you are advancing slides.
- You are strongly encouraged to record your lectures. When doing so, captioning is automatically enabled when videos are uploaded to the Lecture Recording System (LRS).

Please refer to the links provided above for more resources and tips on designing accessible courses, and visit the [OSD's personal technology solutions](#) page to learn more about what students can use to access your courses and assessments.

## Who can I contact for more information about accessibility in a RLE?

Teaching and Learning Services provides resources, support, recognition, and development opportunities to instructors, students, and the broader McGill community. You can contact TLS through email at [tls@mcgill.ca](mailto:tls@mcgill.ca).

[McGill Library](#) provides support to instructors in finding course materials and making readings available remotely via myCourses and other platforms.

For questions related to accommodations, please email [disabilities.students@mcgill.ca](mailto:disabilities.students@mcgill.ca) to reach the OSD frontline staff. For questions related to exams that are coordinated by the OSD, please contact the Exam Centre Manager, Rakhee Chowdhury via email at [rakhee.chowdhury@mcgill.ca](mailto:rakhee.chowdhury@mcgill.ca) or at extension 1508.

## Accommodations in a RLE

### Are accommodations required in a RLE?

Yes! The same legal requirement to provide disability-related accommodations exists in the online environment.

### What kinds of accommodations apply in a RLE?

Time-based accommodations are the most prevalent accommodation requiring instructor coordination. Other individual accommodations and occasional exceptions, such as access to technology or alternate format exam materials, may still be required. These accommodations are less prevalent in an online environment and will be coordinated by the OSD (in conjunction with the professor when necessary).

## Is it possible to design my assessments in an accessible way to reduce the need for individual accommodations in a RLE?

During the period of remote teaching and learning, instructors are encouraged to partner with the OSD to create greater access for all students by *proactively* incorporating principles of [Universal Design for Learning \(UDL\)](#) prior to beginning your course. When applied in the *planning* phase of your course and assessment design, applying UDL principles makes both learning and assessment goals accessible to all learners, thereby reducing the need for individualized accommodations.

### What is required to implement UDL?

If you are implementing UDL principles into your assessments, you should inform students of this decision at the beginning of the course. You should include the following information in your syllabus:

- Definition of UDL
- Explanation of how UDL is being applied in your course (for example, all students will receive double the time to write their exams)
- Inform students that time-based accommodations won't apply (remember there may be exceptions)

### What does UDL look like in practice?

One strategy to implement UDL is to increase the available time to complete an exam for all students. This is often achieved by doubling the typical exam taking time. In most, but not all instances, this modification removes further need for additional time-based accommodations for students registered at OSD because these considerations have been built into the assessment strategy from the onset of the course.

This modification does not mean that the assessment is designed to take double the time to write. It simply means that all students are provided double the allotted writing time, which in most cases, addresses learner variability.

[TLS](#) also recommends that for open-book, timed exams, time should be added to the submission timeframe to allow for flexibility in the event of connectivity issues (a suggestion is 30 minutes).

It is important that this modification is clearly articulated in the course syllabus. Remember that there may be exceptional circumstances in which other disability-related accommodation(s) may still apply. If a student approaches you with an accommodation request, and you are unsure of whether it is reasonable or required, please contact the [OSD](#) so that we may assess the situation and coordinate with you and the student in order to best meet their needs.

## Where can I get more information about UDL?

Detailed information about the 3 principles of UDL as well as additional resources for concrete and easy-to-implement tools to make your online classroom more inclusive can be found on the [OSD website](#), as well as on our collaborative project [website on UDL in post-secondary education](#), created in partnership with several other educational institutions.

For more information on incorporating UDL principles in your course assessments, please contact the Exam Centre Manager, Rakhee Chowdhury, at [rakhee.chowdhury@mcgill.ca](mailto:rakhee.chowdhury@mcgill.ca).

## Sample syllabus statement templates for UDL

Below are some examples that you might include in your syllabus:

*I have designed this quiz to be completed in approximately 45 minutes. However, in line with Universal Design for Learning principles, I will be allowing all students 2 hours to complete this quiz with the understanding that there may be students who experience barriers to learning, as well as to account for unexpected occurrences, such as technical difficulties or interruptions. Because of these modifications, authorized time-based accommodations for students registered with OSD will not apply. There may be exceptional circumstances in which other disability-related accommodations may still be needed. If you feel this is the case for you, please reach out to OSD via email at [exams.osd@mcgill.ca](mailto:exams.osd@mcgill.ca). They will assess the situation and coordinate with me when necessary.*

OR

*For this course, I am adopting flexible assessment strategies that create greater access for all students by incorporating principles of Universal Design for Learning. As such, I have taken into consideration the variety of learner needs and barriers that students may face in this course and have designed the assessments with these considerations in mind. Additionally, I recognize that any student may experience unexpected interruptions in a remote learning environment. Therefore, additional time has been built into the assessment strategy to address these potential barriers. Because of these modifications, authorized time-based accommodations for students registered with OSD will not apply.*

*There may be exceptional circumstances in which other disability-related accommodations may still be needed. If you feel this is the case for you, please reach out to OSD via email at [exams.osd@mcgill.ca](mailto:exams.osd@mcgill.ca). They will assess the situation and coordinate with me when necessary.*

*Details of these modifications are available below:*

<b>Assessment</b>	<b>Time needed to write</b>	<b>Time allotted</b>
Quiz #1	45 minutes	2 hours
Midterm	1.5 hours	4 hours

## Online exams

### How do students get time-based accommodations for midterms and finals?

Students who are registered with OSD and are assigned online exams that are less than 48 hours in duration are asked to complete the [OSD Exam Sign Up form](#) at least 7 days before the assessment date.

The OSD Exam Coordinators will then follow up with you, the course instructor, and request that you complete the [Exam Instructions for OSD form](#) to confirm the details of the exam at least 3 business days before the exam. The information provided on this form is crucial as it will confirm and/or supersede the exam details students have provided on sign up.

Once you have confirmed the details of the assessment, the OSD Exam Coordinators will follow up with you approximately 2 business days before the assessment by email to inform you of any time-based accommodations to be applied to the given exam (see image below for example). The OSD has created an [online calculation tool](#) to support instructors with the implementation of these accommodations (login required).

Prior to the exam, we ask that professors communicate directly with students to confirm any modifications to their exam (format, start time, or duration) so that students are informed that their accommodations have been applied and can prepare accordingly.

<b>Process</b>	<b>Requested Timeline</b>
Student completes <a href="#">OSD Exam Sign Up form</a>	At least 7 days before exam
OSD Exam Coordinators contact instructor to confirm exam details	Upon receiving student's registration
Instructor fills in <a href="#">Exam instructions for OSD form</a>	At least 3 business days before exam
OSD Exam Coordinators contact instructor to provide information on time-based accommodations for individuals students	Approximately 2 business days before exam
Instructor makes appropriate modifications to exam duration in online platform and confirms details with student	As soon as possible

## What do I need to do to implement time-based accommodations?

You will need to adjust exam times individually for all students who have authorized accommodations based upon the information received from the OSD. Information about students' accommodations is confidential and should not be shared.

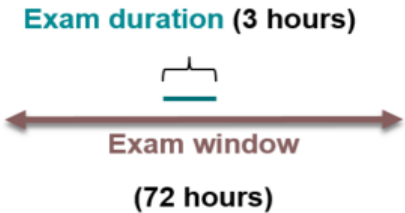
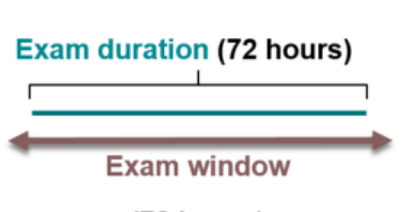
### How do I adjust the exam times?

It is possible to adjust the individual timing of exams on myCourses for students with different time-based accommodations. Detailed instructions can be found through [McGill IT Services](#) (login required). Brightspace also offers a series of [video tutorials](#), including one on [changing individual exam times](#).

- The article pathway is: *Knowledge base > Teaching & Learning > myCourses (learning management system) > Creating Quizzes in myCourses > Restrictions (Allowing Students Special Access to a Quiz)*.
- You can also enter "Creating Quizzes in myCourses" into the search form.

For information on implementing Universal Design for Learning in your assessments, which can reduce the need for time-based accommodations, please refer to the question [Is it possible to design my assessments in an accessible way to reduce the need for individual accommodations in a RLE?](#) earlier in this section.

## How are time-based accommodations applied to various final exam formats?

 <p><b>Exam duration (3 hours)</b></p> <p>Exam window (72 hours)</p>	<p>An exam is released Monday at 9:00 am. Students have a 72-hour period (until Thursday at 9:00 am) to log in and complete their exam. Once they log in, they must submit the exam within 3 hours.</p> <p><b>Time-based accommodations required? Yes.</b></p>
 <p><b>Exam duration (72 hours)</b></p> <p>Exam window (72 hours)</p>	<p>An exam is released Monday at 9:00 am. Students have a 72-hour period to complete their exam. They can log in and out multiple times during this 72-hour period. It is due on Thursday at 8:59 am.</p> <p><b>Time-based accommodations required? No.</b></p>

In determining whether time-based accommodations apply, it is important to consider both exam duration and exam window.

<b>Exam option</b>	<b>Do time-based accommodations apply?</b>	<b>Who does what?</b>
Non-timed assignment (e.g. students have 1 week to complete an essay)	No	No action necessary
Take-home exam (non-timed) (e.g. students have 48 hours or more for completion)	No	No action necessary
Timed online exam (e.g. students have 2 hours for completion via myCourses)	Yes	<p><b>OSD:</b> Informs instructors of students' time-based accommodations</p> <p><b>Instructor:</b> Adjusts exam times individually for all students who have approved accommodations</p>

## Who monitors OSD-registered students who have time-based exam accommodations in a RLE?

OSD students who have authorized exam accommodations do not undergo additional monitoring while taking their exams. Only in cases where an entire class is being proctored would students receiving accommodation be proctored.

You can find information on McGill's position on the use of online proctored exams on the [TLS website](#).



## Example scenarios

If I give a 3-hour final exam (via myCourses) that students have 48 hours to access, do time-based accommodations apply?

Yes.

Since the assessment period is time-bound, time-based accommodations will apply, and you will have to manually adjust students' access times within myCourses following receiving confirmation from the OSD Exam Centre of students' accommodations.

If I give a take-home exam with a due date of 48 hours or more, do time-based accommodations apply?

No.

Since you are giving an assessment period of 48 hours or more for the student to work at their own pace, time-based accommodations do not apply.

I am planning to have students take 12 mini quizzes in line with the [TLS assessment strategy guidelines](#). Do I have to change individual times for OSD students for each quiz?

Yes. You will need to make individual adjustments to the timed assessments based upon students' authorized accommodations, which will be communicated to you via OSD.

Alternatively, you can reduce the number of individual time-based accommodation adjustments that you need to make through myCourses by implementing UDL principles in your course design during the planning phase. Please see question [Is it possible to design my assessments in an accessible way to reduce the need for individual accommodations in a RLE?](#) for further information.

I am planning to have students take 12 mini quizzes in line with the [TLS assessment strategy guidelines](#). Do I have to fill in the [Exam Instructions for OSD form](#) each time?

We have created a section on the form where you can input details for Other Upcoming Assessments (see image below) that will follow the same format. By providing these details at the start of your semester, you can reduce the need for back-and-forth communications with OSD as the semester progresses.


Please be sure to communicate any changes to these assessments to OSD directly by emailing our Exam Centre Coordinators at [exams.osd@mcgill.ca](mailto:exams.osd@mcgill.ca).

#### Other Upcoming Assessments

Your students may register for their authorized accommodations for upcoming assessments in this course. Would you like to inform us of any other scheduled upcoming assessments?

Yes  No

Please enter the details (date, format, duration) for the upcoming assessments below. You can add as many as you like.

Date	Format	Duration	Remove Assessment
Jul ▼ 7 ▼ 2020 ▼ 	<input type="text"/>	<input type="text"/>	<input type="button" value="Remove"/>

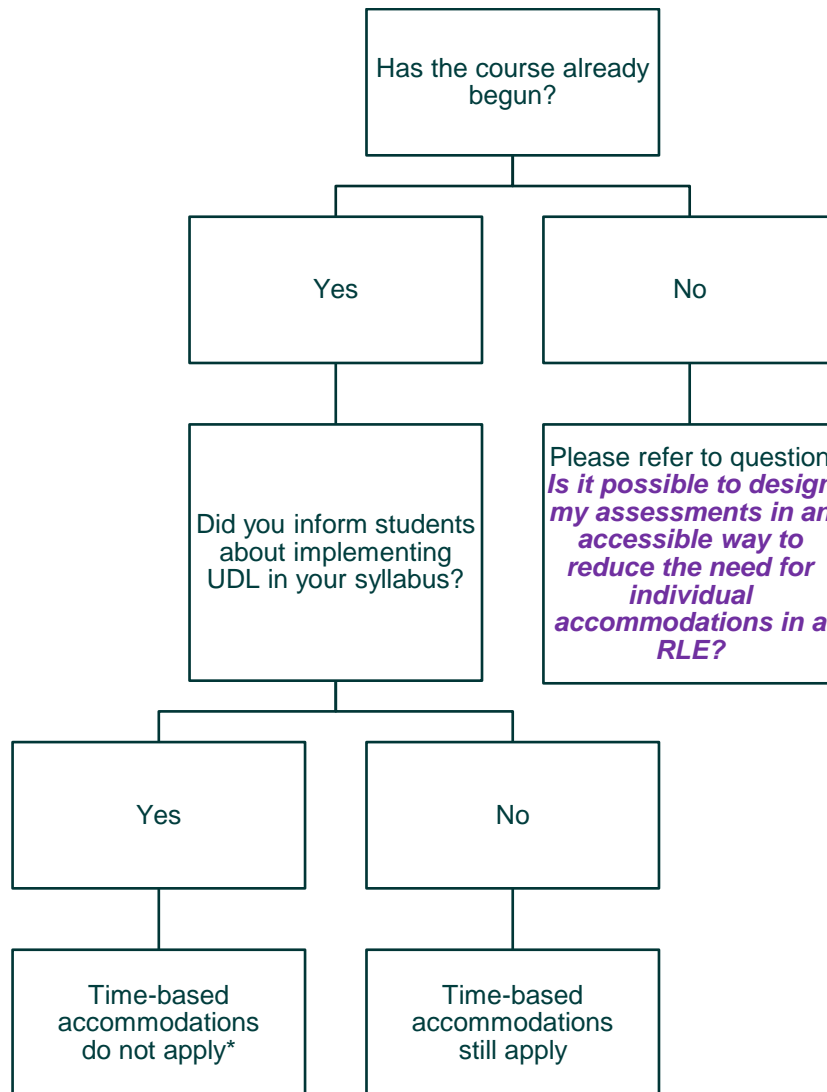
I expect that an exam will take 2 hours for students to complete, but I am giving the entire class 3 hours to complete it (to help with technological issues that may arise). Do I still need to provide accommodations?

Yes.

Many instructors have reached out to the OSD prior to an examination period about providing extra time to all students to allow them to deal with any technical issues that may arise. [TLS](#) also recommends that for open-book, timed exams, time should be added to the submission timeframe to allow for connectivity issues (a suggestion is 30 minutes). It is important to keep in mind that OSD-registered students may experience technical issues as well as barriers related to their disability.

Considering this possibility, students' approved accommodations continue to be applied for any exam under 48 hours in duration. Doing so will ensure students' accommodations are consistent with legal requirements, *even if all students are provided with extra time.*

I expect that an exam will take 2 hours for students to complete, but I am giving the entire class 4 hours to complete it to allow for UDL principles. Do I still need to provide accommodations?



\*There may be exceptions where individual time-based accommodations are still required.

## **Before start of course**

Instructors can proactively implement principles of UDL into their courses during the planning phase, which can reduce the need for individual accommodations. This information should be communicated to students from the beginning of the course through the course syllabus.

For further information, please see the question [\*Is it possible to design my assessments in an accessible way to reduce the need for individual accommodations in a RLE?\*](#)

# Glossary and Resources

## Important terms

[Reasonable accommodations](#)

[Reasonable Consideration Request](#)

[Supplemental academic supports](#)

[Universal Design for Learning](#)

## Key resources

[Equity at McGill – COVID-19 Best Practices for Equitable & Inclusive Student-Centred Learning](#)

[Equity at McGill – Disability and Accessibility](#)

[McGill IT Knowledge Base](#)

[McGill Library – Teaching Services](#)

[TLS – Guidelines for the Remote Teaching Context](#)

[TLS – Remote Learning Resources for Students](#)

[TLS – Teaching Remotely through a Time of Disruption](#)