

PATHWAYS TO POST-SECONDARY:

*A TRANSITION GUIDE
FOR PEOPLE WITH DISABILITIES
TO HUMBER COLLEGE
INSTITUTE OF TECHNOLOGY &
ADVANCED LEARNING
AND THE UNIVERSITY OF
GUELPH-HUMBER*

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The contents of this publication were developed by Disability Services, Humber College Institute of Technology & Advanced Learning.

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INTRODUCTION

This publication is designed to help students with disabilities make the transition to Humber. It will guide students, parents, counsellors, teachers, administrators, and community agency personnel as they begin planning for college or university. While much of this guide refers to high school students, it is just as applicable to mature students who are pursuing post-secondary studies after being out of high school for a period of time.

Humber College and the University of Guelph-Humber provide services to students with any disabling condition that has been diagnosed by a Regulated Health Professional. Disabling conditions include:

- Specific Learning Disabilities
- deafness, Hard-of-Hearing
- mobility impairments
- blindness, low vision
- mental illnesses, psychological conditions
- Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD)
- brain injuries
- medical conditions
- other disabilities diagnosed by a Regulated Health Professional

(for definitions of each disabling condition, please refer to our website at <http://studentservices.humber.ca/ssd/pnp/define.htm>)

Each section of this guide provides detailed information about aspects of the transition process. We hope that you find it to be informative and useful!

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TRANSITION GOALS CHECKLIST

The following activities are organized in a checklist format and can be used in planning transition goals. Use the glossary at the back to help you understand the specific disability terminology.

What You Need to Do to Prepare for College

✓ Find Out More about Your Disability

- Name your disability and describe how it affects your learning.
- Identify your strengths in learning; these will help you in school.
- Identify the accommodations you need for learning (e.g., note taking assistance, test accommodations and assistive technology).
- Identify and master the study skills you need that are specific to your disability.

✓ Learn How to Advocate for Yourself

- Participate in any activities related to planning your education.
- Ask questions when you don't understand something.
- Recognize and anticipate potential problems.
- Consider and practise strategies to effectively respond to challenges.
- Actively seek out people who can assist you.
- Learn about laws that affect and support students with disabilities (e.g., the Ontario Human Rights Code).

✓ Create a Personal Information File

- Know where your disability documentation, educational records, social insurance card, and birth certificate are kept.

✓ Investigate Possible Careers and Education Options

- Identify possible career interests and the education or training needed for them.
- Research which colleges offer the programs that match your career interests and abilities.

✓ Select the Colleges You Are Interested in Attending

- Visit the colleges you are considering.
- Include disability and other support services in your visit. Learn about the types of services and accommodations that may be available to you.
- If you cannot visit in person, visit the colleges' websites or contact the colleges by phone.
- Based on your investigation, pick the colleges you feel have the academic programs that match your interests and will provide the services you need to be successful.

✓ Apply to the Colleges You Are Interested in Attending

- Visit the Ontario College Application Service (OCAS) website. Submit all applications and supporting documents by due dates. All applications received by OCAS on or before February 1 will be given equal consideration in the application process. Applications received after February 1 will be considered on a first-come, first-served basis depending on the availability of space in the program.
- Identify what disability documentation you will need to receive services and accommodations in college.

✓ Prepare for and Meet Program Admission Requirements

- Determine if you will be required to write an admissions or placement test, attend an interview, give an audition, and/or have your portfolio reviewed. Check the program calendar or contact the Admissions office for specific requirements.
- Contact Disability Services to find out what accommodations are available for admission processes.
- Provide Disability Services with a copy of your disability documentation.
- Arrange for accommodations for the admissions process with Disability Services, in advance.

✓ Apply for Financial Aid

- Once you have been accepted to a college, apply for financial aid through the Ontario Student Assistance Program (OSAP). You should apply for OSAP in early June if you will be starting college in September. Students sponsored by a government agency (such as WSIB, CPP, HRDC, except ODSP) that is funding their education are usually not eligible for financial aid from OSAP or the college.

→ At Humber, all students who require financial assistance to pay for assessments, equipment, or services related to their disability MUST apply for OSAP. OSAP eligibility must be determined before any funding alternatives will be considered.

- For more information on scholarships and bursaries contact the college you want to attend, local and provincial service organizations, and search the local library and Internet. (The National Education Association of Disabled Students is an excellent resource - www.neads.ca/)

✓ You've Been Accepted to College

- Contact Disability Services to request services. Bring your most recent IEP or other disability documentation to the office.

→ At Humber, you will need to contact Disability Services to arrange for services and accommodations even if you have previously been in contact with us for admissions or placement testing accommodations.

- Provide current documentation of your disability signed by a regulated health professional. The name of your disability must be included in your documentation. Ideally, it will also note functional limitations and academic accommodations you have received in the past.
- Investigate community agencies that provide support to persons with disabilities (e.g., Community Care Access Centre, March of Dimes, Learning Disabilities Association of Ontario).
- Arrange for other support not provided by the college (e.g., housing, attendant care, equipment repair and transportation).
- Be aware that you will need to purchase your textbooks. Visit the campus bookstore or college website for specific prices. **If you need your textbooks in alternate format, contact Disability Services as soon as you have been accepted to a program.**

A BIG CHANGE – SELF-ADVOCACY

Self-advocacy is understanding your strengths and needs, identifying your personal goals, knowing your legal rights and responsibilities, and communicating these to others.

One of the biggest changes students with disabilities face as they make the transition to post-secondary studies is that they must advocate for themselves. In high school, you may have had others speak on your behalf to teachers about your need for accommodations. The arrangements necessary for you to receive your accommodations were made for you. In college and university, arranging for and receiving accommodations works quite differently; you are responsible for advocating for yourself. You will be required to communicate your needs and make arrangements to receive accommodations and services.

Learning to advocate for yourself is an essential component of achieving not only academic success but fulfillment in life after school. Here are some guidelines to follow as you practise self-advocacy at Humber:

Self-Knowledge

- Accept your disability. Before you can advocate for yourself, you have to admit that you have a disability and that you may need some extra assistance in order to be successful.
- Understand your disability and the implications it may have in an academic setting.
- Know what you need to successfully cope with the academic challenges presented by your disability. Think about the accommodations, strategies and services that work best for you.
- Acknowledge when you are having difficulties and ask for assistance.

Rights and Responsibilities

- Learn about your legal rights and the accommodations and services appropriate to your needs.
- Remember that you have the right to privacy and confidentiality with regard to your disability. Disclose information to those who need to know and can assist you (e.g., Disability Services, professors) in an environment that is comfortable for you.
- Present your **Memo to Faculty** to each professor so that you may receive your accommodations. Request the specific accommodations that you need for tests or assignments each time you need them.
- In the unlikely event that a professor refuses your request for accommodations, politely thank him or her and leave. Then contact your Disabilities Consultant for help in resolving disability-related accommodation concerns.
- Follow through on any arrangements you need to make to receive services and accommodations.

Communication

- An effective self-advocate is assertive, not aggressive. *Always* be polite and respectful when speaking with others. Start with the assumption that college personnel want to help meet your needs.
- Practise what you are going to say beforehand (you will be less likely to feel tongue-tied).
- Communicate clearly.
- Rephrase what you hear to be sure you really understand.

“How Will I Talk with My Professors?”

In college, you must talk with your professors about your disability-related need for accommodations. Here are suggestions for ways to begin your discussions.

Presenting your *Memo to Faculty*:

“My name is _____. This *Memo to Faculty* shows that I am registered with Disability Services and lists the accommodations that I will need. My disability causes the following difficulties in learning: _____.

Extended Time on Tests and In-class Assignments:

“I would like to discuss the accommodation of extended time. Because I will need to use the extra time to complete my test/in-class assignment, I have arranged to write it in the Disability Services test area on _____. Would you please return this Test Reservation form to Disability Services with my test?”

Quiet Environment:

“Because I am easily distracted, I need to take tests/quizzes in a quiet environment. I have reserved space in Disability Services to write my test/assignment. Would you please return this Test Reservation form to Disability Services with my test?”

Access to Computers for All Written Tests and In-class Assignments:

“My disability makes writing tests or in-class assignments by hand extremely difficult for me. I will need to use a computer in order to produce an accurate, legible assignment. I have arranged to write it in the Disability Services test area on _____ where I can have access to a computer.”

Note Taker:

“My disability makes switching from listening to writing notes very difficult and I lose my place in the lecture. I have arranged with Disability Services to have a note taker for your class so that I can concentrate on listening and have good notes to take away. The note taker will be joining me in class.”

Specialized Software:

“Because of my disability, I may misread questions on a test. I need to be able to hear the questions or directions read aloud. Text-to-speech software allows me to work independently at the computer and listen to the test instructions or questions through headphones.”

TRANSITION TIPS FOR PARENTS

Parents of children applying to post-secondary institutions will find that their roles will change. Previously, they may have taken ownership of their child's problem, issue, or situation and tried to "fix" it. Parents must now make the transition from **assuming** responsibility for their child's disability, to **supporting** their adult child's independence and self-reliance.

Below are some tips that will help you foster the skills your child will need to be a successful student.

"Is my child ready to assume the responsibilities required in a post-secondary institution?"

Tips:

- Enable your child to see himself/herself as a worthy individual, capable of making increasingly independent decisions.
- Advise your child and encourage autonomous action.
- Let your child do the work. For example, help him/her by remembering deadlines, but don't complete applications, essays, or other tasks.

"Is my child academically prepared for a post-secondary program?"

Tips:

- Assess whether your child can realistically cope with the demands of a post-secondary educational program.
- Explore various educational options early and keep doors open to as many as possible.
- Anticipate that it may take longer for your child to complete his/her studies.
- Encourage your child to take appropriately streamed preparation courses in high school.
- Make homework a habit. Spending a little time each day increases the likelihood of being on top of school work.
- Teach your child good skills in time management, organization, and stress management.
- Things move fast in a post-secondary environment. Encourage your child to use planners and calendars to organize.
- Encourage healthy eating, exercising, and good sleep habits. When a student is hungry, tense, or tired, his/her brain cannot function to its full potential.

“Does my child know who to approach to get necessary accommodations and support?”

Tips:

- Contact Disability Services to find out about services, procedures, and resources.
- Advise your child to assemble all of his/her disability documentation. Having proper documentation before entering post-secondary studies can save time and ensure that appropriate accommodations are in place.
- Encourage your child to take advantage of the variety of services offered by the institution

“Can my child describe his/her disability and its effects?”

Tips:

- Ensure your child can name his/her disability.
- Encourage your child to research the characteristics of his/her disability.
- Help your child learn to describe his/her disability and accommodation needs.

“Can my child self-advocate?”

Tips:

- Support your child’s development of a conscious awareness of his/her unique strengths and weaknesses.
- Encourage your child to practise creative and assertive ways to advocate for himself/herself.
- Help your child to recognize and anticipate areas of difficulty.
- Promote your child’s willingness to seek assistance.

DISABILITY SERVICES: DIFFERENCES BETWEEN ELEMENTARY, SECONDARY AND POST-SECONDARY LEVELS OF EDUCATION

Elementary (K-8)	Secondary (9-12)	Post-Secondary (College and University)
Identifying Students		
<p>Students are identified as “exceptional” through an Identification Placement and Review Committee (IPRC) process that involves the parents. IPRC recommendations may focus on educational needs or include referrals for assessment. Formal documentation of a disability is not a requirement for identification. Placement is reviewed on a yearly basis.</p>	<p>The IPRC review process and recommendations continue automatically from elementary to secondary school. This process can also be initiated at the secondary level at the parent’s or school’s request.</p>	<p>There is no IPRC process in college. Students are responsible for providing documentation of their disability and accommodation needs. The Disability Services Office determines appropriate accommodations based on the documentation, college policy, and student input.</p>
<p>Provincial regulations require that the parents are consulted in the development and review of the student’s Individual Education Plan (IEP), and that a copy of the IEP is provided to the parents upon completion.</p>	<p>Provincial regulations require that both students 16 years of age or older and parents are included in the IEP process. A copy of the IEP is provided to both the parents and the students upon its completion.</p>	<p>In keeping with the Freedom of Information and Protection of Privacy Act (FIPPA), all documentation, communication and records pertaining to students are private and confidential. The Disability Services Office may release information or communicate with individuals designated by the student only after the student has provided written consent.</p>
<p>A student’s educational needs are stated on an IEP that results from an IPRC. Professional assessments are not necessarily a requirement to receive accommodations. If assessments are deemed necessary, they can be arranged and paid for by the appropriate school board.</p>	<p>The responsibility for assessment and accommodation is the same as at the elementary level. Regulation 181/98 requires that the IEP of an “exceptional” student who is 14 years of age or older must include a plan for the student’s transition to appropriate postsecondary activities, such as work, further education, or community living.</p>	<p>The student is responsible for providing up-to-date documentation, such as professional assessments and Transition Plans, to the disability services office of the college.</p>

Elementary (K-8)	Secondary (9-12)	Post-Secondary (College and University)
Addressing Needs		
<p>The school board and the school develop an IEP for all students identified as “exceptional” by IPRC. An IEP may be developed for a student who has not been formally identified.</p>	<p>If the student has an IEP from elementary school, it will be forwarded with the school records, but should be reviewed and revised when the student enters high school. Students may be identified as “exceptional” at the high school level.</p>	<p>The student must formally register with the Disability Services Office. Based on the disability documentation provided by the student, accommodations and services are determined in a co-operative process between the student and the Disabilities Consultant.</p>
<p>A student’s classroom placement is decided at an IPRC review. Placement can range from a regular classroom with accommodation to a full-time special education class with a student- to-teacher ratio as small as 8:1.</p>	<p>The student participates in regular class curriculum with accommodations or modifications based on the student’s IEP. Some secondary schools have “resource rooms” where staff accommodate tests, provide additional assistance in completing class assignments, and offer learning strategy instruction.</p>	<p>The role of the Disability Services Office is to ensure the provision of accommodations. All classes are regular classes. Accommodations are based on the disability documentation provided by the student. Any additional instruction or tutoring required must be arranged by the student and occurs outside of the regular timetable.</p>
<p>The implementation of an IEP is governed by the provincial Education Act.</p>	<p>The legislation directing the implementation of an IEP is the same as at the elementary level.</p>	<p>The student’s right to disability services and accommodations is protected by federal and provincial Human Rights legislation.</p>

<p style="text-align: center;">Elementary (K-8)</p>	<p style="text-align: center;">Secondary (9-12)</p>	<p style="text-align: center;">Post-Secondary (College and University)</p>
<p>Accommodating Students</p>		
<p>The student's school board and school ensure that the IEP is followed.</p>	<p>The responsibility for implementing an IEP is the same as at the elementary level.</p>	<p>Once accommodations are designated by the Disability Services Office, students choose which accommodations they will use and when they will use them. Accommodations are not automatically implemented; they are only provided at the request of the student.</p>
<p>The provision of accommodations does not mean the curriculum has been modified. In some cases, however, the learning outcomes of the standard curriculum may be modified to meet the student's learning expectations.</p>	<p>The guidelines for curriculum modification are the same as at the elementary level.</p>	<p>Fundamental modifications to curriculum and program standards are not permitted. Accommodations may not compromise essential course standards or impose "undue hardship" on an institution.</p>
<p>Any professional and/or paraprofessional special education support staff and/or services detailed in the IEP must be provided by the school board.</p>	<p>The provision of specialized staffing and services is the same as at the elementary level.</p>	<p>No personal staff or services are provided by the Disability Services Office. The student is responsible for securing any additional staff or services (e.g., personal care attendants, specialized tutors, or therapists).</p>
<p>Student records are accessible to students and parents.</p>	<p>The accessibility of student records is the same as at the elementary level. Records are transferred automatically from elementary to secondary school.</p>	<p>An enrolled college student's records are only accessible to the student. Parents have access only if the student gives written consent. Student records are NOT automatically transferred from secondary to post-secondary.</p>
<p>Special consideration is given for behavioural problems.</p>	<p>Students must follow the high school behaviour code.</p>	<p>Students must follow the college code of conduct; no special consideration is given for misconduct.</p>
<p>Student progression from kindergarten to grade 8 is guaranteed. Curriculum may be modified to meet individual student needs.</p>	<p>Progression to graduation is not guaranteed; however, curriculum modifications are permitted as necessary.</p>	<p>Graduation is dependent on fulfilling all program requirements. Curriculum modifications are extremely rare and must not alter essential program standards.</p>

POINT BY POINT CONTRAST OF HIGH SCHOOL AND COLLEGE

Personal Freedom and Responsibility	
High School	College
High school is <i>mandatory</i> and usually <i>free</i> .	College is <i>voluntary</i> and <i>expensive</i> .
Your time is structured by others. Limits are set by teachers, parents and other adults.	You manage your own time. Managing your time and personal freedom may be one of the biggest challenges that you will face in college.
You are accountable for your attendance in class. Attendance is monitored and recorded.	Attendance may not be monitored or recorded. However, you are still responsible for meeting the course expectations.
Parents and teachers will remind you of your responsibilities and guide you in setting priorities.	<i>You</i> must balance your responsibilities and set priorities. You are considered an adult who is old enough to take responsibility for your actions as well as the consequences of your decision.
Academic goals are established in collaboration with others.	You establish and attain your own academic and personal goals.
High school administrators will prompt you to choose your courses and your schedule will be created for you.	Your schedule is determined by your program, but you must register each semester in a timely manner.
The school keeps you informed about the courses you require to graduate.	Graduation requirements are complex, and differ from year to year. You are expected to know those that apply to you.
Guiding principle: In high school you have fewer responsibilities because you have less freedom.	Guiding principle: In college you have more responsibilities because you have more freedom.

Structure	
High School	College
The school year is 36 weeks long; some classes extend over both semesters and some don't.	The academic year is divided into 15-week semesters.
Each day you proceed from one class directly to another, spending 6 hours each day--30 hours a week--in class.	You often have hours between classes; class times vary throughout the day and evening and you may spend only 12 to 20 hours each week in class
Classes generally have no more than 35 students. Teachers will know all students in class.	Classes may number 100 students or more. Professors will not necessarily know all of the students.
You are provided with textbooks at no expense.	You need to budget substantial funds for textbooks, which will often cost more than \$500 each semester. Textbooks must be bought promptly (before the bookstore returns un-purchased copies).
More time is spent in class with the teacher directing your learning activities.	Less time is spent in class. You are expected to do more independent learning outside of class time. You may be required to work on group assignments that will require you and your group mates to schedule regular meetings.
Classes are scheduled from 9:00 to 3:00 with a lunch break. Each day follows the same schedule.	Classes may be scheduled from 8:00 until 6:30 with intermittent breaks. Class time varies from day to day throughout the week.
You are expected to complete short reading assignments that are then discussed, and often re-taught, in class.	You are assigned substantial amounts of reading and writing that may not be directly addressed in class.
Guiding principle: High school is organized to teach students <i>how</i> to learn on their own.	Guiding principle: College is structured to allow you to demonstrate that you <i>can</i> learn on your own. The training wheels are off!

Instruction	
High School	College
Teachers may check your completed homework.	Professors rarely check completed homework.
Teachers remind you of your incomplete work.	Professors rarely remind you of incomplete work.
Teachers may approach you if they believe you need help.	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance. You will most likely need to make an appointment outside of class during scheduled office hours.
Teachers have been trained in teaching methods to assist in imparting knowledge to students.	Professors have been trained as experts in their particular fields of practice.
Teachers provide you with information you missed when you were absent.	Professors expect you to get from classmates any notes from classes you missed.
Teachers present material to help you understand the material in the textbook.	Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. They may expect <i>you</i> to relate the classes to the textbook readings.
Teachers often write information on the board to be copied in your notes.	Professors may lecture non-stop, expecting you to identify the important points in your notes. Assume that overheads, PowerPoint presentations or writing on the board are intended to supplement a lecture, not summarize it. Good notes are a must.
Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.	Professors expect you to think about and independently synthesize seemingly unrelated topics.
Guiding principle: High school is a teaching environment in which you acquire facts and skills.	Guiding principle: College is a learning environment in which you take responsibility for thinking through and applying what you have learned.

Study Habits	
High School	College
You may be successful with very little studying.	You will find it necessary to develop good study habits in order to be successful.
Your studying may be done the night before the test.	Because of the volume of work covered and the increased pace of delivery, you will need to study several days in advance of your test.
You may be able to study the same way for all subjects.	You will have to develop more than one way to study because of the difference in learning objectives from course to course.
Less study time is required (1-2 hours a day).	More study time is required; anticipate 2 hours of study for each hour of class time (3 to 6 hours a day).
You seldom need to read anything more than once, and sometimes listening in class is enough.	You need to review class notes and text material regularly.
Guiding principle: You will usually be told in class what you need to learn from assigned readings.	Guiding principle: It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so.

Tests and Assignments	
High School	College
Quizzes and tests may be given weekly, usually at the end of chapters.	The number of tests and assignments per semester is determined by the individual course. For example, you may have 4 in one class and 8 in another class. You will need to manage your time carefully.

Most test questions are short answer, multiple choice, true and false and/or fill in the blank.	Test questions are more difficult to predict and may involve more explanation and writing. Exams have varied formats, from multiple choice, to essay writing, to web-based assignments and hands-on activities.
Testing is frequent and covers small amounts of material.	Testing may be infrequent and cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the test.
Makeup tests are often available.	Makeup tests are seldom an option; if they are, you need to negotiate them with the professor.
Teachers frequently rearrange test dates to avoid conflict with school events.	Professors usually schedule tests without regard to the demands of other courses or outside activities.
Teachers often take time to remind you of assignments and due dates.	Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.
Assignments are more structured in terms of expected outcomes, process and completion requirements.	Assignments are completed more independently.
Time is given in class to complete assignments.	Assignments are most often completed outside of class time.
Accommodated testing is scheduled for students by their teachers.	You are required to request and schedule accommodated testing.
Guiding principle: Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve.	Guiding principle: Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems.

Grades	
High School	College
A passing grade is usually 50%.	A passing grade may be 60%, 70% or higher.
You can fail one course and still proceed to the next year.	Failure in one course may disrupt your progress in the program. The course you fail may be a pre-requisite for several courses in the next semester.
Your grades are averaged as a final percentage.	Your grades are weighted and averaged as a GPA (Grade Point Average). A 4.0 GPA is the highest possible. Most programs require a GPA of 2.0 for you to remain in good standing.
Consistently good homework marks may raise your overall grade when test grades are low.	In college, homework is rarely collected or graded. Marks on tests and major assignments provide most of the course grade.
Extra credit projects may be available to help you raise your grade.	Extra credit projects are rarely an option.
Initial test grades, especially when they are low, may not have an adverse effect on your final grade.	Watch out for your <i>first</i> tests. These are usually “wake-up calls” to let you know what is expected; they may account for a substantial part of your course grade.
You may graduate as long as you have passed all required courses with a grade of D or higher.	You may graduate only if your average in classes meets the departmental standard—typically a 2.0 or C.
Guiding principle: “Effort counts.” Courses are usually structured to reward a “good-faith effort.”	Guiding principle: “Results count.” Though “good-faith effort” is important in regard to the professor’s willingness to help you <i>achieve</i> good results, it will not <i>substitute</i> for results in the grading process.

Disability Support Services

High School	College
You are identified as a student requiring disability supports, and accommodations are arranged for you.	You self-identify to receive disability supports, and you make the choice when and if to use accommodations.
Program modifications may be made for you.	All students must meet the program prerequisites for admission and achieve all “core competencies” of their program. Programs are not modified.
Accommodations vary depending upon your school board and available resources.	Accommodations are unique to each individual and made based on a review of the confidential disability documentation that you provide to the college’s Disability Services office.
You may go to a resource room each day for assistance with your course work.	Most colleges do not have a “resource room.” You are expected to be independent and take responsibility for seeking assistance. Your Disabilities Consultant will inform you of the resources available to you.
An IEP is created for you outlining your learning supports for the entire year.	You review your accommodations with your Disabilities Consultant each semester.
The assistive technology you have access to is the property of the school and must be returned.	Financial aid may be available to help you purchase your own assistive technology.
Guiding principle: Because you are still learning how to address your disability-related needs and ensure they are met, school administrators will make the arrangements for you.	Guiding principle: As a Humber student, you are responsible for registering with Disability Services and ensuring that your disability-related accommodations are in place for each test or assignment.

LAWS AND POLICIES THAT PROTECT THE RIGHTS OF ADULTS WITH DISABILITIES

Students with disabilities who study at publicly funded post-secondary schools have certain rights intended to prevent discrimination based on disability. Familiarizing yourself with your rights can help you become an effective self-advocate.

- The **Canadian Charter of Rights and Freedoms** (1982), section 15(1), guarantees that:

Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

- The **Ontario Human Rights Code** (revised, 1990), guarantees every person:

Equal treatment with respect to services, goods and facilities without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, or handicap.

The Humber College Institute of Technology and Advanced Learning and the University of Guelph-Humber are governed by provincial and federal Human Rights legislation. These laws and the following college policies are intended to ensure that students are not discriminated against on the basis of their disability while participating in post-secondary studies.

In accordance with the **Principles and Recommendations of the Committee of Presidents Task Force** (1986), Humber may not:

- *limit the number of qualified students with disabilities admitted;*
- *make pre-admission inquiries as to whether or not an applicant is disabled for the purposes of admission;*
- *refuse to allow academic accommodations in admissions testing;*
- *exclude a qualified student with a disability from any course of study, on the basis of a disability;*
- *limit disabled students' eligibility for financial assistance or otherwise discriminate in administering scholarships, bursaries, or other awards on the basis of disability;*
- *counsel a student with a disability toward a more restrictive career without regard for the student's ability and the possible ameliorative effect of appropriate and reasonable academic accommodations;*
- *refuse to provide academic accommodations designated by Services for Students with Disabilities; or*
- *establish institutional rules and policies that discriminate against students with disabilities.*

Students should also be familiar with legislation that protects their privacy with regard to information about their disability and involvement with Disability Services.

- The **Freedom of Information and Protection of Privacy Act (FIPPA), 1990** (amended 2005) intends to protect personal information held by provincial government organizations. This Act defines “personal Information” as:

[a]ny recorded information about an identifiable individual including, information relating to race, national or ethnic origin, colour, religion, age, sex, sexual orientation or marital or family status of the individual..[,] information relating to the education or the medical, psychiatric, psychological, criminal or employment history of the individual or information relating to the financial transactions in which the individual has been involved..[,]and] correspondence sent to an institution by the individual that is implicitly or explicitly of a private or confidential nature, and replies to that correspondence that would reveal the contents of the original correspondence.

What does this legislation mean for you?

In keeping with the Freedom of Information and Protection of Privacy Act, all documentation, communication and records pertaining to students are private and confidential. Disability Services may release information or communicate with individuals you designate only after you have provided written consent.

The FIPPA legislation also ensures that you have access to your Disability Services records.

DISABILITY SERVICES

HUMBER COLLEGE INSTITUTE OF TECHNOLOGY AND ADVANCED LEARNING AND THE UNIVERSITY OF GUELPH-HUMBER

Our services are for current and potential students who have a disabling condition.

Disabling conditions include:

- specific Learning Disabilities
- deafness, Hard-of-Hearing
- mobility impairments
- blindness, low vision
- mental illnesses, psychological conditions
- Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD)
- brain injuries
- medical conditions
- other disabilities diagnosed by a Regulated Health Professional

Students who want to access our services will need to provide adequate documentation from a Regulated Health Professional diagnosing a disability.

Many disabilities are "invisible." Disability Services requires documentation of "invisible" disabilities, such as learning disabilities or psychological conditions, so that we can determine their effects on your academic performance and designate reasonable accommodations.

If you do not have documentation available please contact us to discuss how you may obtain it.

Individualized accommodations and supports are determined according to the nature of the student's disability.

Academic accommodations and assistive technology (A.T.) are available to assist students to meet the educational challenges associated with the effects of their disabilities.

Academic accommodations include, but are not limited to, note takers, extra time for tests, sign/oral language interpreters, and alternate format learning resources.

Assistive technology includes access to adaptive equipment and computers with specialized software for testing. A.T. assessments and training are available to eligible students.

There are some limitations to our services that students should be aware of:

- Disability Services does not provide proofreading or editing services, reduction of course standards, or re-phrasing of test/exam questions.
- Personal care attendants must be arranged by **the student** through a community sponsoring agency (e.g., Community Care Access Centres). Students are encouraged to arrange for attendant services ***one year or more*** in advance of admission to the college/university.
- Privacy and confidentiality laws protect student information. Disability Services will respond only to the requests of current and potential students. We cannot respond to parents, guardians, community agencies, or other third parties. Current and potential students wishing to permit others to speak or make inquiries on their behalf must provide written consent for such communication.

Contact us as soon as you are considering studies at Humber.

If you require academic accommodations because of your disability, you must register with Disability Services. You must provide at least two weeks' notice of your need for academic accommodations (including admissions testing accommodations).

Accessing our services is as simple as making an appointment. Please contact us by phone, e-mail, or in person to arrange a meeting (see *Contact* information at the end of this document).

Visit the Disability Services website at www.studentservices.humber.ca/ssd for complete service information.

HUMBER COLLEGE OPTIONS TO CONSIDER

There are a number of post-secondary options at Humber ranging from academic upgrading to post-graduate programs.

Whichever path you take, Disability Services is available to support you along the way.

It is your responsibility to ensure the selection of, and enrolment in the correct course(s). Contact the program co-ordinator to ensure that you meet the program entrance requirements.

Academic Upgrading and College Preparation

<p>Literacy and Basic Skills (LBS) <i>Note that there is an LBS program at the North campus and a specialized program at the Lakeshore campus for adult students with disabilities whose academic abilities range from middle school to high school.</i></p>	<p>For students who:</p> <ul style="list-style-type: none"> do not meet college entrance requirements <p>Humber offers a free, full-time program during the day to help students improve their English and Math skills. The Literacy and Basic Skills program is designed to prepare students for college programs, training programs, employment, or personal self-improvement. The LBS program offers individualized instruction at levels that approximate grade 6 through grade 12 in both English and Math.</p> <p>Credits are not transferable to post-secondary programs.</p>
<p>College Preparation Upgrading</p>	<p>For students who:</p> <ul style="list-style-type: none"> are independent learners require specific courses to meet entrance requirements prefer part-time studies

General Arts and Sciences (G.A.S.)

The G.A.S. programs are for students who need prerequisite courses or strengthening of their academic skills before pursuing further studies. G.A.S. programs allow students to explore program options while gaining credits that may be transferable to other post-secondary programs. There are several program “profiles” (outlined below), geared to specific areas of study.

Developmental Profile

For students who:

- need to strengthen their academic skills before moving on to a college program and want full-time studies

University Transfer Profile

For students who:

- want to enter degree studies in liberal arts or social sciences while earning credits transferable to university

College Transfer Profile

For students who:

- want the opportunity to explore career choices while earning credits transferable to other college programs

Science and Technology Profile

For students who:

- want to enter a health sciences or technology related college program but lack the necessary prerequisites in math, sciences, and communication. Some credits may be transferable to other college programs.

English for Academic Purposes (EAP)

For students who:

- are non-native speakers of English who want to improve their communication skills for entry into college or university programs or for further professional development. Students will earn credits toward a Humber diploma by completing a college general education course.

Post-Secondary Programs

- For students who meet program requirements for post-secondary studies, Humber offers a range of full- and part-time program options. Below are the post-secondary program options available.

(Descriptions taken from <http://www.ontariocolleges.ca>)

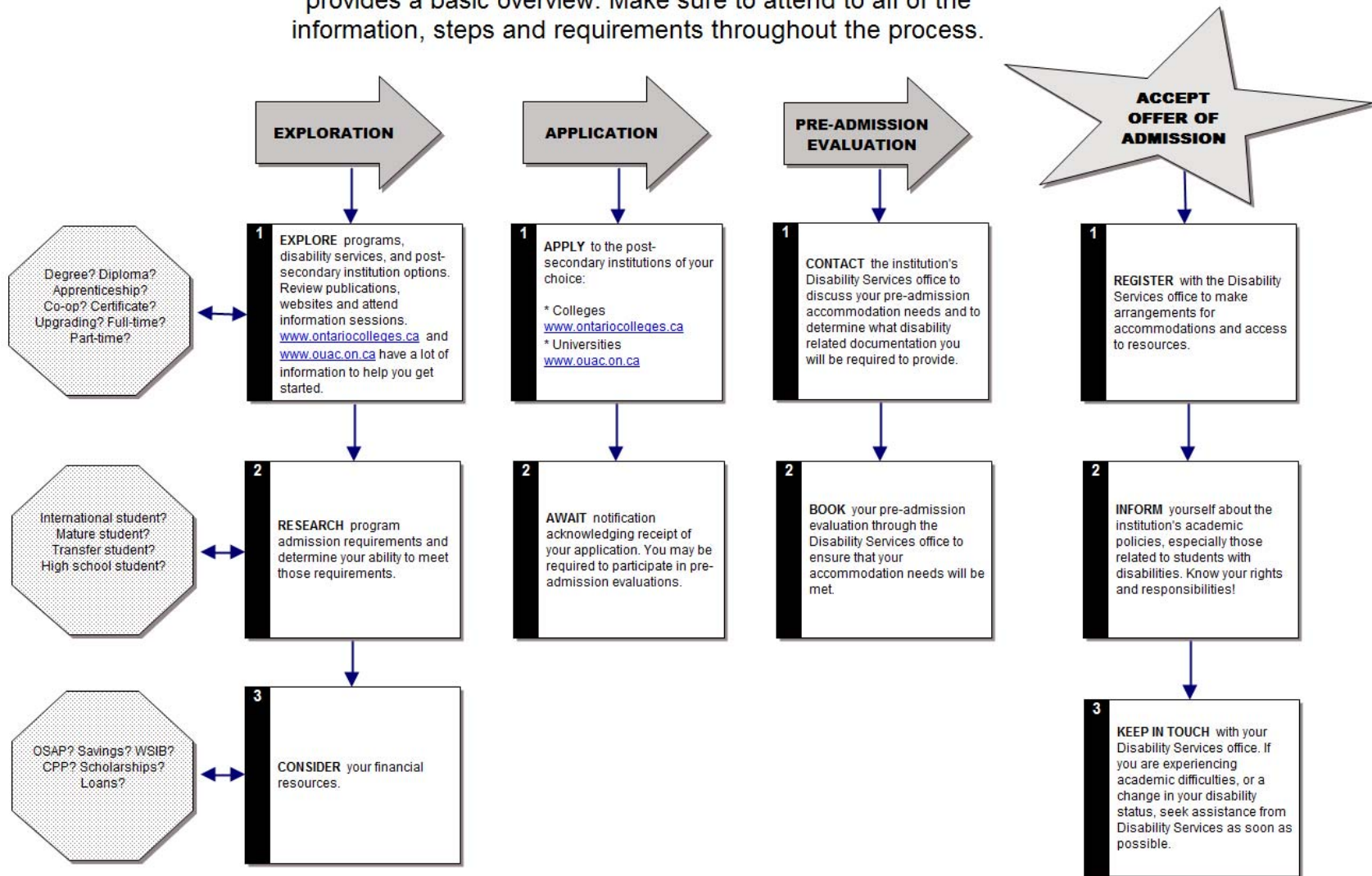
Certificate Programs	Certificate programs require the completion of two semesters (or one year) of study, as approved by the Ministry Of Training, Colleges And Universities.
Diploma Programs (Regular/Advanced)	Regular diploma programs require the completion of at least four semesters (or two years) of study, as approved by the Ministry of Training, Colleges and Universities. An advanced diploma is granted after three years (6 semesters) of study.
Co-op Programs(Regular/Advanced Diploma)	Scheduled periods of employment in related industries within the academic year give co-op students an edge and help them to relate in-school training with real work experience. These placements are typically paid positions and are usually a requirement for graduation. Also offered are field placements, work terms, and internships. Students are usually not paid for these types of placements.
Graduate Certificate Programs	Building on knowledge and experience gained through previous postsecondary study, graduate certificates require a university degree or a college certificate or diploma for admission. Co-op options may also be available for these programs.
Bachelor's Degree Programs	Four-year applied academic programs offer the best of both worlds— experience gained in practice and insight found with the help of theory. Bachelor's degree programs are reviewed by the postsecondary Education Quality Assessment Board (PEQAB). More information can be found on their website: http://peqab.edu.gov.on.ca . Please note that not all program types are available at all colleges and that programs vary in length.
Joint College-University Programs(Collaborative)	Collaborative programs offer the combination of hands-on learning that colleges are known for with the more theoretical approach of university studies. Students may earn either one or two credentials— one from the college and/or one from the university. For transfer agreement information visit the OCUTG (Ontario College University Transfer Guide) website: www.ocutg.on.ca

Apprenticeship Programs

- Apprenticeship offers students an opportunity to learn a highly-skilled trade in a variety of occupations
- 75%-90% of learning time is devoted to on-the-job training, and the remaining time to classroom instruction
- Apprentices are paid for the work they do and become certified in their trade after completing requirements set by the province
- Applicants are required to register through their local Apprenticeship Office of the Ontario Ministry of Training, Colleges and Universities

Go with the Flow!

This is an introduction to the college and university application process. The application process is quite complex; this document provides a basic overview. Make sure to attend to all of the information, steps and requirements throughout the process.



FREQUENTLY ASKED QUESTIONS

Many students who are applying to a post-secondary institution, whether they are coming from high school or are entering their program as mature students, share many of the same questions and concerns. Below are some of the most frequently asked questions and their answers as they pertain to Humber.

I think I may have a disability but I'm not sure. What should I do?

If you think you may have a disabling condition please call, e-mail, or stop by our office to speak with a member of the Disability Services team. We will help you to determine what steps you will need to take to obtain an assessment from a health care professional.

I'm not sure what program or courses to take. Can I contact you for academic advising or career planning?

Students or potential students who would like assistance with exploring academic and career options should contact the Counselling department. The link to their website is <http://www.studentservices.humber.ca/counselling>, or you can call (416) 675-5090.

Whom should I send my documentation to verifying my disability?

If you have documentation verifying your disability (such as a psychoeducational assessment of a learning disability or a medical certificate), please forward it to our office as soon as you have applied to a program. If you are already studying at Humber or Guelph-Humber, please provide us with your documentation as soon as you wish to access our services.

You may fax your documentation to our secure fax line (listed in the **Contacts** section of this document) or drop it off to us in person if you are already on campus.

It is **not** necessary to provide the Registrar's office with documentation of your disability.

Do students with disabilities receive special consideration for admission?

No. Students with disabilities must meet the same admissions requirements as non-disabled students. Students may, however, receive accommodations for admissions and placement testing.

Does Disability Services decide whether or not a student is accepted into a program?

No. Humber and Guelph-Humber make this determination based on whether or not a student meets the admission requirements and standards.

I have been notified that I need to write the Computerized Placement Test (CPT) and/or other admissions testing. I need to use test accommodations. What should I do?

When you receive notification that you must write a CPT and/or other admissions testing and you require accommodations, contact our office and we will arrange a time with you to complete the testing in our department. If this is your first contact with our office, please remember to bring your disability documentation with you. **Please note that you must contact Humber's Test Centre to inform them that you will be writing your admissions test in our department.**

You can find samples of the CPT here: www.humber.ca/myfuture/cpt.htm

Whom should I contact if I have a question about a specific academic program or course?

Such inquiries should be directed to the co-ordinator of the program. You can obtain contact information for program co-ordinators by searching the Humber website or by calling our Enquiry Centre at (416) 675-5000.

Do Humber and Guelph-Humber offer the same services as Special Education departments in secondary schools?

Accommodations that are often provided in high schools, such as proofreading, reduction of course standards, and re-phrasing of exam questions, are **not** offered. Students with disabilities must meet the same program requirements as students without disabilities.

Accommodations are provided based on an assessment of individual need and professional documentation. Examples of academic accommodations include extra time for tests, reduced number of courses per semester, and access to computers and assistive devices.

If you have questions about the distinctions between "Disability Services" and "Special Education", please contact Disability Services personnel.

Are students who have been labeled "exceptional/communications" eligible for services from Disability Services?

It depends. Disability Services does not recognize "exceptional/communications" as a sufficient diagnostic statement. If a clear diagnosis from an appropriate professional is not available, the student may require further diagnostic testing.

Will the teachers be flexible in their testing procedures and assignments?

Testing and assignments are accommodated according to the student's documented disability-related needs. Limited flexibility may be possible depending on individual circumstances.

Is all information that is disclosed to Disability Services treated confidentially and respectfully?

Disability Services treats all student information and communication as confidential. We require written permission from registered students before we can speak with anyone regarding their disability.

Can difficulties be discussed with teachers, program co-ordinators, and the Disability Services Office?

Yes, at any time. Students are welcome to enlist the support of personal advocates, but students must be prepared to express their perspectives themselves. Disability Services encourages students to be independent self-advocators.

What other services and assistance are available at Humber and Guelph-Humber for students with disabilities?

Like any Humber/Guelph-Humber student, students with disabilities may access Counselling, Peer Tutoring, Career Services, Athletics, Health Services, and all other student services.

Can I call the Disability Services Office for further information?

Please do. Students making the transition to post-secondary studies have many adjustments to make and can benefit from the information and assurance that Disability Services can offer. There are many support services that can be accessed once the student's disability has been properly identified.

GLOSSARY

A

Accommodations

Accommodations are the adaptations and supports provided to individuals with disabilities that assist them to overcome the effects of their disabilities. (See section 17(2) of **Human Rights Code** section, Application to the colleges)

Admissions and Registration (Office of the Registrar)

This department is responsible for applications, registration, adding/dropping a class, maintenance of academic records, grades and evaluation of transcripts.

Adaptive Equipment

This term applies to any item, piece of equipment, product, or system that is used to maintain, increase, or improve functional capabilities of individuals with disabilities.

Advocate

An advocate is one who speaks in support of another.

Alternate Format

Alternate format is a broad term that refers to methods of communicating print information in an “other-than-print” format. **Transcription** is the conversion of required educational materials into alternate formats. Alternate formats vary and are tailored to the individual's disability and learning needs. Such formats make printed material accessible to those with print disabilities and can include, but are not limited to, Braille, audio, large print, MP3 files and accessible electronic resources.

Assistive Technology

See **Adaptive Equipment**

B

Bookstore

The bookstore is located on campus and supplies the textbooks ordered for all college courses.

Bursaries

A bursary is a cash award or equivalent granted to a current or potential student to help that person continue his/her studies. It is based primarily on financial need, but academic standing may also be considered.

C

Career Centre

The Career Centre provides resources for current students and graduates seeking employment both on and off campus. The Career Centre can help students research job opportunities, prepare resumes, and practise interview skills.

Charter of Student Responsibilities and Rights

All Humber and Guelph-Humber students regardless of disability are bound by the code of conduct articulated in the Charter of Student Rights and Responsibilities. This document can be found on the Humber website.

College Entrance Examinations/Admissions Testing

You may be required to complete program-specific individualized tests, assessments, interviews, or auditions to determine your program eligibility. Contact Admissions Office for further information.

Consultant/Disabilities Consultant

At Humber each student registered with Disability Services is assigned a Disabilities Consultant. The Disabilities Consultant possesses, at minimum, a Master's degree and relevant professional experience. The Disabilities Consultant is responsible for supporting students academically and issuing the *Memo to Faculty* that records designated accommodations.

Counselling

This department provides support and assistance in personal, career and academic matters to all students at Humber.

D

Disability/ Disabling Condition

The **Ontario Human Rights Code's** broad definition of a disability or handicap is: any degree of physical disability caused by an injury, illness, or birth defect (i.e. blindness, deafness, epilepsy); learning disability, mental retardation, mental disorder, and an injury or disability for which benefits were claimed or received under the Worker's Compensation Act.

Disability Services Office (DSO)

DSO's are those offices or departments at each post-secondary institution providing services and accommodations for students with disabilities.

Documentation

Documentation refers to the written proof that a student has a disability. The documentation must name the disability, should identify the disability's functional limitations, and must be signed by an appropriate, regulated, health professional.

F

Financial Aid

This office administers Ontario Student Assistance Program (OSAP), scholarships, and bursaries for students who require assistance with covering the cost of their education and living expenses.

Freedom of Information and Protection of Privacy Act (FIPPA), 1990 (amended 2005)

This legislation protects personal information held by provincial government organizations.

Functional Limitation

Functional limitations are identified area(s) of weakness caused by a disability that affect academic performance and are used to identify reasonable accommodations.

G

General Education Development (GED)

GED is an international testing program for adults who have not been able to complete high school. It is a series of tests that measure knowledge and academic skills against traditional high school graduates. For more information, visit the GED website: <http://www.ilc.org/cfmx/GED>.

H

Health Services

This department provides professional, confidential, medical, health education, and referral services by nurses and physicians.

I

Individual Education Plan (IEP)

An IEP is a written plan describing the special education program and/or services required by a particular student in grades K-12. It identifies learning expectations that are modified from or alternative to those identified in the curriculum policy document for the appropriate grade and subject or course, and/or any accommodations and special education services needed to assist the student in achieving his or her learning outcomes.

Identification Placement and Review Committee (IPRC)

The IPRC will decide whether or not the student should be identified as exceptional; identify the areas of the student's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education; decide an appropriate placement for the student; and review the identification and placement at least once in each school year in grades K-12.

K

K-12

The term K-12 refers to the grades in school from kindergarten through the end of high school.

L

Learning Disability (LD)

The term learning disability refers to a specific diagnosis made by a psychologist or psychological associate only after completing a psychoeducational assessment.

M

Mature Student

A mature student is an applicant who has reached the age of 19 years on or before the start date of the program but does not have a high school diploma or equivalent.

Memo to Faculty

This document is developed with the student's Disabilities Consultant and records the accommodations that the student requires. Memos are provided to the student for distribution to faculty at the student's request. The student must renew the Memo each semester.

Modification

Modification describes changes to content and to performance criteria within an individual course or program. At the post-secondary level, modifications are rarely permitted, as they may affect the validity and reliability of program credentials and industry standards.

O

Ontario College Application Service (OCAS)

OCAS is an online resource that allows students to research, select and apply to Ontario college programs. Using this resource, students may apply to several colleges by completing one application.

Ontario Human Rights Code

The Ontario Human Rights Code is provincial legislation that outlines the protected rights and responsibilities of all Ontario citizens, businesses and institutions. In the case of a formal disability-related dispute, judgment is decided by the Ontario Human Rights Commission.

Ontario Universities' Application Centre (OUAC)

OUAC is an online resource that allows students to research, select and apply to Ontario university programs. Using this resource, students may apply to several universities by completing one application.

Ontario Student Assistance Program (OSAP)

The objective of student financial assistance is to assist eligible students who do not have the resources to meet the costs of postsecondary education. The intention is to promote equality of opportunity for postsecondary studies by providing financial assistance for educational costs and basic living expenses where students (and their families) do not have the resources to meet these costs.

The purpose is to supplement, not to replace, the financial resources that you (and your family, if applicable) are expected to contribute. Assistance is based on financial need as established by the federal and/or provincial governments and as determined by the ministry through an assessment of your Ontario Student Assistance Program (OSAP) application. Educational costs (such as tuition fees, books and supplies, basic living expenses) and the resources that you (and your family, if applicable) are expected to contribute are taken into consideration. It is not the purpose of student financial assistance to supply all the assistance you may need to meet your educational and living costs. **As the amount of funding you are entitled to receive is based on the information you provide, it is essential that you promptly notify the ministry or your financial aid office of any change to your financial, academic, family, and/or study period status.**

(from the Ontario Student Assistance Program website: <https://osap.gov.on.ca>)

P

Peer Tutoring

Peer Tutoring is a service that may be accessed by all students at Humber for a modest fee. Individual tutoring is provided by trained students who have earned a GPA of 75% or better and either exemption or a grade of 80% or higher in the subjects in which they tutor.

Prerequisite

A prerequisite is a specific course or admissions test that is required in order to qualify for admission to a program or course.

Program Co-ordinator

The co-ordinator is a senior faculty member in the program who liaises with administration, faculty and students to ensure that the program requirements are met. The program co-ordinator is a resource for students and faculty alike who have questions or concerns regarding the execution of course work.

Psychological Associate

A psychological associate is a person who possesses a Master's degree in Psychology and is registered with an official licensing body such as the College of Psychologists of Ontario.

Psychoeducational Assessment

A psychoeducational assessment diagnoses or disconfirms the existence of a learning disability (LD). Psychoeducational assessment reports must be signed by a registered

psychologist or psychological associate. The report must include a diagnostic statement, the student's scores on diagnostic testing, an analysis of those scores, and the psychologist's recommendations.

R

Reasonable Academic Accommodations

Reasonable academic accommodations are adjustments made to address the disability-related academic performance needs of qualified applicants/students. Academic accommodations may include the use of assistive devices and support services. The selection of assistive devices and services is determined by a qualified Disabilities Consultant and the student who will use them. The college has the right to select the specific adaptive equipment and support services it provides, as long as they are reasonable, effective and do not cause undue hardship to the institution.

Registered Psychologist

A registered psychologist is person possessing a Doctoral degree in Psychology and registered with an official licensing body such as the **College of Psychologists of Ontario**.

Regulated Health Professional

The Regulated Health Professions Act (RHPA) is an omnibus or umbrella law, which applies equally to 23 health professions. Currently, members of the following professions are Regulated Health Professionals: Audiologists, Chiropodists, Chiropractors, Dental Hygienists, Dentists, Denturists, Dieticians, Massage Therapists, Medical Laboratory Technologists, Medical Radiation Technologists, Midwives, Registered Nurses and Registered Practical Nurses, Occupational Therapists, Opticians, Optometrists, Pharmacists, Physicians, Physiotherapists, Podiatrists, Psychologists, Respiratory Therapists, and Speech-Language Pathologists.

(From the website: <http://www.crto.on.ca/html/rhpa.htm>)

S

Scholarship

A scholarship is a cash award or equivalent granted to a student for educational expenses. It is usually based on academic achievement, although financial need may also be considered. Recipients are selected according to criteria established by the donor.

Self-Advocacy

Self-advocacy refers to an individual's ability to effectively communicate, convey, negotiate, or assert his/her own interests, desires, needs, and rights.

Syllabus (pl.-syllabi)

A syllabus is provided to students by professors at the beginning of every course and outlines the course description, student learning outcomes, required assignments, grading policy, and behavioural expectations.

T

Transcription

See **Alternate Format**.

Transfer Credit

Transfer credits are those credits which may be granted when a student moves from one college program to another within the same institution, or between institutions. Transfer credits will be granted where, in the opinion of the college, the work covered is equivalent in content or objectives to the corresponding course of study.

Transition

Transition refers to the shift in institutional expectations and demands as the student moves from secondary to post-secondary education.

Tutoring

See **Peer Tutoring**.

U

Undue Hardship

Undue hardship is defined as a situation where provision of an accommodation is adjudged by the Ontario Human Rights Commission to be debilitating to the institution. In the case of an accommodation dispute, undue hardship is decided by the Ontario Human Rights Commission on a case-by-case basis after a formal complaint has been filed.

V

Verification

Verification is the written proof, signed by a regulated health professional, that a student has a disability.

LINKS AND RECOMMENDED RESOURCES

Below is a series of websites covering different topics that may be helpful in planning the transition to post-secondary studies:

- Gateway to North American college and university websites.
www.campusaccess.com
- Ontario Student Assistance Program (OSAP). Explore financial aid options, apply online for OSAP.
<http://osap.gov.on.ca>
- General information regarding applying for college
http://www.ontariocolleges.ca/pdf/OCG_generalinfo_eng.pdf
- Ontario College Application Service. Find college programs, apply online.
<http://www.ontariocolleges.ca/portal/page/portal/ONTCOL/Home>
- Ontario University Application Centre. Find university programs, apply online.
<http://www.ouac.on.ca/>
- National Educational Association of Disabled Students. Information on services and programs for students with disabilities nationwide.
<http://www.neads.ca>
- Ontario Ministry of Education - The Identification, Placement, and Review Committee
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/identifi.html>
- Ontario Ministry of Education - Special Education
<http://www.edu.gov.on.ca/eng/parents/speced.html>
- Ontario Ministry of Education - Individual Education Plans
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/iep/iep.html>
- Guide to college and university for students with mental health /psychiatric disabilities
<http://www.cmha.ca/youreducation/>
- Canadian National Institute for the Blind
<http://www.cnib.ca/en/Default.aspx>
- Canadian Hearing Society
<http://www.chs.ca/>

- Canadian Paraplegic Association
<http://www.canparaplegic.org/en/>
- Ontario March of Dimes
<http://www.marchofdimes.ca/dimes/>
- Ontario Assistive Devices Program
http://www.health.gov.on.ca/english/public/program/adp/adp_mn.html
- Injured Workers online
<http://www.injuredworkersonline.org/>
- Persons with Disabilities Online. Access to services and information for persons with disabilities, family members, caregivers and all Canadians.
<http://www.pwd-online.ca/pwdhome.jsp?lang=en>
- The purpose of Tetra is to recruit skilled volunteer engineers and technicians to create assistive devices for people with disabilities.
<http://www.tetrasociety.org/>
- “The world’s leading website for Learning Disabilities and ADHD”
<http://www.ldonline.org/>
- For dyslexic students at college or university
<http://www.dyslexia-college.com/index.htm>
- Learning Disabilities Association of Ontario
<http://www.ldao.ca/>
- Attention Deficit Resource Network
<http://www.adrn.org/>
- Centre for ADD/ADHD Advocacy, Canada
<http://www.caddac.ca/cms/page.php?2>
- A parent’s guide to helping kids with learning difficulties
<http://www.schwablearning.org/>

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<http://www.cde.state>

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<http://www.ontariocolleges.ca/portal/page/portal/ONTCOL/Home>

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<http://www.yorku.ca/cdc/ldp/success/parentst.htm>

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