

EXPERIENTIAL AND WORK-INTEGRATED LEARNING ACCOMMODATIONS REPORT

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UNIVERSITY OF
TORONTO

STUDENT
LIFE

Accessibility
Services



INTRODUCTION

Over the past 40 years there has been a consensus on what constitutes reasonable accommodations for students with disabilities in post-secondary institutions in a classroom setting. Experiential and work integrated learning (EWIL) that takes place outside of the classroom can present challenges not addressed by traditional classroom accommodations. Over the last several years, the University of Toronto created multiple roles that have been critical to ensuring appropriate accommodations in EWIL.

Following recommendations from a committee for accommodations in lockstep programs in 2017, Dr. Pearl Levey was hired as the Accommodations Specialist for Practicums, Placements, and Laboratories (ASPPL). This role was created to work with Accessibility Advisors and departments to help determine appropriate accommodations for students in professional programs. In 2018, the University added On Location Accessibility Advisors who are physically located within the professional faculties and undergraduate colleges. This allowed Accessibility Advisors to develop expertise within the programs and provide individualized support to students, faculty, and staff.

Despite the enhanced services provided by the addition of these roles and resources, there is still room for improvement in the processes. Themes include: students not always aware they can request accommodations in EWIL settings, requesting accommodations part way through their placements, and lack of awareness around types of accommodations available in EWIL. The Experiential Learning Accommodations Coordinator (ELAC) was hired in 2022 at the St. George campus to coordinate the accommodations process in EWIL and primarily provide support for faculty and staff. This work is currently well underway with several professional faculties. Documents and processes are being created with departments for departments, emphasizing the importance of language and terminology relevant to the unique field of study and individual student populations.

This report provides an overview of the ASPPL and ELAC's relevant projects, collaborations, relationships, presentations, and training in 2024-2025. For further history and key initiatives from previous years please see the [ELAC report](#).

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KEY ACCOMPLISHMENTS:

- Created 17 innovative resources across 5 different professional faculties at UTSG
- Directly provided support, resources, and consultations to over 18 faculties and departments
- Presented the [Guide to Experiential Learning Accommodations](#) to over 10 faculties and departments
- Co-led the planning and execution of [Strengthening Accessibility and Inclusion in Professional Faculties Conference](#), which attracted over 200 staff, faculty, and community partners. Responsibilities included logistical support, program coordination, research, and sourcing presenters and panelists
- Collaboratively delivered programming with Career Exploration & Education including *Networking*, *the Career Pathways for Neurodivergent Students Series*, and *Disclosure and Accommodation in the Workplace*
- Created a tri-campus Summer Abroad accommodations process
- Awarded the Excellence Through Innovation Award for [Disclosure & Accommodation Guide for the Workplace](#)
- Provided weekly consultations and check ins with tri-campus Accessibility Advisors to streamline and address global and specific EWIL queries across 28 faculties & divisions
- Supported creation and hiring of three Academic Coaching positions to support students with disabilities in professional programs
- Board member on provincial [Work-Integrated Learning, Accessibility, Accommodation](#) (WiLAA) community of practice
- Inter-University Disability Association (IDIA) representative on [David C. Onley Initiative \(DCOI\) Advisory Council](#) working to improve employment outcomes for students with disabilities, providing specific insight and feedback to the development of the [DCOI Field Guide](#)
- Member of the national Equity, Diversity, and Inclusion Council at [Co-operative Education and Work-Integrated Learning](#) (CEWIL) Canada

PROJECTS

PROFESSIONAL FACULTIES RESOURCES

The ELAC, On-location Accessibility Advisors, and the ASPPL worked collaboratively with multiple professional faculties to determine and document a streamlined and faculty-specific accommodations process for EWIL opportunities. These resources include staff, faculty, and student-facing support and are intended to be utilized when navigating, implementing, and understanding accommodations within the professional faculties landscape. 17 individualized documents were created across five professional faculties including:

Temerty Faculty of Medicine (MD & PGME)

- How to Support MD Learner Accommodations (for faculty)
- MD Accommodations Process and Responsibilities (for faculty)
- Sample letter of accommodation for clinical and OSCE accommodations
- MD Accommodations Process: Student Information Sheet
- Post Graduate Medical Education Accommodations Process
- Accommodations toolkit for PGME and MD learners

Faculty of Pharmacy (PharmD & PharmD for Pharmacists)

- Accessibility Advisor Reference Sheet for clinical rotations
- Accessibility Advisor Reference Sheet for medication management labs
- Experiential Learning Accommodations Process and Responsibilities (for faculty)
- Sample letter of accommodation for clinical accommodations

Munk School of Global Affairs and Public Policy (MPP & MGA)

- Internship Accommodations Process and Responsibilities
- Information sheet for Accessibility Advisors
- Sample letter of accommodation for internships

Kinesiology & Physical Education (awaiting final approval)

- KPE Placement Accommodations Guide
- Information Sheet for Accessibility Advisors

Department of Physical Therapy (awaiting final approval)

- Internship Accommodations Process and Responsibilities
- Information sheet for Accessibility Advisors

CAREER PATHWAYS FOR NEURODIVERGENT STUDENTS WORKBOOK

Every semester, the ELAC facilitates Career Pathways for Neurodivergent Students series in collaboration with the On-Location Career Educator, Accessibility and the ASD Student Support Coordinator. Informed from student feedback in 2023-24, the ELAC created a student-facing workbook to be utilized during this series to support focus, retention, and digestion of materials covered during the six sessions.

EXPERIENTIAL LEARNING ACCOMMODATIONS GUIDE

The Experiential Learning Accommodations Guide was published in October 2024 after consultations with over 15 tri-campus offices. The guide was distributed across the university, including key presentations to faculties and departments at UTSG. The ELAC, ASPPL, and the rest of the project team were also recently nominated for an Excellence Through Innovation Award.

CLINICAL COACHING RECRUITMENT

Clinical coaching developed by Accessibility Services has proven to be very useful in addressing challenges faced by students with disabilities in clinical settings within their program. The clinical coach meets with a student from a professional program on a regular basis, working through concerns related to time management, professionalism, communicating/ interpreting nuances, creating templates or check lists, role-playing, or helping to structure tasks within a professional environment.

To support recruitment and matching, the ASPPL created and facilitated a job description for coaching positions through the Faculty of Physical Therapy and the Faculty of Occupational Science & Occupational Therapy. This resulted in interviewing and recruiting three new coaches to support students

RELATIONSHIPS & COLLABORATION

TRI-CAMPUS ACCESSIBILITY OFFICES

St. George Campus

The ELAC and ASPPL facilitate weekly group consultations with Accessibility Advisors working in the professional faculties in addition to just-in-time case discussions with Accessibility Advisors. The ASPPL also hosts weekly check-ins with Accessibility Advisors on location within the professional health faculties. Beyond consultations, the ELAC is included in Accessibility Services' onboarding process for new staff, highlighting the nuances of EWIL accommodations at the University of Toronto. To learn more about student's experiences in EWIL the ELAC also attended an Accessibility Services Student Advisory Committee meeting focused on EWIL.

To support office-wide initiatives regarding EWIL the ASPPL and ELAC met monthly with the Director, Assistant Director, and the Accessible and Inclusive Learning Team Lead. Beyond Accessibility Services, the ASPPL was a panelist on several interview committees including Assistant Director, On Location Accessibility Advisors (SGS & professional faculties), in addition to completing intakes, case consultations, and follow ups regarding complex student issues.

Mississauga Campus

The Accessibility Advisor who works with the Faculty of Medicine and the Faculty of Occupational Therapy at UTM attends the weekly group consultations with professional faculties Advisors at UTSG, the ELAC, and the ASPPL. Having this connection ensured consistency of processes and accommodations across the campuses.

Scarborough Campus

The ELAC attended the Experiential Learning Steering Committee to present the *Guide to Experiential Learning Accommodations*. This presentation was timely as discussions focused on accommodations in cooperative education, and strategies to ensure a supportive learning environment for students within the Temerty Faculty of Medicine expansion to UTSC.

The Centre for Career Exploration & Education (CxED)

A key collaborator within EWIL is the Centre for Career Exploration & Education. The ELAC, Career Educator, Accessibility, the Accessible and Inclusive Learning Team Lead, the Lead Coordinator, Career Education, and an Assistant Director, Accessibility Services meet monthly to discuss themes, updates, and signature programming focused on EWIL including:

- *Elevate and Navigate: Black Disabled Experiences in the Workplace, Disclosure in the Workplace, Networking, and Career Pathways for Neurodivergent Students*, a 6-week series, featuring a Q&A with a HR Consultant. Additionally, the ELAC created a workbook for students to support learning and retention within the series
- The ELAC worked closely with CxED to support collaborative events including the *Alumni Disability Panel and Employer Spotlight (Accessibility)*, providing a disability-lens on EWIL and career-related opportunities.

Professional Experience Year (PEY) and Arts & Science Internship Program (ASIP)

Throughout the academic year, the ELAC was located on site weekly at the Experiential Learning Commons, a space that hosts PEY, ASIP, and the Employer Relations team at CxED. This in-person presence supported strong collaboration and communication between offices, including opportunities for language review, recommendations, training presentations, and case consultations.

Admissions Committees

The ASPPL supported multiple committees for special considerations for admissions for students with disabilities. This included: Central Admissions, the Faculty of Arts & Science, Faculty of Kinesiology & Physical Education, Rotman School of Management, and the Faculty of Physical Therapy. The ASPPL also sat on the MD Admissions Committee to consider applicants who disclosed disability on their application. This committee includes members of the Temerty Faculty of Medicine and a current medical student.

Health & Wellness

The ASPPL participated in a meeting with the Psychiatrist-in-Chief and the Senior Executive Director, Student Mental Health aimed at understanding the flow of support services and exploring ways to fast-track assistance for complex students. The ASPPL provided insight into how challenging situations are navigated in professional faculties, helping to facilitate a more interactive and collaborative process between Health & Wellness and Accessibility Services.

Centre for Community Partnerships (CCP)

The ELAC worked closely with the Coordinator, Staff Networks within CCP to design and facilitate training workshops for Educational Developers and Community Engaged Placement Coordinators. These workshops focused on incorporating accessibility and inclusion in the design phase of EL opportunities, supporting students with disabilities, and responsibilities in the accommodations process.

Ontario Institute for Studies in Education (OISE)

The ELAC and On-location Accessibility Advisor for OISE worked closely with the Practicum, Partnerships, and Experiential Learning Coordinator within OISE, mapping the accommodations process for students with disabilities. The ELAC also revised language for the OISE practicum handbook to facilitate awareness of the accommodations process within practicums. Multiple OISE orientation events were also attended to ensure students knew they could access accommodations in EWIL settings.

Centre for International Experience (CIE)

The ELAC and the Safety Abroad office within CIE collaborated on student-facing modules for University of Toronto students studying abroad, including reviewing language relevant to the accommodations process. Additionally, case management discussions were crucial in supporting student navigation between both CIE and Accessibility Services. Finally, resources, processes, and language were also reviewed upon request for abroad programs at New College and the Laidlaw Scholars program.

Summer Abroad

This past year, the ELAC worked very closely with the Summer Abroad office and Accessibility staff to ensure consistent support for students with disabilities going abroad. This included finalizing a tri-campus accommodations process that allowed students with disabilities to work with their home campus Accessibility Advisors, removing

an administrative burden for students and staff. In addition to ongoing case support, language reviews, and consultations, the ELAC also sat on the judging panel for the Summer Abroad EDIA awards and provided a training session for staff on facilitating accommodations within the scope of summer abroad courses.

Factor-Inwentash Faculty of Social Work (FIFSW)

The ELAC and On-Location Accessibility Advisor worked closely with the Practicum Office staff as well as the Director of EDI (FIFSW) on multiple initiatives in 2024-25 including:

- Consultations on accommodations concerns such as the accommodations process, responsibilities, privacy concerns, and paid employment-based practicum accommodations
- Orientation events for incoming students both in person and online
- Field instructor training once a semester that focuses on best practices in accommodating students with disabilities in practicum settings
- Updating the OSCE accommodations process based on recent changes that added a virtual component to the exam

Faculty of Speech-Language Pathology (SLP)

The On-Location Accessibility Advisor for SLP and the ELAC worked with the Chair, Professor, Speech-Language Pathology to provide a training session for staff and

faculty on accessibility and accommodations both within and beyond the classroom. This included the creation of an annotated letter of accommodation that detailed how to facilitate specific accommodations in SLP.

Toronto School of Theology (TST)

The ELAC and On-Location Advisors that work with the Toronto School of Theology attended multiple meetings and trainings across TST departments. The focus was on Accessibility Services and facilitating practicum accommodations unique to TST. Presentations and trainings took place with all the TST Registrars, Emmanuel College staff and faculty, St. Augustine's faculty, and St. Regis students, staff, and faculty.

Office of the Vice Provost, Innovations in Undergraduate Education

The ELAC collaborated with the OVPIUE on many initiatives, including offering support and review of several resources and materials drafted for EL opportunities. The ELAC reviewed language for Work Study research stream opportunities, communication on the EL HUB, and course syllabi upon request.

Temerty Faculty of Medicine

The ASPPL and ELAC sat on two committees within the Temerty Faculty of Medicine which focused specifically on the accommodation process. One focused on the accommodations process within the MD program while the other reviewed the Post-Graduate Medical Education (PGME) accommodations process. These committees were a collaborative effort between Accessibility Services.

and the Temerty Faculty of Medicine and included multi-disciplinary presence from the On-Location Accessibility Advisor, UTM Accessibility Advisor, Lead Advisor PGME Accessibility, Director, Undergraduate Learner Affairs, the Director, Post-Graduate Learner Affairs, the Temerty Professor of Learner Wellness, the Lead Coordinator, Mentorship & Special Projects, and student representatives.

In addition to the admissions committee, the ASPPL was involved in discussions surrounding core competencies in the MD program. A provincially compiled document outlining these competencies was circulated for review, and the ASPPL was asked to assess it from an accessibility perspective. The goal was to ensure that the language used did not discriminate against students with disabilities. Input was provided and forwarded to the authors of the competency document.

PRESENTATIONS & TRAINING

GUIDE TO EXPERIENTIAL LEARNING ACCOMMODATIONS

After it was finalized in September 2024, the ELAC presented the [Guide to Experiential Learning Accommodations](#) to several departments tri-campus. These presentations continue upon request, and the guide has been a crucial resource for faculty members, particularly after the presentations to encourage further dialogue. The guide was presented to:

- The Centre for Community Partnerships
- The Professional Experience Year staff
(in combination with the Disclosure Guide)
- Arts & Science Internship Program staff
- Hart House staff
- The Forum on Experiential Learning
(100+ staff and faculty members tri-campus)
- Faculty of Social Work Field Instructors
- The Experiential Learning Steering Committee at UTSC
- CACUSS Conference, a national event for post-secondary staff
- Rotman School of Management staff

ACCESSIBILITY, ACCOMMODATIONS, AND GRADUATE SUPERVISION: CHALLENGES AND BEST PRACTICES

In collaboration with staff from Accessibility Services and the Centre for Graduate Mentorship and Supervision, the ASPPL presented to faculty members working with graduate students. The presentation focused on common challenges in supervisory relationships. Key discussion points included student performance, supervisor change requests, navigating accessibility needs, providing feedback, and available resources.

BEST PRACTICES FOR NAVIGATING CLINICAL ACCOMMODATIONS (PART 1 & 2)

Beyond the University of Toronto, the ASPPL coordinated with community health partners to support experiential learning opportunities for students with disabilities. This partnership included presenting with Accessibility Services staff to United Health Network, Occupational Therapy (Part 1 was to Education Leads, and Part 2 was to Preceptors). The focus was on clinical accommodations and strategies for preceptors working with students with disabilities. Case studies and group discussion highlighted early and ongoing discussions regarding accommodation requests.

BIOMEDICAL SCIENCES PRESENTATION

The ASPPL and the On-Location Advisor presented to faculty within the Department of Biomedical Sciences, focusing on strategies for approaching accommodations and how these might be applied in complex or challenging situations.

STRENGTHENING ACCESSIBILITY & INCLUSION WITHIN PROFESSIONAL PROGRAMS CONFERENCE

Within Accessibility Services, the ASPPL and ELAC were core members of the conference planning committee for the annual Strengthening Accessibility conference. This work involved identifying and securing presenters, logistical administration including fee-based registration for attendees outside of University of Toronto, and advertising and promoting the conference on an international scale. Highlighting the importance of faculty partner collaboration, the ELAC and ASPPL worked closely with the Temerty Faculty of Medicine, the Faculty of Physical Therapy, OISE, and the Factor-Inwentash Faculty of Social Work who all presented at the conference. This year, the conference attracted more than 200 staff, faculty, and community partners from over 25 post-secondary institutions across North America.

STUDENT PANEL & WORKSHOP FOR WIL PROFESSIONALS

Through Work-Integrated Learning, Accessibility, Accommodation (WiLAA), the ELAC organized and moderated a student panel titled “Pathways to Inclusion: A Dialogue on Accessible Work-Integrated Learning” attracting over 60 participants within the Greater Toronto community. The panel focused on the experiences of students with disabilities in WIL, the process of disclosing disability, and advice/ strategies for practitioners to support students. The ELAC also hosted a discussion with WIL professionals across Ontario, focused on case examples and collaborative solutions when supporting students with disabilities.

A COLLABORATIVE DISABILITY-RELATED ACCOMMODATIONS PROCESS IN WIL

After publication in the International Journal of Work-Integrated Learning, the ELAC was invited to present their paper [*A Collaborative Disability Accommodations Process in Work-Integrated Learning*](#) for Experiential and Work-Integrated Learning Ontario (EWO). The article focused on the accommodations process and how to work collaboratively across offices within a post-secondary environment to ensure students are supported with accommodations. The ELAC also shared resources including the Guide to Experiential Learning Accommodations and led a discussion on how the process could be implemented beyond the University of Toronto.

WHAT'S NEXT?

PRIORITIES FOR THE NEXT ACADEMIC YEAR INCLUDE:

- Continue development of student-facing resources, including work with the Temerty Faculty of Medicine on reviewing and engaging in the accommodations process tri-campus
- Create and facilitate programming for 2SLGBTQIA+ students with disabilities in the workplace
- Collaborate with CxED to create training modules for Work Study supervisors on accommodating students with disabilities
- Work with student club representatives to create resources for accommodations in co-curricular EWIL opportunities
- Continue work with professional faculties, focusing on strengthening ties and enhancing the interactive process, to provide students with appropriate accommodations, and offering strategies to partners when working through accommodation requests
- Promote the *Guide to Experiential Learning Accommodations* in conjunction with the *Disclosure & Accommodation Guide for the Workplace* tri-campus, including faculty and staff-facing presentations
- Planning and executing the 2025-2026 annual *Strengthening Accessibility and Inclusion in Professional Faculties Conference*
- Share information about the *Career Pathways for Neurodivergent Students* series, specifically targeting conferences and career-focused publications.
- Publish the student-facing workbook for use during the *Career Pathways for Neurodivergent Students* programming
- Continue creation of individualized resources for EWIL opportunities for professional faculties and Arts & Science
 - Including one-page information sheets for Accessibility Advisors
- Include EWIL questions in the Accessibility Services Student Experience Survey that were previously included in 2023 to track changes over time in student's comfortability with EWIL accommodations
- Continuing collaboration with the Summer Abroad office, including attendance at instructor and staff training, as well as student information sessions
 - Presenting at instructor and student information sessions in Fall 2025 to further support the navigation of accommodations in Summer Abroad programs
- Implementation and oversight of [**AODA post-secondary recommendations**](#) related to EWIL (pending government approval)
- Collaboration with the Faculty of Occupational Science & Occupational Therapy to trial the [**Practicum Demands Measure**](#) in other professional faculties

