



The University of Regina strives to provide a diverse and inclusive learning environment to ensure that students with disabilities have the opportunity to succeed academically. Accommodations are provided to support students with temporary and permanent disabilities. Students receive accommodations based on documentation received from a licensed health care professional.

To access accommodations:

- **a student with a learning disability does not complete this form** - a psycho-educational assessment by a registered psychologist, must be submitted.
- **a student with a medical disability** must have this form completed by a licensed health care practitioner.

The cost of obtaining disability documentation is covered by the student, unless otherwise authorized by the University of Regina.

The information you provide will not become part of your educational record but will be kept in your file at SA, where it will be held strictly confidential. This form may be released to the student at their request. Completed forms may be returned to Student Accessibility (SA) by email, fax, mail, or in person.

STUDENT INFORMATION

Last Name	First Name	UofR Student ID Number:	
Address	City/Town	Province	Postal Code
Primary Telephone	E-mail	Date of Birth (dd/mm/yyyy)	

STUDENT AUTHORIZATION FOR RELEASE OF INFORMATION

I authorize the release of the information on this form to Student Accessibility (SA) and give permission for SA to contact the professional listed on this form as necessary.

Student Signature	Date
Witness Signature	Witness Printed Name

Please note: your disability will not be shared with anyone outside of SA unless required by law.

LICENSED HEALTH CARE PROFESSIONAL INFORMATION

Last Name	First Name	Fax
Street Address	City/Town	Postal Code
<p>How long have you been treating this patient?</p> <p>Is the patient currently under your care?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Professional Designation of Certified Assessor:</p> <p><input type="checkbox"/> Physician <input type="checkbox"/> Ophthalmologist/Optometrist</p> <p><input type="checkbox"/> Neurologist <input type="checkbox"/> Psychologist</p> <p><input type="checkbox"/> Audiologist <input type="checkbox"/> Psychiatrist</p> <p><input type="checkbox"/> Neuropsychologist <input type="checkbox"/> Other (please specify)</p>	
Signature	License Number	Date

Student Accessibility

Student Wellness Centre • Paskaw Tower Room 119 • University of Regina • 3737 Wascana Parkway • Regina, SK S4S 0A2 Canada
Tel: (306) 337-2200 • Fax: (306) 585-5650 • Email: accessibility@uregina.ca • Website: uregina.ca/accessibility

DISABILITY INFORMATION

The disability may have a direct impact on the student's daily living and/or academic activities & participation at the UofR. Limitations may include: physical, visual, auditory, intellectual, learning, neurological, mental health, chronic illness, temporary medical condition (such as, a broken limb or a medical procedure).

Diagnosis or, if mental health condition, DSM nomenclature. For example, MDD or GAD.		Diagnosis Date (dd/mm/yyyy)	
1.		1.	
2.		2.	
<input type="checkbox"/> Permanent disability A permanent disability is a functional limitation which restricts the individual's ability to perform daily activities necessary for full participation, and is expected to remain with the person for the course of their lifetime.		<input type="checkbox"/> continuous presentation <input type="checkbox"/> episodic presentation	
<input type="checkbox"/> Temporary disability		<input type="checkbox"/> Term ending December 31 <input type="checkbox"/> Term ending April 30 <input type="checkbox"/> Term ending August 31	

FUNCTIONAL ASSESSMENT (Disability-related impact on post-secondary activities)

Functional Area	No impact	Mild impact	Moderate impact	Severe impact	Unknown
Concentration					
Memory					
Attention					
Attendance					
Organization					
Information processing (written / verbal / visual)					
Environment restrictions					
Social interaction					
Sleep					
Self-care					
Stress management					
Testing situations					
Writing/Note-taking					
Group participation					
Oral presentations					
Other:					

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The health care professional **must initial** the accommodations they feel would ensure access to an equitable learning environment for the student based on their disability-related needs. Recommended accommodations will be taken into consideration when developing a student accommodation plan that is both disability and learning environment appropriate.

Academic Accommodations

_____ **Note-taking services** – This may include a peer note-taker (volunteer service) & copies of lecture notes, handouts, and slides from instructors (when available). This can compensate for students who have medical absences, struggle with taking effective notes, or for students with hearing, mobility, or vision impairments.

_____ **Audio record lectures** – The student will be responsible for recording the class themselves. This is recommended for students that may not have the ability to take effective notes or for students that lack the ability to focus on the content being taught.

_____ **May miss class occasionally** – The student may have occasional medical absences. Medical notes will be required for missed exams. This is usually intended for students who have frequent medical appointments that can't be rescheduled around the student's class schedule.

_____ **May require extensions for assignments** – An extension may be negotiated between the student and the instructor. This may be due to an illness or a reduced ability to cognitively process, resulting in a reduced ability to manage time and plan accordingly. Assignment extensions are not guaranteed.

Exam Accommodations

_____ **Extended Time** – The student will be allocated time and a half for exams, unless otherwise noted. This can compensate for distractive behaviour or slowed cognitive processing due to either the disability or medication.

_____ **Quiet Space** – This will be in a shared, distraction-reduced room, unless otherwise noted. This may help with anxiety levels and the student's ability to concentrate.

_____ **Clarification of questions / statements** – The student may have the opportunity to ask for clarity during the exam. This could be for students that have an impairment in reading comprehension and need the question to be re-read or re-worded to understand what it is asking.

_____ **No more than one final exam per day** – This is only for exams that are two or more hours in length before extended time is applied. This can ensure that the student has sufficient rest, and lower anxiety by allowing the student to focus on one exam at a time.

_____ **Use of a computer** – This allows students to be more organized or may help with their ability to write.

_____ **Reader** – The student will have a person who can read the exam to them. This counteracts low reading skills, vision problems, and/or attention issues.

_____ **Scribe** – The scribe will write down what the student orally dictates to them. This is typically used when a student is unable to write or use a computer.

Other accommodations recommended:

IS THE STUDENT CAPABLE OF SUSTAINING TYPICAL ACADEMIC STRESS WITH APPROPRIATE SUPPORTS IN THEIR CURRENT CONDITION?

Yes No

IF NO, PLEASE PROVIDE FURTHER EXPLANATION:

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