Centre for Accessible Learning (CAL)

Contact Hours: Monday to Friday 9am to 4pm
Interurban Campus: Liz Ashton Campus Centre 2nd floor
Lansdowne Campus: Alan Batey Library & Learning Commons, 1st floor
accessible@camosun.ca | www.camosun.ca/cal

CAL welcomes students with disabilities who will seek future academic accommodation and related services at Camosun College. This document is for you and your supporters (parents, guardians, high-school teams supporting students with disabilities) in your transition to the college.

Follow the active QR codes or links below to explore the source info!!

Learn more about working with CAL video. Well worth the 15 minute watch! (http://y2u.be/EME1RF-MFZg)

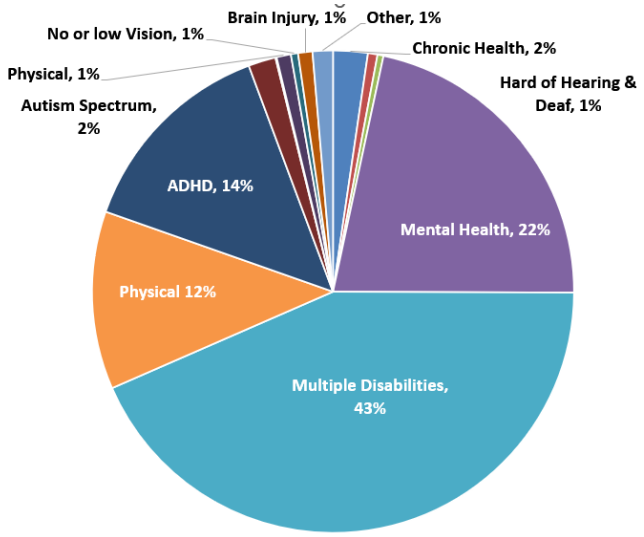
Academic Accommodations consultation & Liaison with academic departments and course instructors	Accommodated College Exams (CAL exam centre)	Permanent disability funding applications (domestic students)
Interpreting and transcribing coordination	Adaptive technology consultation	Text in alternative formats
Referrals to learning assistance	Coordination of accessible classroom furniture	Referrals to other College subject matter experts: -Academic Advising -Financial Aid -Counselling -Indigenous Advising -International Advising -etc.

Are college Application and Admission processes different for students with disabilities?

Students with disabilities apply to study at the college through the same admitting procedures that all students use: https://camosun.ca/apply/how-apply

Who registers with CAL?

Students with documented disabilities who are seeking academic accommodation in their courses or services related to accommodation (including specialized government grants for students with disabilities).



Are accommodations in college the same as in K-12?

In college level, these are based on formal documentation demonstrating the requested accommodations are needed. Accommodations in college may differ from those given in high school. Students with disabilities, although they may have academic accommodations in place, must meet the same learning outcomes as their peers. In other words, the purpose in post-secondary is to establish access not guarantee success. Key information about this topic can be found at the following PDF download QR code. We encourage you to read and it share with parents, students, colleagues, etc.	

What can I do to support my student in preparing to register with CAL?

Many students coming to CAL have had formal psycho-educational or other medical testing but do not know where their medical documents are. You can assist if those are held by the school in providing them electronically (pdf scan) to your student so they can share them with CAL in the intaking process. Documents that are done in high school vs. middle or elementary school are typically more accurate representations of the student's functioning due to expected

developmental changes. Since college students are treated as adults including their right to control and submit their own information, CAL wishes to have the student provide their own medical.

What about a Student's IEP?

An IEP describes special education programming and/or services used by a student in K-12 education and identifies learning expectations and adaptations or accommodations. As IEPs may be developed for a student who has not been formally identified, CAL can advise students where they might make arrangements to obtain the necessary documentation from a qualified professional (e.g., physician, psychologist, other medical specialist, etc.) when appropriate.

Does CAL pay the cost to obtain or update medical documentation?

CAL does not pay the cost but there may be some support from the Student Society to assist with low-cost medical documentation where there is a financial barrier or the student may qualify for a government grant to have a psycho-educational assessment updated if the student can show financial need through the BC government Student Aid system.

How do students register with CAL?

Students complete an online pre-intake application form and submit their documentation for review and, upon approval, meet with a CAL Instructor**.** This link provides **really important info** and instructions about the online pre-intake form and the type and standard of medical required including downloadable forms where helpful. (https://camosun.ca/services/academic-supports/accessible-learning/new-students) Students are asked to upload their medical documentation directly in the online pre-intake form as a pdf document so a CAL Instructor can review and our staff can proceed to move the student's registration with CAL forward.	

When should students register with CAL?

It's best for students to register with CAL after their application to study at the college has been approved and they have been given a college student number. Prospective students who are not in college classes who are seeking appointments with CAL are advised that there may be a wait time as staff may be serving students who are in current, active academic programming.

**Students with complex accommodation needs (e.g., sign language interpreting, students with no vision, etc.) are encouraged to reach out to CAL as soon as possible even at the point of when considering applying to the college.*

Are tutors provided and are there $ options to cover the costs?

There are a variety of government-provided funding supports to students with disabilities and some cover the cost of independent service providers such as tutors. Each type of funding program has eligibility requirements and many of those are based on first qualifying for provincial Student Aid (financially). CAL provides information including video content on the various funding options and the types of supports for which a funding application can be made: (https://camosun.ca/services/academic-supports/accessible-learning/funding-centre-accessible-learning). When a student attends an intake meeting they can discuss funding with a CAL Instructor.	

Is tutoring an academic accommodation?

Tutoring is an academic success service, not an access (I.e., accommodation) service. For information about the difference between these, please see the info about each type of service provider on this site: (https://camosun.libguides.com/AccessAndAcademicSuccessServices/LearnerAutonomy)	

Will course instructors provide a script or copies of notes to students on each day's lecture or lesson?

In post-secondary, teaching instructors rarely have a copy of notes to share with students. In many cases, instructors are editing and updating what they will teach each day until the start of the class and some classes are taught out of the content of the emerging discussion so there is no pre-defined script or lesson plan.

The expectation in post-secondary is that students be able to take their own notes. Students looking for extra supports by having permission to audio record notes or to receive a supplemental copy of notes from a peer in the class should discuss with their CAL Instructor. Many instructors make use of our online learning platform (D2L) where some course materials exist for students to review in addition to textbooks, course packs, etc.

Are students with disabilities required to take a full course load? If not, how do they make up the courses?

Many students with disabilities take a reduced course load in academic programs where it is possible to do so as a strategy to balance academic demands, accessing support services such as tutoring and management of their disability. Students take courses during the summer semester, over a co-op work term or into future semesters adding to the length of the completion time. A student's mastery of the course material is typically more important than the time taken to complete for future purposes. For example, it is completely normal for a student in a four-year degree transfer program to take 5.5 to 6 years to complete the degree.

Will CAL staff take care of administrative aspects of informing course instructors about a student's accommodations and need for accommodated test and exams?

In short, no. Academic accommodations are requested on a course by course, exam by exam basis by students as they are adults and are the decision makers about what they want to request. CAL sends students multiple reminder emails throughout each term with information about how to make requests for both and the instructions and **super duper, really important to understand deadlines** are clearly identified on the CAL web pages: (https://camosun.ca/services/academic-supports/accessible-learning/accommodation-letters-booking-accommodated-exams) Sharing letters of academic accommodation and making exam booking requests are pressure points that can be sorted early every term when students prioritize and organize!! Course instructors and exams staff need reaction time to consider and put stuff into place and when this is left to the last, things don't go well for students. An all-support persons' hands-on-deck approach is best to make sure students do these tasks each term on time especially when students are new to the processes! Planning calendars for deadlines shared with supporters are recommended. * CAL has prepared a guide for students who are registered with the centre outlining roles and responsibilities that can be helpful to read and understand.	

Are there resources I can share with my student to prepare for the expectations at the college level?

The Student Learning Success Guides are a great self-study resource and can be accessed by anyone at any time: https://camosun.libguides.com/Student_learning_success_guides		Once a student is accepted to study at Camosun, we advise students explore the supports offered at the Writing Centre and Learning Skills (https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills)	

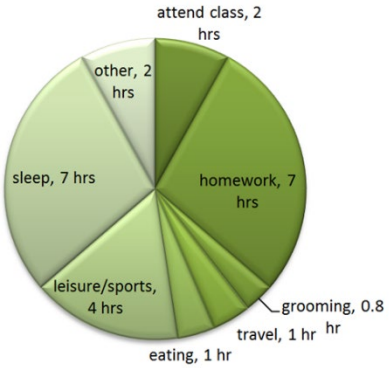
While there is no substitute for students engaging in structured resources/experiences to prepare to attend college, the following are insights and tips we've gained from working with many thousands of students over the years that you might find helpful to consider / pass along:

If you're starting college straight after finishing high school, it can be a bit surprising how things are different. Here are some tips:

Don't be fooled by the free space in your schedule.

In high school, you get used to a regimented day, but this changes in college. Sometimes you'll have only a class or two per day, coupled with a lab, practical or discussion group. Your schedule seems incredibly open, but don't be fooled! The expectation is that during that "free time," you're doing homework and studying.

Where does the time go? (typical semester-student (not Trades) weekday example)

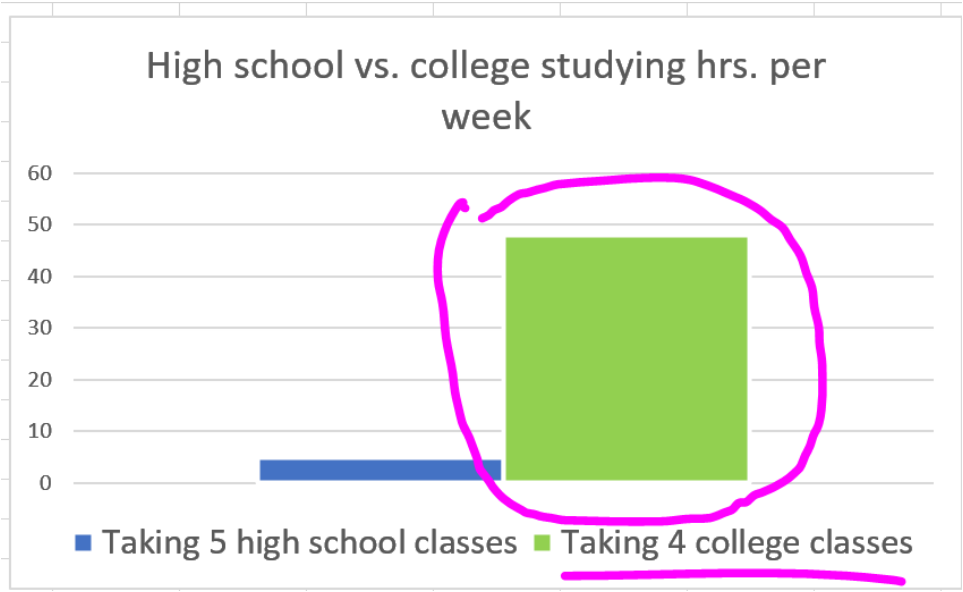


Class is only a quarter of your course.

At college, although class attendance is usually mandatory, attending class is only a small part of the work. Most of the course includes reading the assigned material, reviewing class notes and supplementary texts, regularly doing research for assignments, preparing presentations or labs & writing essays. You should be doing at least 2 to 3 hours of work outside of class for every hour of class time.

If you have a disability affecting your learning, then you should be prepared to spend more time studying --and accessing support services such as tutors and extra help. After all, there are only so many hours in a day!

High school:	**College**
Typical students study up to **5 total hours per week** outside of class time	Between **2 and 4 hours** of studying outside of each subject **for each hour you spend in class**



You also need to do other stuff, like sleeping..

Work out how many class attendance hours and study hours you have each day, then add all the other stuff you need to do -- like meeting with tutors, travelling, personal care, eating, leisure/sports/exercise/social media and other, and see if you have enough time. Don't forget to factor in sleep time. Many students reduce sleeping hours to fit it all in. The consequences of sleep deprivation and daytime sleepiness are especially problematic to college students and can result in compromised learning, lower grades, increased risk of academic failure, impaired mood and increased risk of motor vehicle accidents. Consider taking a reduced course load from the beginning so you have enough time to do it all!

Study the syllabus (& course web page) for each of your courses.

In high school, teachers often remind you about assignments and due dates. In college, instructors expect you to read, save, and consult the course syllabus (outline); the syllabus outlines what is expected of you, when it is due, and how you will be graded. The syllabus usually contains all assignment and test dates for the entire term, and the latter part of a course may be weighted more heavily with due dates than in the beginning of the term.

Reading and reviewing..

In addition to showing up for class, you're expected to do substantial amounts of reading that are used for testing and assignment purposes, but not always discussed in class. Sometimes students think that only what's talked about in class is "testable." Not true: everything under the syllabus is grounds for testing. Talk with your instructor in their office hours if you are unsure. Instructors want to meet you and help as they can!

Office hours.

In high school you could approach your teacher at a variety of times to ask questions you've been unable to ask in class. In college, most instructors have posted office hours where they expect you to meet with them to ask further questions,

to discuss the course, your progress, etc. If you want to connect with your instructor, you need to plan ahead –not only to make sure your availability matches, but plan specific questions you wish to ask.

Testing is infrequent and comprehensive.

In high school, you may have had testing or assignments covering small amounts of material and your teacher might have told you what to study for. In college, these may be more infrequent and may be cumulative, covering large amounts of material. You need to organize lots of material to prepare for the test. Your instructor may only give you broad ideas about what to study. A course may only have 2-3 tests in a semester.

The dates of tests and exams are not flexible/movable.

In high school you may have written tests and exams on dates different from when your class wrote. In high school, your IEP might indicate that you write a maximum of one exam per week.

In post-secondary test and exam dates are typically not flexible, meaning you have to write the test, even if you have an extra time to write it, overlapping on the same day when the class is writing. The maximum number of final exams you would be expected to write in college in one day is two (2).

Tests and assignments count.

In high school, initial test grades, especially when they are low, may not have an adverse effect on your final grade. In college, watch out for the first tests and assignments. These are usually "wake-up calls" to let you know what is expected—but they may also count for a substantial part of your course grade.

Final exams.

In high school, you may or may not have written a long, comprehensive final exam for your courses. In college, many courses have a final exam scheduled after classes are over, occurring sometime during the official final exam period. The dates and locations of these exams are posted by the Registrar's Office on this site: https://colss-prod.ec.camosun.ca/Student/courses Many of these finals are regularly scheduled as two- or three-hour exams so if you have an extra time accommodation each may be 4.5 hours. Check with your instructor(s) if you are unsure.

A new kind of mastery.

In high school, mastery is usually seen as the ability to reproduce what you were taught how it was presented to you, or to solve the kinds of problems you were shown how to solve. In college, mastery is seen as the ability to apply what you've learned to new situations or to solve new kinds of problems.

Sometimes this means you will encounter testing questions that ask you to apply your knowledge in new ways. You can prepare for this, but it takes efforts and careful planning long before your exam.

Digital expectations.

In high school, your teacher may have accepted assignments in a variety of ways. In college, you will be expected to submit assignments digitally through online course software called D2L or in some cases by email. There are deadlines and marks penalties for submitting late. Instructors won't accept the excuse you don't know how to or that your computer doesn't work.

A new kind of teacher.

In high school, you generally see the same teachers day in and day out. You're in a small class of about 30 and you have a lot of time to get to know your teacher's quirks and habits and vice versa. In college, you could be in a class with many more students. You may see the teacher only once or twice a week.

How you write matters.

In high school, your teachers were likely happy if you wrote anything at all

You are expected to read, save, and consult the course syllabus (outline); the syllabus spells out what is expected of you, when it is due, and how you will be graded. * You have to independently keep track of your progress to date and tasks to complete. * Your instructor can provide more info for you if you ask but they won't guide/plan your work.

Some examples of activities that you will be expected to carry out during your own time are:

- Reading the lecture notes and making sure you understand them
- Studying textbooks / course packs/ lab or shop manuals / course D2L site structure and content
- Wider reading to learn context and get clear about how your courses fit into the broader discipline of study
- Working on exercises and coursework assignments
- Completing online activities including online assignments and course posts, and contributing to face to face or online discussions

Pace yourself.

Due dates are not usually flexible. Students are expected to be actively working on assignments throughout the term and not leaving things to the last minute. You risk receiving low grades on late assignments because penalties are assigned.

Self-serve support systems are available.

Supports are available, (academic advising, writing centre and learning skills, course specific tutors and/or learning strategists, accessibility services staff, counselling services, etc.), but you must seek those out, ask for the help, and follow through and work within the particular parameters of each service if you use them.

Expectations are based on standards in the academic area you study.

Your high school teachers have probably been taught that they need to do whatever they can to make sure you have success, even if it means changing what success means. At college, standards are more rigid. You have done well if you have met the standard that your instructor thinks is reasonable for a first-year student in that discipline. Whether you did well relative to your own potential is not relevant in college courses.

It's not about you; it's about the work you do.

Some high school students get credit for "having really tried hard." In college, however, instructors aren't grading you, your effort or your sincerity. They are grading the work you do.

Life happens.

You may not only be adjusting to a new learning environment, but very possibly, a new city and new friends. It may be the first time you are living on your own. You might need to learn to budget your money and deal with your banking, buy

groceries, cook, maintain an apartment, do your own laundry, learn how to live with a roommate, take public transportation and possibly balance working part time. These things all take time and attention and may impact your studies in ways you have not anticipated.

Peer network.

If your friends don't attend the same college, you may be without a support system. During high school, students often depend on their family and peers for support in problem solving, decision making and day-to-day activities, thus they may need a new support network.

College activities, organizations, clubs and support groups can help to build new networks.

Depression and loneliness.

The expectations of being a college student can raise your stress level, contribute to emotional lows and loneliness. Some find temporary relief in partying or isolating themselves which, in the long run, may contribute to depression. If stress or depression are issues for you, seek professional support at Camosun Counselling Services. These services are included in your student fees. Counselors are trained to listen and can help students get back on track.

Staying healthy/sickness/health conditions.

Heightened stress, poor self-care, and lack of sleep can cause health problems. Living in close quarters also poses health risks and can increase your chances of contracting illnesses. Eating healthy, balanced meals, getting a good night's rest as well and washing your hands regularly can help. If an illness does develop seek medical help from your physician or you do have special coverage as a Camosun student with my
https://www.mystudentplan.ca/camosun/en/myvirtualdoctor

Be patient with yourself!

Remember, you are entering a different learning environment and the transition process can take time, so be patient with yourself.