



**University  
of Victoria**

**Office of the Vice-President Academic and Provost**  
Administrative Services A244  
3800 Finnerty Road (Ring Road)  
Victoria BC V8P 5C2 Canada

**MEMO**

**Date:** November 26, 2012

**To:** Deans, Associate Deans, Chairs, Directors, Librarians

**From:** Kim Hart-Wensley, Associate Vice-President Faculty Relations and Academic Administration  
Jim Dunsdon, Associate Vice-President Student Affairs  
Catherine Mateer, Associate Vice-President Academic Planning

**cc:** Laurie Keenan, Manager, Resource Centre for Students with a Disability  
Teresa Dawson, Director, Learning and Teaching Centre

**Re:** Academic Accommodation for Undergraduate Students with a Disability

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*\*\*\* Please distribute broadly to instructors and other applicable faculty and staff \*\*\**

#### **Background**

As you may be aware, Senate approved the attached procedures for Academic Accommodation and Access for Undergraduate Students with a Disability at its April, 2011 meeting. These procedures provide direction around specific components of the university Policy on Academic Accommodation and Access for Students with a Disability ('Policy AC1205').

The procedures have been in effect since August, 2011 and supersede any previously existing departmental or faculty policy, procedures and practices surrounding academic accommodation matters for undergraduate students. The procedures include:

- (a) information for individuals with disabilities related to applying for admission to the university;
- (b) the processes used by the Resource Centre for Students with a Disability (RCSD) including timelines and documentation requirements for requesting academic accommodation;
- (c) course and exam-based academic accommodations available; and
- (d) processes to assist students and/or faculty members with resolving issues or difficulties related to the implementation of an academic accommodation plan.

#### **Areas for Further Clarification**

After a year of experience working with the new procedures and through feedback received from students, faculty and staff, there have been three specific issues raised that are important to clarify:

##### ***1. Determining Undue Hardship***

Questions have arisen about the concept of undue hardship in academic accommodation plans and how decisions on undue hardship are made.

One of the guiding principles of Policy AC1205 is the recognition that the university has a legal duty to provide academic accommodations to students with disabilities to the point of undue hardship.

Section 27.00 of the Senate-approved procedures, further state that:

27.00 *An instructor may only deny an academic accommodation where the instructor believes that it will constitute undue hardship.*

Denying a student academic accommodation on the basis of undue hardship has significant implications for the student and the university. Before a determination of undue hardship can be made, proper background work needs to be done. Generally this would include an impact assessment, rigorous documentation, and consultation with legal counsel and other expertise prior to a decision being reached. In such cases the student with the disability is not required to prove that the accommodation could be accomplished without undue hardship. Rather, by law, the university is required to prove that providing such accommodation would cause the university undue hardship and that would need to be supported by appropriate evidence and data.

Under the university procedures, where there is disagreement around an accommodation plan and issues arise that cannot be resolved informally, the instructor or student should request a formal review by the Associate Vice-President Student Affairs (See section 2 below). The formal review process can be used by the instructor as a mechanism for reviewing whether the requested academic accommodations may constitute undue hardship.

Given the significance of this issue, it is imperative that instructors who believe that a requested accommodation may result in undue hardship initially consult with their Chair, their Dean, the RCSD and university legal counsel prior to making a determination.

## **2. *Formal Reviews of Academic Accommodation Plans***

When issues or difficulties arise between an instructor and a student around appropriate academic accommodation that cannot be resolved informally, the university undergraduate procedures provide a formal review process for helping to resolve such issues. As academic accommodation decisions often have significant implications for students and the university, the purpose of the formal review process is to make formal recommendations to the Dean in a timely and coordinated manner for final decision.<sup>1</sup>

The formal review process involves a review of essential program requirements that have been established by the academic unit, as well as meetings and consultation with individuals involved in the accommodation plan and other individuals who can provide specific expertise in resolving issues in a timely manner. The process may include meetings or consultation with:

- the student and his/her support person;
- the instructor;
- the chair, director or Dean;
- an individual with expertise in the area of accommodation;
- legal counsel; and
- the Director of Equity and Human Rights.

In accordance with the Senate-approved procedures, the Dean of the faculty has the authority to review the recommendation resulting from the formal review process and determine whether or not to implement the associated recommendation(s).

## **3. *Conflicting Policies, Procedures, Practices and Communication Materials***

As indicated previously, Policy AC1205 and its supporting procedures for undergraduate students are approved by Senate and supersede any conflicting faculty or departmental policies, procedures or practices. It is important that faculties and departments review their own policies, procedures, practices

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<sup>1</sup> When a formal review request is submitted, the review will normally be conducted within five university business days of receiving the review request.



and supporting communication materials (e.g., websites, pamphlets, handbooks, etc) to ensure that such information aligns with and does not contradict the current university policy and procedures.

Ensuring that departmental or faculty policies, procedures, practices and communication materials align with the university policy and procedure will prevent students from receiving conflicting information related to academic accommodation and accessibility. This will also help ensure that the process is as simplified as possible for all individuals involved in the provision of accommodations to students with disabilities.

#### **Further Information and Key Contacts**

Part of the implementation of the undergraduate procedures involves continuing educational opportunities for faculty and staff members about academic accommodation plans. We encourage you to watch for related training opportunities and to direct questions or inquiries to the following individuals/areas as appropriate:

- Contact Laurie Keenan, Manager, of the RCSD for general inquiries concerning academic accommodation and academic accessibility or when questions arise around implementing academic accommodation plans.
- Contact Teresa Dawson, Director of the Learning and Teaching Centre for related learning resources and educational and training opportunities for faculty and staff.
- Contact Jim Dunsdon, Associate Vice-President Student Affairs for inquiries about the formal review process or questions regarding Policy AC1205 and the associated Procedures for Academic Accommodation and Access for Undergraduate Students with a Disability.
- Contact Kim Hart-Wensley, Associate Vice-President Faculty Relations and Academic Administration for inquiries about claiming undue hardship and for specific departmental or faculty policies and practices related to students with a disability as these may have legal implications.
- Contact Catherine Mateer, Associate Vice-President Academic Planning for questions regarding the impact of academic accommodations on academic standards.

We encourage you to also take an opportunity to review the contents of this memo at a future meeting with applicable faculty and staff members in your area.

Sincerely,



Kim Hart-Wensley  
Associate Vice-President  
Faculty Relations and  
Academic Administration



Jim Dunsdon,  
Associate Vice-President  
Student Affairs



Catherine Mateer,  
Associate Vice-President  
Academic Planning

#### **Attachments:**

Policy on Academic Accommodation and Access for Students with a Disability (AC1205)  
Procedures for Academic Accommodation and Access for Undergraduate Students with a Disability

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

**University Policy No.:** AC1205  
**Classification:** Academic and Students  
**Approving Authority:** Senate  
**Effective Date:** January/06  
**Supersedes:** June/97  
**Last Editorial Change:** June/11  
**Mandated Review:**

**Associated Procedures:**

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

**1. POLICY PURPOSE**

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

**2. POLICY STATEMENT**

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

This policy is guided by the following principles:

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

legal duty to accommodate students' needs to the point of undue hardship (see Appendix 1, Definitions);

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

### 3. RESPONSIBILITIES

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

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

Specifically, the University will:

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

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

Specifically, students with disabilities will:

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

#### **4. REACHING ACADEMIC ACCOMMODATION**

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

- 4.1 The RCSD has the responsibility to coordinate the process of reviewing requests for academic accommodation, make decisions about provisions for academic accommodation, and communicate relevant information to the student and, as appropriate, to faculty and staff of the university.
- 4.2 When a student, instructor or Department Chair is dissatisfied or disagrees with the academic accommodation, the RCSD Coordinator will review the concerns. Other experts including advocates who may be helpful in resolving the situation may also be consulted as a part of an informal review and mediation process.
- 4.3 If the matter is not resolved through an informal process, the student, instructor or Department Chair may request a formal review by the Associate Vice-President Academic and Student Affairs. This office will conduct a timely review, involving individuals who are knowledgeable about accessibility, academic accommodation, human rights issues, and the particular issues being adjudicated. The Associate Vice-President Academic and Student Affairs will make final recommendations for appropriate action.
- 4.4 The student may appeal to the Senate Committee on Appeals if the student has grounds to believe that the decision did not meet the appropriate standards of procedural fairness.

## **APPENDIX 1 – DEFINITIONS**

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

### **Student**

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

### **Disability**

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

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

### **Accessibility**

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

### **Essential Requirement**

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

### **Academic Accommodation**

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

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

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

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

### **Undue Hardship**

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

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

Revised June 97

Reviewed October 1999

Revised June 2000

Revised May 2001

Revised January 2006

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### **AUTHORITIES AND OFFICERS**

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



## PROCEDURES FOR ACADEMIC ACCOMMODATION AND ACCESS FOR UNDERGRADUATE STUDENTS WITH DISABILITIES

**Procedural Authority:** Senate

**Effective Date:**

**September 2011**

**Procedural Officer:** Associate Vice-President Student Affairs

**Supersedes:** New

**Parent Policy:** [Academic Accommodation and Access for Students with Disabilities \(AC1205\)](#)

**Last Editorial Change:**

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### PURPOSE

- 1.00 The purpose of these procedures is to assist in implementing the university's [Academic Accommodation and Access for Students with Disabilities Policy \(AC1205\)](#) for undergraduate students.

### DEFINITIONS

For the purpose of these procedures:

- 2.00 Definitions contained in the university's [Academic Accommodation and Access for Students with Disabilities policy \(AC1205\)](#), with the exception of the definition of Student, apply to these procedures.
- 3.00 **Support Person** means an individual who provides support or advice to a Student during an Academic Accommodation process under these procedures.
- 4.00 **Student** means a student who is registered as a candidate for a University of Victoria degree, or in credit courses leading to a University of Victoria diploma or certificate.

### SCOPE

- 5.00 These procedures apply to the Academic Accommodation of undergraduate Students. These procedures do not apply to Students in non-credit programs in the Division of Continuing Studies or to Graduate Students.

### PROCEDURES

#### Confidentiality

- 6.00 The personal information of Students with a disability shall be managed and protected in accordance with the *Freedom of Information and Protection of Privacy Act*, and the university's [Protection of Privacy](#) (GV0235) and [Records Management](#) (IM7700) policies and associated procedures.

## **Admissions**

- 7.00 The university's academic calendar and website contain information for Students with Disabilities applying for admission to the university.

### Admission under Special Access Category

- 8.00 If academic achievements have been significantly and adversely affected by health or Disability, applicants may wish to apply for admission consideration under the *Special Access Category*. More information is available at:  
<http://registrar.uvic.ca/undergrad/admissions/requirements/special.html>

- 8.01 Special Access admission information for the Faculty of Law is available at:  
<http://www.law.uvic.ca/prospective/jd/special.php>

### Disclosure

- 9.00 Students are not required to declare a disability when applying for admission to the university unless applying under the Special Access category referenced above. Students who request Academic Accommodations or services from the Resource Centre for Students with a Disability (RCSD) will need to provide appropriate documentation as set out below.

### Transitioning Students

- 10.00 Services and accommodations experienced at other educational sectors or institutions (e.g., high school, college) may differ from what is provided at the university. The university does not assume responsibility for identifying Students with Disabilities, or the assessment or diagnosis of a Disability.

## **RCSD**

### Registration with the RCSD

- 11.00 Students are advised to register with the RCSD as early as possible to avoid a delay in service. Newly admitted Students should contact the RCSD and register upon admission.

### Requesting Accommodation

- 12.00 Students requesting Academic Accommodation will meet with an RCSD advisor to request Accommodations.

### Deadlines

- 13.00 The RCSD has deadlines for requesting exam accommodations and services for Students as follows:

#### (a) Registering with the RCSD

The deadline for requesting fall semester Accommodation (via a memo requesting that the RCSD contact the Student's instructors) is October 31<sup>st</sup>. The deadline for requesting winter semester Accommodation (via a memo requesting that the RCSD contact the Student's instructors) is February 28<sup>th</sup>.

(b) Midterms

All mid-term exam forms must be returned to the RCSD at least two (2) weeks prior to the scheduled date of the exam.

(c) Final Exams

The deadline for submitting a final exam form for December finals is two weeks prior to the first day of the final exam period in December. The deadline for submitting a final exam form for April finals is two weeks prior to the first day of the final exam period in April.

(d) Summer Courses

Given the condensed nature of summer course offerings, Students registered in summer courses should request Academic Accommodations as soon as possible.

Change in Disability Status

- 14.00 Students who have recent diagnoses or require a change in their Academic Accommodations may still request Accommodations after the deadlines stated above.

Documentation of Disability

- 15.00 The university will review documentation to determine appropriate Academic Accommodation. For the purpose of Academic Accommodation, the documentation of Disability:
- (a) must confirm a rationale for reasonable Academic Accommodations;
  - (b) must be from professionals with appropriate credentials (see Appendix 3); and
  - (c) should include the:
    - diagnosing professional's name, title, phone number, address, official stamp or letterhead and signature;
    - date of the assessment;
    - statement of the nature of the disability including the impact of medication;
    - explanation of the functional impact of the Disability on the pursuit of a post-secondary education; and
    - recommendations for Academic Accommodation that will assist in the pursuit of a post-secondary education, specifically linking the recommended Accommodation to the impact of the Disability.

15.01 The university does not cover costs related to medical documentation.

15.02 A diagnosis of Disability alone does not guarantee Academic Accommodations.

*Note: Appendix 3 contains additional guidance on documentation.*

#### Services Provided by the RCSD

- 16.00 After a Student has submitted appropriate documentation and met with the RCSD, the RCSD will:
- (a) review the documentation of Disability;
  - (b) determine eligibility for Academic Accommodation and services on the basis of documentation and assist in implementing these Accommodations when necessary by providing, where appropriate, an initial written recommendation;
  - (c) explain the operational procedures of the RCSD (see Appendix 1 and Appendix 2);
  - (d) provide assistance in obtaining grants and bursaries;
  - (e) provide referrals to other resources on campus; and
  - (f) with sufficient notice, coordinate sign language interpreting in classrooms and provide accessible course information.

#### **Determining Essential Course and Program Requirements**

- 17.00 Academic units are responsible for identifying and evaluating program requirements it considers essential including skills, knowledge, and attitudes. Course objectives and 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.

#### Accessibility Statement for Course Syllabus

- 18.00 It is recommended that instructors include a statement in their syllabus indicating their willingness to assist in the provision of Academic Accommodations and informing the Student of the role of the RCSD and the university's responsibility to provide necessary Academic Accommodation. The current statement is available through the Learning and Teaching Centre and the RCSD.

#### **Accommodation Programs and Services**

- 19.00 Course-based Academic Accommodations may include, but are not limited to:
- (a) sign language interpreting or captioning;
  - (b) assignment substitution (e.g., substituting an oral for a written report);
  - (c) overheads, or note taking assistance;
  - (d) copies of instructor's notes (as appropriate);
  - (e) additional time to complete in-class assignments;
  - (f) transcriptions of course material to alternate formats;
  - (g) permission to audio record lectures;
  - (h) the use of FM systems;
  - (i) wheelchair accessible tables and computer workstations; and/or
  - (j) preferred seating.
- 20.00 Exam-based Academic Accommodations may include, but are not limited to:
- (a) additional time to complete exams;
  - (b) provision of a distraction-reduced environment;
  - (c) supervised rest breaks;
  - (d) exams in e-text format;
  - (e) exam questions read aloud with computer software;

- (f) voice recognition software;
- (g) large print exams or magnification with CCTV;
- (h) use of a word processor, spell check, or grammar check;
- (i) calculator and/or formula sheet; and/or
- (j) visual (sign) language interpreting.

### **Additional Registration Information**

#### Registration for Accommodations that Require Additional Time to Implement

- 21.00 Examples of Academic Accommodations that require advanced planning and early course registration include but are not limited to:
- (a) Texts and course packs in alternative formats;
  - (b) Sign language interpreting or captioning;
  - (c) Substantial modifications to classroom furniture; and
  - (d) Lab work requiring an assistant or adaptation of the schedule.

If the RCSD determines eligibility for early registration, an RCSD advisor will notify Undergraduate Records who will assign the earliest registration date and time specific to the Student's year of study and e-mail this information to the Student. For Faculty of Law Students, the RCSD advisor will notify the Faculty of Law directly for early registration purposes.

- 22.00 Requests for early registration, alternative texts or material, or visual language interpreting should be made by the Student as soon as the Student knows the courses that he or she will be enrolled in. While some texts and course materials may already be available in the required format, it may take several weeks for delivery.

#### Requests for Reduced Course Loads

- 23.00 Students with Disabilities who have reason to take a reduced course load may request approval from their respective faculty or academic departments. Student loans, scholarships, work-study and on-campus housing requiring full-time registration may also be accessed by a Student who is studying part-time for reasons of Disability. Students must be registered in a minimum 40% course load.

#### Academic Advising

- 24.00 Academic Advisors are available in each faculty for the purpose of assisting decisions about academic programs and courses. Contact information for the advising centres on campus can be found at: <http://registrar.uvic.ca/summer/adreg/advising.html>.

#### Way-finding on Campus

- 25.00 Students with visual impairments who require assistance with finding buildings or classrooms should make that request to the RCSD at least two weeks in advance of requiring that assistance. If mobility training is required, Students will be directed to contact the Canadian National Institute for the Blind (CNIB) for more extensive navigational training.

#### Visual Language Interpreting

- 25.01 Interpreters and captionists are contracted to work with Students on the basis of the course timetable provided to the RCSD.



25.02 Interpreters are hired on a contract basis based on experience, education, suitability and availability.

### **Student Participation in the Academic Accommodation Process**

26.00 Students must participate in the process of developing an Academic Accommodation plan. This includes working with instructors, Chairs, Directors, Deans and faculties to develop Academic Accommodations that are appropriate to the requirements of the course and utilizing available resources and support services provided by the university. The provision of an Academic Accommodation provides Students with a Disability an alternative means of meeting essential course or program requirements. Fulfilling essential course or program requirements remain the Student's responsibility.

### **Reaching Academic Accommodation**

27.00 An instructor may only deny an Academic Accommodation where the instructor believes that it will constitute Undue Hardship as defined in the university [Academic Accommodation and Access for Students with Disabilities](#) policy (AC1205).

28.00 An instructor or Student who disagrees with the RCSD's initial Academic Accommodation recommendation or other proposed Academic Accommodations should contact the RCSD advisor/manager to initially discuss the issue.

28.01 Where necessary, further consultation may also occur with:

- (a) the pertinent department Chair, Director or Dean (or designate); and
- (b) the medical professional who recommended the Academic Accommodation in the original documentation.

29.00 Where further resolution is required, or where there are issues or difficulties surrounding the implementation of an Academic Accommodation that have not been resolved informally, the Student, Instructor, Chair or Director may submit a request to the Associate Vice-President Student Affairs (or designate) for formal review.

29.01 The purpose of the formal review is to make recommendations for implementing appropriate actions to the pertinent Dean (or designate) in a timely manner.

30.00 The formal review request should include:

- (a) the rationale for the review;
- (b) documentation in support of the request; and
- (c) the requester's preferred outcome.

30.01 Prior to the formal review, the Associate Vice-President Student Affairs may request documentation from the instructor(s) outlining the:

- (a) learning outcomes and Essential Requirements for the course or program; and
- (b) issue(s) or difficulties surrounding the implementation of the Academic Accommodation.

- 31.00 The Associate Vice-President Student Affairs shall normally conduct the formal review within five (5) university business days of receiving the review request.
- 32.00 The formal review shall include consultation with the individuals involved in the Academic Accommodation and others who can provide specific expertise in resolving the implementation of appropriate Academic Accommodations.
- 32.01 Based on the nature of the Academic Accommodation, the Associate Vice-President Student Affairs shall either:
- (a) facilitate a meeting with necessary individuals including but not limited to:
    - the Student and his or her Support Person;
    - the instructor;
    - the Chair, director or Dean (or designate);
    - an individual(s) with expertise in the specific area of Accommodation(s);
    - an Associate Vice-President in the Vice-President Academic and Provost's office; and
    - the Director of Equity and Human Rights.
  - (b) individually consult necessary individuals such as those provided in (a) above in instances where there may be confidentiality concerns or other difficulties in completing the review in a timely manner.
- 32.02 Prior to taking any action under 32.01, the Associate Vice-President Student Affairs (or designate) shall consult the Student regarding the review process and any potential confidentiality issues or concerns relating to the individuals that will be consulted during the formal review.
- 32.03 Individuals involved in the Academic Accommodation may submit supporting materials to the Associate Vice-President Student Affairs for consideration during the formal review.
- 33.00 The Associate Vice-President Student Affairs (or designate) will review all relevant documentation and submissions. Upon completion of the formal review, the Associate Vice-President Student Affairs will make a recommendation to the pertinent Dean (or designate) on an appropriate Academic Accommodation on the basis of the:
- (a) consultation results;
  - (b) Student's current functional limitations; and
  - (c) the documented expected learning outcomes of the course or program.
- 34.00 The Dean (or designate) will review and determine whether to implement the recommendation(s). The Dean shall notify the instructor and Student in writing of the determination within two (2) university business days of receiving the recommendation. The notification shall include the rationale for the decision and any alternate resolution as applicable.
- 35.00 Where the Student is unsatisfied with the outcome of the review or with the Dean's decision, the Student may appeal to the Senate Committee on Appeals in accordance

with its Terms of Reference and Procedural Guidelines  
<http://www.uvic.ca/universitysecretary/senate/committees/appeals.php>

35.01 The Senate Committee on Appeals decision is final within the university.

- 36.00 To assist Students with their coursework when a formal review or appeal is pending, the RCSD 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 review or appeal.

### **Academic Concessions**

- 37.00 Academic concessions are available to Students when medical or other issues are so severe as to:
- (a) prevent the Student from completing the courses or examinations listed; or
  - (b) justify some academic concession as specified by a physician, registered psychologist or counsellor.
- 37.01 A Student wishing to initiate an academic concession request shall refer to information provided by the Registrar:  
<http://registrar.uvic.ca/undergrad/records/documents/def.html>
- 37.02 A Student with extenuating circumstances may appeal in writing with supporting documentation to the Fee Reduction Appeals Committee.  
<http://registrar.uvic.ca/undergrad/records/documents/frac.html>

### **Admission Appeals to the Senate Committee on Admissions, Re-Registration and Transfer**

- 38.00 Applicants with Disabilities who are denied admission to the university who can prove extenuating circumstances or provide information that was not presented initially may forward a written request for a review of their application to the Senate Committee on Admission, Re-registration and Transfer (SCART). The request should include any additional information combined with any supporting documents from persons familiar with the applicant's abilities and circumstances. SCART will consider the documentation presented and will make a decision on the application, subject to review by the Senate Committee on Appeals on the grounds of specific procedural error.

### **Work Term Placements**

- 39.00 Students should notify the Cooperative Education Program and Career Services office in advance of a work term placement if a specific Accommodation is required for the work placement. The Cooperative Education Program and Career Services office will work in consultation with the employer and the faculty, where appropriate, to support suitable Accommodations.
- 40.00 Students should notify their faculty in advance of their practicum if a specific Accommodation is required related to the practicum. The faculty will work with the employer as appropriate to support suitable Accommodations in the practicum.

### **Library Assistance**

- 41.00 Students are advised to contact the loan desk in any of the university's libraries for assistance with library related services. Additional information on the Libraries' services for Students with a disability is available at <http://library.uvic.ca/site/dept/access/sn.html>.

#### **RELATED DOCUMENTS**

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

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

[Records Management](#) policy (IM7700)

Appendix 1- Notification of Instructors by the RCSD

Appendix 2 - Accommodated Exam Procedure at the RCSD

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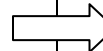
Appendix 6 - Transportation

## Appendix 1

### Notification of Instructors by the RCSD

1

After registering with the RCSD, the Student completes and submits a request for “memos to instructors” form to the RCSD front desk at the beginning of the term.



2

The RCSD advisor writes a memo to the instructor(s) named on the form and sends it through the intercampus mail. This takes approximately 4 days.

The memo notifies the instructor(s) that a student is registered with the RCSD and requires specific in-class and/or exam accommodations.

University of Victoria  
Resource Centre for Students with a Disability  
Student Information

Name: \_\_\_\_\_  
Student Number: \_\_\_\_\_  
Date of Request: \_\_\_\_\_

I hereby authorize the Resource Centre for Students with a Disability to share information about my disability with the following instructors for the purpose of obtaining academic accommodations.

Signature: \_\_\_\_\_

Please send memos requesting accommodation to the instructors listed below:

Instructor's first name or initial	Instructor's Last name	Name of Course e.g. psychology, sociology, math, etc.	Course Number e.g. 100, 200, 150, 501	Section e.g. F01, Y01, 501

☐ All memos will be sent directly by campus mail to your instructors. If you would like a copy of the memo, please check this box. A copy of the memo will be placed in the student pick up box under the initial of your last name.

Academic Accommodation memos are released to the individuals named in writing on the request form. The memo's collection, protection, retention and disclosure is governed by provisions of the *Freedom of Information and Protection of Privacy Act* and the university's Protection of Privacy policy (GV0235) and associated procedures.

If the check box at the bottom of the request form indicates the Student would like a copy, one is left in the Student pickup box at the RCSD. ☒



## Appendix 2

### Accommodated Exam Procedure at the RCSD

Students must submit a completed exam arrangement form to the RCSD for each exam to be written in the RCSD testing centre. This must be done each semester, by the stated deadline (note: deadlines are provided on the RCSD website, and by hand-out and email notification).

3

If exam arrangements are included as an Academic Accommodation on the memo to instructors requested (steps 1&2 above), the Student takes an Exam Arrangement Form to the instructor(s) to fill out for each exam. This should be done as early in the term as possible (i.e. the second week of class for midterms and quizzes, and when finals dates are announced).

Ordinarily, one form for each exam is needed, but some instructors may include multiple exam dates on a single form.

4

The Student will return completed Exam Arrangement Forms to the RCSD front desk two weeks prior to mid-terms and tests, and by the stated date for Final Exam arrangements.

5

The exam is scheduled by the exam coordinator based on the details of the completed Exam Arrangement Form and the availability of invigilation and exam writing space.

6

Students should then pick up the pink copy of the processed Exam Arrangement form, which includes instructions for when and where the exam is to be written.

There is a student pickup box at the RCSD where these forms are left when completed. The RCSD does not contact or remind Students about exam arrangements.

**University of Victoria**  
British Columbia, Canada  
**Exam Accommodation Request Form**  
Resource Centre for Students with a Disability (RCSD)  
Room 150 Campus Services Building 250-412-4467  
[rcsd@uvic.ca](mailto:rcsd@uvic.ca)

Exam request will not be supported unless you have prior RCSD approval for exam accommodation.

This section is for the **student** to complete:

Name: \_\_\_\_\_ Instructor: \_\_\_\_\_  
Phone: \_\_\_\_\_ Course: \_\_\_\_\_  
Email: \_\_\_\_\_ Section: \_\_\_\_\_  
Scribe required: ☐ Alternate format required: ☐

It is the student's responsibility to deliver the completed form to the RCSD at least **two weeks** prior to the scheduled exam date.

This section is for the **instructor** to complete:

Regularly scheduled date and time of exam: \_\_\_\_\_ Exam Delivery to the RCSD:  
Date(s): \_\_\_\_\_ ☐ by instructor (in person)  
Start Time: \_\_\_\_\_ ☐ email to [jstewart@uvic.ca](mailto:jstewart@uvic.ca)  
End Time: \_\_\_\_\_ ☐ by student  
☐ by campus mail  
☐ final exam at Records Services

If student may write on different date/time: \_\_\_\_\_ Exam Return:  
Date(s): \_\_\_\_\_ (to ensure security campus mail will not be used)  
Start Time: \_\_\_\_\_ ☐ instructor pick up  
End Time: \_\_\_\_\_ ☐ by RCSD staff to department office  
☐ by student in sealed envelope  
→ student should return exam to: \_\_\_\_\_

Items permitted in exam room: \_\_\_\_\_ Additional instructions:  
☐ notes → ☐ to be returned with exam  
☐ calculator → type: \_\_\_\_\_  
☐ textbook  
☐ dictionary  
☐ computer with spell check  
☐ scrap paper ☐ other: \_\_\_\_\_

Instructor signature: \_\_\_\_\_  
Date: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Email: \_\_\_\_\_

This section is for the **RCSD** to complete:

Exam Date: \_\_\_\_\_ Allowances: ☐ 1.5 x ☐ 2x ☐ stopwatch ☐ other: \_\_\_\_\_  
Start: \_\_\_\_\_ End: \_\_\_\_\_ ☐ computer ☐ special software  
Building: \_\_\_\_\_ ☐ private room  
Room #: \_\_\_\_\_ ☐ scribe  
Invigilator: \_\_\_\_\_ ☐ alternate format ☐ other: \_\_\_\_\_

Exams locations include the following:

- RCSD main office, Campus Services Building
- S-Hut Exam Centre
- Classrooms during final exams

Exams take place during the following times:

8am to 10pm Monday to Friday

8am to 10pm Monday to Saturday during final exams (December and April)

- Instructors can choose to accommodate within their departments.
- Only materials and devices that are listed by instructors on exam arrangement forms may be brought into the testing room.
- Students who are unable to complete exams due to illness or other disruptions must provide evidence from Health Services or other medical professionals to their instructors.
- Students who have questions while writing in the RCSD may contact their instructors. In cases where it is not possible to contact the instructor, the Student may write question(s) on the exam paper and continue to complete the exam.
- Breaks may be taken in cases where this is indicated in the documentation of disability as an appropriate accommodation and an advisor at the RCSD has approved it.
- A staff member of the RCSD will return exams the next day to the department, requesting a signature.

## **Appendix 3**

### **Documentation of Disability**

(Adapted from AHEAD website November, 2009)

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

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

**5. A description of the expected progression or stability of the disability**

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

**6. A description of current and past accommodations, services and/or medications**

The most comprehensive documentation will include a description of both current and past medications, auxiliary aids, assistive devices, support services, and accommodations, including their effectiveness in ameliorating functional impacts of the disability. A discussion of any significant side effects from current medications or services that may impact physical, perceptual, behavioral or cognitive performance is helpful when included in the report. While 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 RCSD 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 4**

### **Assistive Technology**

Three dedicated assistive technology labs are maintained on campus by the RCSD. Keys for these labs for Students registered with the RCSD can be requested at the RCSD.

The RCSD provides computers with assistive software to Students for the purpose of completing exams (in RCSD exam centres). Eligibility to use such devices in exams is determined when Students register for services and accommodations at the RCSD.

The RCSD maintains a small loan bank of assistive technology that can be loaned to Students registered with the RCSD on a short-term basis. Such equipment is usually loaned to Students whose equipment is being repaired at critical points in a semester.

The RCSD encourages Students to apply for grants that make such technology available to eligible Students at no cost.

The RCSD can provide individual technology consultation for you if you are a Student with a disability currently enrolled at the University of Victoria. Consultation involves:

- identifying areas in which technology may support a Student's educational goals;
- providing information and demonstrations of technology-based solutions; and
- referral to other agencies as necessary

Training can be provided to Students wishing to learn to use an assistive software application through the RCSD.



## **Appendix 5**

### **Learning Assistance Services**

There is a variety of learning assistance services available at the RCSD. There are fees associated with each type of assistance.

The online Tutor Registry through university Career Services provides a list of current Students who are willing to tutor a variety of subjects. It is available at:

<http://www.careerservices.uvic.ca/tutor/>

Some departments and instructors keep a list of tutors with expertise relevant to specific courses of study. Students should contact departmental offices for further information.

Students eligible for a Canada Study Grant can apply through the grant application at the RCSD to request funding for tutoring or learning strategists. Students who are not eligible for this funding pay for the tutoring privately.

The Peer Learning Strategists Program through the RCSD helps eligible Students with learning disabilities to develop skills and strategies that will address their learning needs and focus on their strengths.

## **Appendix 6 Transportation**

### **UPass (Bus Pass for Students)**

<http://www.uvss.uvic.ca/sustainability/upass.html>

The UPass is a transportation alternative that allows all Students to use the Victoria Regional Transit System at a significantly reduced rate. All Students registered at the University of Victoria and taking at least one course are eligible to receive a U-Pass.

Students may have the UPass fees dropped by discussing with an advisor at the RCSD. For example, legally blind Students who have a CNIB NID card which covers transit fare may request to have the UPass fees dismissed.

### **Legally Blind Passengers**

<http://www.cnib.ca/community/bc-yukon/2005-transit-pass.htm>

A CNIB NID is accepted as fare on all BC Transit and TransLink conventional transit systems.

### **Taxi Saver**

[http://www.bctransit.com/regions/vic/accessible/taxi\\_saver.cfm](http://www.bctransit.com/regions/vic/accessible/taxi_saver.cfm)

Students required a handyPASS to use this program. The handyPASS is a picture identification that allows Students to purchase TaxiSaver coupons. The pass also allows your attendant to travel free on the regular bus. handyPASS is available only to permanent handyDART users in the Victoria region.

### **handyDART**

<http://www.bctransit.com/regions/vic/accessible/handydart.cfm>

handyDART is a door-to-door shared-ride custom transportation service. This service is for people who are unable to use the regular transit service some or all of the time due to mobility issues associated with a permanent or temporary physical or cognitive disability. Students must be registered with handyDART to use the service.