



Date: May 28th, 2024

To: Members of Senate

From: Helga Hallgrímsdóttir, Deputy Provost
Joel Lynn, Executive Director, Student Development and Success

Re: **Academic Accommodation and Access for Students with Disabilities (AC1205) Policy Renewal**

For more than three years, UVic's [Policy on Academic Accommodation and Access for Students with Disabilities \(AC1205\)](#) has been under review, working towards a renewal that better aligns AC1205 with current law and best practices. The current policy came into effect January 2006 and the last editorial change was December 2017. Thank you to Senators and to all members of our campus community who provided thoughtful feedback throughout this process. The renewed policy presented to Senate for approval at their June 6, 2024 meeting represents hundreds of hours of consultations, discussions and revisions.

Background

In 2021, on behalf of the Vice-President Academic and Provost, the university engaged a working group and external consultant to support policy renewal, conduct consultations, research, and gather input from the campus community during the 2021/22 academic year. After the resulting revised policy was presented to Senate in 2022 for feedback, it was determined that revisions to AC1205 would be paused while the university responded to the recently released *Accessible British Columbia Act*, as the *Act* provided an opportunity for UVic to review and improve accessibility from a pan-university lens. UVic's [Accessibility Committee](#) formed and the inaugural [Accessibility Plan](#) launched on Sept. 1, 2023.

Policy renewal process

Following the launch of UVic's Accessibility Plan, the working group resumed consultations on AC1205, building on the previous work to date and in the context of UVic's new institutional plans. The external consultant led consultations and revisions, with guidance from the Deputy Provost; Executive Director, Student Development and Success; Director, Centre for Accessible Learning (CAL); and Dean, Faculty of Law, who is also co-chair of UVic's Accessibility Committee.

Consultations on the revised AC1205 included Deans' Council and Academic Leadership, the Associate Deans Academic Council, UVic's Accessibility Committee, EQHR, Executive Director of Co-Operative Education Program and Career Services, Dean of Graduate Studies, Executive Director of Learning and Teaching Support and Innovation, the Senate Committee on Learning and Teaching, Student Senators, and UVic's General Counsel.

The revised AC1205 and its associated procedures were presented to Senate as drafts for information and comment at its May 3, 2024 meeting.

Context

During the 2023/24 academic year, approximately 16% of UVic students registered with CAL. While CAL plays a central role in the academic accommodation process, the responsibility for fostering an inclusive, accessible and welcoming environment for students with disabilities is shared by all members of the UVic community. Reflecting this principle, the revisions for Policy AC1205 articulate the expectations and responsibilities of the institution, instructors and students in developing and implementing a plan for academic accommodation through collaborative processes, and in a manner that is consistent with UVic's educational mandate and legal obligations.

Disability is a protected characteristic under the BC *Human Rights Code*. The *Code* prohibits discrimination in the provision of services. UVic and its employees have a legal obligation to provide reasonable academic accommodation to students with disabilities unless it would constitute undue hardship to the university to do so. The updated AC1205 addresses this obligation.

The updated AC1205 also advances the work of the university's [Accessibility Committee](#) and the priorities of the [Accessibility Plan](#) as well as the [Equity Action Plan](#).

Revised AC1205 – Academic Accommodation Policy

The revised AC1205 policy and associated Undergraduate and Graduate Student Procedures attached reflect community input as of May 21, 2024, and include input from Senators following the May 3, 2024 Senate meeting, as well as feedback from meetings with the Accessibility Committee and with Student Senators. In addition to editorial changes for cross-referencing purposes, the following changes have been made to the draft that was presented to Senate in May.

Revisions to AC1205 Policy:

- a. Section 4.1.13: revised to include 3 sub-paragraphs [(a), (b), and (c)] the wording of which comes from UG Procedures (s.37, s.38, and s.39)

and Grad Procedures (s.32, s.33, and s.34). There is no new wording. We have simply included, in the Policy, wording that is already in the procedures.

- b. Section 4.1.2: changed "support to Students with Disabilities" to "support to Students with a Disability" (for consistent wording throughout the Policy).
- c. Section 4.4.1.B Heading: adds abbreviation for the Centre for Accessible Learning
- d. Section 5.2: revised to use only the CAL abbreviation.
- e. Section 5.3(b): deleted 'adequate' as the procedures provide detail about the documentation that is required.
- f. Section 6.1(d): no change to wording, but cross-references to the UG and Grad Procedures to be followed in the event that an instructor determines that an Academic Accommodation cannot be implemented.
- g. Section 8.1: revised to remove LTSI abbreviation which appears elsewhere.
- h. Section 9 Heading: revised to remove CAL abbreviation which appears elsewhere.
- i. Section 11.3: revised to add the student's right of appeal to the Senate Committee on Appeals, set out in UG Procedures, s 44, and Grad Procedures, s. 43. There is no new wording. We have simply included, in the Policy, wording that is already in the procedures.
- j. Section 13.1: revised to read: The Office of the Vice-President Academic and Provost (or designate) will procedure an annual report to Senate that will address issues relevant to the implementation and improvement of this policy.
- k. Section 15.1(c): revised to indicate Procedural Authority is Senate in recognition of the fact that the Procedures include substantive policy principles and role assignments.

Revisions to AC1205 Undergraduate Procedures:

- a. Revised to indicate Procedural Authority is Senate.
- b. Section 14: revised to read "as set out in sections 21 and 22 of these procedures."
- c. Section 18: revised to read "(see sections 32 to 35 of these procedures)."
- d. Section 24: revised to read: A diagnosis of a Disability alone does not guarantee the provision of Academic Accommodation.
- e. Sections 27 and 28: revised to make deadlines for registration with CAL clearer.
- f. Section 82: revised to refer students with a disability registered with CAL to consult the CAL website for information about the availability of a reduced course load accomodation.

Revisions to AC1205 Graduate Procedures:

- a. Revised to indicate Procedural Authority is Senate.

- b. Section 21: revised to read: A diagnosis of a Disability alone does not guarantee the provision of Academic Accommodation.
- c. Section 26: added subsection iv “providing the necessary documentation of their Disability to CAL” to match the UG procedures.

In addition, the documents presented to Senate have been revised to be in a more accessible format, with no watermarks, and darkened colours to meet contrast standards on white background.

Reporting requirement

As per the current AC1205 policy (3.1(a)), the Office of the Vice-President Academic and Provost provides an annual report to Senate on the activities of the Advisory Committee on Academic Accommodation and Access for Students with Disabilities. This advisory committee was disbanded in 2022/23 in lieu of the Accessibility Committee. The revised AC1205 identifies that monitoring and reporting on academic accommodations is the responsibility of the Office of the Vice-President Academic and Provost, and that an annual report be provided to both Senate and the Accessibility Committee for information. The report would support the relevant goals of the Accessibility Plan—particularly with respect to measuring progress (“assess”) and advancing and supporting accessibility and inclusion (“education”)—and the Equity Action Plan—particularly with respect to implementing inclusive course design (“relationality and belonging”) and increasing access to experiential learning (“access and support”).

Recommended Motion

That Senate approve the revisions to the policy on Academic Accommodation and Access for Students with Disabilities (AC1205) effective September 1, 2024.

Attached:

- Key revisions to policy AC1205*
- Wayfinding guidance for the draft revised policy*
- Academic Accommodation and Access for Students with Disabilities
- Appendix A: Procedures for Academic Accommodation and Access for Undergraduate Students with Disabilities
- Appendix B: Procedures for Academic Accommodation and Access for Graduate Students with Disabilities

**As the policy has undergone significant change, it was determined that a track changes version would not be feasible or useful; instead, we have attached a key*

revisions document and a wayfinding document with comments to help Senate members navigate the proposed changes.

KEY REVISIONS to Policy AC1205

Title	The title has been changed from <i>Academic Accommodation and Access for Students with Disabilities</i> to <i>Academic Accommodation Policy</i> . This change is intended to clarify the policy’s purpose, which is to provide a framework for providing academic accommodation to students with disabilities.
Definitions	<p>The definitions have been moved from Appendix A to page 1</p> <p>The revised policy modernizes the definitions of Academic Accommodation, Disability, Essential Requirement, and Undue Hardship, and defined Barrier.</p> <p>To support the UVic community’s understanding of the intended scope of the policy, the definition of Student has been revised and definitions of Non-credit learner and Academic Concession added.</p> <p>To clarify responsibilities under the policy, definitions of Administrative Head, Instructor, and Unit have been added.</p>
Scope	Current Policy AC1205 does not have a Scope section. The revised policy adds a Scope section (section 3) and clarifies to whom this policy applies
Advisory Committee	The Advisory Committee on Academic Accommodation and Access for Students with Disabilities (ACAAASD) appointed under by the Office of the Vice-President Academic and Provost under current AC1205, section 3.1(a), has been eliminated in light of the new University-wide Accessibility Committee established at UVic in 2022 to comply with the <i>Accessible BC Act</i> . The revised policy assigns responsibility to the Vice-President Academic and Provost to produce an annual report to Senate addressing issues relevant to the implementation and improvement of AC1205: see revised policy, section 13.1
Responsibilities	Current AC1205 (section 3) addresses responsibilities of the University, CAL, and students. The revised policy includes and clarifies those responsibilities, and articulates responsibilities of the LTSI, Instructors, Administrative Heads, and Units offering Field Education or Practicums: see revised policy, sections 4 to 10.
Process for resolving disagreements	The revised policy moves the processes in current AC1205 sections 4.2 and 4.3 to the procedures. The Undergraduate Procedures (Appendix A) and Graduate Procedures (Appendix B) revise and elaborate the dispute resolution mechanisms available to students and instructors and shifts responsibility from the Associate Vice-President Academic and Student Affairs to the Deputy Provost.
Procedural Authority & Officer	The revised policy retains the Procedural Authority as Senate but changes the Procedural Officer from the Associate Vice-President Student Affairs to the Deputy-Provost



**ACADEMIC ACCOMMODATION AND
ACCESS FOR STUDENTS WITH
DISABILITIES**

University Policy No.: AC1205
Classification: Academic and Students
Approving Authority: Senate
Effective Date: January/06
Supersedes: June/97
Last Editorial Change: December 2017
Mandated Review:

Associated Procedures:

- [Procedures for Academic Accommodation and Access for Undergraduate Students with Disabilities](#)
- [Procedures for Academic Accommodation and Access for Graduate Students with Disabilities](#)

1. POLICY PURPOSE

In accordance with the Canadian Charter of Rights and Freedoms, the B.C. Human Rights Code, and the University of Victoria *Policy on Human Rights, Equity and Fairness*, the University of Victoria (the "University") will promote and protect the rights and dignity of students with disabilities and will create a safe, respectful and supportive environment for all members of the university community. This policy aims to make the University as accessible as possible so that students with disabilities can participate in the activities of the University as equal members of the university community.

Commented [KH1]: See Discussion Draft, Purpose section 2.1 and Principles sections 1.1 to 1.5.

2. POLICY STATEMENT

The University endeavours to provide the best educational experience for all its students. The academic excellence for which the University strives is unattainable without a commitment to human rights, equity, fairness and diversity. The provision of reasonable academic accommodation allows students with disabilities to meet and demonstrate the University's high standards in a fair and equitable manner.

Commented [KH2]: See Discussion Draft, sections 1.1 to 1.5

Commented [KH3]: See Discussion Draft, page 1, definition of "Academic Accommodation"

This policy is guided by the following principles:

- 2.1 The University celebrates diversity within its community and welcomes the contributions, experiences and full participation of persons with disabilities as valued members of the university community;
- 2.2 All members of the university community share the responsibility to promote equality, remove barriers, and create a respectful and inclusive learning environment. Persons with disabilities will be involved in the development of policies and programs and in decisions that directly affect them;
- 2.3 The University will take steps to dispel stereotypes and prejudices about persons with disabilities and promote an understanding of persons with disabilities as equal members of the University community;

Commented [KH4]: See Discussion Draft, section 1.1

Commented [KH5]: See Discussion Draft, section 1.2

2.4 An inclusive learning environment may require the provision of suitable individual academic accommodation for persons with disabilities and the University has a legal duty to accommodate students' needs to the point of undue hardship (see [Appendix 1 - Definitions](#));

Commented [KH6]: See Discussion Draft, section 1.4, section 4.1.3, and definition of Undue Hardship

2.5 If a suitable academic accommodation cannot be agreed upon, the University recognizes the right of students to appeal the academic accommodation decision as described in Sections 4.2 and 4.3 below.

Commented [KH7]: See Discussion Draft, sections 11.2 and 11.3

3. RESPONSIBILITIES

Commented [KH8]: See Discussion Draft, sections 5 through 10.

Appropriate academic accommodation entails shared responsibilities and communication among university staff, faculty, and students.

Commented [KH9]: See Discussion Draft, section 1.5

3.1 The University will provide appropriate mechanisms to implement the provisions of this policy in a reasonably timely and effective manner.

Commented [KH10]: See Discussion Draft, section 4.1.4

Specifically, the University will:

- (a) Through the Office of the Vice-President Academic and Provost, appoint and maintain an *Advisory Committee on Academic Accommodation and Access for Students with Disabilities* that will address issues relevant to the implementation and improvement of this policy. This committee will provide a report of its activities to Senate on an annual basis;
- (b) Support the operations of the Centre for Accessible Learning (CAL) to fulfill its mandate to:
 - (i) inform and assist faculty and staff in providing suitable student academic accommodation and understanding disability issues;
 - (ii) offer advice, guidance and support for students requiring academic accommodation; on the basis of supporting documentation, make recommendations and decisions regarding academic accommodation in a timely manner;
- (c) Give persons with disabilities equal consideration for admission to any program offered by the University for which they are academically qualified;
- (d) Make its courses or programs accessible to qualified students with disabilities up to the point of undue hardship and within those limits, modify course or program components to meet the needs of students;
- (e) Handle personal information concerning students with a disability in accordance with the requirements of the *Freedom of Information and Protection of Privacy Act*;

Commented [KH11]: See Discussion Draft, section 4.4.1 B and section 9.1

Commented [KH12]: See Discussion Draft, section 4.1.1

Commented [KH13]: See Discussion Draft, section 12

- (f) Inform and educate its students, staff, instructors, faculty members and administrators about the provisions of this policy and the means for appropriately implementing them.

3.2 Students with disabilities seeking academic accommodation are expected to contact the CAL to initiate the process of determining and arranging the appropriate academic accommodation in individual situations.

Commented [KH14]: See Discussion Draft, section 5

Specifically, students with disabilities will:

- (a) Identify their individual needs and provide appropriate documentation of their disabilities with sufficient notice given to enable the University to make the necessary academic accommodations;
- (b) Engage in discussions and explorations of appropriate academic accommodation options that will facilitate their access to university academic programs or services;
- (c) Where appropriate, take reasonable measures to address their particular needs and personal requirements relating to the need for academic accommodation;
- (d) Fulfill their part in implementing the provisions of the academic accommodation.

Commented [KH15]: See Discussion Draft, section 5.3(b)

Commented [KH16]: See Discussion Draft, section 5.3(c)

Commented [KH17]: See Discussion Draft, section 5.3(d)

Commented [KH18]: See Discussion Draft, section 6.3(e)

4. REACHING ACADEMIC ACCOMMODATION

Ongoing communication and a collaborative working relationship between all parties involved in the accommodation process are essential to meet the students' needs for academic accommodation.

Commented [KH19]: See Discussion Draft, section 1.5

4.1 The CAL has the responsibility to coordinate the process of reviewing requests for academic accommodation, make decisions about provisions for academic accommodation, and communicate relevant information to the student and, as appropriate, to faculty and staff of the university.

Commented [KH20]: See Discussion Draft, section 4.1.4 B, (a) to (h)

4.2 When a student, instructor or Department Chair is dissatisfied or disagrees with the academic accommodation, the CAL Coordinator will review the concerns. Other experts including advocates who may be helpful in resolving the situation may also be consulted as a part of an informal review and mediation process.

Commented [KH21]: See Discussion Draft, section 11 and the Undergraduate and Graduate procedures

4.3 If the matter is not resolved through an informal process, the student, instructor or Department Chair may request a formal review by the Associate Vice-President Academic and Student Affairs. This office will conduct a timely review, involving individuals who are knowledgeable about accessibility, academic accommodation, human rights issues, and the particular issues being adjudicated. The Associate Vice-President Academic and Student Affairs will make final recommendations for appropriate action.

Commented [KH22]: See Undergraduate and Graduate procedures.

4.4 The student may appeal to the Senate Committee on Appeals if the student has grounds to believe that the decision did not meet the appropriate standards of procedural fairness.

Commented [KH23]: See Undergraduate and Graduate procedures.

APPENDIX 1 – DEFINITIONS

Commented [KH24]: See Discussion Draft, pages 1 and 2, Definitions

The following definitions are provided as a guideline to clarify the meaning and intent of the Policy on Academic Accommodation and Access for Students with Disabilities.

Student

Commented [KH25]: See Discussion Draft updated definition of "Student"

A student is a person who is registered in at least one course in on- or off-campus programs at the University of Victoria. Prospective students, persons recently enrolled at UVic, or persons intending to continue from a previous session as a continuing student will also receive consideration under this policy.

Disability

Commented [KH26]: See Discussion Draft updated definition of "Disability"

Disability has traditionally been defined as a physical or mental impairment that substantially limits one or more major life activities. The social model of disability locates impairment not within the individual but within the physical, social and attitudinal barriers that exist in society.

For the purposes of this policy, a student with a disability is a person who has a long-term or recurring physical, mental, sensory, psychiatric or learning impairment.

Accessibility

Commented [KH27]: See Discussion Draft, definition of "Accessible"

Accessibility refers to the degree to which university environments, facilities, procedures and teaching and learning materials are usable by all people, with or without adaptation or special design. Many barriers to full participation reside in the environment (physical, curricular, attitudinal, informational, etc.).

Essential Requirement

Commented [KH28]: See Discussion Draft, updated definition of "Essential Requirement".

Essential requirements are those activities which are considered essential to the course of instruction or program of studies or which are directly related to licensing or field-based employment requirements.

Academic Accommodation

Commented [KH29]: See Discussion Draft, updated definition of "Academic Accommodation".

Academic Accommodation is rooted in the legal concept of "reasonable accommodation" which refers to reasonable efforts to modify requirements so that people with disabilities are able to participate in a process or perform an essential function. When university environments, facilities, procedures, teaching and learning materials and methods of assessment are not designed in a manner that is accessible to all students, academic accommodations may be needed.

An academic accommodation is an individualized modification of environments, materials or requirements which provides the student with an alternative means of meeting essential course or program requirements.

Academic accommodations are individualized for a particular student and may include (but are not limited to):

- (a) adaptation, substitution or deletion of a component of a program, course, assignment or method of assessment;
- (b) provision of a service.

Undue Hardship

Undue hardship is the test of reasonable accommodation. What constitutes undue hardship will vary according to the unique circumstances of each situation. The following would likely constitute undue hardship:

- (a) when accommodation alternatives would result in an essential course or program requirement being unmet; or
- (b) when the accommodation would result in a risk to public safety or a substantial risk of personal injury to a student; or
- (c) when financial cost is such that the operations of the university would be fundamentally diminished, or a program or service would cease to exist due to the financial burden of the accommodation.

Revised June 97
Reviewed October 1999
Revised June 2000
Revised May 2001
Revised January 2006

AUTHORITIES AND OFFICERS

- I. Approving Authority: Senate
- II. Designated Executive Officer: Vice-President Academic and Provost
- III. Procedural Authority: Senate
- IV. Procedural Officer: Associate Vice-President Student Affairs

Commented [KH30]: See Discussion Draft, page 1, "Academic Accommodation" with updated examples.

Commented [KH31]: See Discussion Draft, page 2. Examples have been removed.

Commented [KH32]: See Discussion Draft, section 15.1



Academic Accommodation Policy

University Policy No.: AC1205

Classification: Academic and Students

Approving Authority: Senate

Effective Date: _____

Supersedes: June 1997

Last Editorial Change: December 2017

Mandated Review: _____

May 27, 2024

Associated Procedures:

Procedures for Academic Accommodation for Undergraduate Students with Disabilities

Procedures for Academic Accommodation for Graduate Students with Disabilities

DEFINITIONS

For the purposes of this policy, the following definitions apply.

“Academic Accommodation” means an individualized adaptation or alteration of instructional environments, materials, or methods of assessment to provide a Student with a Disability an alternative means of meeting the Essential Requirements of a course. Providing Academic Accommodation mitigates barriers to the Student’s participation in the university’s academic programming but does not modify or lower the academic standards of the university or eliminate academic evaluation. A Student with a Disability who receives Academic Accommodation is responsible for meeting the Essential Requirements of a course. Academic Accommodation is individualized for a particular Student and may include but is not limited to:

- (a) the provision of alternative formats and methods of communication;
- (b) the use of adaptive technology;
- (c) an adaptation of the course assessment and/or the mode of delivery of a course assessment.

Academic Accommodation may be provided on an interim basis for a Student who is in the process of being assessed.

“Academic Concessions” are not the same as Academic Accommodation. Academic Concessions provide flexibility to students who face an inability to complete course requirements due to unexpected and unavoidable circumstances or conflicting responsibilities: See [Academic Concessions Regulation \(uvic.ca\)](https://www.uvic.ca/academic-concessions-regulation)

“Barrier” means anything that hinders or challenges the full and effective participation in society. Barriers can be physical, attitudinal, technological, or systemic (policy or practice).

“Administrative Head” means any one of the following, as the context requires: Chair of an academic department, the Director of a School, or Associate Dean of a Faculty.

“Director” means the Director of the Centre for Accessible Learning.

“Disability” means a long-term or recurring physical, mental, learning, or sensory impairment that, in interaction with a barrier (whether attitudinal or environmental), hinders the person’s full and effective participation in the university’s academic activities.

“Essential Requirement” means the core and indispensable knowledge, skills, and abilities that every Student must acquire and demonstrate (with or without Academic Accommodation) to successfully complete the course or program. The Essential Requirements of a course are drawn from the learning outcomes of that course.

“Instructor” means the person who holds responsibility for a course (although there may be others such as a teaching assistant or a lab instructor who are engaged with course instruction) and includes a Graduate Supervisor (or Co-Supervisor).

“Non-Credit learner” means a person who is currently registered in at least one non-credit course in an on- or off-campus program offered by the University of Victoria, who is not also concurrently registered in at least one credit course as a candidate for a University of Victoria undergraduate degree, graduate degree, diploma, or certificate. Accommodation for Non-Credit learners is normally provided through the Division of Continuing Studies (“DCS”) or through the Unit offering the non-credit course.

“Student” means a person who is currently registered in one or more credit courses as a candidate for a University of Victoria undergraduate or graduate degree, or a diploma or certificate.

“Undue Hardship” is a legal test related to reasonable Academic Accommodation. The University of Victoria has a duty to provide reasonable Academic Accommodation to the point of undue hardship as that term as been interpreted under BC law. What constitutes undue hardship to the university varies based on, and must be considered in the context of, the circumstances of each individual case. The onus is on the university to show evidence of undue hardship.

“Unit” means academic or administrative areas at the university, including but not limited to faculties, divisions, departments, schools, offices, and centres.

FOUNDATIONAL STATEMENTS

1. Principles

- 1.1. The university celebrates diversity within its community and welcomes the contributions, experiences, and full participation of persons with disabilities as valued members of the university community.

- 1.2. All members of the university community share the responsibility to foster an inclusive, supportive, accessible and welcoming learning environment by mitigating barriers for a Student with a Disability.
- 1.3. Instructors are expected, in a manner respecting the fulfillment of their other responsibilities, to create inclusive, supportive, accessible and welcoming learning environments through course design, instructional strategies, and course assessment.
- 1.4. The university recognizes and affirms its legal duty to accommodate a Student with a Disability. The university will provide reasonable Academic Accommodation to a Student with a Disability in a manner that is consistent with its educational mandate, academic principles, and legal obligations. The legal duty of the university is also the legal duty of each of its employees, within the scope of their respective authorities.
- 1.5. Implementing Academic Accommodation is a shared responsibility. It requires participation, cooperation, and communication among and between the Student with a Disability, the Instructor, and the Administrative Head of the academic unit and, where applicable may also include the Centre for Accessible Learning, a Field Education or Practicum Coordinator, a Graduate Advisor, the Faculty of Graduate Studies, the Learning and Teaching Support and Innovation centre, and others. A collaborative working relationship between the people involved in each accommodation process is essential to meet the Student's need for Academic Accommodation.

2. Purpose

- 2.1. This policy sets out the university's framework for addressing Academic Accommodation for a Student with a Disability.

SCOPE

3. Jurisdiction of the Policy

- 3.1. This policy applies to a Student with a Disability who is seeking Academic Accommodation. This policy also applies to all university employees who share responsibility to accommodate a Student with a Disability.
- 3.2. This policy does not apply to Non-Credit learners. Accommodation for Non-Credit learners is normally provided through the Division of Continuing Studies or through the Unit offering the non-credit course.
- 3.3. This policy does not apply to a Student's employment relationship with a Co-op Work Term employer or to a Student's employment with the university or to a Student's employment with any other employer because the duty to accommodate an employee in the workplace arises from the employer-employee relationship, and what constitutes reasonable workplace accommodation must be assessed within the context of the duties and responsibilities of the position.

- 3.3.1. A Student who requires workplace accommodation for a Co-op Work Term placement should seek information, advice, and support from Co-operative Education Program and Career Services.
- 3.3.2. A Student employed by the university who requires workplace accommodation should seek information, advice, and support from their supervisor. Accommodation in employment is managed in accordance with applicable collective agreements, university policies and the university's regular employment practices.
- 3.4. This policy does not apply to Academic Concessions. See [Academic Concessions Regulation \(uvic.ca\)](http://uvic.ca)

RESPONSIBILITIES

4. The University's Responsibilities

- 4.1. The university has a responsibility to:
 - 4.1.1. Mitigate barriers so that its programs and courses are accessible to Students with a Disability.
 - 4.1.2. Offer information, advice, guidance, and support to Students with a Disability about the Academic Accommodation process.
 - 4.1.3. Provide reasonable Academic Accommodation to a Student with a Disability to the point of undue hardship, in a manner that is consistent with the university's educational mandate, academic principles, and legal obligations.
 - a. In seeking to determine and implement an Academic Accommodation, the university is not required to continue to search for an Academic Accommodation once a reasonable Academic Accommodation has been identified.
 - b. In some circumstances, the nature and degree of a Student's Disability may mean that no reasonable Academic Accommodation would enable the Student to meet the documented Essential Requirements of a course. Where no reasonable Academic Accommodation can be provided the university may deny an Academic Accommodation in order to maintain the academic integrity of a course.
 - c. A Student cannot be presumed to be incapable of meeting the Essential Requirements of a course unless reasonable efforts have been made to assess all reasonable Academic Accommodation options.
 - 4.1.4. Provide appropriate mechanisms to implement the provisions of this policy in a reasonably timely and effective manner, including:
 - A. Through Learning and Teaching Support and Innovation ("LTSI")
 - (a) provide information and learning opportunities for Instructors to further inclusion and accessibility through the development of course learning

outcomes and Essential Requirements, as well as through course design, instructional strategies, and course assessment;

- (b) provide guidance and evaluation for Instructors on the selection and use of learning design and technologies to ensure standards of accessibility; and
- (c) offer guidance and support for Instructors in implementing Academic Accommodation.

B. Through the Centre for Accessible Learning (“CAL”)

- (a) offer information, advice, guidance, and support for Students seeking Academic Accommodation;
- (b) coordinate the process for reviewing requests for Academic Accommodation;
- (c) work with each Student with a Disability to determine reasonable Academic Accommodation;
- (d) make decisions in a timely manner about reasonable Academic Accommodation based on assessment of appropriate supporting documentation;
- (e) guide members of the university community in providing reasonable Academic Accommodation and help to advance their understanding of disability issues;
- (f) communicate the Academic Accommodation to the Student and to the Instructor, and to others as needed, to implement;
- (g) communicate relevant information to the Student and, as appropriate, to Instructors, Administrative Heads, and to other employees of the university; and
- (h) guide Students whose Academic Accommodation is not being implemented in a timely way.

5. Responsibilities of Students

5.1. A Student with a Disability is responsible for:

- (a) meeting the degree, diploma, or certificate requirements of their program; and
- (b) acquiring and demonstrating the knowledge, skills, and abilities necessary to meet the Essential Requirements of the course.

5.2. A Student with a Disability who is seeking Academic Accommodation is expected to and is responsible for contacting CAL to register and to initiate the process.

5.3. A Student with a Disability who is seeking Academic Accommodation is expected and required to participate fully in the process of determining and implementing reasonable Academic Accommodation, which includes:

- (a) seeking the advice and assessment of the CAL, maintaining contact with the CAL as necessary, and meeting established timelines;

- (b) identifying their individual needs and providing documentation of their disabilities to CAL with sufficient notice to enable CAL to assess the information provided, to determine reasonable Academic Accommodation, and to communicate the Academic Accommodation;
- (c) actively engaging with Instructors and others as necessary to explore options and to implement reasonable Academic Accommodation;
- (d) where appropriate, taking reasonable measures to address their own particular and individual needs and personal requirements relating to the need for Academic Accommodation;
- (e) fulfilling their part in implementing the Academic Accommodation;
- (f) notifying CAL in the event their Academic Accommodation is not being implemented in a timely way;
- (g) upon admission to a professional or other program that includes field education or practicum placements, notifying the Administrative Head (or designate) that accommodation may be required.

6. Responsibilities of Instructors

6.1. Instructors:

- (a) identify the Essential Requirements of the course (working collaboratively and as needed with their unit's curriculum committee and/or with their Administrative Head) and with support from the LTSI and/or CAL, applying the factors set out in the procedures;
- (b) upon request from their Administrative Head or CAL for information about the Essential Requirements of the course, communicate that information in writing and in a timely manner;
- (c) work in co-operation with CAL and the Student, and with guidance from the LTSI as needed, to implement the Academic Accommodation;
- (d) notify CAL immediately if the Academic Accommodation cannot be implemented [also see section 11.1, below; and see sections 40 and 41, and sections 66 to 75 of the Procedures for Academic Accommodation for Undergraduate Students with Disabilities; also see sections 39 and 40, and sections 65 to 74 of the Procedures for Academic Accommodation for Graduate Students with Disabilities].

7. Responsibilities of Administrative Heads

7.1. The Administrative Head:

- (a) works collaboratively and as needed with their unit's Instructors and curriculum committee (where applicable) to identify the Essential Requirements of a course;
- (b) upon request from CAL for information about the Essential Requirements of a course, communicates that information in writing and in a timely manner;

- (c) supports the Student and the Instructor to implement the Academic Accommodation;
- (d) makes reasonable efforts to educate themselves and the Instructors and other relevant employees within their Unit about the obligations, duties, responsibilities, and expectations under this policy.

8. Responsibilities of the Learning Teaching Support and Innovation

- 8.1. The Learning and Teaching Support and Innovation is responsible for fulfilling its mandate, as set out in section 4.1.4.A (above), to provide information, learning opportunities, guidance, and support to Instructors.

9. Responsibilities of the Centre for Accessible Learning

- 9.1. The Centre for Accessible Learning is responsible for fulfilling its mandate, as set out in section 4.1.4.B (above), to provide information, advice, guidance, and support to Students seeking Academic Accommodation and guidance, as needed, to those implementing the Academic Accommodation.

10. Responsibilities of Units offering Field Education or Practicums

- 10.1. The Administrative Head (or designate) in each professional or other program is responsible for determining reasonable accommodation for each Student with a Disability who is required, or who chooses, to participate in the program's field education or practicum(s) and will do so in accordance with the procedures.

11. Processes for Resolving Disagreements about Academic Accommodation

Instructor

- 11.1. An Instructor who for any reason disagrees with the Academic Accommodation must contact CAL promptly and follow the process for resolving disagreements as set out in the procedures [also see section 6.1, above; and see sections 40 and 41, and sections 66 to 75 of the Procedures for Academic Accommodation for Undergraduate Students with Disabilities; also see sections 39 and 40, and sections 65 to 74 of the Procedures for Academic Accommodation for Graduate Students with Disabilities].

Students

- 11.2. A Student whose Academic Accommodation is not being implemented in a timely way in a course or a lab should contact their CAL Advisor as soon as possible.
- 11.3. A Student who disagrees with their Academic Accommodation should bring their concerns to the attention of the Director of CAL (or designate) promptly and follow the process for resolving disagreements as set out in the procedures.

- 11.4. A Student may appeal a decision of the Deputy Provost to the Senate Committee on Appeals in accordance with its Terms of Reference and Procedural Guidelines. The Senate Committee on Appeals' decision is final within the university.

12. Confidentiality and Privacy

- 12.1. The university must and will act in compliance with British Columbia's *Freedom of Information and Protection of Privacy Act* ("FIPPA") which regulates the collection, use, disclosure, storage, and retention of personal information.
- 12.2. The information and records created and received to administer this policy are subject to the access to information and protection of privacy provisions of British Columbia's FIPPA legislation, and the university's Protection of Privacy Policy (GV0235) and Records Management Policy (IM7700). The information and records will be treated as highly confidential, in compliance with FIPPA, and with applicable university policies.

GENERAL

13. Review of the Policy

- 13.1. The Office of the Vice-President Academic and Provost (or designate) will produce an annual report to Senate that will address issues relevant to the implementation and improvement of this policy.
- 13.2. The university will continue to monitor best practices and research and will review and update this policy and its associated procedures whenever it is reasonable to do so.
- 13.3. In any event, the university will review this policy at least once every seven years.

14. Retention and Disposal of Records

- 14.1. Information and records must be retained and disposed of in accordance with the records retention schedule in the directory of records.

15. Authorities and Officers

- 15.1. The following is a list of authorities and officers for this policy:
 - (a) Approving Authority: Senate
 - (b) Designated Executive Officer: Vice-President Academic and Provost
 - (c) Procedural Authority: Senate
 - (d) Procedural Officer: Deputy Provost

RELEVANT LEGISLATION

- [Accessible British Columbia Act, SBC 2021, c 19 \(gov.bc.ca\)](#)
- [Freedom of Information and Protection of Privacy Act, RSBC 1996, c 165](#)
- [Human Rights Code, RSBC 1996, c 210](#)

RELATED POLICIES AND DOCUMENTS

- [Discrimination and Harassment Policy \(GV0205\)](#)
- [Policy on Human Rights, Equity and Fairness \(GV0200\)](#)
- [Protection of Privacy Policy \(GV0235\)](#)
- [Records Management Policy \(IM7700\)](#)
- [Academic Concessions \[Request for academic concession - University of Victoria \(uvic.ca\)\]](#)
- [Accessibility Plan - Accessibility Plan - UVic](#)



APPENDIX A

Procedures for Academic Accommodation for Undergraduate Students with Disabilities

Procedural Authority: Senate
Procedural Officer: Deputy Provost
Parent Policy: Academic Accommodation Policy (AC1205)

Effective Date: _____, 2024
Supersedes: _____
Last Editorial Change: January 2018
Mandated Review: _____

May 27, 2024

PURPOSE

1. These procedures establish the processes for implementing the university's Academic Accommodation Policy (AC1205) ("the Policy") for persons currently registered in one or more credit courses as a candidate for a University of Victoria undergraduate degree, or as a candidate for a diploma or certificate.

DEFINITIONS

2. The definitions in the Policy, with the exception of the definition of Student, apply to these procedures.
3. For the purposes of these procedures:

Student means a person who is currently registered in one or more credit courses as a candidate for a University of Victoria undergraduate degree, or as a candidate for a diploma or certificate.

Support Person means an individual who provides support or advice to a Student during a process to resolve disagreements under these procedures.

SCOPE

4. These procedures apply to a Student with a Disability who is seeking Academic Accommodation and to the university employees who have a shared responsibility to accommodate a Student with a Disability.
 - 4.1 These procedures do not apply to Graduate Students.
 - 4.2 These procedures do not apply to Non-Credit learners.

- 4.3 These procedures do not apply to a Student's employment relationship with a Co-op Work term employer or to a Student's employment with the university or with any other employer because the duty to accommodate an employee in the workplace arises from the employer-employee relationship, and what constitutes reasonable workplace accommodation must be assessed within the context of the duties and responsibilities of the position.
- (a) A Student who requires workplace accommodation for a Co-op Work Term placement should seek information, advice, and support from Co-operative Education Program and Career Services.
 - (b) A Student employed by the university who requires workplace accommodation should seek information, advice, and support from their supervisor. Accommodation in employment is managed in accordance with applicable collective agreements, university policies, and the university's regular employment practices.

PROTECTION OF PERSONAL INFORMATION

5. The personal information of Students with Disabilities shall be managed and protected in accordance with the *Human Rights Code*, the *Freedom of Information and Protection of Privacy Act*, and the university's Protection of Privacy (GV0235) and Records Management (IM7700) policies and procedures.

DETERMINING ESSENTIAL COURSE REQUIREMENTS

6. Identifying the Essential Requirements of a course is a critical step in determining appropriate Academic Accommodation.
7. Essential Requirements are *"the core and indispensable knowledge, skills, and abilities that every student must acquire and demonstrate (with or without Academic Accommodation) to successfully complete the course or program. The Essential Requirements of the course are drawn from the learning outcomes of that course."*
8. The knowledge, skill, or ability identified as an Essential Requirement must be:
- (a) identified in good faith, in the belief that it is necessary to fulfill the objectives and learning outcomes of the course;
 - (b) necessary for the Student to successfully complete the course; and
 - (c) if an Academic Accommodation is disputed in a process under these procedures, the connection between the Essential Requirement and the Student's ability to successfully complete the course must be considered.
9. Instructors and Administrative Heads are responsible for identifying the Essential Requirements of a course (see Policy AC1205, sections 6.1 and 7.1). The objectives and learning outcomes of the course should be considered in this process. Evaluation for a subsequent purpose such as those of a licensing body or for potential workplace requirements should not be considered. The focus must be on meeting the requirements of a specific course or university program.

10. Disagreements about Essential Requirements must follow the procedures for resolving disagreements, as set out below.

REGISTRATION WITH THE CENTRE FOR ACCESSIBLE LEARNING (“CAL”)

11. Students seeking Academic Accommodation are encouraged to register with the CAL as soon as possible to avoid a delay in assessing their eligibility for accommodation, and if eligible, a delay in determining and implementing accommodation.
12. Students newly admitted to the university should contact the CAL upon their admission and register with CAL.
13. If a Student elects not to disclose their Disability to the university and elects not to register with CAL, the university cannot ensure the appropriate evaluation of the Student’s documentation, or an assessment of their eligibility for accommodation, or the determination and implementation of reasonable Academic Accommodation.
14. Students who request Academic Accommodations or services from the CAL are required to provide appropriate documentation as set out in sections 21 and 22 of these procedures.

Requests for Early Registration, Alternative Texts, Sign Language, or In-Class Transcription

15. Requests for early registration, alternative texts or material, or sign language or in class transcription should be made by the Student as soon as the Students knows the courses in which they will be enrolled.
16. If the CAL determines eligibility for early registration, a CAL advisor will notify Undergraduate Records who will assign the earliest registration date and time specific to the Student’s year of study and email this information to the Student. For Faculty of Law Students, the CAL advisor will notify the Faculty of Law directly for early registration purposes.

Sign Language Interpreters and In-class Transcribing

17. Students who request sign language or in-class transcribing should be aware that:
 - (a) interpreters are contracted to work with Students on the basis of the course timetable provided to the Centre for Accessible Learning.
 - (b) interpreters are hired on a contract basis based on experience, education, suitability, and availability.

REQUESTING ACADEMIC ACCOMMODATION

General

18. Students requesting Academic Accommodation must:
 - (a) register with CAL and meet with a CAL advisor to request Academic Accommodation;
 - (b) provide appropriate supporting documentation of their Disability as set out in sections 21 and 22 of these procedures;

- (c) comply with CAL deadlines (see section 27 of these procedures);
- (d) participate in the Academic Accommodation process (see sections 34 to 36 of these procedures).

Documentation of Disability

19. A Student who requests Academic Accommodation or services from the CAL is required to provide appropriate documentation as set out in sections 21 and 22 of these procedures.
20. Students are encouraged to register with CAL as early as possible to ensure:
 - (a) there is sufficient time to obtain the necessary documentation of Disability as set out in sections 21 and 22 of these procedures;
 - (b) there is sufficient time for CAL to assess the documentation and the Student's request for Academic Accommodation;
 - (c) there is sufficient time for CAL to make decisions about the Academic Accommodation and to communicate with the Instructor and/or the academic Unit administering the course or program; and
 - (d) The Academic Accommodation can be implemented in a timely manner.
21. Documentation should normally be no older than three years, except for some learning disability assessments.
22. Students who register with CAL for the purpose of requesting Academic Accommodation must submit appropriate documentation of Disability that:
 - (a) confirms the rationale for reasonable Academic Accommodation;
 - (b) is from a recognized medical professional with appropriate credentials; and
 - (c) should indicate:
 - i. the diagnosing professional's name, title, phone number, address, official stamp or letterhead and signature;
 - ii. the date of the assessment;
 - iii. a statement of the nature of the Disability, including the impact of medication;
 - iv. an explanation of the functional impact of the Disability on the pursuit of an undergraduate post-secondary education; and
 - v. advice about measures that the university might consider when developing and implementing an Academic Accommodation.
23. The university is not responsible for the assessment or diagnosis of a Student's Disability and does not cover costs related to documentation.
24. A diagnosis of a Disability alone does not guarantee the provision of Academic Accommodation.

25. Services and accommodations experienced in other institutions or in other jurisdictions may differ from what is provided at the University of Victoria. The CAL will review submitted documentation with the Student to assess eligibility for reasonable Academic Accommodation.

Services Provided by the Centre for Accessible Learning

26. After a Student has registered with CAL and submitted appropriate documentation, the CAL will:
- (a) review the Student's documentation of Disability;
 - (b) determine the Student's eligibility for Academic Accommodation and services on the basis of the documentation and, in collaboration with the student and others, implement a plan for Academic Accommodation;
 - (c) provide information, advice, and support;
 - (d) provide information about CAL's operational procedures;
 - (e) provide information about grants and bursaries;
 - (f) coordinate accessible learning materials and services;
 - (g) provide referrals to other available resources; and
 - (h) provide information for Instructors to guide implementation of Academic Accommodation (for example, exam workflows, blind/low vision processes).

CAL Deadlines for Registration

27. Students are required to comply with CAL deadlines for requesting services. The latest date for a Student to submit their CAL registration (with all required documents):
- (a) To receive Academic Accommodation for Winter Term 1, the registration deadline is October 31st.
 - (b) To receive Academic Accommodation for Winter Term 2, the registration deadline is February 28th.

Change in Disability Status: Recent diagnosis or change in diagnosis

28. The deadlines in section 27 are normally the latest date for a Student to submit their CAL registration (with all required documents) to receive Academic Accommodation for the specified term, but Students who have a recent diagnosis or require a change in their Academic Accommodation may request accommodation after the deadlines. These Students should contact CAL immediately to explain their situation.

Early Registration

29. To avoid registration delays and to have Academic Accommodation in place for the beginning of the September term, the CAL has an Early Registration Period. Students should submit their completed pre-intake application (including medical documentation that meets the university's documentation requirements) between May 1 and July 1 for entrance in Winter Term 1.

REACHING ACADEMIC ACCOMMODATION

30. Implementing Academic Accommodation is a shared responsibility. It requires participation, co-operation, and communication among and between the Student with a Disability, the Instructor, and, where applicable, the Administrative Head of the academic unit, the Centre for Accessible Learning, a Field Education or Practicum Coordinator, the Learning and Teaching Support and Innovation centre, and others. A collaborative working relationship between the people involved in each accommodation process is essential to meet the Student's need for Academic Accommodation.
31. The university strongly encourages early consultation and collaboration between the individuals involved in each accommodation process because it helps to ensure that:
 - (a) Accessibility considerations, Essential Requirements, and learning outcomes are reviewed and evaluated; and
 - (b) Academic Accommodation arrangements can be assessed and implemented in a timely and appropriate manner.

Student Participation in the Academic Accommodation Process

32. All Students requesting Academic Accommodation must participate in the process for developing the Academic Accommodation.
33. All Students requesting Academic Accommodation are responsible for and required to:
 - (a) acquire and/or demonstrate the requisite knowledge, skills, and abilities to successfully meet the Essential Requirements of their courses;
 - (b) participate fully in the process of developing reasonable Academic Accommodation which may include:
 - i. seeking out the advice and assessment of the CAL, maintaining contact with the CAL as necessary, and meeting established timelines;
 - ii. actively engaging with CAL staff, the Instructor, and others as necessary in their efforts to develop and implement a reasonable Academic Accommodation for the Student that is appropriate to the requirements of the course and utilizing available resources and support services provided by the university;
 - iii. identifying individual needs and providing sufficient information to the CAL about the Disability and any impact on academic activities;
 - iv. providing the necessary documentation of their Disability to CAL with sufficient notice to enable CAL to assess the information provided.
34. If a Student with a Disability does not cooperate or fully participate in the development and implementation of an Academic Accommodation, it may lead to:

- (a) an incomplete or insufficient Academic Accommodation;
- (b) the university's inability to determine or implement a reasonable Academic Accommodation.

35. Some examples of course-based and exam-based Academic Accommodations that may be available to Students are listed in Schedule 1 to these procedures. Some Academic Accommodations require additional time to implement. Students should request Academic Accommodation as soon as possible, once they know the courses in which they will be enrolled.

Undue Hardship

36. Undue Hardship is defined in the university's Academic Accommodation Policy (AC1205).
37. The university will provide reasonable Academic Accommodation to a Student with a Disability unless doing so will cause an Undue Hardship to the university. In seeking to determine and implement an Academic Accommodation, the university is not required to continue to search for an Academic Accommodation once a reasonable Academic Accommodation has been identified.
38. In some circumstances, the nature and degree of a Student's Disability may mean that no reasonable Academic Accommodations would enable the Student to meet the documented Essential Requirements of a course. Where no reasonable Academic Accommodation can be provided, the university may deny an Academic Accommodation in order to maintain the academic integrity of a course.
39. A Student cannot be presumed to be incapable of meeting the Essential Requirements of a course unless reasonable efforts have been made to assess all reasonable Academic Accommodation options.

RESOLVING DISAGREEMENTS

General

40. An Instructor has a duty to implement an Academic Accommodation for a Student with a Disability.
41. An Instructor who disagrees with the Academic Accommodation must contact CAL promptly and follow the processes set out below.
42. A Student whose Academic Accommodation is not being implemented in a timely way in a course or lab or who disagrees with the Academic Accommodation should contact CAL promptly and follow the processes set out below.
43. A Student participating in a reconsideration or review process under these procedures may be accompanied by a Support Person.
44. A Student may appeal a decision of the Deputy Provost to the Senate Committee on Appeals in accordance with its Terms of Reference and Procedural Guidelines. The Senate Committee on Appeals' decision is final within the university.

Student Concerns about Implementation of the Academic Accommodation

45. A Student whose Academic Accommodation is not being implemented in a timely way in a course or lab should contact CAL.
46. CAL will guide the Student and, where necessary, will discuss the Academic Accommodation and implementation with the Instructor and/or the Administrative Head, Dean (or designate).
47. If the issues surrounding the implementation of an Academic Accommodation have not been resolved informally, the Student may submit a request to the Deputy Provost for formal review.
48. The Student's request for formal review by the Deputy Provost should include:
 - (a) the rationale for the review;
 - (b) a summary of the issues related to implementation;
 - (c) the Academic Accommodation;
 - (d) any other relevant documentation in support of the request; and
 - (e) the requester's preferred outcome.
49. The Deputy Provost (or designate) will normally conduct the review within five (5) university business days of receiving the review request. The Deputy Provost will issue a decision in writing, with reasons.
50. Prior to conducting the review, the Deputy Provost will normally request and consider documentation from CAL and from the Instructor(s) and/or Administrative Head about the Academic Accommodation, the documented Essential Requirements and expected learning outcomes of the course, and a summary of the issues related to implementation.
51. The Deputy Provost may, at their discretion, meet with the individuals involved in the Academic Accommodation and its implementation, which may include but is not limited to the Student, CAL, the Instructor, and the Administrative Head of the academic Unit administering the course or program.
52. The Deputy Provost's review will be based on:
 - (a) the Student's request for review and accompanying material; and
 - (b) information received pursuant to sections 50 and 51, if any.
53. Prior to making a decision, the Deputy Provost may consult with the University's General Counsel (or designate).
54. The Deputy Provost's decision will be communicated to the Student, the Director, the Instructor, and the Administrative Head.

Student Concerns about the Academic Accommodation

55. A Student who believes the Academic Accommodation is unreasonable should notify the Associate Director of CAL to attempt to resolve the concern informally.

56. If no resolution is reached under section 55, the Student may ask the Director to reconsider the Academic Accommodation. Normally reconsideration of the Academic Accommodation would only occur where there is new information, or information not previously fully considered by the CAL advisor and/or the CAL Associate Director.
57. The purpose of the reconsideration is for the Director to decide whether the Academic Accommodation will be varied.
58. The Student's request for reconsideration by the Director should include:
 - (a) the rationale for the request;
 - (b) the Academic Accommodation;
 - (c) any other relevant documentation in support of the request; and
 - (d) the requester's preferred outcome.
59. Prior to conducting the reconsideration, the Director may request and consider information from the course Instructor(s) and/or Administrative Head of the academic Unit about the documented Essential Requirements and expected learning outcomes of the course.
60. The Director will normally conduct the reconsideration within five (5) university business days of receiving the reconsideration request. The Director will issue a decision in writing, with reasons.
61. A Student may submit a request to the Deputy Provost for formal review of the Director's reconsideration decision on the grounds of:
 - (a) procedural error, meaning a procedural error of sufficient magnitude that it may reasonably be seen to have affected the fairness of the process or altered the outcome of the decision against the Student; or
 - (b) factual error of sufficient magnitude that it may reasonably be seen to have altered the outcome of the decision against the Student.
62. The Deputy Provost (or designate) will normally conduct the review within five (5) university business days of receiving the request for review. The Deputy Provost will issue a decision in writing, with reasons.
63. The Deputy Provost's review of the Director's reconsideration decision, which is limited to procedural or factual error, will be based on:
 - (a) the Student's reconsideration request to the Director and accompanying material;
 - (b) information received by the Director pursuant to section 59, if any; and
 - (c) the Director's reconsideration decision and reasons.
64. Prior to making a decision, the Deputy Provost may consult with the University's General Counsel (or designate).

65. The Deputy Provost's decision will be communicated in writing to the Student and to the Director and to others as necessary.

Instructor Concerns about Essential Requirements and Undue Hardship

66. An Instructor who is concerned that the Academic Accommodation may compromise an Essential Requirement of a course, or that the Academic Accommodation constitutes Undue Hardship to the university, should promptly contact CAL to discuss the concern and attempt to resolve the concern informally.
67. If no resolution is reached under section 66, the Instructor should notify the Administrative Head of the Unit administering the course or program to discuss the concern. The Administrative Head, alone or together with the Instructor, will discuss the matter with the Director to attempt to resolve the concern.
68. If no resolution is reached under section 67, the Administrative Head, alone or together with the Instructor, may consult with the Dean of the Faculty who may in turn discuss the matter with the Director to attempt to resolve the concern informally.
69. Failing informal resolution, the Dean of the Faculty, after consulting with the Instructor and the Administrative Head, may submit a written request to the Deputy Provost for formal review. On review, the Deputy Provost will decide whether the Academic Accommodation:
- (a) compromises an Essential Requirement of a course; and/or
 - (b) constitutes Undue Hardship.
70. The Dean's request for review by the Deputy Provost should include:
- (a) the rationale for the request to review;
 - (b) the documented Essential Requirements and expected learning outcomes of the course;
 - (c) the Academic Accommodation and any other relevant documentation in support of the request;
 - (d) evidence and data to support a claim of Undue Hardship; and
 - (e) the requester's preferred outcome.
71. The Deputy Provost will normally conduct the review within five (5) university business days of receiving the review request. The Deputy Provost will issue a decision in writing, with reasons.
72. Prior to conducting the review, the Deputy Provost will normally request and consider information from the CAL about the Student's current functional limitations and barriers and the Academic Accommodation, as well as alternative academic accommodations considered.
73. The Deputy Provost's review will be based on:
- (a) the Dean's request for review and accompanying material; and
 - (b) information received pursuant to section 72.

74. Prior to making a decision, the Deputy Provost may consult with the University's General Counsel (or designate).
75. The Deputy Provost's decision will be communicated to the Dean, the Administrative Head, the Instructor, and the Director. The Deputy Provost's decision normally will be communicated to the Student only when that decision changes the Academic Accommodation.

Interim Accommodation Pending Resolution of a Disagreement

76. When a reconsideration, formal review or appeal is pending, the CAL and the Instructor(s) shall assess the Academic Accommodation to determine what aspects of the Academic Accommodation, if any, can be immediately implemented on an interim basis pending the completion of the reconsideration, formal review, or appeal.

FIELD EDUCATION AND PRACTICUMS

Responsibilities of Students

77. A Student with a Disability who is admitted to a professional or other program that includes field education or practicum placement(s) should, as soon as possible after their admission to the program, notify the Administrative Head (or designate) that accommodation may be required. Advance notice of the Student's potential need for accommodation provides an opportunity for the Administrative Head (or designate) and the Student to identify and discuss potential barriers to the Student's participation in the field education or practicum(s) and potential mitigation strategies.

Responsibilities of the Administrative Head (or designate)

78. The Administrative Head (or designate) in each professional or other program is responsible for determining reasonable accommodation for each Student with a Disability who is required, or who chooses, to participate in the program's field education or practicum(s). The Administrative Head (or designate) will normally only make this determination after consulting with the Student and with the field education/practicum placement agency. The Administrative Head (or designate) may choose to consult with others, including the Centre for Accessible Learning and relevant faculty members.

CO-OPERATIVE EDUCATION WORK TERM PLACEMENTS

79. A Student who requires workplace accommodation for a Co-op Work Term placement should notify and seek information, advice, and support from the Co-operative Education Program and Career Services office in advance of the work term placement.
80. The Co-operative Education Program and Career Services office will work in consultation with the Student, the employer, and the faculty, where appropriate, to establish suitable workplace accommodations.
81. Where suitable workplace accommodation cannot be established, a different Co-op Work Term Placement may be required.

REQUESTS FOR REDUCED COURSE LOADS

82. A student with a disability who is registered with CAL is eligible for reduced course load accommodation. Students should consult the CAL website [[Reduced course load - Accessible Learning - UVic](#)] for more information.

RELEVANT LEGISLATION

- [Accessible British Columbia Act, SBC 2021, c 19 \(gov.bc.ca\)](#)
- [University Act, RSBC 1996, c.468](#)
- [Freedom of Information and Protection of Privacy Act, RSBC 1996, c 165](#)
- [Human Rights Code, RSBC 1996, c 210](#)

RELATED POLICIES AND DOCUMENTS

- (a) Academic Accommodation Policy (AC1205)
- (b) [Protection of Privacy Policy \(GV0235\)](#)
- (c) [Records Management Policy \(IM7700\)](#)
- (d) [Accessibility Plan - Accessibility Plan - UVic](#)

APPENDICES

- Schedule 1 – Examples of Academic Accommodations
- Schedule 2 – Documentation of a Disability



SCHEDULE 1 to AC1205 Undergraduate Procedures: Examples of Academic Accommodation for Undergraduate Students with Disabilities

Procedural Authority: Senate

Procedural Officer: Deputy Provost

Parent Policy: Academic Accommodation Policy (AC1205)

Effective Date: _____, 2024

Supersedes: _____

Last Editorial Change: _____

PURPOSE

1. The purpose of this document is to provide examples of Academic Accommodations that may be available for Students registered in one or more credit courses as a candidate for a University of Victoria undergraduate degree, graduate degree, or diploma or certificate.
2. Academic Accommodation is an individualized adaptation or alteration of instructional environments, materials, or methods of assessment to provide a Student with a Disability an alternative means of meeting the Essential Requirements of a course. Academic Accommodations are individualized for a particular Student and may include, but is not limited to:
 - 2.1. The provision of alternative formats and methods of communication;
 - 2.2. The use of adaptive technology;
 - 2.3. An adaptation of the course assessment and/or the mode of delivery of a course assessment.
3. The following examples are provided to help clarify the types of accommodation that may be available. These examples are not intended as a checklist, nor are they intended as an exhaustive list. Each Academic Accommodation decision is based on CAL's assessment of relevant documentation and the Student's individual circumstances.

Examples: Course based Academic Accommodation

4. Examples of course-based Academic Accommodations may include, but are not limited to:
 - 4.1. Sign language interpreting or in-class transcription;
 - 4.2. Assignment substitution (e.g., substituting an oral for a written report)
 - 4.3. Overheads or note-taking assistance;
 - 4.4. Copies of instructor's notes (as appropriate);
 - 4.5. Additional time to complete in-class assignments;
 - 4.6. Transcriptions of course material to alternate formats;

- 4.7. Permission to audio-record lectures;
- 4.8. The use of FM systems;
- 4.9. Wheelchair accessible tables and computer workstations; and/or;
- 4.10. Preferred seating.

[Examples: Exam-based Academic Accommodation](#)

- 5. Examples of exam-based Academic Accommodations may include, but are not limited to:
 - 5.1. Additional time to complete exams;
 - 5.2. Provision of a distraction-reduced environment;
 - 5.3. Exams in alternative format;
 - 5.4. Exam questions read aloud with computer software;
 - 5.5. Voice recognition software;
 - 5.6. Large print exams or magnification with CCTV;
 - 5.7. Use of a word processor, spell check or grammar check;
 - 5.8. Calculator and/or formula sheet; and/or
 - 5.9. Sign language interpreting.

[Examples: Academic Accommodation that Requires Significant Advance Notice](#)

- 6. Examples of Academic Accommodations that require significant advance planning and early course registration include but are not limited to:
 - 6.1. Texts and course packs in alternative formats;
 - 6.2. Sign language interpreting or in class transcription;
 - 6.3. Substantial modifications to classroom furniture; and
 - 6.4. Lab work requiring an assistant or adaptation of the schedule.

SCHEDULE 2 to AC1205 Undergraduate Procedures: Documentation of a Disability

Procedural Authority: Senate

Procedural Officer: Deputy Provost

Parent Policy: Academic Accommodation Policy (AC1205)

Effective Date: _____

Supersedes: _____

Last Editorial Change: January 2018

(Adapted from AHEAD)

1. THE CREDENTIALS OF THE EVALUATOR(S)

Good documentation is provided by a licensed or otherwise properly credentialed health professional that has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is expected (e.g., an orthopedic limitation might be documented by a physician, but not a licensed psychologist). The health care professional making the diagnosis should be licensed with a regulatory body within the jurisdiction in which they practice.

2. A DIAGNOSTIC STATEMENT IDENTIFYING THE DISABILITY

Good documentation includes a diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition. A DSM-5 diagnosis is helpful to convey the necessary information

3. A DESCRIPTION OF THE DIAGNOSTIC METHODOLOGY USED

Good documentation includes a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with the norming population identified) within the report is important.

Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended. Methods may include formal instruments, medical examinations, structured interview protocols, performance observations and unstructured interviews. If results from informal, non-standardized or less common methods of evaluation are reported, an explanation of their role and significance in the diagnostic process will strengthen their value in providing useful information.

4. A DESCRIPTION OF THE CURRENT FUNCTIONAL LIMITATIONS

Information on how functional impacts currently affect the individual's academic work provides useful information for both establishing a disability and identifying possible accommodations. A combination of the results of formal evaluation procedures, clinical narrative, and the individual's self-report is the most comprehensive approach to fully documenting impact. Good documentation is thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency and pervasiveness of the condition(s).

Changing conditions and/or changes in how the condition impacts the individual brought on by growth and development may warrant more frequent updates in order to provide an accurate picture.

5. A DESCRIPTION OF THE EXPECTED PROGRESSION OR STABILITY OF THE DISABILITY

It is helpful when documentation provides information on expected changes in the functional impact of the disability over time and context. Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts. If the condition is not stable, information on interventions (including the individual's own strategies) for exacerbations and recommended timelines for re-evaluation are most helpful.

6. A DESCRIPTION OF CURRENT AND PAST ACCOMMODATIONS, SERVICES AND/OR MEDICATIONS

The most comprehensive documentation will include a description of both current and past medications, auxiliary aids, assistive devices, support services, and accommodations, including their effectiveness in ameliorating functional impacts of the disability. A discussion of any significant side effects from current medications or services that may impact physical, perceptual, behavioral, or cognitive performance is helpful when included in the report. While accommodation provided in another setting is not binding on the University of Victoria, it may provide insight into making current decisions.

7. RECOMMENDATIONS FOR ACCOMMODATIONS, ADAPTIVE DEVICES, ASSISTIVE SERVICES, COMPENSATORY STRATEGIES, AND/OR COLLATERAL SUPPORT SERVICES

Recommendations from professionals with a history of working with the individual provide valuable information for review and the planning process. It is most helpful when recommended accommodations and strategies are logically related to functional limitations; if connections are not obvious, a clear explanation of their relationship can be useful in decision-making. While the CAL has no obligation to

provide or adopt recommendations made by outside entities, those that are congruent with the programs offered may be appropriate. When recommendations go beyond equitable and inclusive services, they may still be useful in suggesting alternative accommodations and/or services.



APPENDIX B

Procedures for Academic Accommodation for Graduate Students with Disabilities

Procedural Authority: Vice President Academic & Provost
Procedural Officer: Deputy Provost
Parent Policy: Academic Accommodation Policy (AC1205)

Effective Date: _____, 2024
Supersedes: September 211
Last Editorial Change: January 2018
Mandated Review: _____

May 27, 2024

PURPOSE

1. These procedures establish the process for implementing the university's [Academic Accommodation Policy](#) (AC1205) ("the Policy") for Graduate Students.

DEFINITIONS

2. The definitions in the Policy, with the exception of the definition of Student, apply to these procedures.
3. For the purposes of these procedures, the following definitions also apply:

Academic Supervisor means a member of the Faculty of Graduate Studies assigned as the primary academic supervisor to counsel the Graduate Student in academic matters and includes a Co-Supervisor.

Graduate Advisor means the Graduate Advisor in the academic Unit administering the course or program who is the formal liaison between the academic Unit and the Faculty of Graduate Studies.

Graduate Student means a student who is currently registered in one or more credit courses as a candidate towards a University of Victoria graduate degree, graduate diploma, or graduate certificate.

Supervisory Committee means the committee established in accordance with the Faculty of Graduate Studies regulations for Graduate Students registered in doctoral programs and for Graduate Students registered in thesis and project-based Master's programs.

Support Person means an individual who provides support or advice to a Graduate Student during a process to resolve disagreements under these procedures.

SCOPE

4. These procedures apply to a Graduate Student with a Disability who is seeking Academic Accommodation and to the university employees who have a shared responsibility to accommodate a Graduate Student with a Disability. These procedures do not apply to Undergraduate students or to Non-credit learners.
5. These procedures do not apply to a Graduate Student's employment relationship with a Co-op Work Term employer or to a Graduate Student's employment with the university or to a Graduate Student's employment with any other employer because the duty to accommodate an employee in the workplace arises from the employer-employee relationship, and what constitutes reasonable workplace accommodation must be assessed within the context of the duties and responsibilities of the position.
 - (a) A Graduate Student who requires workplace accommodation for a Co-op Work Term placement should seek information, advice, and support from Co-operative Education Program and Career Services and their Academic Supervisor in advance of the work term placement.
 - (b) A Graduate Student employed by the university who requires workplace accommodation should seek information, advice, and support from their supervisor. Accommodation in employment is managed in accordance with applicable collective agreements, university policies, and the university's regular employment practices.

PROTECTION OF PERSONAL INFORMATION

6. The personal information of Graduate Students with Disabilities shall be managed and protected in accordance with the *BC Human Rights Code*, the *Freedom of Information and Protection of Privacy Act*, and the university's [Protection of Privacy](#) (GV0235) and [Records Management](#) (IM7700) policies and procedures.

DETERMINING ESSENTIAL COURSE REQUIREMENTS

7. Identifying the Essential Requirements of a course is a critical step in determining appropriate Academic Accommodation.
8. Essential Requirements are *"the core and indispensable knowledge, skills, and abilities that every student must acquire and demonstrate (with or without Academic Accommodation) to successfully complete the course or program. The Essential Requirements of the course are drawn from the learning outcomes of that course."*
9. The knowledge, skill, or ability identified as an Essential Requirement must be:
 - (a) identified in good faith, in the belief that it is necessary to fulfill the objectives and learning outcomes of the course;

- (b) necessary for the Student to successfully complete the course; and
 - (c) if an Academic Accommodation is disputed in a process under these procedures, the connection between the Essential Requirement and the Student's ability to successfully complete the course must be considered.
10. Instructors and Administrative Heads are responsible for identifying the Essential Requirements of a course (see Policy AC1205, sections 6.1 and 7.1). The objectives and learning outcomes of the course should be considered in this process.
 11. For the university's thesis or project based Master's courses (598 and 599) and the university's PhD dissertation course and candidacy exam (699 and 693), the Essential Requirements will be determined by the Academic Supervisor after consulting with the Graduate Student and the Graduate Advisor. The Academic Supervisor may also consult, as needed, with other members of the Supervisory Committee, the Administrative Head of the academic Unit administering the program, and the Faculty of Graduate Studies.
 12. Academic accommodation in relation to a project, thesis, dissertation, or candidacy exam must be consistent with the university's Graduate Calendar and the Faculty of Graduate Studies guidelines.

REGISTRATION WITH THE CENTRE FOR ACCESSIBLE LEARNING

13. Graduate Students seeking Academic Accommodation are encouraged to register with CAL as soon as possible to avoid a delay in assessing their eligibility for accommodation, and if eligible, a delay in determining and implementing accommodation.
14. Graduate Students newly admitted to the university should contact the CAL upon their admission and register with CAL.
15. If a Graduate Student elects not to disclose their Disability to the university and elects not to register with CAL, the university cannot ensure the appropriate evaluation of the Graduate Student's documentation, or an assessment of their eligibility for accommodation, or the determination and implementation of reasonable Academic Accommodation.

Documentation of Disability

16. A Graduate Student who requests Academic Accommodations or services from the CAL is required to provide appropriate documentation as set out in section 18 and 19 of these procedures.
17. Graduate Students are encouraged to register with CAL as early as possible to ensure:
 - (a) there is sufficient time to obtain the necessary documentation of Disability as set out in section 18 and 19 of these procedures;
 - (b) there is sufficient time for CAL to assess the documentation and the Graduate Student's request for Academic Accommodation;
 - (c) there is sufficient time for CAL, in consultation with the Graduate Student, the Instructor, the Graduate Adviser, the Faculty of Graduate Studies and others as appropriate to make

- decisions about reasonable Academic Accommodations and to communicate with the Faculty of Graduate Studies and the Academic Unit administering the program; and
- (d) the Academic Accommodation can be implemented in a timely manner.
18. Documentation should normally be no older than three years, except for some learning disability assessments.
19. Graduate Students who register with the CAL for the purpose of requesting Academic Accommodation must submit appropriate documentation of Disability that:
- (a) confirms the rationale for reasonable Academic Accommodation;
 - (b) is from a recognized medical professional with appropriate credentials; and
 - (c) should indicate:
 - i. the diagnosing professional's name, title, phone number, address, official stamp or letterhead and signature;
 - ii. the date of the assessment;
 - iii. a statement of the nature of the Disability including the impact of medication;
 - iv. an explanation of the functional impact of the Disability on the pursuit of a graduate education; and
 - v. advice about measures that the university might consider when developing and implementing an Academic Accommodation.
20. The university is not responsible for the assessment or diagnosis of a Graduate Student's Disability and does not cover costs related to documentation.
21. A diagnosis of Disability alone does not guarantee the provision of Academic Accommodation.
22. Services and accommodations experienced in other institutions or jurisdictions may differ from what is provided at the University of Victoria. The CAL will review submitted documentation with the Graduate Student to assess eligibility for reasonable Academic Accommodation.

Services Provided by the Centre for Accessible Learning

23. After a Graduate Student has registered with CAL and submitted appropriate documentation, the CAL will:
- (a) review the documentation of Disability;
 - (b) determine eligibility for Academic Accommodation and services on the basis of the documentation and, where the Graduate Student is eligible, determine the Academic Accommodation in consultation with the Graduate Student and the Graduate Advisor, and for more complex Academic Accommodation, determine the Academic Accommodation in consultation with the Graduate Student, the Graduate Advisor, the Instructor, and the Faculty of Graduate Studies;

- (c) provide information, advice, and support;
- (d) provide information about CAL's operational procedures;
- (e) provide information about grants and bursaries;
- (f) coordinate accessible learning materials and services;
- (g) provide referrals to other available resources; and
- (h) provide information for Instructors to guide implementation of Academic Accommodation (for example, exam workflows, blind/low vision processes).

REACHING ACADEMIC ACCOMMODATION

24. Implementing Academic Accommodation is a shared responsibility. It requires participation, co-operation, and communication among and between the Graduate Student with a Disability, the Graduate Advisor, and the Instructor, and where applicable, the Center for Accessible Learning, the Faculty of Graduate Studies, the Academic Supervisor and members of the Supervisory Committee, the Administrative Head of the academic Unit administering the program, the Learning and Teaching Support and Innovation center, and others. A collaborative working relationship between the people involved in each accommodation process is essential to meet the Graduate Student's need for Academic Accommodation.
25. The university strongly encourages early consultation and collaboration between the individuals involved in each accommodation process because it helps to ensure that:
- (a) accessibility considerations, Essential Requirements, and learning outcomes are reviewed and evaluated; and
 - (b) Academic Accommodation arrangements can be assessed and implemented in a timely and appropriate manner.
26. All Graduate Students requesting Academic Accommodations are required to:
- (a) meet the requirements of their degree and program within the established time lines set out in the Graduate Academic Calendar;
 - (b) acquire and/or demonstrate the requisite knowledge, skills, and abilities of their graduate degree and degree components, in order to successfully meet the Essential Requirements and the expectations of a graduate course; and
 - (c) participate fully in the process of determining and implementing an Academic Accommodation which may include:
 - i. seeking out the advice and assessment of the CAL, maintaining contact with the CAL as necessary, and meeting established timelines;
 - ii. actively engaging with their Instructor, the Graduate Advisor, their Academic Supervisor, the CAL staff, and others as necessary in their efforts to implement an Academic Accommodation for the Graduate Student;

- iii. identifying individual needs and providing sufficient detail to the CAL about their Disability and any impact on academic activities as a Graduate Student; and
 - iv. providing the necessary documentation of their Disability to CAL with sufficient notice to enable CAL to assess the information provided.
27. If a Graduate Student with a Disability does not cooperate or fully participate in the development and implementation of an Academic Accommodation, it may lead to:
- (a) an incomplete or insufficient Academic Accommodation;
 - (b) the university's inability to develop or implement an Academic Accommodation.
28. The nature of graduate courses and programs are varied and complex. A variety of Academic Accommodations may be available for Graduate Students with documented disabilities. Examples of Academic Accommodations that may be available to Graduate Students are included in Schedule 1 of these procedures.
29. In the event that any issues arise pertaining to the Graduate Student's ability, even if reasonably accommodated, to fulfill the Essential Requirements of a course, such issues should be discussed by the Graduate Student and/or the Academic Supervisor with the Dean of Graduate Studies (or designate).
30. The Dean of Graduate Studies (or designate) will review the Essential Requirements of the course and collaborate with the Graduate Student, the pertinent Academic Supervisor, and the CAL to determine what, if any, Academic Accommodations might be reasonable to enable the Graduate Student to meet the Essential Requirements.

Undue Hardship

31. Undue hardship is defined in the university's Academic Accommodation Policy (AC1205).
32. The university will provide Academic Accommodation to a Graduate Student with a Disability unless doing so will cause Undue Hardship to the university. In seeking to develop and implement an Academic Accommodation, the university is not required to continue to search for an Academic Accommodation once a reasonable Academic Accommodation has been identified.
33. In some circumstances, the nature and degree of a Graduate Student's Disability may mean that no reasonable Academic Accommodation would enable the Graduate Student to meet the documented Essential Requirements of a course. Where no reasonable Academic Accommodation can be provided, the university may deny the Academic Accommodation in order to maintain the academic integrity of a course.
34. A Graduate Student cannot be presumed to be incapable of meeting the Essential Requirements of a course unless reasonable efforts have been made to assess all reasonable Academic Accommodation options.

Confidential Consultation

35. Graduate Students who require Academic Accommodation are encouraged to consult with the CAL, the Graduate Advisor, the Associate Dean Faculty of Graduate Studies, or their Academic Supervisor.

36. At any point in the Academic Accommodation process, a Graduate Student may, as necessary, confidentially consult with the CAL, the Graduate Advisor, the Associate Dean Faculty of Graduate Studies, their Instructor, or their Academic Supervisor, about the need for reasonable and appropriate Academic Accommodation.
37. As necessary and with the Graduate Student's written consent, the Associate Dean Faculty of Graduate Studies may collaborate with the CAL and/or with the Dean (or designate) of the Academic Unit administering the program to review the student's need and to implement reasonable and appropriate Academic Accommodation arrangements in a timely manner.
38. At any point in the Academic Accommodation process, the Academic Supervisor may confidentially consult with the Associate Dean Faculty of Graduate Studies about reasonable and appropriate Academic Accommodation or related requirements.

RESOLVING DISAGREEMENTS

General

39. An Instructor has a duty to implement an Academic Accommodation for a Graduate Student with a Disability.
40. An Instructor who disagrees with the Academic Accommodation must contact CAL promptly and follow the processes set out below.
41. A Graduate Student whose Academic Accommodation is not being implemented in a timely way or a Graduate Student who disagrees with the Academic Accommodation should contact CAL promptly and follow the processes set out below.
42. A Graduate Student participating in a reconsideration or review process under these procedures may be accompanied by a Support Person.
43. A Graduate Student may appeal a decision of the Deputy Provost to the Senate Committee on Appeals in accordance with its Terms of Reference and Procedural Guidelines. The Senate Committee on Appeals' decision is final within the university.

Graduate Student Concerns about Implementation of the Academic Accommodation

44. A Graduate Student whose Academic Accommodation is not being implemented in a timely way should promptly contact CAL and the Office of the Dean of Graduate Studies to discuss concerns about implementation.
45. The Director and the Office of the Dean of Graduate Studies will take steps to resolve the matter informally, including discussion with the Instructor and the Graduate Advisor.
46. Where the issues surrounding the implementation of an Academic Accommodation have not been resolved informally, the Student may submit a written request to the Deputy Provost for formal review.
47. The Graduate Student's request for formal review by the Deputy Provost should include:
 - (a) the rationale for the review;

- (b) a summary of the issues related to implementation;
 - (c) the Academic Accommodation;
 - (d) any other relevant documentation in support of the request; and
 - (e) the requester's preferred outcome.
48. The Deputy Provost (or designate) will normally conduct the review within five (5) university business days of receiving the review request. The Deputy Provost will issue a decision in writing, with reasons.
49. Prior to conducting the review, the Deputy Provost will normally request and consider documentation from CAL, the Instructor, the Graduate Advisor, and the Faculty of Graduate Studies about the Academic Accommodation, the documented Essential Requirements and expected learning outcomes of the course, and a summary of the issues related to implementation.
50. The Deputy Provost may, at their discretion, meet with the individuals involved in the Academic Accommodation and its implementation, which may include but is not limited to the Graduate Student, CAL, the Instructor, the Graduate Advisor, and Faculty of Graduate Studies.
51. The Deputy Provost's review will be based on:
- (a) the Graduate Student's request for review and accompanying material;
 - (b) information received pursuant to sections 49 and 50, if any.
52. Prior to making a decision, the Deputy Provost may consult with the University's General Counsel (or designate).
53. The Deputy Provost's decision will be communicated in writing to the Graduate Student, the Director, the Instructor, the Graduate Advisor, the Administrative Head of the Unit administering the program, and the Faculty of Graduate Studies.
- Graduate Student Concerns about the Academic Accommodation**
54. A Graduate Student who believes the Academic Accommodation is unreasonable should notify the Associate Director of CAL to attempt to resolve the concern informally. The Associate Director may consult with the Graduate Advisor and the Associate Dean, Faculty of Graduate Studies.
55. If no resolution is reached under section 54, the Graduate Student may ask the Director to reconsider the Academic Accommodation. Normally reconsideration of the Academic Accommodation would only occur where there is new information, or information not previously fully considered by the CAL Advisor and/or the CAL Associate Director.
56. The purpose of the reconsideration is for the Director to decide whether the Academic Accommodation will be varied.
57. The Graduate Student's request for reconsideration by the Director should include:
- (a) the rationale for the request;
 - (b) the Academic Accommodation;

- (c) any other relevant documentation in support of the request; and
 - (d) the requester's preferred outcome.
58. Prior to conducting the reconsideration, the Director may request and consider information from the Instructor and/or the Administrative Head about the documented Essential Requirements and expected learning outcomes of the course. The Director may also consult with, and seek information from, the Graduate Advisor and the Faculty of Graduate Studies.
59. The Director will normally conduct the reconsideration within five (5) university business days of receiving the reconsideration request. The Director will issue a decision in writing, with reasons.
60. A Graduate Student may submit a written request to the Deputy Provost for formal review of the Director's reconsideration decision on the grounds of:
- (a) procedural error, meaning a procedural error of sufficient magnitude that it may reasonably be seen to have affected the fairness of the process or altered the outcome of the decision against the Graduate Student; or
 - (b) factual error of sufficient magnitude that it may reasonably be seen to have altered the outcome of the decision against the Graduate Student.
61. The Deputy Provost (or designate) will normally conduct the review within five (5) university business days of receiving the request for review. The Deputy Provost will issue a decision in writing, with reasons.
62. The Deputy Provost's review of the Director's reconsideration decision, which is limited to procedural or factual error, will be based on:
- (a) the Graduate Student's reconsideration request to the Director and accompanying material;
 - (b) information received by the Director pursuant to section 58, if any; and
 - (c) the Director's reconsideration decision and reasons.
63. Prior to making a decision, the Deputy Provost may consult with the University's General Counsel (or designate).
64. The Deputy Provost's decision will be communicated in writing to the Graduate Student and the Director and to others as necessary.

Academic Supervisor or Instructor Concerns about Essential Requirements and Undue Hardship

65. An Instructor who is concerned that the Academic Accommodation may compromise an Essential Requirement of a course, or that the Academic Accommodation constitutes Undue Hardship to the university, should promptly contact CAL to discuss the concern(s).
66. If the matter is not resolved, the Instructor should consult the Administrative Head (or designate) of the academic Unit administering the program to discuss the concern(s).

67. The Administrative Head of the academic Unit (or designate) must consult with the Associate Dean of Graduate Studies and CAL about the concerns to determine whether informal resolution is possible.
68. Failing informal resolution, the Dean of the Academic unit (or designate), after consulting with the Instructor and the Administrative Head, may submit a written request to the Deputy Provost for formal review. On review, the Deputy Provost will decide whether the Academic Accommodation:
 - (a) compromises an Essential Requirement of a course; and/or
 - (b) constitutes Undue Hardship.
69. The Dean's request for review by the Deputy Provost should include:
 - (a) the rationale for the request to review;
 - (b) the documented Essential Requirements and expected learning outcomes of the course;
 - (c) the Academic Accommodation and any other relevant documentation in support of the request;
 - (d) evidence and data to support a claim of Undue Hardship; and
 - (e) the requester's preferred outcome.
70. The Deputy Provost (or designate) will normally conduct the review within five (5) university business days of receiving the review request. The Deputy Provost will issue a decision in writing, with reasons.
71. Prior to conducting the review, the Deputy Provost will normally request and consider information from the CAL about the Graduate Student's current functional limitations and barriers and the Academic Accommodation, as well as alternative academic accommodations considered. The Deputy Provost may also consult with, and seek information from, the Dean of Graduate Studies (or designate).
72. The Deputy Provost's review will be based on:
 - (a) the Dean's request for review and accompanying material; and
 - (b) information received pursuant to section 71, if any.
73. Prior to making a decision, the Deputy Provost may consult with the University's General Counsel (or designate).
74. The Deputy Provost's decision will be communicated in writing to the Dean of the academic Unit, the Dean of Graduate Studies, the Administrative Head of the academic Unit, the Instructor, and the Director. The Deputy Provost's decision normally will be communicated to the Graduate Student only when that decision changes the Academic Accommodation.

INTERIM ACCOMMODATION

75. When a reconsideration or formal review or appeal is pending, the Director of the CAL, the Dean of Graduate Studies (or designate), and the Graduate Advisor shall review the Academic Accommodation to determine what aspects of the Academic Accommodation, if any, can be immediately implemented on an interim basis pending the completion of the reconsideration, formal review, or appeal process.

ACADEMIC CONCESSIONS, EXTENSIONS, AND LEAVES OF ABSENCE

76. A Graduate Student may request academic concession in accordance with the Graduate Calendar.

77. A Graduate Student who has a reason to request an extension can request it in accordance with the:

- (a) [Leaves of Absence and Withdrawal from Graduate Programs](#) section of the academic calendar;
- (b) [Leave of Absence with Permission](#) form;
- (c) [Request for Program Extension](#) form; and/or
- (d) [Request for Candidacy Extension](#) form.

RELEVANT LEGISLATION

- [Accessible British Columbia Act, SBC 2021, c 19 \(gov.bc.ca\)](#)
- [University Act, RSBC 1996, c.468](#)
- [Freedom of Information and Protection of Privacy Act, RSBC 1996, c 165](#)
- [Human Rights Code, RSBC 1996, c 210](#)

RELATED POLICIES AND DOCUMENTS

- Academic Accommodation Policy (AC1205)
- [Protection of Privacy Policy \(GV0235\)](#)
- [Records Management Policy \(IM7700\)](#)
- [Accessibility Plan - Accessibility Plan - UVic](#)

Relevant Faculty of Graduate Studies Policies and Forms

- [Leaves of Absence and Withdrawal from Graduate Programs](#)
- [Leave of Absence with Permission form](#);
- [Request for program extension](#) form; and/or
- [Request for candidacy extension](#) form.
- [Responsibilities in the Supervisory Relationship policy](#)

APPENDICES

- Schedule 1 – Examples of Academic Accommodations For Graduate Students



SCHEDULE 1 to AC1205 Graduate Procedures: Examples of Academic Accommodation for Graduate Students with Disabilities

Procedural Authority: Senate
Procedural Officer: Deputy Provost
Parent Policy: Academic Accommodation Policy (AC1205)

Effective Date: _____, 2024
Supersedes: _____
Last Editorial Change: _____

PURPOSE

1. The purpose of this document is to provide examples of Academic Accommodations that may be available to available to Graduate Students at the university.

EXAMPLES OF ACADEMIC ACCOMMODATION

2. The nature of graduate courses and programs at the university is varied and complex. A variety of Academic Accommodations may be available for supporting Graduate Students with Disabilities.
3. The following examples of Academic Accommodation are intended to help clarify the type of accommodation that may be available at the university for Graduate Students. This is not intended to be an exhaustive list as each Academic Accommodation decision is based on assessment of pertinent documentation and a Graduate Student's individual circumstances.
4. Examples of Academic Accommodations that may be available for supporting Graduate Students with Disabilities include the following:

Course and Exam Accommodations

- 4.1. Course-based Academic Accommodations for students enable access to essential course content and activities. The need to access lectures, labs, written assignments, fieldwork, class discussions and technology may require reasonable accommodations such as notetakers, sign language interpreters, preferential seating, more flexible attendance requirements, assignment substitutions, classes in accessible locations and adaptive technology. Some Graduate Students may require a range of accommodations for various activities in order to meet learning outcomes.

Graduate Students who are required to write tests and exams may need adjustments to time, the use of technology, a substitute method of assessment (such as a paper or short-answer exam instead of a multiple choice exam), and/or to write in a distraction-reduced environment.

Thesis Preparation

- 4.2. Academic Accommodations surrounding thesis-preparation deadlines are determined on a case-by-case basis in accordance with Faculty of Graduate Studies guidelines.

Candidacy

- 4.3. Academic Accommodations surrounding candidacy deadlines are determined on a case-by-case basis in accordance with Faculty of Graduate Studies guidelines.
- 4.4. Academic Accommodations for Graduate Students defending a thesis may include, but are not limited to: room selection, additional time to complete the defense in accordance with the established time limits as set out in the [Graduate Academic Calendar](#).

Academic Accommodations that Require Additional Time to Implement

5. Examples of Academic Accommodations that require advanced planning and early registration include but are not limited to:
 - a. Course or research materials in alternative formats;
 - b. Sign language interpreting or transcribing; and
 - c. Substantial modifications to a physical environment.