



<b>Category:</b>	<b>Student Services and Support</b>
<b>Approved By:</b>	<b>Board of Governors</b>
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<b>Policy Sponsor:</b>	<b>Provost and Vice President Academic</b>
<b>Policy Administrator:</b>	<b>Dean Centre for Teaching, Learning and Innovation</b>

## **Academic Accommodation for Students with Disabilities Policy**

### **Purpose**

This policy confirms and defines the rights and responsibilities of Lethbridge College, its employees, and students with disabilities with respect to academic accommodation at Lethbridge College.

### **Scope / Limits**

This policy addresses academic accommodation only, and applies to all Lethbridge College students applying to or registered in a credit course at Lethbridge College who have disclosed a documented disability. The duty to accommodate as defined in law or this policy extends to all Lethbridge College employees who as a result of their employment duties are the persons who effect accommodation.

### **Definitions**

**Academic accommodation** means the making of adjustments or alternative arrangements in the educational environment to reduce or eliminate a discriminatory effect upon a student with disability without compromising the academic integrity of the course, program, or assignment.

**Documented disability** is a disability, as herein defined, which has been verified by a relevant certified professional, such verification indicating that the disability is current.

**Disability** is an impairment(s) resulting in a permanent or temporary loss of ability to function in major areas of life activities, such as self-care, reception or expression in language both oral or visual, learning, mobility and self-direction stemming from physical or mental impairment, psychological disorder, chronic or temporary illness.

**Employee** is a person on the payroll of Lethbridge College (excluding outside agencies).

**Faculty** a person who has been delegated responsibility for instructing, directing or controlling students studying at Lethbridge College.

**Academic accommodation plan** refers to a signed arrangement between Lethbridge College and the student that:

- outlines area(s) of impact related to the student's disability in the academic setting,

- indicates the accommodation(s) to be provided by Lethbridge College for the student,
- indicates the student's agreement to the terms outlined in the Academic, Accommodation for Students with Disabilities policy, and
- authorizes the release of information to appropriate individuals when necessary.

**Student** is a person who has applied to, or is registered in, a credit course at Lethbridge College.

**Third party affiliate** is a person, business entity, educational institution, government body, health care facility, or entity of any kind with which Lethbridge College seeks to establish, or carries on, a relationship in the ordinary course of business.

**Undue hardship** means the point up to which accommodation is required by law to be made by the provider of goods, services, accommodation or facilities customarily available to the public to prevent and/or alleviate discrimination against a person or class of persons. Factors that may amount to undue hardship when considering accommodation in a post-secondary institutional setting may include:

- the added financial cost of accommodation hurts the viability of the service, program or institution,
- requirements and standards for entering and completing a program are necessary and cannot therefore be altered,
- significant interference with the rights of other students due to the accommodation, and/or
- health and safety concerns for the student seeking accommodation or for persons who might be affected by the accommodation.

## Policy Statements

1. Lethbridge College recognizes its legal obligation to accommodate a student with disability.
2. Lethbridge College undertakes to accommodate students with disabilities up to the point of undue hardship on Lethbridge College. If there be any discriminatory effect upon a student with disability stemming from the educational environment at Lethbridge College, it shall be reasonable and justifiable.
3. Lethbridge College, as employer, shall put forward reasonable effort to ensure that each of its employees will accommodate students with disabilities in accordance with applicable law and this policy. Lethbridge College cannot dictate levels of accommodation provided by third party affiliates of Lethbridge College but undertakes to negotiate with such a party to arrive at an agreeable accommodation plan for the student consistent with the law and this policy.
4. A student with a disability has an obligation to disclose in a timely manner and to verify to the satisfaction of Lethbridge College a disability before Lethbridge College bears obligation to accommodate the student.
5. Both the student with disability and Lethbridge College have a duty to work towards developing a successful academic accommodation plan. In developing an academic accommodation plan, a range of possible accommodations will be considered by both parties.

6. Lethbridge College will seek advice and guidance from outside professionals if necessary.

## **Policy Supports**

[Rights and Responsibilities \(Appendix A\)](#)

[Academic Accommodation for Students with Disabilities Procedures \(Appendix B\)](#)

## **Legislated References**

Alberta Human Rights Act

Canadian Charter of Rights and Freedoms

## **Other References**

## **Related Policies**

Admissions

Respectful Campus

Student Rights and Code of Conduct

Confidentiality

Board of Governors Executive Limitations:

EL-10 Access to Education



<b>Parent Policy:</b>	<b>Academic Accommodation for Students with Disabilities</b>
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<b>Appendix A</b>	

## **Academic Accommodation for Students with Disabilities: Rights and Responsibilities**

### **Part A: Rights and Responsibilities of Students with Disabilities**

#### **Students with disabilities who seek academic accommodation have a right to:**

1. accommodation(s) guided by:
  - a) consideration of undue hardship;
  - b) recommendations within the student's professional documentation; and
  - c) all factors considered in developing an academic accommodation plan.
2. receive admissions testing accommodation(s), upon request, guided by:
  - a) consideration of undue hardship; and
  - b) recommendations within the student's professional documentation.
3. be provided accommodation(s) on a limited basis without documentation in exceptional circumstances. In these circumstances, the student's case must be reviewed and accommodation(s) pre-approved by the Coordinator of Accessibility Services.
4. confidentiality as outlined in existing College policy and in accordance with applicable access and privacy law.

#### **Students with disabilities who seek academic accommodation have a responsibility to:**

1. engage in their studies with the same diligence expected of all College students and accept responsibility for their part in achieving the required outcomes of the course and/or program.
2. provide Accessibility Services with current, relevant, and corroborated (if required by Lethbridge College) documentation for any disabilities to determine eligibility for service(s) and accommodation(s). Where no documentation is available, the student requesting accommodation(s) must be willing to undergo necessary assessment(s) to determine eligibility. Documentation must be:

- a) from a relevant Canadian accredited medical, psychiatric, or psychological professional or other applicable individual;
- b) submitted on professional letterhead, including the professional's name and credentials, address, phone number, date of assessment(s); and
- c) dated.

Furthermore, the documentation must outline the name and nature of the disability, the impact on academic and classroom performance, and any suggested or recommended accommodation(s).

- 3. submit all documentation for accommodation(s) to Accessibility Services in a timely manner (ideally, at least three (3) months in advance of studies) to allow for full arrangement of accommodation(s).
- 4. develop an academic accommodation plan in consultation with Accessibility Services.
- 5. apply for funding as identified by Accessibility Services to support academic accommodation(s).
- 6. complete a review of the academic accommodation plan with Accessibility Services for each term.
- 7. monitor the effectiveness of accommodation(s) throughout the term, and contact Accessibility Services if accommodation requests need to be adjusted as a result of a change in needs or to better meet needs.
- 8. discuss with each instructor at the beginning of the term those elements of the academic accommodation plan that are relevant to that instructor. Accessibility Services will assist with this communication as requested by the student.
- 9. follow all procedures and instructions related to each accommodation as they may vary depending on the course, instructor preference, type of accommodation and/or requirements of third party affiliates.
- 10. work with appropriate faculty member(s) and Accessibility Services to resolve any concerns or disagreements regarding the student's accommodation(s) and/or the academic accommodation plan.

## **Part B: Rights and Responsibilities of Faculty**

### **Faculty members have the right to:**

- 1. be informed about the elements of the academic accommodation plan that are relevant to their instruction. However, faculty members are not entitled to inquire about specific diagnoses related to the student's disability.
- 2. work with Accessibility Services regarding student accommodation(s) to ensure academic integrity and course performance expectations are met.

3. determine the appropriate instructional delivery method to meet accommodation(s).
4. consult with Accessibility Services to determine how best to accommodate students with disabilities in their course.

**Faculty members have the responsibility to:**

1. provide accommodation(s) to students with disabilities in support of recommendations in the academic accommodation plan.
2. engage with Accessibility Services to increase knowledge about appropriate accommodation(s) for students.
3. communicate to students a willingness to participate in accommodating students with disabilities.
4. respect and preserve the student's right to confidentiality and dignity related to the disability.
5. ensure that accommodation(s) do not compromise the academic integrity of the course.
6. work with students with disabilities and Accessibility Services to resolve any disagreements or concerns regarding the students' accommodation(s).
7. when applicable, work with Accessibility Services, program personnel, and third party affiliates when establishing academic accommodation(s) for work-integrated learning, such as field studies, practicums, and clinical placements.

## **Part C: Rights and Responsibilities of Accessibility Services**

**Accessibility Services has the right to:**

1. review documentation to ensure that recommendations and decisions regarding accommodation are based on appropriate professional documentation, and assist students in finding satisfactory and workable accommodation(s).
2. consult with students, faculty, staff, and external professionals to ascertain the appropriate scope and implementation for accommodation(s).
3. determine recommendations about accommodations based on consideration of all information in the student's documentation; however, Accessibility Services is not bound by the suggestions or recommendations made by third parties.

**Accessibility Services has the responsibility to:**

1. review all documentation related to requests for academic accommodation(s) to ensure its validity and currency.

2. provide admissions testing accommodation(s), upon request, as outlined in the *Rights of Students with Disabilities* section of this policy.
3. develop an academic accommodation plan in consultation with the student for use between the student with disability and Lethbridge College.
4. make recommendations about accommodation(s) and service(s) that are appropriate to the circumstances of the student with disability.
5. coordinate and provide as we determine reasonable accommodation(s) to students with disabilities guided by:
  - a) consideration of undue hardship;
  - b) recommendations within the student's professional documentation; and
  - c) details of the student's academic accommodation plan.
6. encourage faculty, staff, and students with disabilities to be familiar with policies and procedures regarding persons with disabilities.
7. support faculty working with students with disabilities.
8. work with appropriate faculty member(s) and students to resolve any concerns or disagreements regarding the student's accommodation(s).
9. work with students, faculty, program personnel, and third party affiliates to establish accommodation(s) for work-integrated learning, such as field studies, practicums, and clinical placements.



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<b>Appendix B</b>	

## **Academic Accommodation for Students with Disabilities Procedures**

### **Part A: Obtaining Accommodation(s) for Admissions Testing**

1. In the event a student wishes to request academic accommodation(s) on admissions testing, the student will contact Accessibility Services in a timely fashion [ideally, two (2) weeks in advance of testing] and provide the necessary documentation.
2. Accessibility Services will review the documentation, identify recommendations regarding accommodation(s) where applicable, and coordinate the accommodation(s).

### **Part B: Determining Accommodation(s) Once Admitted**

1. In the event a student wishes to request academic accommodation(s) upon admission, the student will contact Accessibility Services in a timely fashion [ideally, at least three (3) months in advance of studies] and provide the necessary documentation.
2. If documentation is unavailable or does not meet the established criteria, Accessibility Services will facilitate the process for obtaining required assessment(s).
3. Accessibility Services will review the documentation, and where applicable, develop an academic accommodation plan in consultation with the student, work with appropriate parties to coordinate accommodation(s), and facilitate any resulting discussions.

### **Part C: Determining Accommodation(s) for Work-integrated Learning**

1. In the event a student wishes to request academic accommodation(s) for a course involving work-integrated learning, such as student field studies, practicums, and clinical placements, the student will contact Accessibility Services in a timely fashion [ideally, one (1) month in advance of work-integrated learning start] to discuss possible accommodation(s).
2. Where appropriate, Accessibility Services will facilitate discussions with the student, program personnel, and/or third party affiliates to identify and coordinate appropriate accommodation(s) for the work-integrated learning and, if necessary, mediate concerns related to accommodations that may develop during the placement.