



STUDENT
LIFE

Accessibility
Services

Accessibility Services Graduate and Professional Program Student Handbook

St. George Campus
2024 - 2025 Academic Year

Welcome to Graduate and Professional Program Studies at the St. George campus of the University of Toronto. Accessibility Services is pleased to work with you to develop appropriate accommodations and supports while you undertake new academic challenges. This handbook is designed as a roadmap to assist you in navigating the accommodations process, as well as the services and supports available at Accessibility Services at the University of Toronto's St. George campus.

Whether you are an incoming or returning student, please take the time to review its contents. If you have any further questions, please contact us.



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CONFIDENTIALITY AND NOTIFICATION OF INFORMATION SHARING

Accessibility Services respects your privacy and keeps your information confidential. Your information may be shared with relevant University of Toronto staff on a need-to-know basis so that they can perform their duties and provide academic or other disability-related accommodations.

These may include:

- Notifying Accommodated Testing Services of your test and exam accommodations
- Liaising with professors, course instructors, registrars, or program staff regarding accommodations

Information provided to Accessibility Services is protected in accordance with the Ontario Human Rights Code and the Freedom of Information and Protection of Privacy Act.

All University staff receiving information follow University policies and guidelines.

Things to keep in mind:

- Registration with Accessibility Services is not noted on your transcript
- You do not have to disclose the nature of disability or information about your health to professors, course instructors, supervisors, or other staff at the University

Providing Consent

You will need to provide consent for Accessibility Services to share information with your family members or guardians, and with external service providers.

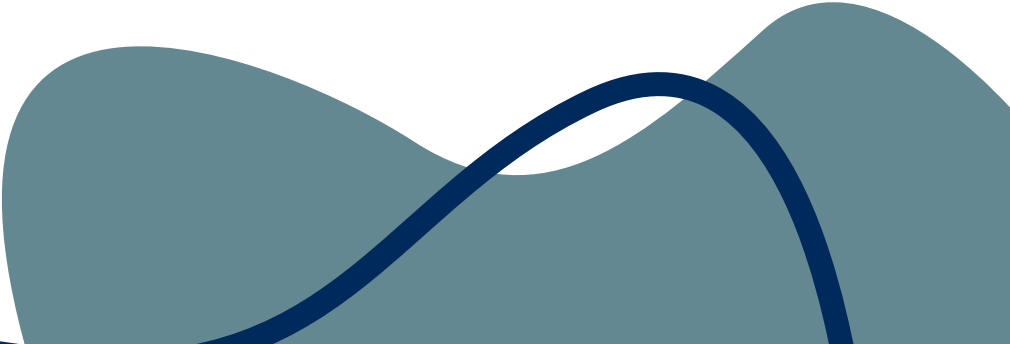
If you have questions about confidentiality and information sharing, contact our administrative team (accessibility.services@utoronto.ca or 416-978-8060) or visit studentlife.utoronto.ca/task/policy-accessibility-services-statement-of-confidentiality.

This Handbook provides general information; policies and processes may be subject to change as Accessibility Services makes improvements to better serve students. For the most updated information on our policies and processes, please visit accessibility.utoronto.ca.

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**We are
Accessibility
Services**

ACCESSIBILITY SERVICES

Accessibility Services at the University of Toronto St. George campus is comprised of an interdisciplinary team of professionals who strive to provide equitable access to education for University of Toronto students with disabilities, health conditions, and diverse ways of learning. We collaborate with the University community to identify and remove barriers for students, and foster inclusion within learning environments.

Through a collaborative, individualized, and affirming accommodations process, we support students to:



Achieve their academic goals;



Engage in a personal skill development and learning process; and



Navigate and fully participate in academic life and beyond.

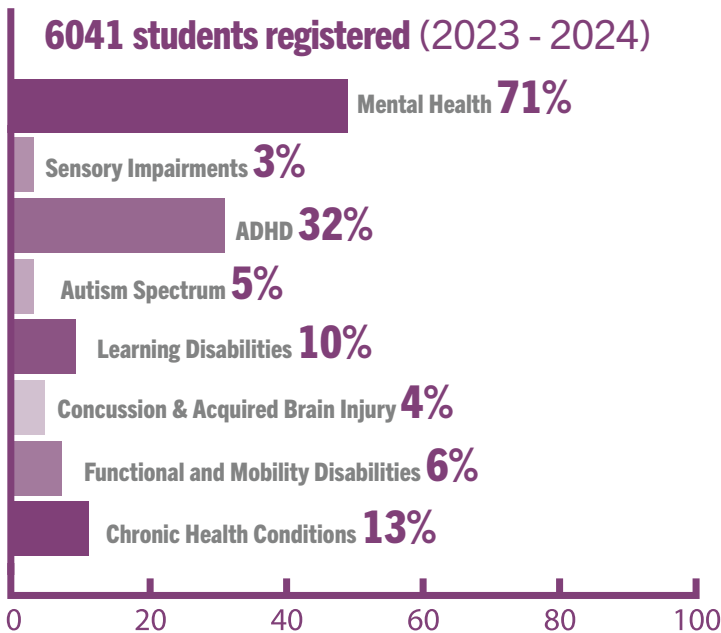
We provide individualized and reasonable solutions that meet the accessibility needs of registered students while upholding academic standards and academic integrity within the University. We also act as a resource in developing an equitable, inclusive, and accessible student experience.

Our work is anchored in the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act (AODA), the Freedom of Information and Protection of Privacy Act, and the University of Toronto's Statement of Commitment Regarding Persons with Disabilities.

We serve undergraduate, graduate, professional, Transitional Year Programme, Academic Bridging Program, visiting, and non-degree students with disabilities. Students registered with Accessibility Services may be those living with:

- Attention Deficit and Hyperactivity Disorder (ADHD)
- Autism Spectrum Disorders (ASD)
- Chronic health conditions
- Concussion & head injuries
- Learning disabilities (LD)
- Mental health conditions
- Mobility or functional disabilities
- Sensory disabilities
- Temporary disabilities and injuries

Did you know that nearly **90%** of registered students have non-visible or non-evident disabilities?



Note: the total percentage of diagnoses exceeds 100% because approximately 36% of students had more than one disability for which they sought accommodation

Did you know that approximately **27%** of registered students are in graduate or professional programs?

For more information and statistics related to Accessibility Services, please see: studentlife.utoronto.ca/wp-content/uploads/Accessibility-Services-Survey-Report-Summary-2023.pdf

WHAT DO WE DO?

- We confidentially review your documentation and disability-related needs
- We work with you to determine appropriate academic accommodations for your program of study
- We assist you to navigate the use of your accommodations with faculty and staff
- We provide access to financial support where appropriate, for accommodations and skill development
- We provide access to adaptive furniture, equipment, and technology
- We coordinate specialized services such as sign-language interpretation and real-time captioning
- We support the development of your academic, communication and leadership skills
- We offer opportunities to help you find a sense of community and belonging with other students

YOU ARE IN THE DRIVER'S SEAT

Students with disabilities are responsible for accessing accommodations and services at U of T. You are also responsible for knowing policies and deadlines related to your program of study, as well as those related to your accommodations. There are a variety of services and supports available to you as a student registered with Accessibility Services, and more broadly as a St. George student, that may be of benefit to you that you are welcome to make use of.

Learning how to use the accommodation process is essential to your success.

We encourage you to communicate directly with professors, course instructors, supervisors and coordinators (e.g., graduate, practicum) regarding your accommodations. If, however, you are uncomfortable doing so, you can request that your Accessibility Advisor assist with navigation and communication regarding the use of your accommodations.

These responsibilities can be difficult to manage - especially when you are new to U of T or new to Accessibility Services. We can help you learn how to manage your responsibilities effectively and confidently. Connect with a Peer Mentor or a Peer Advisor for support (page 90).

YOUR RESPONSIBILITIES

- Register as soon as possible by submitting your online Student Intake Form
- You can register at any point during your time at U of T, but the earlier you register, the sooner we can meet with you. This will help us better understand your lived experiences, your strengths and your challenges, and put in place an appropriate accommodation plan, as well as recommend additional supports for your learning.
- For new students beginning their studies in the fall, register as soon as you have accepted your offer of admission to the University (ideally no later than mid-July) to avoid the September rush.
- Provide current documentation describing the barriers or obstacles you may experience in your learning, ideally from a health care provider that best knows you and your current situation.
- Follow proper procedures as outlined in this Handbook and on our website (e.g., when requesting extensions, when registering for tests and exam accommodations, or when applying for funding for disability-related needs)
- Check your UTMail+ account regularly. All communication from our office will be directed to that account, so it is important that you check your inbox regularly to ensure that you receive correspondence from our office and are informed about important updates.
- For classroom related accommodations, provide your letter of accommodation to your instructor 4-6 weeks in advance of the start of the course.



“Accessibility Services has provided me the tools I needed in order to successfully complete my degree. I am grateful for their existence and support.”

Graduate Engineering student living with a learning disability



No two university experiences are alike

Every student has unique strengths and needs. There isn't one "right" way to achieve success at U of T, and this is especially true if you are a student with a disability.

We encourage you to:

- Go at your own pace and determine an academic workload that works for you in consultation with your Accessibility Advisor and academic program advisors
- Build the skills to not just survive, but thrive at U of T
- Seek out and enjoy the rich academic experiences offered to all students
- Build connections with others to foster a sense of belonging
- Access support from others
- Practice self-care and self-compassion



Check out the tips and opportunities for self-care and finding balance at healthyuoft.ca





Registering with Accessibility Services

Not every student living with a disability requires accommodations. Accommodations are based on the disability-related barriers you encounter in the learning environment. Only students registered with Accessibility Services can access academic accommodations and the services provided by our office.

“*Early registration with Accessibility Services was extremely beneficial. It helped ease my anxiety going into the semester knowing that I had a team on my side.*”

Masters of Nursing student living with a concussion

REGISTRATION DEADLINE

New to U of T or new to Accessibility Services?

You should begin the registration process as soon as you have accepted your offer of admission. Check our website for our summer deadlines to receive accommodations for the start of the fall term.

If you are in a program that requires experiential learning (EL) (e.g., practicum work) and wish to request EL accommodations, it is strongly recommended that you register with Accessibility Services at least one full term prior to your first scheduled EL experience, and well before the process for assigning EL opportunities begins within your program of study.

If you are uncertain when EL experiences are scheduled in your program, contact your Program Administrator or Clinical Education Office for details.

Already registered with Accessibility Services and returning for another term or year?

The expiry date of your accommodations is listed on your Letter of Accommodation. You need to reactivate your registration annually. During the first week of May, you will receive an email to your UTmail+ account from Accessibility Services outlining how to reactivate your registration for the coming year.

I missed the deadline, and the school term has already begun. Is it too late to begin the registration process?

To ensure test and exam accommodations for the fall and winter exam periods, your intake package must be submitted by the deadlines indicated on our website: accessibility.utoronto.ca. Deadlines vary year to year, but generally are mid-October for the December exam period and mid-February for the April exam period. However, you can still register at any time with Accessibility Services and we encourage you to reach out if you have missed the registration deadline.

PLEASE NOTE:

Registration after our exam period deadlines means test and exam accommodations will not be available until the following term, except in exceptional circumstances (e.g., a temporary physical disability like a concussion or broken bone), an emergency surgical treatment, unexpected hospitalization or a similar uncontrollable or unexpected event that would create a barrier to registering in a timely way.

For registration deadlines, visit our website:
accessibility.utoronto.ca

HOW TO REGISTER WITH ACCESSIBILITY SERVICES

Register as early as possible! You can register as soon as you have accepted your offer of admission to U of T using your UTORid or JOINid.

Registration is a 3-step process:

Step 1: Obtain required documentation

Step 2: Complete our online Student Intake Form

Step 3: Attend an intake appointment

Step 1 Obtain required documentation

To register, you will first need to obtain documentation of your disability. It is preferred that you scan and upload your documentation to our secure website if it is possible to do so.

Documentation requirements

The required documentation depends on the nature of disability or disabilities. Please read the following sections to determine what documentation you will need in order to register.

Please note: Adult (i.e., age 18 or older) aged documentation is necessary for many government financial supports for students with disabilities, such as the Bursary for Students with Disabilities, through OSAP. Should you require a new or updated psychoeducational assessment or neuropsychological assessment, we can facilitate access to appropriate resources. You can discuss all available funding options with an Accessibility Advisor, so don't let the cost of an assessment deter you from registering.

For more information, visit uoft.me/as-documentation.

Disability	Qualified	Additional Information
<p>Chronic Health, Mental Health, and Sensory and Physical Disabilities</p> <p><i>Required Documentation: Certificate of Disability</i></p>	<p>A health care practitioner familiar with your disability who is licensed to make a diagnosis</p>	<p>Additional documentation related to your disability can also be provided (e.g., a report from an audiologist).</p> <p>If you live with a mental health disability, you are not required to disclose your specific mental health diagnosis.</p>
<p>Attention Deficit Hyperactivity Disorder (ADHD)</p> <p><i>Required Documentation: Certificate of Disability</i></p> <p><i>Required Documentation: A psychoeducational assessment or neuropsychological assessment</i></p>	<p>A health care practitioner familiar with your disability who is licensed to make a diagnosis</p> <p>A psychologist</p>	<p>The Certificate of Disability (CDIS) must indicate a diagnosis of ADHD (as per DSM-5 guidelines) and adult functional impacts as they relate to post-secondary studies. A brief diagnostic note from the assessing practitioner or a prescription for ADHD medications/ treatments is not sufficient.</p> <p>The report clearly indicates whether report cards from age 12 and younger were reviewed as part of the assessment.</p> <p>The report clearly outlines the student's educational history both before and after age 12 and the sources of how that information was obtained are clearly indicated in the report.</p> <p>Indicate in the report the age at which ADHD-related challenges began (whether diagnosed then or not).</p> <p>studentlife.utoronto.ca/wp-content/uploads/ADHD-Checklist.pdf</p>
<p>Autism Spectrum Disorders (ASD)</p> <p><i>Required Documentation: Certificate of Disability</i></p> <p><i>Required Documentation: A psychoeducational assessment or neuropsychological assessment</i></p>	<p>A trained psychologist, psychiatrist, or other physician with specialized training in assessing Autism Spectrum Disorder</p> <p>A psychologist</p>	<p>If documentation dates to early childhood, supplemental documentation that outlines functional impacts as an adult will be necessary.</p> <p>If completing the Certificate of Disability, the assessing professional must outline functional impacts in addition to areas of impaired skills (i.e., not relative weakness), as identified through testing.</p> <p>The report may be no older than five [5] years or completed at age 18 years.</p> <p>studentlife.utoronto.ca/wp-content/uploads/Psycho-educational-assessment-checklist.pdf</p>

<p>Learning Disabilities (LD)</p> <p><i>Required Documentation: Psychoeducational assessment or neuropsychological assessment</i></p>	<p>A psychologist</p>	<p>If you have a copy of a recent psychoeducational assessment (i.e., completed at 18 years old or older or within five [5] years prior to the date of registration), please provide our office with a copy. We need the full report, including appendices with all test scores. Reports must clearly outline dates of assessment and that assessment was conducted in person.</p> <p>If you had an Individual Education Plan (IEP) or a psychoeducational assessment from previous schooling, please submit this or any other relevant documentation that you have.</p> <p>Interim accommodations may be provided while updated documentation is being obtained.</p> <p>studentlife.utoronto.ca/wp-content/uploads/Documentation-Requirements-Learning-Disabilities.pdf</p>
<p>Acquired Brain Injury or Concussion</p> <p><i>Required Documentation: Certificate of Disability</i></p> <p><i>Required Documentation: Recent medical documentation that outlines the functional impacts of disability and related accommodation needs</i></p>	<p>A health care practitioner familiar with your disability who is licensed to make a diagnosis</p> <p>An appropriate health care practitioner (e.g., an emergency room physician, family doctor, and/or neurologist)</p>	<p>A psychoeducational or neuropsychological assessment may be needed if significant cognitive accommodation is required.</p> <p>Additional documentation may be requested to verify the need for continued services if your condition persists beyond six [6] months.</p>

<p>Temporary Physical Disabilities (e.g., broken limbs, sprains/strains, soft tissue injuries, short-term follow-up after surgical care)</p> <p><i>Required Documentation: Certificate of Disability</i></p> <p><i>Required Documentation: Recent medical documentation that outlines the functional impacts of disability and related accommodation needs</i></p>	<p>A health care practitioner familiar with your disability who is licensed to make a diagnosis</p>	<p>Additional documentation may be requested to verify the need for continued services after the estimated duration of the condition.</p>
	<p>An appropriate health care practitioner (e.g., an emergency room physician, family doctor, and/or neurologist)</p>	

Step 2

Complete our online Student Intake Form & include your required documentation

- Have your required documentation available in a digital format
- Set aside 30 minutes to complete the online Student Intake Form
NOTE: You will not be able to save and return to the form
- Visit uoft.me/as-registration to access and complete the online Student Intake Form
- The Student Intake Form is your opportunity to provide us with critical information about your lived experience with disability (e.g., successes, challenges) and background/ context about what has or has not worked for you in the past while you were in other academic settings
- Provide information in all required fields
- Attach your required documentation

If you require accommodations or assistance in completing the Student Intake Form, contact our front desk at accessibility.services@utoronto.ca or 416-978-8060. Paper copies of the Student Intake Form are also available upon request from our front desk.

Step 3

Attend an Intake Appointment

- After you submit your completed Student Intake Package, you will be contacted to schedule an appointment with an Accessibility Advisor
- The Accessibility Advisor will review your completed Student Intake Package and your needs so that they can work with you to determine appropriate academic accommodations for your program of study

If you need help with any step of the registration process, please contact our office and a member of our administrative team will be able to assist you.

If you are unsure of what documentation you need or require accommodations or assistance in completing the online Student Intake Form, please contact our front desk at accessibility.services@utoronto.ca or 416-978-8060.

What if I'm not sure I have a disability?

We can work with you if you suspect you have a disability or are in the process of obtaining documentation. Accessibility Services does not provide services to diagnose disabilities, but we can discuss difficulties you are experiencing and, if appropriate, provide information about how to obtain appropriate documentation.

Contact our front desk to arrange a brief consultation meeting with our Intake Coordinator at accessibility.services@utoronto.ca or 416-978-8060.

If you suspect you might have a Learning Disability and/or ADHD, please complete our online Student Intake Form prior to meeting with our Intake Coordinator.

If you suspect you have a disability and are having difficulty with your studies, there are additional supports and resources you may explore:

- Meet with an Academic Advisor to discuss program requirements and the supports available to you within your program or faculty (e.g., Office of Health Professions Student Affairs (OHPSA), Office of Learner Affairs in the Faculty of Medicine, Academic Success Program (ASP) in the Faculty of Law, OISE Student Success Centre (OSSC))
- Meet with a Learning Strategist and attend a workshop at the Centre for Learning Strategy Support (studentlife.utoronto.ca/department/centre-for-learning-strategy-support) to develop new learning skills
- Meet with your instructors or supervisors to discuss areas of improvement
- Visit Health & Wellness (healthandwellness.utoronto.ca) for strategies to manage stress
- Connect with the Centre for International Experience (cie.utoronto.ca) to get acquainted with your new city
- Visit a Writing Centre (writing.utoronto.ca) to develop new writing skills
- Attend workshops at the Graduate Centre for Academic Communication (GCAC) (sgs.utoronto.ca/resources-supports/gcac)
- Visit gradlife.utoronto.ca for more information about resources and supports

TRANSFER OF ACCOMMODATIONS

I have accommodations at another university and am taking courses at U of T. Can I transfer my accommodations to U of T?

No. Unfortunately, we do not transfer accommodations from other institutions.

The University of Toronto offers unique programs, each of which has specific academic expectations. Students may experience opportunities, as well as challenges and barriers that may not exist in other university contexts. It is important to ensure students have access to an individualized accommodation plan that provides appropriate and effective supports for you within our learning environments.

In order to receive academic accommodations, register as a new student with Accessibility Services as soon as possible using the steps on page 25. You may upload relevant documentation from your home university as supplemental documentation.

If you have questions, contact our administrative team at accessibility.services@utoronto.ca or 416-978-8060.

SUPPORTS FOR INDIGENOUS STUDENTS

Accessibility Services aims to provide a safe, caring, respectful and culturally supportive environment for Indigenous students with disabilities. We encourage you to book a consultation with the Indigenous Liaison to discuss the registration and documentation requirements for Accessibility Services if you are an Indigenous student taking courses on the St. George campus and you have a disability or believe you may have a disability. Students can book a phone or virtual appointment with the Indigenous Liaison at indigenous.accessibility@utoronto.ca or by calling 416-978-0774

INTAKE APPOINTMENTS

Once you have submitted your complete Student Intake Package, we will schedule a meeting with you and an Accessibility Advisor. Your Advisor will review your documentation and work with you to create an appropriate accommodation plan uniquely tailored to your needs and your academic program.

What to expect during an intake appointment:

To help us develop an accommodation plan that's right for you, an Accessibility Advisor may ask questions at your intake appointment to learn more about:

- How disability impacts your life and learning
- Your previous learning experiences and the environment in which you learn best
- Your learning style and learning strengths
- If relevant, your family history

Annual Renewal of Accommodations

As of April 30th each year, your accommodations expire. You must reactivate your registration with us in order to renew your accommodations.

During the first week of May each year, an email will be sent to your UTmail+ from Accessibility Services outlining how you can reactivate registration. We encourage you to **renew your accommodations** each May so that they are in place at the start of your next academic term.

There are two types of renewals:

1 You have current documentation regarding your disability, and you and your Accessibility Advisor don't anticipate changes in your accommodations or needs.

You may be able to renew your accommodations electronically. If so, an individualized link and instructions to renew your accommodations will be sent to your UTmail+ account.

2 You need updated documentation and/or wish to discuss changes to accommodations.

You will need to meet with your Accessibility Advisor to reactivate your accommodations.

ACADEMIC ACCOMMODATIONS

What are academic accommodations?

Accommodations are formally approved mechanisms and/or supports put in place by the University to enable a student to have the same opportunity to demonstrate competency and familiarity with required course material as their peers, without disability being a barrier or obstacle in their doing so (e.g., an accommodation to take breaks during an exam, use of a sign language interpreter during a presentation, an extension on a deadline during a disability-related flare up). While the way in which a student demonstrates competency in course material may be altered through an accommodation, and/or the timeline by which they are expected to demonstrate certain competencies may be extended, students with accommodations are still required to achieve the same standards and demonstrate the same level of competency in the course material as their peers. Eliminating a course requirement and reweighting its value to other assignments and/or assessments within the course is not generally considered an appropriate accommodation as it: 1) may provide a student with a more limited learning opportunity than their peers; 2) may prevent a student from fully demonstrating their understanding and achievement of course standards and competencies for assessment by the instructor.

How are academic accommodations determined?

Students provide documentation completed by a qualified healthcare practitioner that confirms functional limitations and barriers related to a diagnosed disability requiring academic accommodations. The Accessibility Advisor reviews this documentation and meets with the student. This provides students with the ability to share their lived experiences in terms of navigating disability, including successes and skill sets they have developed over time. The Advisor then considers this information, as well as best practices and the expected learning outcomes/core competencies of the academic program, to develop

an accommodation plan in collaboration with the student. These accommodation plans can be modified at any time in response to changes in the disability-related circumstances of the student and/or the academic demands of the program.

It is important to note:

Academic accommodations do not change the essential requirements of your course or program curricula

You will be expected to meet the same academic standards and demonstrate the same knowledge and skill development as your peers

TYPES OF ACCOMMODATIONS



Classrooms, labs, course work

- Accessible classrooms and labs, adaptive furniture, and assistive technology
- Sign language interpretation, professional/computerized notetaking
- Reasonable extensions on individual assignments and papers
- Access to materials in alternate formats (e.g., braille, large print, digitized text, voice-activated software, assisted-hearing devices)



Quizzes, Tests and exams

- Accommodations may include access to a space with fewer distractions, additional writing time, and breaks
- Access to alternate formats like large print or braille
- Use of adaptive furniture and equipment (e.g., using a keyboard for writing or screen-reading software)
- Accommodations for oral and comprehensive exams and defenses

“Students may not know what they’re allowed to ask for if they don’t know what they’re entitled to. Knowledge is definitely power.”

OISE Graduate Student living with mental health and concussion symptoms



Experiential Learning (EL)

(e.g., practicums and placements)

- Guidance on requesting accommodations during a practicum or placement
- Developing safe, appropriate accommodations at an experiential learning site in collaboration with your Program Coordinator



Research

- Working with you and your department to determine whether additional time may be required to complete your research/degree



Outside of the classroom

- Working with residences regarding disability-related housing needs
- Connecting you with campus and community resources
- Offering peer mentoring and co-curricular programming

For a list of academic accommodations, please visit uoft.me/as-accommodations

A photograph of a university campus path, overlaid with a red tint. The path is paved and lined with trees, some of which have fallen leaves on the ground. Several people are walking along the path, some carrying backpacks. A building is visible in the background. The overall scene is a typical university campus setting.

Your Responsibilities

Once you are registered with our service, you have new responsibilities when it comes to accessing your accommodations and the various services and programs offered through Accessibility Services. You've got this! And Accessibility Services is always here to help.

Responsibilities checklist

- Download your Letter of Accommodation and provide it to your professor, course instructor, or the appropriate person (e.g., supervisor) in your program 4-6 weeks prior to the start of the course.
- Communicate with professors, course instructors or the appropriate person in your program about your accommodation needs in a timely manner - including requests for extensions.
- Register for your tests, quizzes, and exams with Accommodated Testing Services.
- Connect with an Accessibility Services Adaptive Technologist and/ or Learning Strategist when this is recommended by your Advisor.
- Explore options for Financial Aid to help you with disability-related educational costs.
- Get connected and find support through our Community and Peer Support programs.
- Strengthen your learning skillsets by attending a workshop or program through Accessibility Services, the Centre for Learning Strategy Support, or one of the Writing Centres.
- Meet your Accessibility Advisor for guidance on navigating accommodations related to research and thesis work, as well as experiential learning, labs and coursework.
- Let us know immediately about any changes in the disability-related barriers you may be experiencing, or changes in your accommodation needs. Many accommodations can be complex or require a significant amount of time to implement, depending on the circumstances or internal/external system navigation that our office will need to employ (e.g., up to 6 weeks or more in some cases). It is critical we know as soon as possible about any changes so that everything that you need is in place in a timely way to support your success.
- Self-enroll in the Accessibility Services Quercus module, which will allow you to receive important announcements and sync important dates such as registering for exams, signing up for peer notetaking, and more with your Quercus or personal digital calendar. [**Register here.**](#)

RESPECT

Accessibility Services is committed to providing a safe, healthy, secure, and respectful environment for our staff, students, and visitors.

Any form of abuse is unacceptable, including:

- Verbal abuse, including the use of threatening language
- Action or attempted action that causes or could cause injury
- Physical or sexual assault

LETTER OF ACCOMMODATION

The Letter of Accommodation is used to inform your professors, instructors, supervisors, and/or Program Administrators about your learning needs and to verify your need for need for classroom related accommodations. Please check with your Accessibility Advisor regarding the process within your program/department/faculty.

We encourage you to activate your accommodations by communicating directly with your professors, instructors, or supervisors with the support of your Letter of Accommodation. If/when your instructor's contact

information is available, we strongly advise you to share your Letter of Accommodation with them several weeks (ideally 4-6 business weeks) before the start of the semester if there are specific accommodations that they will need to have in place to support you for the first day of class. If you would prefer, an Accessibility Advisor can speak to your instructor or supervisor on your behalf - please let us know.

The Letter of Accommodation maintains confidentiality about the nature of your disability while providing information to the reader so they can implement

your accommodations.
This may include:

- Specific details about your classroom or lab accommodations
- Instructions to send tests, quizzes, and exams in the correct format to Accommodated Testing Services (ATS)
- Confirmation that you may request a coursework extension on an individual assignment up to one [1] week from the original deadline
- Notification that a service provider or aide will be present in the classroom
- For the purposes of administering your accommodations, your instructors may need to share your Letter of Accommodation on a need-to-know basis with Teaching Assistants or other staff within an academic department. If you have questions or concerns about this, speak with your Accessibility Advisor

Go to uoft.me/LOA to download your Letters of Accommodation— there will be

one for each of your courses.

Your Letter of Accommodation may not list all your accommodations— especially those related to accommodations for experiential learning (e.g., a practicum, placement, field course). Meet with your Accessibility Advisor to discuss whether you need a tailored Letter of Accommodation for non-traditional and/or experiential learning environments.

Also, your Letter of Accommodation will not list approved test and exam accommodations as these are arranged by the student through Accommodated Testing Services (i.e., test and exam accommodations are not administered or arranged through your course instructor).

Not sure how to draft the email to your professor or course instructor requesting an accommodation? Take a look at our draft email to professors on page 40 (studentlife.utoronto.ca/wp-content/uploads/Emailing-Profes.pdf) or connect with a peer.

For information on peers, visit:
uoft.me/as-peers

If you have trouble accessing your Letter of Accommodation online, please note the following:

- It may take up to 48 hours for your letter to become available after your intake appointment
- You can only use Firefox, Chrome, or Microsoft Edge web browsers
- If the problem persists, contact our front desk at accessibility.services@utoronto.ca or 416-978-8060) for assistance.
- You can also connect with a peer advisor if you need help downloading your letter.

WORKING WITH YOUR PROFESSORS, COURSE INSTRUCTORS, SUPERVISORS AND PROGRAM ADMINISTRATORS

When deciding how to discuss your accommodations with your professors, instructors, supervisors or Program Administrators, consider what they may need to know and what information is relevant to them to support your success in your academic program. If you're not sure how to request or discuss accommodations, connect with your Accessibility Advisor.

You do not need to provide details about your disability diagnosis, diagnosis, or personal struggles. Instead, discuss your specific learning and accommodation needs and any limitations you might experience in meeting course or program requirements. You may also wish to discuss strategies and approaches that have been effective for you in the past to support your success in the program.

Some examples might be:

- “I have an academic accommodation that requires me to sit in the front row of the classroom for disability-related reasons”
- “I have an academic accommodation for the times I will need to miss class due to disability-related reasons.”
- “Because it takes me longer to process written information, I may require clarity around instructions and may potentially need extensions.”

Quick tips when requesting accommodations

- If you make the request in person or virtually, follow up with an email to your professor, instructor, supervisor or Program Coordinator, outlining what you discussed. If you are following up at a later date, reattach your Letter of Accommodation.
- In all of your correspondence, make sure to include your course code and section, since professors or instructors often teach more than one course.
- Avoid writing angry or confrontational emails to professors, instructors, supervisors or Program Coordinators. If a challenging situation arises, make an appointment with your Accessibility Advisor to get advice on next steps.

“Accessibility Services has helped me a lot during my two years here. I feel my Accessibility Advisor helps me to navigate the complexities of trying to earn a PhD while having multiple disabilities.”

PhD Student living with mental health and chronic health conditions

FINDING A SUPERVISOR

Some graduate and professional programs involve working with a supervisor. The relationship between you and your supervisor is important, as supervision can significantly influence your academic progress and experience.

Typically, graduate students will be responsible for finding their own supervisor. Below are some tips on this search process:

- Do a self-analysis of your own needs before meeting with possible supervisors. For example, you may want to ask yourself: What kind of communication do I need?
- Be clear on how feedback is helpful to you and how you prefer to give and receive feedback
- Ask if there are any additional qualifications you might need to have or areas of knowledge you might need to be familiar with (e.g. specific analysis tools)
- Check your graduate handbook or check with your graduate administrator for more information on how your graduate unit expects you to search for a supervisor or how one is assigned to you
- Consider touring the department and workspaces as well. Does this bring up any concerns/issues?
- Do some research on some potential supervisors. Check online sources, talk to other professors, contact the unit's graduate office, meet potential supervisors, or contact other students.
- Discuss expectations, such as timelines for your work, methods of communication, and frequency of meetings, with your potential supervisor
- Outline your area of interest to study and some particulars before you meet to see if there is any interest in your topic. Would they be open to co-supervision for some topics?
- Be aware of the deadlines

that your unit has in place for when you will need to have a supervisor and supervisory committee

- Consider whether there are any supports that would be helpful for the supervisor to know about in advance (e.g. possible letter of introduction about disability/support needs)

Here are some additional questions you may find helpful to consider during your search:

- What is the supervisor's research environment like? What are their expectations?
- What is the "culture" of the supervisor's research or scholarly activities?
- If you require additional feedback or more frequent meetings, will the supervisor be reasonable available to provide these supports? If so, what would this look like?
- What frequency will the frequency and style of communication generally be (e.g. oral, written, in person, or zoom)
- How frequently is the supervisor available to meet?
- Can I send follow up emails to ensure I understand next steps?

When the supervisor is not around, are there others on the team I can contact, like a post doc?

- What are the supervisor's expectations for how and when you meet with them? For example, if the supervisor travels a lot, how will this impact your ability to meet them in person when needed?
- Do you wish to disclose your disability-related needs to your supervisor? If so, what resources might you access for additional support if needed?
- Is there a specific work space for me? Is there a specific work space or do I find my own?
- Am I expected to be on campus during certain hours or is remote work possible?

- Are there regular meetings I must attend?
- What are the professor's expectations about presentations/conferences/publications?
- How flexible is the timeline for the degree?
- What kind of funding does the project have?

If problems arise within your supervisory relationship, try to resolve the issue through informal discussions first. If problems persist, consider connecting with your supervisory committee, the Graduate Coordinator, or the Chair of your graduate unit. Remember, you can also reach out to the **Centre for Graduate Mentorship and Supervision (CGMS)**, a tri-campus service that works with graduate students and faculty to support successful graduate mentorship and supervisory relationships, by facilitating interpersonal skill-building and informal conflict resolution.

Additional Resources:

The School of Graduate Studies Guide to Finding a Supervisor:
sgs.utoronto.ca/future-students/find-a-supervisor

The School of Graduate Studies Supervision Guidelines:
sgs.utoronto.ca/resources-supports/supervision/supervision-guidelines

The Centre for Graduate Mentorship and Supervision (CGMS):
cgms.utoronto.ca

WORKING WITH YOUR SUPERVISOR

Supervisors can provide accommodations to students with disabilities who register with Accessibility Services to ensure they have the opportunity to demonstrate and develop their academic, research and scholarly potential. We recommend that you speak to your Accessibility Advisor first before discussing accommodations with your supervisor.

Accommodations may include, and are not limited, to:

- Requesting that meetings take place in an accessible room/space
- Extending a submission deadline for written work (e.g., thesis chapters)
- Providing additional assistance in a lab setting
- Requesting a recording of meetings with your supervisor
- Accommodations for exams/oral defense
- Extending the timeline for degree completion and exploring alternate sources of funding if required

Negotiating the terms of the supervisory relationship helps clarify the frequency and type of contact expected between a student and their supervisor. Things to discuss may include:

- Availability for appointments (e.g., frequency, duration, etc.)
- Communication styles, preferences and/or needs
- The essential skills and learning outcomes a student is expected to demonstrate
- Expectations about responsibilities

The School of Graduate Studies has developed a helpful resource on the student-supervisor relationship. Please refer to the Graduate Supervision Guidelines for more information: sgs.utoronto.ca/resources-supports/supervision/supervision-guidelines

The Centre for Graduate Mentorship and Supervision (CGMS) is also available to provide confidential support around the student-supervisor relationship. Please refer to Page 91 or visit cgms.utoronto.ca for more information.

Accommodations may include, and are not limited, to:

- Requesting that meetings take place in an accessible room/space
- Extending a submission deadline for written work (e.g., thesis chapters)
- Providing additional assistance in a lab setting
- Requesting a recording of meetings with your supervisor
- Accommodations for exams/oral defense
- Extending the timeline for degree completion and exploring alternate sources of funding if required

Negotiating the terms of the supervisory relationship helps clarify the frequency and type of contact expected between a student and their supervisor. Things to discuss may include:

- Availability for appointments (e.g., frequency, duration, etc.)
- Communication styles, preferences and/or needs
- The essential skills and learning outcomes a student is expected to demonstrate
- Expectations about responsibilities

Working With Supervisory Committees

Some graduate and professional programs involve working with a supervisory committee that supports students to meet the academic goals of their respective programs.

Accommodations may be available for students who are registered with Accessibility Services to ensure they have the opportunity to

demonstrate and develop their academic, research, and scholarly potential. We recommend that you speak to your Accessibility Advisor at least six weeks before meeting with your Supervisory Committee to coordinate accommodations.

Accommodations may include and are not limited to:

- Negotiating communication styles and/or needs
- Requesting recordings of meetings with your supervisory committee
- Developing written summaries collaboratively with your supervisory committee that establish what was discussed in your meeting, including next steps
- Extending a submission deadline for written work

Writing an email to your professor, supervisor or instructor



DO'S

DO write an informative subject line, so that your professors, supervisors and instructors know immediately why you're writing to them, even before they've read the email. Include the course code.

DO provide your Letter of Accommodation in a timely manner. It helps to explain your situation concisely, and then ask for an accommodation in a considerate manner.

DO finish with a closing sentence, including both your full name and your student number.

DON'TS

DON'T address your professor, supervisor or instructor by their first name unless they've explicitly asked students to do so.

DON'T email your professor, supervisor or instructor to ask a question that can be found in the course syllabus. Always consult the syllabus before contacting your professor, supervisor or instructor.

DON'T send an email with threats or demands. Use a polite and collaborative tone when requesting an accommodation.

Reminder: For any official communication with your professors and course instructors, always use your UTmail+ account (@mail.utoronto.ca).

Sample email to accompany Letter of Accommodation

New message



From: YOUR NAME

Sent: DATE (e.g., September 18, 10:55 AM)

To: PROFESSOR NAME <professor.name@utoronto.ca>

Subject: COURSECODE: YOUR NAME Letter of Accommodation

Dear Professor [NAME],

I am enrolled in your course [COURSE CODE + SECTION (e.g., ANT204 L0101)] for the fall semester. I am registered with Accessibility Services, and am attaching my Letter of Accommodation which outlines my accommodations for your course.

If you have any questions about my accommodations, my Accessibility Advisor, [ADVISOR'S NAME], can be reached at [ADVISOR'S EMAIL ADDRESS].

Thank you, and I look forward to the upcoming semester.

Sincerely,

[YOUR NAME]

[YOUR STUDENT NUMBER]

Send



REQUESTING AN EXTENSION

The impact of disability may mean you sometimes need additional time to complete assignments. Your Letter of Accommodation will indicate this and provide your professors and instructors with information needed to approve up to a one [1] week extension on individual coursework.

All disability-related extension requests require approval from your professors or instructors. The request should be made before the original due date. We recommend requesting an extension at least one week before the assignment is due. Approval by the professor or instructor is requested to determine whether or not the request is feasible in the context of the course. It should not

involve an assessment by your instructor to determine whether or not the accommodation is warranted. Should you feel this is taking place, please connect with your Accessibility Advisor immediately to discuss.

We understand that sometimes, disability-related challenges may prevent this from happening. Should this occur, speak with your Accessibility Advisor to discuss next steps.

Please note: The extension process varies among programs. In some programs, you can request a coursework extension directly from your professor or instructor. In others, you will need to communicate with a Program Administrator or Registrar. If you are unsure of

“*Having accommodations that I can rely on has greatly improved my experience as a student. My disability is aggravated by stress, which makes meeting deadlines challenging.*”

Graduate professional student living with a mental health disability

the process for your program, your Accessibility Advisor can help navigate this.

There are situations when a professor or instructor might not approve an extension:

- When the extension request concerns a group assignment
- When the answers for the assignment were posted or taken up in lecture
- When the extension request does not allow sufficient time for marking

In these circumstances, meet with your Accessibility Advisor to discuss potential next steps or alternate accommodations.

Extensions beyond one [1] week

If you need a disability-related extension beyond one [1] week after an individual assignment due date, you must complete the online Extension Request Form (uoft.me/as-extensions) before the originally negotiated extended due date. Next, meet with your Accessibility Advisor to review your request.

Please note that disability-related extension requests beyond one [1] week will be considered when there have been extenuating circumstances. These requests are not automatically guaranteed and will be reviewed on a case by case basis.

It is important that you continue to work on assignments to the best of your ability while an extension request is being considered.

Can I get an extension on group work?

Extensions may not be possible or appropriate for group work. They are not usually granted. If you are unable to complete group work due to disability-related reasons, speak with your professor or instructor and your Accessibility Advisor as soon as possible to discuss potential alternatives. Meet with your Accessibility Advisor to problem-solve how to address the workload issues you are facing and to consider whether an extension on an individual assignment in a different course might be possible so that you can focus on meeting the deadline set for your group work project.

How can I stay on top of my deadlines?

At the beginning of the semester, map out your deadlines using a planner or a calendar. This may help to ensure you have time to make the most of the resources available to you as a student, including programming and learning strategy opportunities from our office, a Writing Centre, the Centre for Learning Strategy Support, and the Graduate Centre for Academic Communication (GCAC).

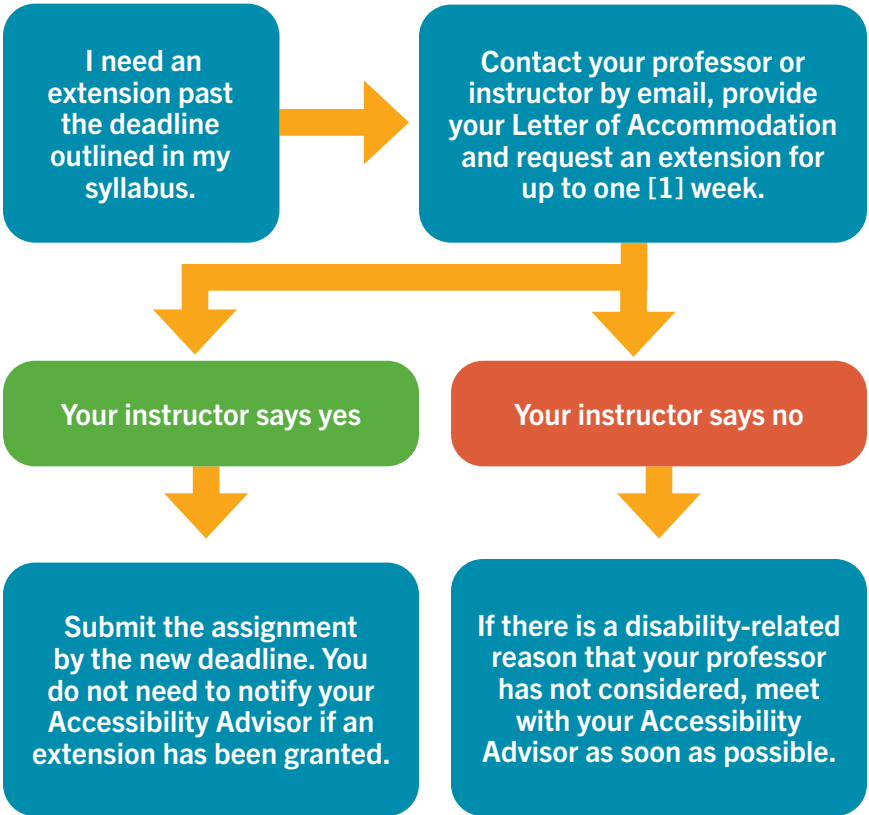
If you are having trouble staying on top of deadlines, see page 78 for more information on Learning Strategists and learning skills workshops. You can also visit studentlife.utoronto.ca/task/motivation-and-procrastination for a list of programs and resources that can help you stay on top of deadlines.

Where can I get help with planning my semester?

Peer Advisors are available to assist you. Stop by one of our Peer Advisor drop-in sessions when they are available, or visit uoft.me/as-peers to be connected to a graduate student who can meet with you throughout the semester.

How and when should I ask for an extension?

You may experience a flare-up of disability-related symptoms and, as a result, require a reasonable extension on assignments. Consider the charts below which highlight common scenarios that students experience.



I was granted an extension but am going to miss the new deadline.

Do you feel comfortable asking your instructor for an additional extension?

Yes

Contact your instructor and request an additional extension.

Your instructor says yes

Submit the assignment by the new deadline. You do not need to notify your Accessibility Advisor if a new extension was granted.

No

Complete the Extension Request Form available online uoft.me/as-extensions. Meet with your Accessibility Advisor to review your request.

Your instructor says no

Complete the Extension Request Form available online uoft.me/as-extensions. Meet with your Accessibility Advisor to review your request. Note: These requests are not always guaranteed.

I was granted an extension and have missed the deadline.

I need an extension beyond the end of the academic term (five [5] business days after the exam period ends)

Contact your instructor as soon as possible to tell them you will be meeting with your Accessibility Advisor. Complete the Extension Request Form online uoft.me/as-extensions. Meet with your Accessibility Advisor to review your request.

Contact your Registrar to submit a petition for consideration of an extension. Meet with your Accessibility Advisor regarding what support they can provide, if you are petitioning for disability-related reasons

Extensions beyond the end of term

Students who are part of the School of Graduate Studies (SGS) must complete an SGS Extension to Complete Coursework form to request extensions beyond the end of the term. You can ask your Accessibility Advisor to submit a letter to accompany the form. It is important that you continue to work on individual assignments to the best of your ability while an extension request is being reviewed. Students in professional programs that are not part of SGS should consult with their program or Accessibility Advisor about the process. More information about how School of Graduate Studies students can request extensions on coursework is available on the School of Graduate Studies website: sgs.utoronto.ca/policies-guidelines/coursework-extensions

Requesting a Program Extension

You may, for disability-related reasons, require additional time to prepare or complete components of your degree (e.g., thesis proposal, thesis, comprehensive or oral exams) that will subsequently delay completion of your program. In these instances, students in the School of Graduate Studies (SGS) should complete the appropriate SGS form, in collaboration with your Accessibility Advisor. You can ask your Accessibility Advisor to submit a letter to accompany the form. SGS forms can be found here: sgs.utoronto.ca/current-students/student-forms-letter-requests

For students who are not part of the School of Graduate Studies, please communicate with your Accessibility Advisor if you anticipate needing additional time to complete your degree due to disability-related reasons.



Sample email asking for an extension

New message



From: YOUR NAME

Sent: DATE (e.g., September 18, 10:55 AM)

To: PROFESSOR NAME <professor.name@utoronto.ca>

Subject: COURSECODE: Requesting an Extension

Dear Professor [NAME],

I am enrolled in your course [COURSE CODE + SECTION (e.g., BIO120H L0101)]. Earlier this term I sent you my Letter of Accommodation, as I am registered with Accessibility Services. Due to disability-related reasons, I am unable to submit [ASSIGNMENT] by [ORIGINAL DUE DATE]. I am writing to ask for an extension of [ONE TO SEVEN] days, as outlined in my Letter of Accommodation. I will submit by [EXTENDED DUE DATE].

If you have questions about my accommodations, my Accessibility Advisor, [ADVISOR'S NAME], can be reached at [ADVISOR'S EMAIL ADDRESS].

Thank you in advance for your understanding.

Sincerely,

[YOUR NAME]

[YOUR STUDENT NUMBER]

Send



Academic consideration for non-disability reasons

You may require special consideration for reasons that are not connected to your disability (e.g. flu, bereavement). There are different processes to request consideration for reasons that are not disability-related.

Each academic area may have its own policies which may change some of the information and guidance provided here. Contact your Faculty Registrar or Program Administrator for more information. Your Accessibility Advisor can support you with navigation if you need assistance.

Illness or injury

The Verification of Illness or Injury form (also known as a “doctor’s note”) may be required for a missed academic obligation in some circumstances. It is the official University of Toronto form for all students who are requesting academic consideration based on non disability related reasons. For more information please visit: [registrar.utoronto.ca/policies-and-guidelines/verification-of-illness-or-injury](https://www.utoronto.ca/policies-and-guidelines/verification-of-illness-or-injury).

Religious observances

Alert your professor or course instructor regarding religious observances that might impact your ability to meet course requirements during the term ([viceprovoststudents.utoronto.ca/policies-guidelines/accommodation-religious](https://www.utoronto.ca/policies-guidelines/accommodation-religious))

Illness or death of a family member, or personal or family crisis

Alert your Faculty Registrar or Program Administrator if you face exceptional life circumstances to discuss your options

Accessibility Services is unable to provide accommodations related to caregiving of a family member, including family members who are living with a disability. If this is your situation, please contact your Faculty Registrar, Program Administrator or the U of T Family Care Office: [familycare.utoronto.ca](https://www.familycare.utoronto.ca)

QUIZ, TEST, AND EXAM ACCOMMODATIONS

Accommodated Testing Services (ATS) is responsible for administering accommodations for quizzes, term tests, and exams for students registered with Accessibility Services. Our office works collaboratively with Accommodated Testing Services so that you can write your tests and exams with approved accommodations.

Did you know that during the 2023-2024 academic year, ATS supported **30,192** accommodated tests and exams?

During the 2024-2025 academic year, students may be writing online and take-home tests and exams. Students writing online and take home exams still have to register with Accommodated Testing Services to write with accommodations for these assessments. ATS will make appropriate arrangements with your instructor to ensure that your accommodations for tests and exams are implemented.

How to register for quiz, term test, or final exam accommodations

If you are planning to complete any timed written assessments with accommodations (e.g., quizzes, exams, and online assessments), please ensure you register with Accommodated Testing Services by the set deadlines (ism.utoronto.ca/ats).

Please note that your professor, instructor or Program Administrator may be informed of your testing accommodations if they need to input them into an online test platform.

When you successfully submit a request for accommodations, you will receive an automated confirmation email. Typically, you will receive this e-mail one to two business days prior to your scheduled assessment date.

If you require accommodations for an oral exam, please connect with your Accessibility Advisor directly as these types of exams are not administered through Accommodated Testing Services.

Please note that some programs require testing accommodations to be arranged directly with the program, with no involvement from Accommodated Testing Services. Your Accessibility Advisor will discuss the appropriate process for registering for testing accommodations with students in these programs (e.g., Master of Nursing, Physician Assistant, Pharm D for Pharmacists, etc.).

Step 1

1. **Confirm your scheduled assessments** for each course. This includes tests, quizzes, online assessments, and any other timed assessments you will need your testing accommodations for.
2. You can find this information on your syllabus and/or course website.
3. Not sure of the timing details for one of your assessments? Reach out to your instructor and ask! You can let them know that you need these details in order to book with ATS.

Step 2

1. **Book with ATS** for each assessment you will need your testing accommodations for, whether remote or on campus/in person.
2. Bookings can be made through the “Accommodations” section on ACORN.
3. The deadline to book with ATS for assessments during the term is 14 days prior.
4. For assessments during final exam periods, there are specific deadlines, so please check the ATS website and watch out for an email announcing when exam period registration opens.

Step 3

1. **Manage your ATS bookings.** You can visit ACORN to check which assessments you have booked with ATS.
2. Ensure there is an individual booking for each assessment requiring test accommodations.
3. Need to make changes to a booking? Please email ats.info@utoronto.ca.
4. If you need to cancel a booking, you can do it directly in ACORN. Please note that once the booking is cancelled, it cannot be reinstated



On campus/in person assessments

Step 4

- 1. Check your 2-day confirmation email.**
Two business days prior to your ATS booking, you will receive an email confirming your writing time and location. If you do not receive this email, contact ATS immediately.
2. It's very important that you carefully review this email, as your start time may be different than the standard class start time.
3. ATS also uses various locations on campus, so it's important to always check your writing location. Remember, you will be writing at an ATS location, not with your class!

Step 5

- 1. Hand your Tcard** to an invigilator as soon as you arrive, and follow their instructions to get signed in and begin your assessment.
2. Write your assessment. Arrive at your assigned ATS location 15 minutes before your scheduled start time. Late arrival will be deducted from your writing time, so make sure to be on time!

Online assessments and take home exams

Step 4

- 1. ATS will send you an email** when we confirm that your accommodations are being applied to your assessment. Typically, we are able to confirm this 1-2 business days prior to your assessment.
2. Please note: For online assessments, your time-based accommodations will be applied, if applicable. If you have concerns about how to access other accommodations while writing an online or take home exam, please reach out to your Accessibility Advisor at least 14 days prior.

Step 5

- 1. Write your assessment.** Follow directions from your instructor to complete and submit your assessment. Your time-based accommodations will be programmed into your online assessment, if applicable.

For quizzes and term tests

- Check your syllabus for dates for quizzes and tests
- Register with 14 days' notice prior to the date of the quiz or test
- Please make sure to use the correct link on ACORN when registering for term tests versus final exams.

Final exams

- Check your exam schedule once it has been posted
- Register by Accommodated Testing Services Registration Deadlines each term (ism.utoronto.ca/ats/info_for_students.html#deadlines)

Keeping track of deadlines can be difficult during busy times. Keep checking your UTmail+ address for reminders about important deadlines.

Our Peer Advisors are available to help you with the registration process. Attend one of our drop-in hours to plan ahead and register for quizzes, tests and exams. Visit studentlife.utoronto.ca/program/peer-advisors-daily-drop-in to find out more.

If you know you will need to miss a test, quiz or lab for disability-related reasons before the deadline occurs:

Email your professor, instructor or program administrator with a copy of your Letter of Accommodation to notify them that you are registered with Accessibility Services. Check your syllabus to determine who best to send your Letter of Accommodation to. Book an appointment with your Accessibility Advisor as soon as possible to discuss next steps. Read your syllabus or speak with your instructor to ensure that a make-up test, quiz, or lab can be arranged.

If you have missed a past test, quiz or lab for disability-related reasons during the term:

Email your professor, instructor or program administrator to notify them. Connect with your Accessibility Advisor as soon as possible to discuss next steps.

For more information on Accommodated Testing Services, visit: lsm.utoronto.ca/ats

Quiz, test and exam accommodations may include:

- Additional writing time
- A distraction-reduced space
- Stopped-clock breaks
- Adaptive software, lighting or furniture
- A scribe
- Access to food, drink or medication

If you have missed the deadline to register for accommodations to write a test, quiz, or lab during the term:

Step 1: Complete the [Accommodation Registration Form](#). Please note that accommodations are not guaranteed to late registrants.



Step 2: Email the completed form to either ATS or your Accessibility Advisor in accordance with the instructions on the [Accommodation Registration Form](#).



Step 3: Wait for a response from ATS and/or your Accessibility Advisor regarding the outcome of your late request for accommodations

If you need to register for a make-up test that has already been approved by your professor:

Submit a request for accommodations by e-mail in accordance with the instructions on the Accommodation Registration Form (ism.utoronto.ca/ats/forms/ATS%20Accommodation%20Registration%20Form%202021-2022.pdf).

Comprehensive/Qualifying Exams

Comprehensive exams may be in an oral, written or combined format and are dependent on a student's program of study. When accommodations are needed to overcome disability-related barriers, a student's Accessibility Advisor will communicate with the student's Supervisor, Program Chair and/or Graduate Office to review the proposed accommodations before they are finalized. For written exams, a student may be able to register to write with accommodations at Accommodated Testing Services (ATS).

Depending on the disability-related barriers, oral comprehensive/qualifying exam accommodations may include:

- Distraction-reduced space
- Adaptive software,
- Additional writing/response time
- lighting or furniture
- Stopped-clock breaks

Musical Performance/Skills Evaluations

Please consult with your Accessibility Advisor and instructor on how to arrange accommodations for such evaluations as early as possible. Examples of musical performance evaluations are private applied lessons, group rehearsals, ensembles, concert performances and music juries. These may include academic and/or technical practical competencies including ear training, musical reading and listening skills, music dictation, combined with written music and music analysis. Your Accessibility Advisor may need to connect with faculty, instructors and/or Program Administrators to discuss accommodations well in advance, so connect with your Accessibility Advisor ahead of time.

Clinical Skill Exams

Check with your Accessibility Adviser and your program on how to book accommodations for such assessments.

Bell-ringer exams, practical skills exams, Objective Structured Clinical Examinations (OSCEs) and Integrated Objective Structured Clinical Examinations (IOSCEs) are designed to assess clinical skills. They are used in many professional programs and usually involve a standardized patient or client played by an actor who presents with certain problems/symptoms to simulate real-life client/patient interactions. These kinds of tests may be graded or formative (i.e., for review and clinical development).

Bell-Ringer Exams

This form of testing is commonly used to assess accuracy in identification (e.g., anatomy) within a specific timeframe. It is used in programs such as Medicine, Nursing, Occupational Therapy and Physical Therapy. Bell-ringers typically include the ringing of a bell or activation of an alarm to signal when students need to move from one station to another to demonstrate clinical skills. They usually involve the following components:



Reading:

A student reads information about a part of the anatomy to be identified



Station interaction:

The student examines and evaluates the anatomical part



Write-up:

This may include recording and describing the identified anatomical part

Practical Skills Exams, Objective Structured Clinical Examinations (OSCEs) and Integrated Objective Structured Clinical Examinations (IOSCEs)

This form of testing is designed to assess clinical skills. Generally, it involves interaction with a standardized client/patient or work within a station that requires a student to demonstrate a particular clinical skill. Such exams are often used in professional health sciences programs such as Social Work, Medicine, Nursing, Dentistry and Physical Therapy. They may involve one station or several stations, each with a time constraint, and include the following components:

Reading:

The student reads information about the client/patient or the skill to be performed.

Write-up:

This may require writing case notes to summarize the interaction.

Client or Patient/Station

interaction: A client/patient is questioned and examined, and a clinical skill is performed

Oral Presentation:

A student may be asked to describe the interaction and report findings to a faculty member.

Accommodating Clinical Skills Exams

Students with disabilities may request accommodations for clinical skills exams.

Arranging accommodations for clinical skills exams takes time and coordination. Thus, we recommend contacting your Accessibility Advisor well in advance of these exams to determine whether you need to request accommodations. Providing your Accessibility Advisor with a clear understanding of the format of the test will be helpful in the process.

Your Accessibility Advisor may need to connect with clinical faculty and/or program administrators to discuss the feasibility of unique accommodation requests. Once an accommodation

plan is complete, your Accessibility Advisor will write a tailored accommodation letter outlining your requests.

Clinical Skills Exam Accommodations may include:

- Additional time to review written material prior to interacting with a standardized patient/client or station
- The use of reading software to review written material
- Additional time to complete written responses
- The use of speech-to-text software to dictate case notes or report
- Stopped-clock breaks if there are multiple stations to complete within a particular timeframe

EXPERIENTIAL LEARNING

Experiential Learning is a term that encompasses many of the learning opportunities within graduate and professional programs (e.g., placements, practicums, internships, rotations, on-call work). Accommodations that are appropriate within a classroom setting may not be suitable to meet the needs of a student completing experiential learning components within their program.

Professional programs within the Faculty of Information, Faculty of Music, OISE, and Rotman MBA may also have opportunities for practicum work and internship. Clinical professional programs such as Medicine, Dentistry, Nursing, Occupational Therapy, Counselling, and Social Work often include clinical work that creates important ‘duty of care’ responsibilities that must be met, and which cannot be compromised by accommodations.

The unique demands of clinical environments may result in the need for accommodations, even when a student hasn’t required accommodations in the past for other types of programs. As with classroom and testing accommodations, experiential learning

accommodations are based on medical documentation and functional impacts.

The process to determine appropriate experiential learning accommodations is interactive. When deciding on reasonable accommodations in such settings, you should meet with your Accessibility Advisor to ensure that accommodations allow you to meet professional standards and responsibilities and are feasible within the experiential learning setting. Coming up with an experiential learning accommodation plan may involve Accessibility Services, clinical faculty/staff, and program administrators.

Confidentiality

Sometimes students may have concerns about how they will be perceived by others in terms of professional competence if they request accommodations for experiential learning opportunities. Accessibility Services provides information on a need-to-know basis only. Your Accessibility Advisor will not disclose the specific nature or extent of disability to instructors, supervisors or program administrators. If you have any concerns about privacy and confidentiality, you are welcome to discuss them with your Accessibility Advisor.

Task Analysis

Accessibility Advisors work with students, clinical faculty/staff and program administrators to complete a task analysis of an experiential learning setting to determine appropriate accommodations. This task analysis may involve questions such as:

- What competencies need to be demonstrated by a student in a particular placement?
- What are the required learning outcomes for a student in a particular placement?
- What methods are required for assessments and why?
- Are there any significant consequences if a skill to be learned and demonstrated is performed at varying levels of competence?

Meeting an Accessibility Advisor Early in the Process is Crucial

Finding an experiential learning opportunity that is a good fit for a student with accommodations is important. Additional time may be required to arrange a placement that can accommodate a student's needs. Thus, it is important to start the process of requesting placement accommodations with your Accessibility Advisor well in advance of your experiential learning opportunity. Sufficient time is required to guarantee experiential learning accommodations.

The matching process for some experiential learning opportunities may start as early as a year in advance. Thus, we recommend that you learn the anticipated start dates of your experiential learning opportunities and speak to your Accessibility Advisor well in advance (i.e., a minimum of 12 weeks in advance of the start date and well before experiential learning settings are finalized) to start the process.

Each experiential learning setting may have different essential requirements and learning outcomes that students are expected to demonstrate. As such, it is important to stay in touch with your Accessibility Advisor to discuss whether placement accommodations need to be modified.

Experiential Learning accommodations may include:

- A distraction-reduced space for charting/writing notes
- Additional time for charting/writing notes
- Additional time to prepare for patient/client/student interactions
- The use of adaptive technology
- Ergonomic set-up of workspace
- Sign language interpretation
- Ability to make up placement hours missed due to disability-related reasons. This is subject to scheduling/availability and limits that may be set by the program and/or associated professional regulatory College.

Sharing your Experiential Learning Accommodation Plan

Once your Accessibility Advisor has completed a task analysis and worked with you to develop an experiential learning accommodation plan, they will draft a tailored accommodations letter outlining your requests. Please connect with your Accessibility Advisor to determine the appropriate contact within your program to share your letter with.

Accommodations for Teaching Assistants

Teaching Assistants are university unionized employees and should seek accommodations through Health and Well-Being:

people.utoronto.ca/inclusion/accessibility/accommodation/accommodation-guidelines-for-employees-with-disabilities

Let them know that you are registered with Accessibility Services and what your accommodations have been.

WORKING WITH YOUR ACCESSIBILITY ADVISOR

Once you are registered, you are assigned an Accessibility Advisor who can help you navigate your accommodations.

Your Accessibility Advisor may be located in our central office or in an office near your program faculty or department. Visit [studentlife.utoronto.ca/ service/accessibility-advisor-support](https://studentlife.utoronto.ca/service/accessibility-advisor-support) to find out where your Advisor is located and how to contact them.

In-person, virtual, and phone appointments will continue to be available for students throughout the 2024-2025 academic year.

You and your Accessibility Advisor will collaborate to develop your accommodations.

Here are some things to keep in mind:

- Once you are registered with Accessibility Services, meet with your Accessibility Advisor to keep them in the loop about any changes to your health, accessibility needs or if you encounter any challenges using your accommodations.
- You should connect with your Advisor as soon as possible if you are experiencing difficulties or a flare-up of your symptoms to discuss your options. They can be much more effective in helping you if you let them know at the time, rather than afterwards.
- It will be helpful to connect with your Advisor to discuss when and why you may be struggling with the completion of certain kinds of academic work to consider next steps.
- Let them know how your accommodations are working so you can discuss changes or alternatives if needed.
- Your accommodation needs may change over time, and with different course demands.

If you are experiencing a flare-up of symptoms that prevents you from attending a meeting:

You may send your Accessibility Advisor an email to update them of your situation. This update will be added to your file, but you may still need to meet your Accessibility Advisor to plan or discuss next steps.

“*My Accessibility Advisor gave me the peace of mind of knowing I can approach them for any difficulties or inquiries.*”

Graduate Engineering student living with a learning disability

Staying in touch with your Accessibility Advisor

We prefer appointments vs. emails.

Your Accessibility Advisor can provide the most valuable support through an appointment. Interactions in person, virtually, or over the phone allow Accessibility Advisors the chance to speak with you about your strengths, your challenges, and how they can provide support.

There are multiple ways you can stay in touch with your Advisor, which are outlined on the next few pages.

Our Appointment Policy

Your scheduled appointment time is reserved just for you. We encourage you to be on time for appointments. Here are some things to keep in mind about your appointment:

- If circumstances change and you are unable to attend an appointment, please notify us by email or phone with 24 hours' notice so your appointment is released and available to other students
- We prioritize rescheduled appointments for students who provide notice
- For a Monday appointment, we require notice no later than 8:30 a.m. that morning
- Students who are more than 15 minutes late to their appointment will need to reschedule
- If you are meeting with us in person, virtually or by phone, please note we do not audio or video record appointments, nor do we provide permission for you to audio or video record appointments (in person, virtual, phone) without first receiving our written permission to do so.

Email: accessibility.services@utoronto.ca

Phone: **416-978-8060**

Different Types of Appointments

You can book an in-person, phone or virtual appointment with your Accessibility Advisor through our administrative team. More information on how to contact our administrative team can be found on the next few pages.

Drop-In Appointments

Accessibility Advisors hold drop-in appointments at various times throughout the week. These 15-minute appointments are designed for you to provide very brief, just-in-time updates to your Accessibility Advisor. For drop-in times and locations, please click on the “Contacts” ribbon of the Accessibility Services webpage (studentlife.utoronto.ca/department/accessibility-services) then scroll down to find your Accessibility Advisor.

Emailing Your Accessibility Advisor

For most questions and concerns, we encourage you to book an appointment with your Accessibility Advisor.

However, there may be times that you will need to provide a brief informational update before a meeting, especially if you are experiencing a flare-up of disability-related symptoms or have limited ability to meet due to being engaged in experiential learning (e.g., practicum/placement).

In these circumstances, you may send an email to your Accessibility Advisor to update them on your situation.

Please note:

- You may still need to attend a drop-in session or book an appointment with your Accessibility Advisor to discuss next steps
- Email should not be used to make contact in emergency situations. If you are experiencing an emergency, please call 911 or visit your nearest hospital emergency room.

- Personal and academic issues are best addressed during appointments

Visiting and contacting our Administrative Team:

Visit or contact our Administrative Team to book an appointment with your Accessibility Advisor or to ask general questions. During busy times of the year, our Administrative Team receives high numbers of emails and phone calls; as such, response times can be longer than normal.

You can visit our Administrative Team at the Accessibility Services Reception at 455 Spadina Avenue, 4th floor, Suite 400. You may also call 416-978-8060 or email the Administrative Team at accessibility.services@utoronto.ca.

Accessibility Advisor Changes

Occasionally, based on caseload numbers, staffing, or the personal circumstances of your Advisor (e.g., maternity leave, promotion to a new role in another office, retirement), your Accessibility Advisor may change throughout the year or the duration of your degree. We aim to provide you with as much communication and transparency as possible when this happens.

Do you want to work with another Accessibility Advisor?

Transferring to another Accessibility Advisor is determined on a case-by-case basis as we consider each Advisor's caseload and particular expertise.

Contact our administrative team (accessibility.services@utoronto.ca or 416-978-8060) to arrange a meeting with a Team Lead or our Assistant Director to discuss available options.

Document Upload Portal

Students may need to securely provide documents to our office. To ensure the confidentiality and protection of your disability-related information, registered students can securely upload documentation via the Online Student Services portal using this link:

sites.studentlife.utoronto.ca/ASDocUploads

You will need your UTORid and password to log into the portal. Acceptable document formats include: DOC; DOCX; PDF; PNG; JPG; TIF. Maximum document size: 35 MB.

If you experience any difficulties uploading your document, please contact our administrative team (416-978-8060 or accessibility.services@utoronto.ca). If you are not currently registered with Accessibility Services, contact our Front Office to obtain a secured email link.

If you develop another disability after you are registered with Accessibility Services

We recognize that your health needs may change during your time as a student. If you develop a new disability or receive an updated diagnosis from your health care provider, let your Accessibility Advisor know as soon as possible to talk about potential additional supports. You may need to submit updated medical documentation (see pages 18-20 for information on what documentation you may be asked to submit).

WHEN TO CONNECT WITH ACCESSIBILITY SERVICES

When should I book an appointment with my Accessibility Advisor?

- To discuss the impact of your disability on your academic work
- To request assistance accessing the Bursary for Students with Disabilities (BSWD) & receive referrals for assessments
- To review updated medical documentation
- To discuss changes to your academic accommodations and reducing your course load
- To provide information about any petitions you are filing for outstanding work or deferred exams
- To discuss changes to your ability to complete academic work due to disability

When should I visit my Accessibility Advisor's drop-in hours?

- To get or provide signatures on forms, submit updated documentation, and pick up information about events and resources
- To request clarification about academic accommodations, processes, and policies
- To problem-solve time-sensitive issues
- To discuss referrals to see a Learning Strategist, Adaptive Technologist, or a tutor

When should I email my Accessibility Advisor?

- To update your Accessibility Advisor during a flare-up of disability-related symptoms with an academic impact
- To update your Accessibility Advisor that you will miss or have missed a class or lab due to disability-related symptoms

Remember: you may still need to meet in person to problem-solve or discuss a change in your accommodations

When should I meet with a Peer Advisor?

- To learn about the services and resources at Accessibility Services & U of T
- To register for tests and exams
- To download your Letters of Accommodation
- To write emails and get tips on communicating with your professors and instructors
- To get tips on planning your semester, time-management, and managing school work

When should I contact the front desk?

- To make or cancel appointments
- To request information about registration and the Bursary for Students with Disabilities (BSWD)
- To ask about accessibility-related deadlines
- To speak with another Accessibility Advisor when your Advisor is away

The front desk can be reached by in person at 455 Spadina Ave (Suite 400), over the phone at 416-978-8060, or over email at accessibility.services@utoronto.ca

DISPUTE RESOLUTION

The Ontario Human Rights Commission (OHRC) defines accommodations as appropriate when they provide students with disabilities meaningful access to education.

Accommodation planning begins with an identification of relevant disability related barriers to learning specific to the student. This then allows the student and advisor to work together in identifying and considering a range of accommodation options that could address these challenges. While student preference for certain accommodations is always strongly considered, it may not always be the deciding factor, especially when multiple accommodation options are available. The goal of accommodation is reasonableness, not perfection.

Occasionally, there may be situations where no accommodation can be identified that will effectively or fully mitigate a disability related barrier, particularly where an accommodation is in conflict with an academic standard/essential competency or the accommodation gives rise to safety concerns.

The University of Toronto provides students with a dispute resolution process which encompasses conflicts that may arise in the accommodations process. Questions, concerns and issues should first be managed at the local, divisional, faculty, and college level as appropriate to the situation. More information about policies, guidelines, publications, and resources that relate to your work and conduct as a student at the University of Toronto can be found through the Office of the Vice-Provost, Students (viceprovoststudents.utoronto.ca).

Concerns About Prohibited Discrimination

If you believe an act of discrimination has taken place in violation of The University of Toronto's Statement on Prohibited Discrimination

and Discriminatory Harassment, these steps will assist you in reporting your concerns and finding a resolution.

Step 1:

- Raise your concern or complaint with the individual(s) who you believe engaged in discrimination/harassment (if possible).
- An informal resolution may be achieved here.



Step 2:

- If a resolution is not achieved, discuss your concern with administrative officers responsible for the department or division. (e.g. Chair/Dean of Faculty/Department, Dean of Students)
- An informal resolution may be achieved here.



Step 3:

- If the issue remains unresolved, you have the option to file a formal complaint. Set your complaint in writing and deliver it to an **equity office**.
- An equity officer will speak with you about available options and resources that may best be suited to your concerns.
- If an investigation is determined to be warranted, you will proceed to Step 4.





Step 4:

- An equity officer, in consultation with senior administration, will decide whether to conduct an investigation, and in the case that an investigation proceeds, the scope of the investigation will be set out.
- The decision will be advised by the Governing Council Statement on Prohibited Discrimination and Discriminatory Harassment



Step 5:

- The investigation will commence. The complainant will be advised if the concern/complaint is found to be substantiated. If it is found to be unsubstantiated, it will be dismissed. If a concern/complaint is found to be substantiated, steps will be taken to address the conduct that has occurred and to prevent reoccurrence.
- Resolution: The complaint will be addressed or dismissed.



Step 6:

- Potential to appeal: If you are not satisfied with the outcome of a complaint that has been investigated through the process in this flow-chart, you may request a review by writing to the Office of the Vice-Provost, Students within twenty (20) days of being notified of the result.

Disputes Within Accessibility Services

- If you have a concern about your your accommodations, the first step is to discuss this with your Accessibility Advisor. If you still have concerns after this meeting, you may discuss further with the Advisor's Team Lead (if concern is with a Team Lead, please bring concerns forward to an Assistant Director or Director of Accessibility Services for further discussion.
- If the matter is not resolved at this point, the second step is to contact the Executive Director, Student Life Programs & Services. For an updated list of St. George Student Life contacts, see this page: studentlife.utoronto.ca/concern
- If the matter is still not resolved, the third step should be to contact the Office of the Vice-Provost, Students at vp.students@utoronto.ca

Office of the Ombudsperson

- The University of Toronto Office of the Ombudsperson offers confidential advice and assistance to students, faculty, and staff on all three campuses of the University of Toronto.
- You may reach out to the Office to discuss your concerns/problems at any point to get information about relevant policies and procedures and to help identify options. However, please note that the Ombudsperson cannot start an investigation until all other University avenues have been exhausted.
- For more information about their services and how to contact the office, visit the U of T Ombudsperson webpage (ombudsperson.utoronto.ca).

The background is a monochromatic green image. It features a stone archway on the left side, partially covered by dense ivy leaves on the right. The overall texture is organic and architectural.

Services

VOLUNTEER PEER NOTE-TAKING

Peer Note-Taking is a commonly used resource accessed by students registered with Accessibility Services. The program runs through the support of thousands of student volunteers who share their own lecture notes anonymously on our Note-Taking Portal. If eligible, students registered with Accessibility Services can access this portal. This program is not meant to replace in person class attendance or students taking their own notes, but rather acts as a complementary service to supplement a student's own note-taking during a lecture. If you feel you may benefit from Peer Note-Taking, please speak with your Accessibility Advisor to discuss this and other resources to help develop and strengthen your note-taking skills. As this program relies on volunteers, we cannot guarantee that notes will be available for all of your courses.

Accessing class notes

It is your responsibility to register for Peer Note-Taking support on the Accessibility Services student portal, and we request that this be done for eligible courses at the start of the term – please note that this does not occur automatically. Additionally, we may not be able to facilitate note sharing for weeks of class that have already occurred, if you are signing up after the first day of class.

In order to request notes, please follow the steps below and see our “How to Register for Peer Notes” guideline (studentlife.utoronto.ca/service/note-taking-support) or watch the video tutorial.

1. Visit our Note-Taking Portal to register for volunteer note-taking in each course you are requesting notes. We recommend you do this at the beginning of each course, or as soon as you register with Accessibility Services. Please note that we will not be able to provide notetaking support retroactively once a course has ended, and the later in the course a request is made, the more challenging it can be to obtain notes.

2. This process initiates an automatic, anonymous email to professors/course instructors requesting an in-class/Quercus announcement be made to recruit volunteer note-takers.
3. Please ensure to download your notes from the Note-Taking Portal regularly throughout the course.

Note-Taking Portal:

studentlife.utoronto.ca/program/volunteer-note-taking

What if notes are not available, or there are problems with the notes?

If, after making a request, notes are not available or are not uploaded within two weeks of registering on the portal, please reach out to as.notetaking@utoronto.ca so we may assist you. We can reach out to request another announcement be made in your class or remind a note-taker to continue uploading notes if they have stopped appearing on the portal. Your Accessibility Advisor may also be able to work with you to identify or recommend alternative resources.

We strongly suggest that notes are downloaded by students from the Note-Taking Portal regularly/weekly. By frequently downloading and reviewing the course notes that are provided by volunteer note-takers, students are better able to identify issues or concerns early (e.g., quality of the notes, notes not being uploaded on time) and inform our office so that they can be addressed for the remainder of the course.

Additional Support in Developing Note-Taking Skills

We also strongly encourage all students to build and strengthen their note-taking skills through the duration of their degree by attending workshops at Accessibility Services (see p. 92), the Centre for Learning Strategy Support (studentlife.utoronto.ca/departments/

[centre-for-learning-strategy-support](#)), or by working with a Learning Strategist (see p. 78).

If you would like to learn more about how to incorporate volunteer notes with your own notes, please read through our guide: studentlife.utoronto.ca/wp-content/uploads/Using-volunteer-notes.pdf.

ADAPTIVE TECHNOLOGY

Our Adaptive Technologist will meet with you to:

- Identify what technology and/or software is available and appropriate for the functional limitations you are managing
- Assist you in learning how to use the technology and/or software

Are you interested in learning more about adaptive technology that may assist you?

Meet with your Accessibility Advisor for a referral to the Adaptive Technologist.

For more information about various adaptive technology resources available please visit: studentlife.utoronto.ca/service/accessibility-services-resource-library

LEARNING STRATEGIES

Any student can meet with a Learning Strategist up to a few times per semester for individualized support. A Learning Strategist works with you one-to-one or in a small group to help you:

- Identify the impact of disability on your learning
- Discover how to use your learning strengths for graduate/professional work
- Learn to manage time and address procrastination, perfectionism, and prioritization issues
- Develop new strategies for reading, writing, and active studying to help you achieve your academic goals
- Prepare for oral presentations and defenses
- Understand graduate/professional writing and research work
- Learning Strategists aren't able to:
 - Offer direct support for course content (e.g. review assignments, proofread essays, tutor you on course material)
 - Meet with you on a weekly basis to hold you accountable to your work
 - Provide suggestions or advocate for changes to your academic accommodations or use of adaptive technology

- We have in-house Learning Strategists that work specifically with students registered with Accessibility Services. You can book an appointment to meet with them by contacting our administrative team in person at 455 Spadina Ave, over the phone at 416-978-8060, or by email at accessibility.services@utoronto.ca.

Did you know?

You can also access Learning Strategists and learning skills workshops through Centre for Learning Strategy Support. Your program may also offer Learning Strategist supports.

Find out more at studentlife.utoronto.ca/department/centre-for-learning-strategy-support

“ My Learning Strategist helps me to stay on track. We designed a system for studying for comprehensive exams that really helped as I went along. Having my Learning Strategist’s support was wonderful, as he understood my questions and could identify better ways to study. ”

PhD Research student living with mental health and chronic health conditions.

FINANCIAL SUPPORT

Full-Time OSAP Funding

You must be registered in a full-time course load in each term of study to receive your OSAP funding. Waitlisted and audited courses do not count toward your course load for OSAP purposes.

The Full-Time OSAP minimum course loads are:

- Graduate students: full-time registration status or confirmation from your coordinator that you will be in a 60% course load (or 40% if you have a documented disability)
- OSAP does not allow averaging of course loads between terms

Ontario Student Assistance Program (OSAP)

Domestic students must first apply for OSAP (or an equivalent financial assistance program in your home province or territory) to determine eligibility for disability-related grants and bursaries. You do not need to

accept a loan to be eligible for funding.

Access to funding for disability-related services and supports (e.g., equipment) begins with determining OSAP eligibility. Even if you are not likely to be eligible for OSAP, apply anyway as it is a required first step for other sources of funding. You can decline the approved loan if you wish.

Students with a Permanent or Persistent/Prolonged Disability Designation

If you have a permanent or persistent/prolonged disability and are a domestic student, you may be eligible for additional funding through OSAP, such as the Canada Student Grant for Students with Disabilities, the Ontario Bursary for Students with Disabilities (BSWD) and the Canada Student Grant for Services and Equipment for Students with Disabilities (CSG-DSE).

In addition, you may be eligible

for full-time funding through OSAP if you are studying with a reduced course load due to disability.

You and your doctor or regulated healthcare professional will need to complete an OSAP Disability Verification Form as part of the application process.

Funding guidelines and options change frequently. For updated information, visit the OSAP website: ontario.ca/page/osap-ontario-student-assistance-program

The Bursary for Students with Disabilities (BSWD)

If you are eligible for OSAP, you may also be eligible for the Bursary for Students with Disabilities (BSWD) and the Canada Student Grant for Services and Equipment for Students with Disabilities (CSG-DSE) to help cover certain disability-related educational services and equipment. These may include:

- Assessments
- Note-taking
- Tutoring

- Technical aids
- Adaptive technology
- Psychoeducational assessments
- Counselling

Meet with your Accessibility Advisor for more information about applying for the bursary. Make sure you are aware of the BSWD application deadlines each term.

If you are not eligible for OSAP or are an international student with financial needs, you can meet with your Accessibility Advisor about alternate sources of financial assistance for disability-related services or equipment.

For more information about financial support, visit: uoft.me/as-financial

Disability-Related Services and/or Equipment

You may be eligible for disability-related services (e.g., tutoring, counselling, coaching) and/or equipment, depending on disability documentation. These services are a private agreement between you and your service

provider, but we may be able to provide relevant resources and help you explore funding options.

You can meet with your Accessibility Advisor to discuss your needs and eligibility for funding options.

Funding, Fees, and Receipts

It is important to keep track of the fees, payments and receipts when you access BSWD or similar financial assistance supports. When applying for these services, please discuss next steps and how to submit receipts with your Accessibility Advisor.

The School of Graduate Studies (SGS) – Financial Aid and Advising

SGS Financial Advising

It's best to seek advice early so your problems don't get out of control. Financial Advising can help relieve your stress and assist you with navigating financial emergencies. SGS Financial Advisors are trained to assist currently registered students with navigating the various funding practices at the university. They can also provide

support with budgeting and debt load management.

You can find more information about SGS Financial Aid and Advising here: sgs.utoronto.ca/awards-funding/financial-aid-advising

SGS Accessibility Grant

The SGS Accessibility Grant supports significant educational expenses not normally covered by the student, the graduate unit, provincial, or federal agencies. Each student's situation is unique and funding will be assessed on a case-by-case basis. The grant was established to assist with accommodations necessary to meet unexpected needs arising from the particular demands of the graduate program. Please speak with your Accessibility Advisor for more information.

SGS Emergency Grant

The SGS Emergency Grant program aims to assist registered, full-time graduate students who have encountered an unforeseen, urgent, and/or serious financial emergency during the course of their

program. The Emergency Grant is not intended to replace or make up a shortfall in OSAP or other funding sources, or serve as routine or long-term support. It aims to provide short-term, immediate relief during a financial crisis and/or time of unexpected expenses. Students applying for the SGS Emergency Grant are expected to meet with a member of the SGS Financial Advising Team to review the application.

Graduate Scholarships and Awards

There are funds available to Master's and Doctoral students, depending upon eligibility requirements. A list of scholarships and awards can be found here: sgs.utoronto.ca/awards-funding/scholarships-awards

It is important to note:

- Any funds you receive from a bursary or grant must only be used for the service or equipment requested on the application. No changes or substitutions can be made.
- Services received for specific courses cannot be transferred

to other courses. Discuss with your Accessibility Advisor should you have any questions about this process.

- If you do not use all of your funding in one term, do not assume that funds can be carried over to the following term. In some situations, a new application will need to be submitted. For example, funding from the winter term typically cannot be transferred to a summer term.
- All receipts must be submitted to the funding body by the end of each term, any unused funds must also be returned. Keep copies of receipts for your own records. Connect with your Accessibility Advisor to ensure you're aware of the processes involved in the submission of receipts and repayments.
- If you do not submit receipts or repayment by the end of the term you received funding, it can impact your eligibility to receive OSAP funding, as well as other types of funding.

LIBRARY ACCESSIBILITY OFFICE

University of Toronto Libraries offer a variety of supports for students with disabilities.

In some cases, your Accessibility Advisor may refer you to the Library Accessibility Office directly for further support. With a referral from your Advisor, the library may provide:

- Reading material in an alternate format
- Access to laptops with assistive technology
- Retrieval of books on your behalf

Contact the Library Accessibility Office for more information (library.accessibility@utoronto.ca or 416-978-1957).

Find out more at onesearch.library.utoronto.ca/accessibility-office/library-accessibility-office

Captioning

If not already available, captioning, described video, or transcription for all audiovisual material contained in the collection, as needed and upon request is available. This applies to both physical collections (e.g. DVD or Blu-ray) and online (e.g. streaming video).

Print Conversion

As needed and upon request, the library will provide material from its collection in an alternate format. To make use of this service, you are asked to follow the guidelines for confirming eligibility. Once you have identified the material you need and your preferred format, the library will work to have it converted and available as soon as possible. Obtaining an alternate format can take anywhere from days to weeks depending on your preferred format, so the sooner you let the library know what you need, the better.

Accessibility Services Student Advisory Committee

The Accessibility Services Student Advisory Committee is a joint effort between students and Accessibility Services staff. Each year, students are recruited to join this committee to provide feedback to Accessibility Services and campus partners with the goal of improving our services and accessibility around the St. George campus. Recruitment for this committee usually begins around the start of the academic year. Find out more at studentlife.utoronto.ca/program/accessibility-services-student-advisory-committee.

Accessibility Services Student Experience Survey

As part of Accessibility Services' mission to identify and remove barriers for students with disabilities and foster inclusion within learning environments, we collect quantitative and qualitative data through our annual Student Experience Survey. Started in 2019, these surveys explore students' experiences with Accessibility Services including registration, developing/ navigating accommodations, resources/supports accessed and communication. The results of these surveys have directly informed the work of Accessibility Services to improve services for students with disabilities. We share these results in the hopes that staff, faculty, students and community members can work towards creating educational policies and programs that are more inclusive and accessible for students with disabilities. For more information, please visit studentlife.utoronto.ca/news/accessibility-services-student-experience-survey-reports-2019-2022.



Community and Peer Support

Connecting with others who share your interests and life experiences will help you find a sense of community on campus, making your student experience richer. Visit sop.utoronto.ca for a full list of on-campus opportunities.

At Accessibility Services, we are committed to fostering a sense of belonging and community for our students. Through Graduate Peer Mentors , Peer Advisors, Dialogue events, and Peer Connections, students can share their experiences of navigating disability and accommodations to come up with strategies and problem-solving techniques together, and build resiliency.

We support your learning and development by providing workshops, dialogues, and events that explore and help develop academic self-advocacy, communication, and leadership skills.

By engaging with peer communities, workshops, and events at Accessibility Services, you can:



MOVING FORWARD: ORIENTATION PROGRAM

If you are an incoming student with a disability, you are encouraged to check out our Moving Forward: Orientation Programs scheduled regularly from July through September. They offer opportunities to develop skills to meet new academic expectations, learn about academic and co-curricular programs and build your network on campus. Learn more online at uoft.me/movingforward.

At each of these events you will:

- Learn about services and programs on campus for students with disabilities
- Learn effective study strategies and habits
- Connect with other students

ACCESS US PEER MENTORSHIP

The Access Us Peer Mentorship program is designed for newly registered students to connect with upper-year Peer Mentors for support throughout the term.

By regularly connecting with your peer mentor, you can get support:

- Navigating the campus and disability-related challenges
- Accessing various campus resources and opportunities
- Understanding university policies and procedures

Join a safe and comfortable community and access support and encouragement. Visit uoft.me/accessus for more information, including how to register.

ADHD PEER CONNECTIONS

ADHD Peer Connections provides an online space to connect with other students with Attention Deficit Hyperactivity Disorder (ADHD). Find community, share strategies to build resilience and be yourself! Learn more about ADHD Peer Connections here: studentlife.utoronto.ca/program/adhd-peer-connections

PROGRAMMING FOR STUDENTS WITH ASD

ASD Peer Connections for Women & Trans Students

ASD Peer Connections for Women & Trans Students provides women and trans students with Autism Spectrum Disorder (ASD) an informal space to connect and discuss topics relevant to their disability

and identity. Visit studentlife.utoronto.ca/program/asd-peer-connections-for-women-trans-students for more information.

Social Association for Students with ASD (SASA)

The Social Association for Students with ASD (SASA) provides students with ASD the chance to connect, contribute and develop new friendships. By joining the group, you will:

- Build a social network within the university in a safe and comfortable environment
- Connect with students who share similar interests
- Access support to address academic and social challenges you may experience. Visit studentlife.utoronto.ca/program/social-association-for-students-with-asd for more information.

PEER ADVISOR DROP-IN

Peer Advisors are upper-year or graduate students registered with Accessibility Services who can provide one-to-one support during short drop-in appointments.

Connect with our Peer Advisors to:

- Learn about the services offered by Accessibility Services
- Discover supports and resources available to U of T students
- Register for quizzes, tests, and exams
- Navigate online systems, register for Accommodated Testing Services and access the note-taking portal
- Download your Letter of Accommodation and get tips on communicating with professors and course instructors
- Write emails and get tips on communicating with

professors and course instructors

- Plan out your semester
- Get tips on time management and managing schoolwork

During the academic term, Peer Advisors are available throughout the week. For information on hours and how the drop-in appointments are currently being offered (e.g., virtually, phone, or in person), visit studentlife.utoronto.ca/program/peer-advisors-daily-drop-in.

PEER ADVISOR LIVE-CHAT

Peer Advisors will be available on our online chat at various times throughout the week.

In order to chat, you must be a student at the University of Toronto and will need to log in using your UTORID. This chat is available to students who are registered with Accessibility Services as well as to students who are interested in learning

more about our office.

Please see the section above, “Peer Advisor Drop-In”, for topics that Peer Advisors can help you with. Note that Peer Advisors cannot advise you on your specific accommodations or inform you of possible outcomes of your requests. For these inquiries, please connect with your Accessibility Advisor.

For more information and insight from peers registered with Accessibility Services, turn to page 88.

GRAD PRODUCTIVITY GROUP: ACTUALLY WORK FROM HOME

The Grad Productivity Group: Actually Work from Home is a supportive online environment where you can work in company with grad school peers. The goal is for you to have supportive, structured time in your week on a regular basis. Sit down, turn off your other devices and boost your productivity for two 40-minute sessions of concentrated work on any of your tasks. These groups are facilitated by an experienced graduate student peer. Weekly sessions are available specifically for students registered with Accessibility Services. Visit studentlife.utoronto.ca/program/grad-productivity-group-actually-work-from-home for more information.

VIRTUAL ACCOUNTABILITY CHECK INS

Virtual Accountability Check-ins offer an opportunity to connect with Accessibility Services staff and your peers two times a week. These check-ins help you stay on track, increase accountability and allow

you to celebrate your weekly successes! Visit studentlife.utoronto.ca/program/virtual-accountability-check-ins for more information.

GRADUATE WRITING GROUPS

Graduate Writing Groups provide a small, informal and encouraging atmosphere for you to focus on your writing goals with the support of an experienced graduate student facilitator. At the beginning and end of the session, participants have the opportunity to discuss their writing goals and strategies. Weekly sessions are available specifically for students registered with Accessibility Services. Visit studentlife.utoronto.ca/program/graduate-writing-groups for more information.

WORKSHOPS AND EVENTS

Throughout the semester, we offer workshops and events to help you build community and learn new skills. These opportunities aim to support student learning so you can discover your strengths, navigate accommodations, build communication and leadership skills, and develop academic skills.

Group Learning Strategy Sessions

These online group sessions foster community while offering strategies and tips to help you navigate common areas of challenge.

Please visit our Group Learning Strategies webpage (studentlife.utoronto.ca/program/group-learning-strategy-sessions) for more information on the most up-to-date topics and schedules.

Register in advance by visiting the Accessibility Services Student Online Portal (clockwork.studentlife.utoronto.ca/user/test/login.aspx) and then clicking the “Group Learning Strategy Registration” icon.

Workshops & Special Events

Topics include:

- Speaking to power & self-advocacy
- Academic resilience
- Learning and study strategies
- Leadership development

We also collaborate with Career Education & Exploration to offer programming to help students with disabilities explore careers and make the transition to post-university life.

For more information on our workshops, events, dialogues, and socials, visit the Programs tab on our homepage: accessibility.utoronto.ca

Accessibility Dialogues

We host regular dialogues (informal conversations) where students can share ideas and questions and discuss the intersections of accessibility, life and learning. Topics include:

- Navigating U of T as a 2SLGBTQ+ Student with a Disability
- Speaking to Power

For more information on our dialogues, visit studentlife.utoronto.ca/program/student-dialogues and the Programs tab on our homepage: accessibility.utoronto.ca

Folio

Folio is a system that allows students to search, browse and register for and track engagement with events, services, programs and appointments. While most Student Life events and services have moved to Folio, job boards, employer resources, workshops and services provided through Career Exploration and Education will stay on CLNx for the time being.

You can register for most of the workshops and events at Accessibility Services through Folio (folio.utoronto.ca/students/events?eventTypelds=18&page=1&studentSiteld=1)

To search for more Student Life events and services visit folio.utoronto.ca

A hand is shown in the foreground, reaching upwards with fingers spread. The hand is semi-transparent, allowing the red background to show through. In the background, other hands are visible, also reaching upwards, creating a sense of collective effort or support. The overall color scheme is a solid, vibrant red.

**U of T Resources
and Supports
for Graduate
and Professional
Program Students**

GRADHUB

sgs.utoronto.ca/gradhub

Here, you'll find the essential information you need, at every phase of your graduate student journey. Created for graduate students, by graduate students, to help you feel welcomed, connected and prepared to thrive. Learn where to meet other grad students and equity partners, how to conduct research, what is expected in supervision and mentorship, ways to develop professionally, and access health and wellness as well as family responsibility supports.

GRADUATE CENTRE FOR ACADEMIC COMMUNICATION (GCAC)

sgs.utoronto.ca/gcac

The GCAC offers training in communication skills (e.g., academic writing and speaking) for students working at the graduate level. Supports available include non-credit courses (e.g., academic writing, oral communication, research writing), single-session workshops (e.g., Writing a Thesis or Grant Proposal), individual writing consultations, writing intensives, and many other resources.

WRITING CENTRES

writing.utoronto.ca/writing-centres

Students can continue to develop their writing skills by accessing free, individual consultations with trained instructors as well as

workshops and courses.

The Writing Centre for Graduate Students, offered through the Graduate Centre for Academic Communication offers both online and in-person appointments. <https://www.sgs.utoronto.ca/resources-supports/gcac/writing-centre/>

There are also Writing Centres designated for students in many Professional Faculties:

- Daniels Writing Centre: daniels.utoronto.ca/students/student-services
- Engineering Communication Program Tutoring Centre: ecp.engineering.utoronto.ca
- Health Sciences Writing Centre – available to students in Dentistry, Kinesiology and Physical Education, Nursing, Pharmacy, Social Work and PhD students at the Dalla Lana School of Public Health: hswriting.ca
- OISE Student Success Centre (OSSC): oise.utoronto.ca/current-students/osscc
- Rotman Commerce Centre for Professional Skills: rotmancommerce.utoronto.ca/current-students/academic-support/writing-and-presentation-coaching

CENTRE FOR LEARNING STRATEGY SUPPORT

studentlife.utoronto.ca/department/centre-for-learning-strategy-support

The Academic Success Centre offers a wealth of supports, including workshops, programs, study hubs, graduate writing groups and access to Peer Mentors and Learning Strategists.

THE CENTRE FOR GRADUATE MENTORSHIP AND SUPERVISION (CGMS)

cgms.utoronto.ca

The CGMS mandate to support successful mentorship and supervision is accomplished by offering both students and faculty members a range of services to meet individual and departmental needs. Current services include confidential one-on-one appointments, facilitated/mediated conversations, skills-based workshops, resource coordination, and the ongoing development of supervisory guidelines and best practices. The Centre's activities aim to assist the graduate community in navigating the often-inevitable interpersonal challenges that arise within supervisory relationships. A person-centered, solution-oriented philosophy is prioritized, as all supervisory relationships are influenced by distinct factors, specific to the individuals involved.

CENTRE FOR GRADUATE PROFESSIONAL DEVELOPMENT (CGPD)

cgpd.utoronto.ca

The Centre for Graduate Professional Development (CGPD) is a place for graduate students to engage in professional development. In addition to a co-working space (i.e., Grad Room), students can access Public Scholarship Programs (e.g., 3-Minute Thesis, Grad Speaker Series) and Professional Development Resources (e.g., Graduate Student Orientation).

OFFICE OF LEARNER AFFAIRS

meded.temertymedicine.utoronto.ca/office-learner-affairs

The Office of Learner Affairs (OLA) is available to students in the Temerty Faculty of Medicine (i.e., MD, MD/PhD, Medical Radiation Sciences, Occupational Therapy & Physician Assistant).

The OLA offers support to help students attain their full potential in academic achievement, personal growth and professional development. The OLA offers a variety of services, including Academic and Clinical Skills Enhancement, Personal Counselling, Career Counselling, Learner Experience and Accommodation and Accessibility.

DISCLOSURE AND ACCOMMODATION GUIDE FOR THE WORKPLACE

studentlife.utoronto.ca/wp-content/uploads/Disclosure-and-Accommodation-Guide.pdf

Created in partnership with Career Exploration & Education, this guide is designed to help you navigate disclosure and accommodation conversations in settings such as practicums, placements, and the workplace. The guide serves as a wealth of information as well as a quick-reference document for students and recent alumni who are trying to navigate their professional and personal lives in a way that suits their unique needs. Common questions related to disclosure and accommodation are addressed, including: Do I need to disclose? When should I disclose? Who do I disclose to? What do I say?

Visit gradlife.utoronto.ca for more information about resources and support from the School of Graduate Studies (sgs.utoronto.ca)

APPENDIX

What is a disability?

There are many ways to define disability. The University of Toronto abides by the definition in the *Ontario Human Rights Code*, R.S.O. 1990, c.H.19:

- Any degree of physical disability, infirmity, malformation, or disfigurement (including chronic health conditions, sensory impairments, functional, or mobility disabilities)
- A condition of mental impairment or developmental disability
- A learning disability or dysfunction in one or more of the processes involved in understanding or using symbols or spoken language
- A mental disorder
- An injury

Defining disability is a complex, evolving matter

The term *disability* covers a broad range and degree of conditions. The Ontario Human Rights Code is not exhaustive and does not speak to the complex and intersectional lives that students with disabilities lead or the strengths they demonstrate every day.

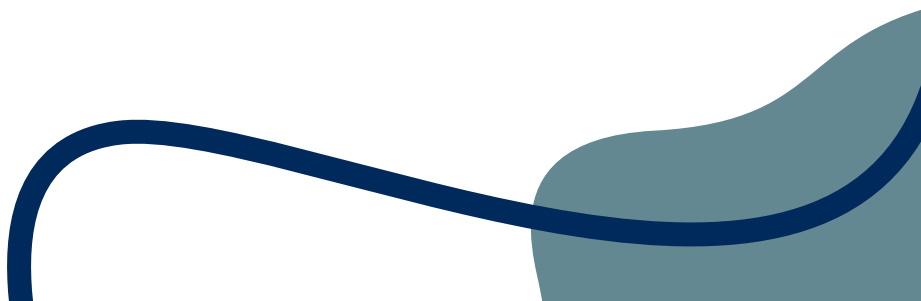
Students with disabilities are thriving at U of T in nearly every program, faculty, and division. Students registered with our service are defined by their intelligence, their hard work and their resilience.

DUTY TO ACCOMMODATE

The Ontario Human Rights Code guarantees the right to equal treatment in education without discrimination on the ground of disability. The University of Toronto has a duty to accommodate and is committed to considering accommodations when:

- They are requested by a student
- We become aware of a student's accommodation needs in a reasonable time
- Accommodations do not cause undue hardship to the University (e.g., safety to self and others, cost, and academic integrity of programs of study)

We will arrange appropriate, effective, and respectful accommodations that level the playing field so all students meet the same academic standards. Requests for accommodation are considered in good faith.

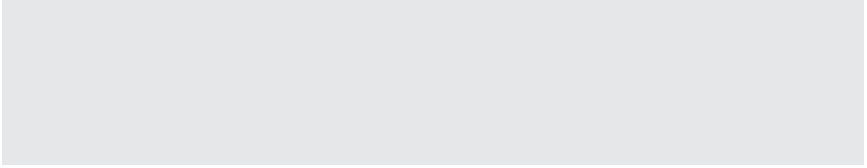


Checklist

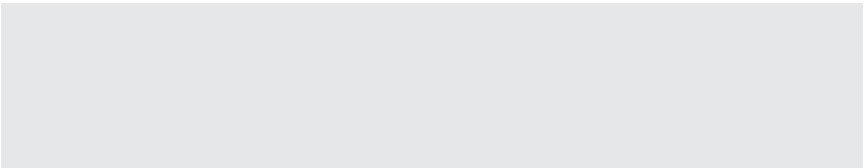
- Download your Letters of Accommodation and provide them to professors, instructors or the appropriate person within your faculty or program.
- Communicate with instructors or the appropriate person in your faculty or program about your accommodation needs, including requesting extensions.
- Register to complete quizzes, tests and exams with Accommodated Testing Services (ATS) well in advance and be aware of registration deadlines for each term.
- If you need accommodations for clinical skills, internships, rotations, practicums, placements or oral exams, connect with your Accessibility Advisor well ahead of time to discuss.
- Connect with an Accessibility Services Adaptive Technologist and/or a Learning Strategist when this is recommended by your Advisor.
- Explore financial aid options with your Accessibility Advisor that may help with disability-related educational costs.
- Get connected and find support through our Community and Peer Support programs.

You can keep track of your accommodations here:

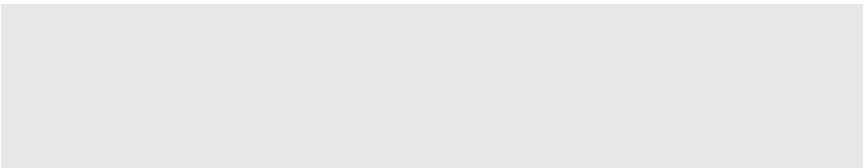
Courses:



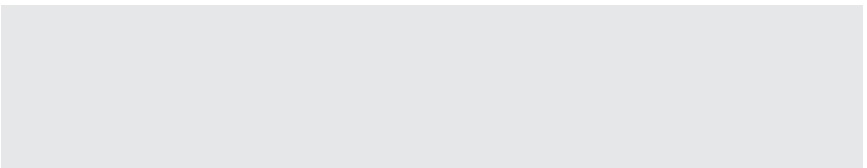
Quizzes, Tests, Exams:



Practicums, placements:



Professional/Clinical Skills:



Date _____

Accessibility Services' Peer Guide to the Semester

By Emily Branov & Wren LeBlanc

Welcome to Accessibility Services' very own Peer Guide to the Semester! This section has been filled with insight from the Peer Staff team at Accessibility Services, and holds a wide range of information, resources, and pro-tips to support you through your academic journey here at the University of Toronto.

***Pro-tip:** Creating a schedule overview of your semester and assignments is a great first step to tackling assignments and preparing mid-terms/finals. The University of Toronto Student Unions typically hand out free agendas at the beginning of each semester!

General University Resources

The University has a wide range of programming to support you through your academic journey. From workshops to social opportunities, make use of Folio, the CLNx portal system, clubs registry, college-specific resources and department-specific resources offered to you.

Folio

Browse and register for Accessibility Services and

Student Life workshops and events through Folio. Visit: folio.utoronto.ca

Accessing the Career & Co-Curricular Learning Network (CLNx)

Log into CLNx to view and apply for on-campus, off-campus, and work-study job postings, and learn more about resources to support your academic and career success here: clnx.utoronto.ca

Co-Curricular Record

Designed to help students find opportunities at U of T beyond the classroom and to have their skills and experiences captured on an official document. For more information, please visit: studentlife.utoronto.ca/service/co-curricular-record

Work Study Positions

Work Study positions are paid learning experiences where you can access experiential learning opportunities and work experiences. They are offered by a variety of different departments and feature a multitude of roles ranging from student services to academic research opportunities. See here for more information: clnx.utoronto.ca/students/wspublicstudents.htm

***Pro-tip:** Make use of the St. George Career Exploration & Education department's Events & Workshops for advice on bettering your resume and preparing for interviews. They can be accessed through CLNx by clicking Events and Workshops > St. George > Career Exploration & Education.

Joining Clubs On-Campus

The Student Organization Portal is a great place to get involved in any of your interests, no matter how niche.

Click the following links to find out more about clubs currently running on campus: sop.utoronto.ca
utsu.ca/utsu-clubs-services

The Clubs Fair

Typically held at the beginning of September, this is a great event On-Campus where you can meet and learn more about different clubs and speak with club representatives.

Check the following link for more information on up-coming dates: www.utsu.ca/events

Fitness Amenities

Start your semester off strong by setting up healthy boundaries and a regular exercise routine.

Check out the various U of T fitness programs, gym amenities and more at: recreation.utoronto.ca

Student Leadership

Interested in Student Leadership Opportunities? Check out:

University of Toronto Graduate Students' Union (utgsu.ca): All graduate students

Interested in developing your leadership skills? Check out:

Learning to Lead: A multidisciplinary workshop series where you'll build leadership skills.

LeadHERship: An annual conference for the U of T community to come together and learn about leadership as it relates to gender.

LGBTOUT

LGBTOUT is the oldest LGBTQ+ student organization in Canada and has served the U of T community for over half a century. Today, LGBTOUT aims to provide a safe and inclusive space, resources, and programming for LGBTQ+ students at U of T.

For more information, visit lgbtout.sa.utoronto.ca

Sexual Education Centre

The University of Toronto Sexual Education and Peer Support Centre is a 100% not-for-profit, volunteer-run student service/student group at the University of Toronto, St. George campus.

For more information, visit: secutoronto.org/about

Multi-Faith Centre

Connect with the Multi-Faith Centre to book spaces for prayer and worship, attend discussions about meaning and purpose, social justice and religious diversity workshops, and more.

Visit studentlife.utoronto.ca/department/multi-faith-centre-for-spiritual-study-practice

Health and Wellness Centre

Access a range of health services for your physical and mental health, wellness programs, and information to help support you in achieving your personal and academic goals.

Visit: studentlife.utoronto.ca/department/health-wellness

Department-Specific Student Unions

Each department at the University of Toronto has a student union who runs supportive programming throughout the year. Check out your department's student union for fun social opportunities or mid-term study sessions. Search for departmental student unions through the Student Organization Portal (sop.utoronto.ca)

Summer Work Study

Job postings for summer jobs typically come up on CLNx in April.

See here for more information:

clnx.utoronto.ca/students/wspublicstudents.htm

Visit the Centre for Learning Strategy Support's webpage for more information: studentlife.utoronto.ca/department/centre-for-learning-strategy-support

Helpful Reminder

Always make sure to include moments for rest and recuperation despite the intensity of the end of the semester. Respecting your needs through means such as adequate nutrition and sleep will be a significant contributor to your academic success!

Accessibility Services

University of Toronto

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Toronto, ON M5S 2G8

accessibility.services@utoronto.ca

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