

Procedure Information E-4.02.1	
Related to Policy No	E-4.02 ACCOMMODATION AND ACCESSIBLE LEARNING FOR STUDENTS WITH DISABILITIES
Approved by	Education Council
Approval Date	April 24, 2024
Executive Responsible	Vice-President Academic & Research
Administrator Responsible	
Date of Next Review	April 2030

ACCOMMODATION AND ACCESSIBLE LEARNING FOR STUDENTS WITH DISABILITIES

PURPOSE

This document outlines the framework for business processes and outlines the responsibilities of students, faculty, staff and administration in the provision of accommodations.

DEFINITIONS

The definitions in the related Policy apply to these Procedures.

RESPONSIBILITIES

Student - is expected to request accommodation in a timely manner and actively participate in the process of accommodation planning and provisioning. The student will:

1. contact Access Services to request accommodations in a timely manner (minimum of 6-8 weeks prior to beginning a new program or course - see Admissions below. **Note: More complex accommodation(s) may require more notice**);
2. provide appropriate current documentation to Access Services - see Documentation below;
3. comply with instructions and procedures relating to accommodation plans - see Accommodation Planning below;
4. review and sign a “Recording Device – Student Acknowledgement Form” with Access Services when their accommodation plan includes approved audio recording for lectures;
5. notify Access Services of any changes to accommodation requirements;
6. re-register with Access Services at the beginning of each new term or program; and
7. contact Invigilation Services to arrange exam accommodation(s) if applicable.

Access Services Coordinator – is responsible for ensuring a student has equitable opportunity to meet the admission requirements for courses or programs, and will have equitable opportunity to demonstrate the essential learning outcomes required for passing a course or completing a program. Access Services will endeavor to process and fulfill approved accommodation requests and will provide support to faculty and staff in the implementation of these accommodations.

Faculty and Staff – will implement accommodations in collaboration with Access Services and the student.

Administration – will support staff, faculty and students in the implementation of accommodations and in the resolution process when needed.

A. ADMISSIONS

1. Access Services provides support to students during the application and admissions process as needed. Individuals requesting an accommodation can self-refer to Access Services or check the relevant box on the application form.
2. Access Services will endeavour to process and fulfil approved accommodation requests prior to the start of classes. Where possible, individuals seeking accommodation(s) are asked to contact the Access Services Coordinator early in the application process (6-8 weeks prior to the course or program start date or earlier for more complex accommodations) as some accommodations may require more significant preparation and implementation.
3. Students may be permitted to enroll part time in a full-time program if full course loads cannot be carried as a result of a disability and if Access Services, through consultation with the program Dean/Associate Dean, deems this accommodation possible to the point of undue hardship.

B. DOCUMENTATION

1. It is the responsibility of the student requesting accommodation(s) to provide the necessary documentation.
2. NLC will provide reasonable assistance to students to obtain documentation but is not required to cover the cost of diagnostic services.
3. Documentation must be obtained from a qualified and approved medical doctor or registered psychologist. Reports from others who have special training, expertise, and experience in the diagnosis of the condition for which accommodation is being requested will be considered on an individual basis.
4. Documentation should outline the nature of the disability along with a detailed explanation of the *functional impact of the disability* on the pursuit of post-secondary education or ability to participate in the learning environment. The documentation should give recommendations for modifications

and/or strategies that will assist the student in their program.

5. The effects of disabilities may change over time. Concerns of a student with a specific disability in secondary school may not be the same as those of a student in college. Documentation should reflect the current status of a disability; where necessary, the Access Services Coordinator will determine if documentation needs to be updated.
6. Prior accommodation is not in itself sufficient documentation to support a request for current and or future accommodation(s). However, due to the ongoing or observable nature of some disabilities, completion of history-based documentation may be acceptable when it demonstrates the ongoing nature of the supports required.
7. Students who suspect or who are suspected to have a disability may be accommodated on a case-by-case basis for one semester when actively pursuing the appropriate documentation. Accommodation(s) beyond this are possible with the consent of the Access Services Coordinator.
8. When services or equipment must be obtained from external sources, the criteria of those agencies must be followed.

C. ACCOMMODATION PLANNING

Appropriate accommodations are based on documentation of the disability and functional impact on the student's ability to participate in their studies.

1. The Access Service Coordinator reviews the documentation provided and, in consultation with the student, determines appropriate accommodation(s).
2. The Access Service Coordinator prepares an individual accommodation plan and a letter of accommodation (outlining the accommodation(s) and without disclosing the nature of the disability).
3. Students sign a consent to allow Access Services to disclose relevant personal information to service providers and to other NLC departments to the extent that it is considered necessary for the assessment and provision of accommodation(s).
4. Faculty are encouraged to connect with Access Services if they have questions about an accommodation and its pedagogical impact.
5. Students are encouraged to meet with their instructors to discuss their letter of accommodation. The Access Service Coordinator may be available to facilitate these meetings as required.
6. When audio recording of lectures is part of a student's accommodation plan, a student is required to provide their accommodation letter outlining recording use to their faculty member prior to

beginning recording in the classroom. Students must abide by the following conditions and complete a “Recording Device – Student Acknowledgement Form” with Access Services:

- a. An audio recording accommodation is meant for personal academic use only and the recordings are not to be distributed, copied, or displayed in full or in part, to anyone inside or outside the course (including other students), or distribute, copy, or display to other electronic and social media platforms without the prior written permission from the instructor or any other presenters.
- b. An audio recording accommodation is permitted only when the instructor is lecturing. Students may be asked to turn off recording devices and stop taking notes when students, guests or instructors are disclosing personal information.

D. RESOLUTION PROCESS - REVIEW OF REASONABLE ACCOMMODATIONS

If a student or a faculty member has a concern about the provision of an accommodation as a result of a documented disability, a review may be requested.

1. The review can be initiated by the student or an instructor by approaching the Access Services Coordinator to discuss the concern.
2. If discussion does not resolve the concern, a written appeal can be completed by the concerned party and submitted to the Director, Student Services.

The appeal will normally include the following:

- accommodation requested
 - details of the concerns regarding the accommodation
 - rationale to support the alteration or addition of an accommodation
 - course learning outcomes or program requirements
3. After consultation and review (normally not exceeding 10 business days), the Director, Student Services will issue a written decision to the relevant parties.
 4. If the decision of the Director, Student Services still does not resolve the concern, a final appeal may be made to the Vice President Academic and Research in writing within 10 business days of receiving the written decision from the Director, Student Services.
 5. After consultation and review (normally not exceeding 10 business days), the Vice President Academic and Research will issue a final written decision to the relevant parties.