

Academic Accommodation and Access for Students with Disabilities

University Policy

No.:

AC1205

Classification: Academic and Students

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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 or program. 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 or program. Academic Accommodation is individualized for a particular Student and may include but are 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 Concession” See [Request for academic concession - University of Victoria \(uvic.ca\)](https://www.uvic.ca/academic-concessions/) [*Please note: the wording of this section and section 3.4 will be revised in consultation with the Senate Committee on Academic Standards to distinguish between academic accommodation under Policy AC1205 and academic concessions.*]

“Accessible” means the degree to which university environments, facilities, procedures, and teaching and learning materials are usable by people, with or without adaptation or special design. Many barriers in the environment – physical, architectural, technological, attitudinal – hinder a person’s full and equal participation in society.

“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, sensory, psychiatric, or learning impairment that hinders the person’s full participation in the university’s academic activities on an equal basis with others. The social model of disability locates impairment not within the individual but within the physical, social, and attitudinal barriers that exist in society.

“Essential Requirement” means the core and indispensable knowledge, skills, and abilities of a course or program that every Student must acquire and demonstrate (with or without Academic Accommodation) to successfully complete the course or program. The Essential Requirements are established by applying the factors set out in the procedures.

“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 degree, graduate degree, or 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, accessible, and welcoming learning environment by reducing or eliminating barriers for Students with Disabilities.
- 1.3 The university recognizes and affirms its duty to accommodate Students with Disabilities. The university will provide reasonable Academic Accommodation to them in a manner that is consistent with its educational mandate, academic principles, and legal obligations.
- 1.4 Developing and implementing a plan for reasonable Academic Accommodation is a shared responsibility. It requires participation, co-operation, and communication among and between the Centre for Accessible Learning, the Instructor, the Administrative Head of the academic unit, the Student with a Disability and, where applicable, 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.

2. Purpose

- 2.1 This policy sets out the university's framework for addressing Academic Accommodation for Students with Disabilities.

SCOPE

3. Jurisdiction of the Policy

- 3.1 This policy applies to Students with Disabilities who are seeking Academic Accommodation. This policy also applies to all university employees who share responsibility to accommodate Students with Disabilities.
- 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 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 - [Request for academic concession - University of Victoria \(uvic.ca\)](#)]

RESPONSIBILITIES

4. The University's Responsibilities

- 4.1 The university has a responsibility to:
 - 4.1.1 Take steps towards making its programs and courses more accessible to qualified Students with Disabilities by mitigating barriers;
 - 4.1.2 Offer information, advice, guidance, and support to Students with Disabilities about the Academic Accommodation process;
 - 4.1.3 Provide reasonable Academic Accommodation to Students with Disabilities to the point of undue hardship, in a manner that is consistent with the university's educational mandate, academic principles, and legal obligations.
 - 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 technologies to ensure standards of accessibility; and
 - (c) offer guidance and support for Instructors in implementing Academic Accommodations

B. Through the Centre for Accessible Learning

- (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 develop a plan for 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 plan to the Student and to the Instructor 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 plan is not being implemented in a timely way.

4.1.5 The university will also, 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. *[Please note: section 4.1.5 is under discussion.]*

5. Responsibilities of Students

5.1 All Students are responsible for:

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

5.2 A Student with a Disability who is seeking Academic Accommodation is expected to and is responsible for contacting the Centre for Accessible Learning (“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 developing a plan for 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 adequate documentation of their disabilities to CAL with sufficient notice to enable CAL to assess the information provided, to develop a plan for reasonable Academic Accommodation, and to communicate the plan;
 - (c) actively engaging with CAL, Instructors, and others as necessary to explore options and to develop a plan for 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 plan for Academic Accommodation;
 - (f) notifying CAL in the event their Academic Accommodation plan 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 Field Education or Practicum Coordinator 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, communicate the Essential Requirements of the course to their Administrative Head, or to CAL, in writing;
- (c) work in co-operation with CAL and the Student, and with guidance from the LTSI as needed, to implement the Academic Accommodation plan;
- (d) notify CAL immediately if the Academic Accommodation plan cannot be implemented.

- 6.2 Instructors are expected and encouraged to create inclusive, supportive, and accessible learning environments through course design, instructional strategies, and course assessment and are encouraged to seek advice, guidance, and support from LTSI and from CAL.

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 or program;
- (b) communicates the Essential Requirements to the Student and to CAL in a timely way, when requested;
- (c) supports the Student and the Instructor to implement the Academic Accommodation plan;
- (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 ("LTSI") 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 ("CAL")

- 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 to those implementing the Academic Accommodation plan.

10. Responsibilities of Practicum Coordinators

- 10.1 The Field Education or Practicum Coordinator 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 plan must contact CAL promptly and follow the process for resolving disagreements as set out in the procedures.

Students

- 11.2 A Student whose Academic Accommodation plan 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 plan 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.

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 Policy

- 13.1 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.
- 13.2 In any event, the university will review this policy at least once every three 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: Associate Vice-President Student Affairs

RELEVANT LEGISLATION

[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 \(uvic.ca\)\]](#)

DRAFT

APPENDIX A

Procedures for Academic Accommodation and Access for Undergraduate Students with Disabilities

Procedural Authority: Senate

Procedural Officer: Associate Vice President Student Affairs

Parent Policy: Academic Accommodation and Access for Students with Disabilities

Effective Date: September 2011

Supersedes: New

Last Editorial Change: January 2018

DISCUSSION DRAFT – March 8, 2022

PURPOSE

1. These procedures establish the processes for implementing the university's Academic Accommodation and Access for Students with Disabilities 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.

3.1 These procedures do not apply to Graduate Students.

3.2 These procedures do not apply to Non-Credit learners.

3.3 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 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.

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 AND PROGRAM REQUIREMENTS

6. Identifying the Essential Requirements of a course or program is a critical step in determining appropriate Academic Accommodation.
7. Essential Requirements are "the core and indispensable knowledge, skills and abilities of a course or program that every student must acquire and demonstrate (with or without Academic Accommodation) to successfully complete the course or program."
8. Instructors and Administrative Heads are responsible for identifying the Essential Requirements of a course or program (see Policy AC1205, sections 6.1 and 7.1). The Program and course objectives and expected learning outcomes should be included 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.
9. To be an Essential Requirement, the knowledge, skill, or component must be:
 - (a) rationally connected to the Student's ability to successfully complete the course or program;
 - (b) included in good faith, in the belief that it was necessary for the fulfilment of the objectives of that course or program; and

- (c) reasonably necessary for the Student to successfully complete the course or program.
10. Disagreements about Essential Requirements must follow the procedures for resolving disagreements, as set out below.

REGISTRATION WITH THE CENTER 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 implementation of accommodations.
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 or implementation of any necessary Academic Accommodation.
14. Students who request Academic Accommodations or services from the CAL are required to provide appropriate documentation as set out in section 19 to 21 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 plan and to communicate with the Instructor and/or the academic Unit administering the course or program; and
- (d) the Academic Accommodation plan 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 Accommodations 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 plan.
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 and the provision of Academic Accommodation is not a guarantee of academic success.
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 documentation of Disability;
 - (b) determine eligibility for Academic Accommodation and services on the basis of the documentation and in collaboration with the student, 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 registration deadline to receive accommodation for Winter Term 1 is October 31st.
- The registration deadline to receive accommodation for Winter Term 2 is February 28th.

These deadlines are the latest date for a Student to submit their CAL registration (with all required documents) to receive accommodations for the specified term.

Early Registration

28. To avoid registration delays and to have Academic Accommodation plan 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.

Change in Disability Status: Recent diagnosis or Change in Diagnosis

29. Students who have recent diagnoses or require a change in their Academic Accommodation plan may request Accommodations after the deadlines. These Students should contact CAL immediately to explain their situation.

REACHING ACADEMIC ACCOMMODATION

30. Developing and implementing a plan for reasonable Academic Accommodation is a shared responsibility. It requires participation, co-operation, and communication among and between the Centre for Accessible Learning, the Instructor, the Administrative Head of the academic unit, the Student with a Disability and, where applicable, 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 will provide reasonable Academic Accommodation to a Student with a Disability unless doing so will cause an Undue Hardship to the university. However, in seeking to develop and implement an Academic Accommodation plan, the university is not required to continue to search for an Academic Accommodation once a reasonable Academic Accommodation plan has been identified. Undue hardship is defined in the university's Academic Accommodation and Access for Students with Disabilities policy (AC1205).
- 31.1 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 or program. Where no reasonable Academic Accommodation can be provided, the university may deny an Academic Accommodation(s) in order to maintain the academic integrity of a course or program. A Student cannot be presumed to be incapable of meeting the Essential Requirements of a

course or program unless reasonable efforts have been made to assess all reasonable Academic Accommodation options.

32. 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.
33. Disagreements about Essential Requirements must follow the procedures for resolving disagreements, as set out below.

Student Participation in the Academic Accommodation Process

34. All Students requesting Academic Accommodation must participate in the process for developing an Academic Accommodation plan.
35. 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 course or program;
 - (b) participate fully in the process of developing a reasonable Academic Accommodation plan 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 plan 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.
36. 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 plan;
 - (b) the university's inability to develop or implement an appropriate Academic Accommodation plan.

RESOLVING DISAGREEMENTS

General

37. An Instructor who has been notified of an Academic Accommodation plan for a Student with a Disability in their course or program has a duty to implement the plan.
38. An Instructor who disagrees with the Academic Accommodation plan must contact CAL promptly and follow the processes set out below.
39. A Student whose Academic Accommodation plan is not being implemented in a timely way in a course or lab or who disagrees with the Academic Accommodation plan should contact CAL promptly and follow the processes set out below.
40. A Student participating in a reconsideration or review process under these procedures may be accompanied by a Support Person.
41. A Student may appeal a decision of the Vice-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 Plan

42. A student whose Academic Accommodation plan is not being implemented in a timely way in a course or lab should contact CAL.
43. CAL will guide the Student and, where necessary, will discuss the Academic Accommodation plan and implementation with the Instructor and/or the Administrative Head, Dean (or designate).
44. If the issues surrounding the implementation of an Academic Accommodation plan have not been resolved informally, the Student may submit a request to the Vice-Provost for formal review.
45. The Student's request for formal review by the Vice-Provost should include:
 - (a) the rationale for the review;
 - (b) a summary of the issues related to implementation;
 - (c) the Academic Accommodation plan;
 - (d) any other relevant documentation in support of the request; and
 - (e) the requester's preferred outcome.

46. The Vice-Provost (or designate) will normally conduct the review within five (5) university business days of receiving the review request. The Vice-Provost will issue a decision in writing, with reasons.
47. Prior to conducting the review, the Vice-Provost may request and consider documentation from CAL and from the Instructor(s) and/or Administrative Head about the Academic Accommodation plan, the documented Essential Requirements and expected learning outcomes of the course or program, and a summary of the issues related to implementation.
48. The Vice-Provost may, at their discretion, meet with the individuals involved in the Academic Accommodation plan and its implementation, including but not limited to the Student, CAL, the Instructor, and the Administrative Head of the academic Unit administering the course or program.
49. Prior to making a decision, the Vice-Provost may consult with the University's General Counsel (or designate).
50. The Vice-Provost's decision will be communicated to the Student, the Director, the Instructor, and the Administrative Head.

Student Concerns about the Academic Accommodation Plan

51. A Student who believes the Academic Accommodation plan is unreasonable should notify the Associate Director of CAL to attempt to resolve the concern informally.
52. If no resolution is reached under section 51, the Student may ask the Director to reconsider the Academic Accommodation plan. Normally reconsideration of the plan would only occur where there is new information, or information not previously fully considered by the CAL advisor and/or the CAL Associate Director.
53. The purpose of the reconsideration is for the Director to decide whether the Academic Accommodation plan will be varied.
54. The Student's request for reconsideration by the Director should include:
 - (a) the rationale for the request;
 - (b) the Academic Accommodation Plan
 - (c) any other relevant documentation in support of the request; and
 - (d) the requester's preferred outcome.
55. 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 or program.

56. 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.
57. A Student may submit a request to the Vice-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.
58. The Vice-Provost (or designate) will normally conduct the review within five (5) university business days of receiving the request for review. The Vice-Provost will issue a decision in writing, with reasons.
59. The Vice-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 55, if any; and
 - (c) the Director's reconsideration decision and reasons.
60. Prior to making a decision, the Vice-Provost may consult with the University's General Counsel (or designate).
61. The Vice-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

62. An Instructor who is concerned that the Academic Accommodation plan may compromise an Essential Requirement of a course or program, or that the Academic Accommodation plan constitutes Undue Hardship to the university, will contact CAL promptly to attempt to resolve the concern informally.
63. If no resolution is reached under section 62, 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.
64. If no resolution is reached under section 63, 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.

65. Failing informal resolution, the Dean (after consulting with the Instructor and the Administrative Head) may submit a written request to the Vice-Provost for formal review. On review, the Vice-Provost will decide whether the plan for Academic Accommodation:
- (a) compromises an Essential Requirement of a course or program; and/or
 - (b) constitutes Undue Hardship.
66. The Dean's request for review by the Vice-Provost should include:
- (a) the rationale for the request to review;
 - (b) the documented Essential Requirements and expected learning outcomes of the course or program;
 - (c) the Academic Accommodation plan 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.
67. The Vice-Provost will normally conduct the review within five (5) university business days of receiving the review request. The Vice-Provost will issue a decision in writing, with reasons.
68. Prior to conducting the review, the Vice-Provost may request and consider information from the CAL about the Student's current functional limitations and barriers and the Academic Accommodation plan, as well as alternative academic accommodations considered.
69. The Vice-Provost's review will be based on:
- (a) the Dean's request for review and accompanying material; and
 - (b) information received pursuant to section 67.
70. Prior to making a decision, the Vice-Provost may consult with the University's General Counsel (or designate).
71. The Vice-Provost's decision will be communicated to the Dean, the Administrative Head, the Instructor, and the Director of CAL. The Vice-Provost's decision normally will be communicated to the Student only when that decision changes the Academic Accommodation plan.

Interim Accommodation Pending Resolution of a Disagreement

72. When a reconsideration, formal review or appeal is pending, the CAL and the Instructor(s) shall assess the Academic Accommodation plan to determine what aspects of the plan, 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

73. 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 Program's Field Education or Practicum Coordinator ("Coordinator") that accommodation may be required. Advance notice of the Student's potential need for accommodation provides an opportunity for the Coordinator 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 Field Education or Practicum Coordinators

74. The Field Education or Practicum Coordinator 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 Coordinator will normally only make this determination after consulting with the Student and with the field education/practicum placement agency. The Coordinator may choose to consult with others, including the Centre for Accessible Learning and relevant faculty members.

CO-OPERATIVE EDUCATION WORK TERM PLACEMENTS

75. 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.
76. 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.
77. Where suitable workplace accommodation cannot be established, a different Co-op Work Term Placement may be required.

REQUESTS FOR REDUCED COURSE LOADS

78. Students with disabilities who have reasons to take a reduced course load may request approval of the reduced course load. A reduced course load accommodation is defined as at least 3 units of credit in each term (e.g., two 1.5 credit courses per term, excluding duplicate and/or mutually exclusive course work). CAL registered students may be eligible to participate in university programming that requires full-time status (e.g., scholarships and awards, residence, work study, etc.) while taking a reduced course load.

RELATED DOCUMENTS

[Academic Accommodation and Access for Students with Disabilities](#) policy (AC1205)

[Protection of Privacy](#) policy (GV)

[Records Management](#)

Schedule 1 – Examples of Academic Accommodation

Schedule 2 – Documentation

RELEVANT LEGISLATION

University Act

Freedom of Information and Protection of Privacy Act

Human Rights Code

DRAFT

SCHEDULE 1 to AC1205 Undergraduate Procedures:
EXAMPLES OF ACADEMIC ACCOMMODATIONS
THAT MAY BE AVAILABLE TO STUDENTS

Procedural Authority: Vice-President Academic and Provost
Procedural Officer: Associate Vice-President Student Affairs
Parent Policy: Academic Accommodation and Access for Students with Disabilities (AC1205)

Effective Date: TBA
Supersedes: TBA
Last Editorial Change:

PURPOSE

- 1.0 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.
- 2.0 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 or program. Academic Accommodations are individualized for a particular Student and may include, but is not limited to:
- 2.01 The provision of alternative formats and methods of communication;
 - 2.02 The use of adaptive technology;
 - 2.03 An adaptation of the course assessment and/or the mode of delivery of a course assessment.
- 3.0 The following examples are intended to help clarify the types of accommodations that may be available. This is not intended as a check-list; nor is it intended as an exhaustive list. Each Academic Accommodation decision is based on assessment of relevant documentation and the Student's individual circumstances.

Examples: Course based Academic Accommodation

- 4.0 Examples of course-based Academic Accommodations may include, but are not limited to:
- 4.01 Sign language interpreting or in-class transcription;
 - 4.02 Assignment substitution (e.g., substituting an oral for a written

- report)
- 4.03 Overheads or note-taking assistance;
- 4.04 Copies of instructor's notes (as appropriate);
- 4.05 Additional time to complete in-class assignments;
- 4.06 Transcriptions of course material to alternate formats;
- 4.07 Permission to audio-record lectures;
- 4.08 The use of FM systems;
- 4.09 Wheelchair accessible tables and computer workstations; and/or;
- 4.10 Preferred seating.

Examples: Exam-based Academic Accommodation

5.0 **Examples of exam-based** Academic Accommodations may include, but are not limited to:

- 5.01 Additional time to complete exams;
- 5.02 Provision of a distraction-reduced environment;
- 5.03 Exams in **alternative** format;
- 5.04 Exam questions read aloud with computer software;
- 5.05 Voice recognition software;
- 5.06 Large print exams or magnification with CCTV;
- 5.07 Use of a word processor, spell check or grammar check;
- 5.08 Calculator and/or formula sheet; and/or
- 5.09 **Sign** language interpreting.

Examples: Academic Accommodation that Requires Significant Advance Notice

6.0 **Examples of** Academic Accommodations that require significant advance planning and early course registration include but are not limited to:

- 6.01 Texts and course packs in alternative formats;
- 6.02 Sign language interpreting **or in class transcription;**
- 6.03 Substantial modifications to classroom furniture; and
- 6.04 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: Associate Vice President Student
Affairs

Parent Policy: Academic Accommodation and Access for
Students with Disabilities

Effective Date: September 2011

Supersedes: New

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 provide 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 accommodations provided in another setting are not binding on the University of Victoria, they may provide insight in 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 and Access for Graduate Students with Disabilities

Procedural Authority: Senate
Procedural Officer: Associate Vice President Student Affairs
Parent Policy: Academic Accommodation and Access for Students with Disabilities

Effective Date: September 2011
Supersedes: New
Last Editorial Change: January 2018

Discussion Draft: March 8, 2022

PURPOSE

- 1.0 These procedures establish the process for implementing the university's Academic Accommodation and Access for Students with Disabilities Policy (AC1205) ("the Policy") for Graduate Students.

DEFINITIONS

- 2.0 The definitions in the Policy, with the exception of the definition of Student, apply to these procedures.
- 3.0 For the purposes of these procedures:

Graduate Student means a student who is registered in an existing graduate program at the university.

Graduate Supervisor (or Co-Supervisor) means a member of the Faculty of Graduate Studies who has the responsibility of supervising a Graduate Student.

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

SCOPE

- 4.0 These procedures apply to a Graduate Student with 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.

- 5.0 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 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 Graduate Supervisor in advance of the work term placement.
- (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

- 6.0 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 AND PROGRAM REQUIREMENTS

- 7.0 Identifying the Essential Requirements of a course or program is a critical step in determining appropriate Academic Accommodation.
- 8.0 Essential Requirements are "the core and indispensable knowledge, skills and abilities of a course or program that every student must acquire and demonstrate (with or without Academic Accommodation) to successfully complete the course or program."
- 9.0 To be an Essential Requirement, the knowledge, skill, or component must be:
- (a) rationaly connected to the Student's ability to successfully complete the course or program;
- (b) included in good faith, in the belief that it was necessary for the fulfilment of the objectives of that course or program; and
- (c) reasonably necessary for the Student to successfully complete the course or program.

- 10.0 Ordinarily, Instructors and Administrative Heads are responsible for identifying the Essential Requirements of a course or program (see Policy AC1205, sections 6.1 and 7.1). The Program and course objectives and learning outcomes should be included in this process.
- 11.0 The university's thesis/project based Master's program and PhD dissertation courses (599 and 699) are unique. Identifying the Essential Requirements for a thesis or dissertation requires clear communication between, and the involvement of, the Graduate Supervisor and the Graduate Student, and may in some instances also include the Chair, Graduate Advisor and/or Dean of the academic Unit administering the program, and the Dean of the Faculty of Graduate Studies (or designate). Academic accommodation in relation to a thesis or dissertation must be consistent with the university's Graduate Calendar and the Faculty of Graduate Studies guidelines

REGISTRATION WITH THE CENTER FOR ACCESSIBLE LEARNING

- 12.0 Graduate Students seeking Academic Accommodation are encouraged to register with CAL as soon as possible to avoid a delay in implementation of accommodations.
- 13.0 Graduate Students newly admitted to the university should contact the CAL upon their admission and register with CAL.
- 14.0 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 or implementation of any necessary Academic Accommodation.

Documentation of Disability

- 15.0 A Graduate Student who requests Academic Accommodations or services from the CAL is required to provide appropriate documentation as set out in section 17 and 18 of these procedures.
- 16.0 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 17 and 18 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 to make decisions about the Academic Accommodations and communicate with the Faculty of Graduate Studies or the Academic Unit administering the program; and

(d) the Academic Accommodation plan can be implemented in a timely manner.

17.0 Documentation should normally be no older than three years, except for some learning disability assessments.

18.0 Graduate Students who register with the CAL for the purpose of requesting Academic Accommodations must submit appropriate documentation of Disability that:

(a) confirms the rationale for reasonable Academic Accommodations;

(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.

19.0 The university is not responsible for the assessment or diagnosis of a Graduate Student's Disability and does not cover costs related to documentation.

20.0 A diagnosis of Disability alone does not guarantee the provision of Academic Accommodation and the provision of Academic Accommodation is not a guarantee of academic success.

21.0 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 in to assess eligibility for reasonable Academic Accommodations.

Services provided by the Centre for Accessible Learning

22.0 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 in collaboration with the Graduate Student, 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).

REACHING ACADEMIC ACCOMMODATION

- 23.0 Developing and implementing a plan for reasonable Academic Accommodation is a shared responsibility. It requires participation, co-operation, and communication among and between the Centre for Accessible Learning, the Instructor and/or Graduate Supervisor, the Administrative Head of the academic Unit administering the program, the Graduate Student with a Disability the Faculty of Graduate Studies and, where applicable, 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.
- 24.0 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.
- 25.0 The provision of an Academic Accommodation provides a Graduate Student with a Disability an alternative means of meeting the Essential Requirements of a course or program. Fulfilling essential course or program requirements within the established time limits as set out in the Graduate Academic Calendar remains the Graduate Student's responsibility.
- 26.0 The university will provide an Academic Accommodation to a Graduate Student with a Disability unless doing so will cause an Undue Hardship to the

university. However, 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. Undue hardship is defined in the university's Academic Accommodation and Access for Students with Disabilities policy (AC1205).

25.1 In some circumstances, the nature and degree of a Graduate Student's Disability may mean that no reasonable Academic Accommodations would enable the Graduate Student to meet the documented Essential Requirements of a course or program. Where no reasonable Academic Accommodation can be provided, the university may deny an Academic Accommodation(s) in order to maintain the academic integrity of a course or program. A Graduate Student cannot be presumed to be incapable of meeting the Essential Requirements of a course or program unless reasonable efforts have been made to assess all reasonable Academic Accommodation options.

27.0 All Graduate Students requesting Academic Accommodations are required to:

- a. meet the degree requirements of their program;
- 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 or program; and
- c. participate fully in the process of developing a reasonable Academic Accommodation plan 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 Graduate Supervisor, Instructors and others as necessary in their efforts to develop and implement a reasonable Academic Accommodation plan for the Graduate Student; and
 - iii. identifying individual needs and providing sufficient detail to the CAL about the Disability and any impact on academic activities as a Graduate Student.

28.0 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 plan

- b. the university's inability to develop or implement an appropriate Academic Accommodation plan.
- 29.0 The university strongly encourages early consultation and collaboration between the Graduate Student, the Graduate Supervisor and/or Instructor, the Faculty of Graduate Studies, the CAL, and the LTSI (where appropriate). Early consultation and collaboration helps to ensure that:
- a. accessibility considerations and learning outcomes are reviewed and evaluated; and
 - b. Academic Accommodation arrangements can be assessed and implemented in a timely and appropriate manner.
- 30.0 At any point in the Academic Accommodation process, the Graduate Student may, as necessary, confidentially consult with the CAL, the Faculty of Graduate Studies, the Graduate Supervisor, and others on reasonable and appropriate Academic Accommodations.
- 31.0 As necessary and with the Graduate Student's written consent, the Faculty of Graduate Studies may collaborate with the CAL and/or the Dean (or designate) of the Academic Unit administering the program in order to review and implement Academic Accommodation arrangements in a timely manner.
- 32.0 At any point in the Academic Accommodation process, the Graduate Supervisor may confidentially consult with the Faculty of Graduate Studies on reasonable and appropriate Academic Accommodations or requirements.
- 33.0 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 program, such issues should be discussed by the Graduate Student and/or the Graduate Supervisor with the Dean of Graduate Studies (or designate).
- 34.0 The Dean of Graduate Studies (or designate) will review the Essential Requirements of the course or program and collaborate with the Graduate Student, the pertinent Graduate Supervisor, and the CAL to determine what, if any, Academic Accommodations might be reasonable to enable the Graduate Student to meet the Essential Requirements.

RESOLVING DISAGREEMENTS

General

- 35.0 A Graduate Supervisor or Instructor who has been notified of an Academic Accommodation Plan for a Graduate Student with a Disability has a duty to implement the plan.
- 36.0 A Graduate Supervisor or Instructor who disagrees with the CAL's Academic

Accommodation plan must contact CAL promptly and follow the processes set out below.

- 37.0 A Graduate Student whose Academic Accommodation plan is not being implemented in a timely way or a Graduate Student who disagrees with the Academic Accommodation plan should contact CAL promptly and follow the processes set out below.
- 38.0 A Graduate Student participating in a reconsideration or review process under these procedures may be accompanied by a Support Person.
- 39.0 A Graduate Student may appeal a decision of the Vice-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 Plan

- 40.0 A Graduate Student whose Academic Accommodation plan is not being implemented in a timely way should promptly contact CAL and the Dean of Graduate Studies (or designate) to discuss concerns about implementation.
- 41.0 The Director and the Dean of Graduate Studies (or designate) will take steps to resolve the matter informally, including discussion with the Graduate Supervisor (or Instructor) and the Administrative Head of the academic Unit administering the course or program.
- 42.0 Where the issues surrounding the implementation of an Academic Accommodation plan have not been resolved informally, the Student may submit a written request to the Vice-Provost for formal review.
- 43.0 The Graduate Student's request for formal review by the Vice-Provost should include:
- (a) the rationale for the review;
 - (b) a summary of the issues related to implementation;
 - (c) the Academic Accommodation plan;
 - (d) any other relevant documentation in support of the request; and
 - (e) the requester's preferred outcome.
- 44.0 The Vice-Provost (or designate) will normally conduct the review within five (5) university business days of receiving the review request. The Vice-Provost will issue a decision in writing, with reasons.

- 45.0 Prior to conducting the review, the Vice-Provost may request and consider documentation from CAL, and from the Graduate Supervisor (or Instructor), Administrative Head or Dean of the Academic Unit administering the program about the Academic Accommodation plan, the documented Essential Requirements and expected learning outcomes of the course or program, and a summary of the issues related to implementation.
- 46.0 The Vice-Provost may, at their discretion, meet with the individuals involved in the Academic Accommodation plan and its implementation, including but not limited to the Graduate Student, CAL, the Graduate Supervisor or Instructor, and the Administrative Head or Dean of the academic Unit administering the program.
- 47.0 Prior to making a decision, the Vice-Provost may consult with the University's General Counsel (or designate).
- 48.0 The Vice-Provost's decision will be communicated in writing to the Graduate Student, the Director, the Graduate Supervisor (or Instructor), and the Administrative Head or Dean of the Academic Unit administering the program.

Graduate Student Concerns about the Academic Accommodation Plan

- 49.0 A Graduate Student who believes the Academic Accommodation plan is unreasonable should notify the Associate Director of CAL to attempt to resolve the concern informally. The Associate Director may consult with the Dean of Graduate Studies (or designate).
- 50.0 If no resolution is reached under section 50, the Graduate Student may ask the Director to reconsider the Academic Accommodation plan. Normally reconsideration of the plan would only occur where there is new information, or information not previously fully considered by the CAL Advisor and/or the CAL Associate Director.
- 51.0 The purpose of the reconsideration is for the Director to decide whether the Academic Accommodation plan will be varied.
- 52.0 The Graduate Student's request for reconsideration by the Director should include:
- (a) the rationale for the request;
 - (b) the Academic Accommodation Plan;
 - (c) any other relevant documentation in support of the request; and
 - (d) the requester's preferred outcome.
- 53.0 Prior to conducting the reconsideration, the Director may request and consider information from the Graduate Supervisor (or Instructor) and/or the Administrative Head of the academic Unit administering the program about the documented Essential Requirements and expected learning outcomes of the course or program. The Director may also consult with, and seek information from, the Dean of Graduate Studies (or designate).

- 54.0 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.
- 55.0 A Graduate Student may submit a written request to the Vice-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.
- 56.0 The Vice-Provost (or designate) will normally conduct the review within five (5) university business days of receiving the request for review. The Vice-Provost will issue a decision in writing, with reasons.
- 57.0 The Vice-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 54, if any; and
 - (c) the Director's reconsideration decision and reasons.
- 58.0 Prior to making a decision, the Vice-Provost may consult with the University's General Counsel (or designate).
- 59.0 The Vice-Provost's decision will be communicated in writing to the Graduate Student and the Director and to others as necessary.

Graduate Supervisor or Instructor Concerns about Essential Requirements and Undue Hardship

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

- 62.0 The Administrative Head (or designate) should consult with the Dean of the Academic Unit and **must** consult with the Dean Graduate Studies (or designate) and CAL about the concerns to determine whether informal resolution is possible.
- 63.0 Failing informal resolution, the Dean (or designate) of the Academic Unit (after consulting with the Graduate Supervisor and the Administrative Head) may submit a written request to the Vice-Provost for formal review. On review, the Vice-Provost will decide whether the plan for Academic Accommodation:
- (a) compromises an Essential Requirement of a course or program; and/or
 - (b) constitutes Undue Hardship.
- 64.0 The Dean's request for review by the Vice-Provost should include:
- (a) the rationale for the request to review;
 - (b) the documented Essential Requirements and expected learning outcomes of the course or program;
 - (c) the Academic Accommodation plan 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.
- 65.0 The Vice-Provost (or designate) will normally conduct the review within five (5) university business days of receiving the review request. The Vice-Provost will issue a decision in writing, with reasons.
- 66.0 Prior to conducting the review, the Vice-Provost may request and consider information from the CAL about the Graduate Student's current functional limitations and barriers and the Academic Accommodation plan, as well as alternative academic accommodations considered. The Vice-Provost may also consult with, and seek information from, the Dean of Graduate Studies (or designate).
- 67.0 The Vice-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.
- 68.0 Prior to making a decision, the Vice-Provost may consult with the University's General Counsel (or designate).

- 69.0 [The Vice-Provost's decision will be communicated in writing to the Dean of the academic Unit, the Dean of Graduate Studies, the Administrative Head, the Graduate Supervisor \(or Instructor\), and the Director of CAL. The Vice-Provost's decision normally will be communicated to the Graduate Student only when that decision changes the Academic Accommodation plan.](#)

INTERIM ACCOMMODATION

- 70.0 [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 Supervisor shall review the Academic Accommodation plan to determine what aspects of the plan, 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

- 71.0 [A Graduate Student](#) may request academic concession in accordance with the Graduate Calendar.
- 72.0 [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

University Act

Freedom of Information and Protection of Privacy Act

Human Rights Code

RELATED POLICIES AND DOCUMENTS

[Academic Accommodation and Access for Students with Disabilities policy \(AC1205\)](#)

[Protection of Privacy policy \(GV0235\)](#)

[Records Management policy \(IM7700\)](#)

[Employment Accommodation policy \(HR6115\)](#)

[University of Victoria Graduate Studies Academic Calendar](#)

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

Appendix A1 – Examples of Academic Accommodations For Graduate Students



SCHEDULE '1' - **EXAMPLES** OF ACADEMIC
ACCOMMODATIONS FOR GRADUATE
STUDENTS

Procedural Authority: Vice-President Academic and Provost
Procedural Officer: Dean of Graduate Studies and Associate Vice-
President Student Affairs
Parent Policy: Academic Accommodation and Access for Students with
Disabilities (AC1205)

Effective Date: TBD
Supersedes: New
Last Editorial Change:

PURPOSE

- 1.0 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

- 2.0 **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.
- 3.0 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.
- 4.0 Examples of Academic Accommodations that may be available for supporting Graduate Students with Disabilities include the following:

Course and Exam Accommodations

- 4.01 **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

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

Candidacy

- 4.03 **Academic** Accommodations surrounding candidacy deadlines are determined on a case-by-case basis in accordance with Faculty of Graduate Studies guidelines.

Thesis Defence

- 4.04 **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

- 5.00 **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.