

SA

We asked. They answered

EQUITY & ACCESSIBILITY

- 1. I am a returning student, and newly have to register with student accessibility services? Where do I start if I don't already have an assigned case worker?***

Accessible Learning Services provides accommodation support for a variety of disabilities including mental health challenges. Responses to accessibility questions need to be individualized as there are many variables that need to be considered. Accessible Learning Services has Consultants, Learning Strategists and Adaptive Technologists to assist students in responding to a variety of challenges and environments.

Please contact Don Kezima don.kezima@georgebrown.ca to find out how to get registered with Accessible Learning Services or to ask questions about the process to get disability documentation.

Contact letstalk@georgebrown.ca if you are already registered with Accessible Learning Services and want to make an appointment with an Accessibility Consultant, a Learning Strategist or an Adaptive Technologist.

- 2. How are academic accommodations determined? Especially considering changes to course delivery and types of participation?***

You and your Accessibility Consultant will discuss your learning needs and determine your accommodations based on your specific disability, the documentation you provide when you register with Accessible Learning Services, and the expectations of your program.

As courses have shifted to an online nature, accommodations must be flexible to address evolving student needs and requests, with the goal of reducing educational barriers for students. Accessibility consultants will provide academic guidance, advocacy and work with you and your professors to ensure you have equal access to your education in the current environment.

- 3. My access needs includes low sensory spaces. My home during the pandemic is not conducive to that? What should I do?***

Please do a check in with your Accessibility Consultant for guidance and accommodation options.

4. *I require assistive (AT) technology. How do I access tech support?*

If you are already registered with Accessible Learning Services, please contact our Welcome desk to be connected with your accessibility consultant. For St. James and Ryerson: letstalk@georgebrown.ca, for Casa Loma: letstalkcl@georgebrown.ca, for Waterfront: letstalkwf@georgebrown.ca. As an accommodation, your consultant can connect you with our Adaptive Technologist, who can provide guidance for your technical support inquiries.

If you are not registered with Accessible Learning Services, please contact our Intake Coordinator, Don Kezima at dkezima@georgebrown.ca. Don will provide guidance for accessing our service.

5. *I require assistive devices, or laptop access and wi-fi. I cannot receive deliveries due to exposure, what can I do?*

Please do a check-in with your Adaptive Technologist in Accessible Learning Services for guidance and service delivery options.

6. *I need accommodation due to my mental health issue. How can I get accommodation so that I can get extra time to complete my assignments?*

Please register with Accessible Learning Services as we can provide academic assistance options for students with mental health concerns. We can also recommend additional support from our Counselling and Student Well Being Services. To register with Accessible Learning Services, please send an email to Don Kezima as soon as possible: dkezima@georgebrown.ca.

7. *As an international student, I pay more tuition than a domestic student. It is a discrimination and I want to complain about it. Where can I file a complaint?*

All Colleges and Universities in Canada – and almost all academic institutions in the world – have differentiated fees for domestic and international students. This is primarily based on the fact that domestic student tuition fees are highly subsidized by government funding via tax revenues, whereas international fees are not. Tuition fees are also determined by program delivery costs.

A student contact the Human Rights Advisor in the Diversity, Equity and Human Rights Services office at diversity@georgebrown.ca to hear about the options available.

8. *One of my professors made discriminatory comments about my height and religion. I do not feel comfortable to attend their lectures. What should I do now?*

A student contact the Human Rights Advisor in the Diversity, Equity and Human Rights Services office at diversity@georgebrown.ca to hear about the options available, and receive support to make a complaint, if that is what they wish to do.

9. *I had experienced a traumatic incident that affected my academic performance on an exam. My professor did not consider my critical situation. I feel very frustrated. Who can help me to improve my academic performance?*

Counselling & Student Well-Being: For students who experience temporary mental health challenges (for eg. in response to a traumatic incident) that impair their functioning and, thus, their ability to meet academic requirements (eg. assignment deadline), counsellors can assist by providing a “Verification of Temporary Impairment” form. This is not appropriate for students with mental health disabilities, who can be best supported with accommodations through Accessible Learning Services.

10. *I am an international student and I need someone to help me in sponsorship process of my partner. Whom should I contact?*

George Brown College staff are not permitted to advise regarding the sponsorship process. The regulated international student immigration advisors (RISIAs) that we have employed at the College are only permitted to advise up to the point of the post graduate work permit, but not on the Permanent Residency pathway or sponsorship. Students must seek external advice on such matters.

11. *I want to submit tax return. How can I get appointment with SA tax clinic?*

SAGBC is exploring options online. Once we have all the details we will post on our website and social media platforms.

PRIVACY & CONSENT

Background

Students consent to providing personal information to the College in the course of registering for, and receiving, services from the College. Personal information collected through a learning environment may include their name, information, and in an online environment images as a result of the student’s participation within the class. That said, all students are expected to follow the [Student Code of Behaviour and Community Standards](#) and the Code of Conduct for Employees in interacting within a classroom environment whether it is online, via social media or in the classroom setting. George Brown College Academic Integrity Policy also governs use of digital technology and course materials for students and faculty.

Privacy policies bring together a wide range of stakeholders within the College including students, employees, IT and others to ensure all are collecting, using and disclosing the information they gain access to in an appropriate, and limited use manner. It is everyone's responsibility to follow appropriate use and access guidelines when accessing, viewing or recording course related material within an online learning environment. Follow this link for more information on the College's [Privacy Policy](#).

Recording in the class (online or in-classroom)

1. *I'm concerned about fellow students recording class video chats and conferences. What should I do?*

For Students

Students are reminded their behavior and interactions within an online environment are must adhere to the [Student Code of Behaviour and Community Standards](#). This means, that students are required to seek permission to record class, including video chats and conferences beforehand recording any class material. Students with academic accommodations who have received an accommodation to record a class should meet with their instructor to identify having such an accommodation and receive the instructor's acknowledgement to proceed with the recording of the class.

Note: Any recordings made of class content are not to be copied, and to only be used for a student's personal use, for study and learning purposes. Unauthorized access or use of any course related materials and inappropriate use of digital technology are violations of the George Brown College [Academic Integrity Policy](#). Any violation of this Policy can be reported to the department Chair or [Public Safety and Security](#).

Sharing images, or content without consent or outside of the learning activity may be a violation of the [Student Code of Behaviour and Community Standards](#) as well as other relevant policies, regardless of the purposes for which the recording or images were originally obtained

For Faculty

Faculty roles are instrumental in broadly identifying that a class is being recorded to make available to learning, without, naming a specific student. Instructors are encouraged to provide students with recordings of the class lecture in a timely way through the Learning Management System (LMS).

2. *I'm uncomfortable showing myself and my home on video. Will this impact my participation grades? Can teachers make being on camera mandatory?*

For Students

Setting expectations for class participation, including as requirements for academic credit is within the authority of teaching faculty. In setting these expectations and requirements faculty are required to follow guidelines as set out in academic policies at the College.

Students must be advised at the outset of any course as to the method of evaluation that will be used and whether class participation is required as a graded component of the course.

If there are disability related reasons that presents barriers to appearing on video, students should register with [Accessible Learning Services](#) to ensure that appropriate forms of course participation and evaluation are available to them. Students may also benefit from support through [Counselling & Student Well-Being](#) to assist with any issues related to feelings of anxiety or discomfort in these circumstances.

If factors related to the physical environment such, as lack of privacy in one's home, create challenges for students in appearing on video, students are encouraged to speak with the professor or program coordinator regarding this issue.

For Faculty

In supporting a healthy learning environment in new environment of on-line learning, faculty are encouraged to take into the account the widely disparate personal circumstances that may impede a student's ability to engage fully in an on-line classroom environment. Factors such as poor internet connectivity that compromise the quality of video and or audio, living environments that lack privacy, experiences of anxiety or other mental health challenges, and many others may affect students' ability to appear on video during on-line classes.

In reference to expectations for employees at the College, in a recent email Anne Sado encouraged the following:

“Respecting boundaries and demonstrating flexibility”

As a diverse and inclusive culture, we show mutual respect in all of our behaviour to create a sense of belonging. During these difficult times, let's demonstrate heightened empathy and flexibility, and understand that a colleague may need to step away from an online meeting or may not feel “camera-ready” for a video call.”

Extending this same consideration for students and working with those for whom this type of participation may be a barrier to full engagement with the learning environment is strongly encouraged.

GBC [Counselling & Student Well-Being](#) is currently offering a webinar on the topic of Supporting Student Mental Health in a Changing Learning Environment, which contains practical information on how to identify and address some of the challenges experienced by students in the current environment of on-line learning.

3. Normally group work would happen in-class or on-campus. Now I am being contacted across different social media channels at all times. How do I set boundaries on social media?

For Students

Classroom management is the responsibility first and foremost of the teaching faculty. This extends to on-line engagements between students that are facilitated by the teacher or required for the purposes of academic work. Your professor should assist with setting guidelines for appropriate on-line group work, including recommended platforms, timing of engagements and expectations for behaviors. If students have any concerns with respect to the behavior of classmates in on-line group work settings they should address this first with their professor.

[Counselling and Student Wellbeing](#) (“Counselling”) is currently running a series of programs to assist students with managing expectations and setting boundaries within this new online learning environment. Some of those series include: Navigating healthy relationships in remote environments.

Students are encouraged to reach out to Counselling for support to seek additional information and support in managing the online learning environment.

For Faculty

Professors can facilitate a healthy and productive environment for group work by establishing ground-rules and expectations for collaborative on-line engagement among students. Providing guidance around a consistent platform for group interactions, rather than having multiple social media or other channels for communication among students, is one way of providing this assistance. Also setting expectations for the times students should be reaching out to other students in regards to classroom matters, reasonable timelines for anticipating responses, and coaching on communication standards within these types of interactions, as distinct from social interactions, can all assist students in setting appropriate boundaries in these types of group work settings.

4. I have concerns about being tracked virtually on my personal computer by the school. What should I do? who do I speak with?

For Students

Accordance with our privacy policy, the College uses “cookies” which are small text files stored on the browser or hard drive of your computer or mobile device when you visit a College webpage or application. A “session cookie” stores temporary information that is deleted when you close your web browser or turn off your computer or device. This use of cookies occurs across all our devices when we use computers, to make the web session visits run more smoothly. Students should not be concerned about being tracked if they are following College’s policies such as the College’s [Acceptable Use of Technology](#),

[Sexual Assault and Sexual Harassment](#), [Human Rights Discrimination or Harassment](#) or the [Student Code of Behaviour and Community Standards](#).

Also The student can reach out to the Public Safety and Security Services (PSS) for safety planning. PSS can be reached at their Emergency Line: 416-415-4000, or for non-emergencies 416-415-5000 ext. 4010

For Faculty

Accordance with our privacy policy, the College uses “cookies” which are small text files stored on the browser or hard drive of your computer or mobile device when you visit a College webpage or application. A “session cookie” stores temporary information that is deleted when you close your web browser or turn off your computer or device. This use of cookies occurs across all our devices when we use computers, to make the web session visits run more smoothly. Students should not be concerned about being tracked if they are following College’s policies such as the College’s [Acceptable Use of Technology](#) , [Sexual Assault and Sexual Harassment](#), [Human Rights Discrimination or Harassment](#) or the [Student Code of Behaviour and Community Standards](#)

5. I’m concerned about students taping our classes without my consent. What should I do now?

Student Conduct & Support: The Office of Student Conduct & Support can assist students who have concerns or complaints regarding behaviors of fellow students which contravene the Code of Student Behavior and Community Standards: <https://www.georgebrown.ca/sites/default/files/policies/code-of-student-behaviour-and-community-standards.pdf>

6. I am facing sexual harassment online. How does the GBC Sexual Assault Policy impacted by COVID?

A student contact the Sexual Violence Advisor in the Diversity, Equity and Human Rights Services office at svra@georgebrown.ca to hear about the options available, and receive support to make a complaint, if that is what they wish to do.

7. Including safety planning with security?

A student contact the Sexual Violence Advisor in the Diversity, Equity and Human Rights Services office at svra@georgebrown.ca to hear about the options available, and receive support to make a complaint, if that is what they wish to do. The SVRA will refer them to the Public Safety and Security Services (PSS) for safety planning. PSS can be reached at their Emergency Line: 416-415-4000, or for non-emergencies 416-415-5000 ext. 4010

8. I am a resident of "The George". There were 3 separate encounters of the staff from the "The George" entering my dorm room without any written or verbal consent/ notice provided. I want to make a complaint. Where can I file that complaint?

Please contact Erica at efearnell@georgebrownresidence.ca to make a complaint and/or find other available options.

Resources:

For Students

Diversity, Equity and Human Rights Services diversity@georgebrown.ca

Public Safety and Security 416-415-5000 ext. 8000, 0 from a Cisco phone or text 416-723-4761
<https://www.georgebrown.ca/about/public-safety-security>

Counselling and Student Well-Being letstalkwf@georgebrown.ca

Accessible Learning Services dkezima@georgebrown.ca

For Faculty

Teaching and Learning Exchange (TLX) <https://www.georgebrown.ca/employees/elti>

Diversity, Equity and Human Rights Services diversity@georgebrown.ca

Public Safety and Security 416-415-5000 ext. 8000, 0 from a Cisco phone or text 416-723-4761
<https://www.georgebrown.ca/about/public-safety-security>

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