

REGISTERING FOR ACCOMMODATIONS

This procedure is governed by its parent policy. Questions regarding this procedure are to be directed to the identified Procedure Owner.

Category:	I. Student Experience
Parent Policy:	I03
Approval Date:	April 12, 2024
Effective Date:	April 12, 2024
Procedure Owner:	Vice President, Academic Director, Teaching & Learning Centre of Innovation

Overview:	<p>This document outlines the procedure associated with registering for academic accommodation(s) through Accessibility Services within the Teaching & Learning Centre of Innovation (TLCI).</p> <p>Olds College of Agriculture & Technology (the “College”) recognizes that appropriately accommodating a student is an institution-wide responsibility that does not rest solely with the Accessibility Services office. The College community will provide reasonable accommodation for both permanent and temporary disabilities. These efforts are coordinated by Accessibility Services within TLCI at the College, but require the collaborative efforts of the College, including but not limited to: Faculty, Associate Deans, Health & Wellness, Facilities and the Office of the Registrar.</p> <p>Student’s Responsibility</p> <ol style="list-style-type: none"> 1. Contact Accessibility Services to identify needs 2. Provide reasonable documentation 3. Apply to funding sources, with the support of Accessibility Services, as required 4. Follow established procedures for specific services (ie. Test Centre) 5. Engage in self-advocacy 6. Make requests for accommodations within a timely manner <p>Accessibility Services’ Responsibility</p> <ol style="list-style-type: none"> 1. Follow established procedure to determine reasonable accommodations 2. Maintain a confidential file for each student that includes documentation, case notes, accommodations, consent to release information, and service history 3. Develop an accommodation plan 4. Communicate accommodation plan via an accommodation letter to stakeholders, including the student, instructor/s and Associate Dean 5. Support students in acquiring funding and assessment 6. Maintain the dignity and privacy of the student in relation to the disability
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7. Support students in self-advocacy
8. Support faculty in providing accommodations
9. Advocate for students with disabilities
10. Communicate relevant procedures for specific accommodations to students and faculty
11. Coordinate with Facilities for the provision of physical/spatial accommodations to the learning environment

Instructor's Responsibility

1. Review the accommodation letter and acknowledge receipt
2. Collaborate with Accessibility Services to provide reasonable accommodation to the learning environment
3. Modify the learning environment to facilitate the required accommodation
4. Follow established procedures for specific accommodations
5. Maintain the dignity and privacy of the student in relation to the disability

Procedures:

Students are encouraged to register for accommodations with Accessibility Services (TLCI) as early as possible following admission. The procedure for registering for accommodations is as follows:

1. Students gather appropriate documentation (see parent Policy I03: Disabilities and Accessibility Support). If a student is unsure what documentation is required, they may contact Accessibility Services via email accessibility@oldscollege.ca to enquire about documentation.
2. Students complete the online Intake Form. The intake form is available on the Accessibility Services website.
3. Accessibility Services will contact the student to gather additional information.
4. Documentation, student information and program considerations will be confidentially reviewed and filed.
5. A plan for reasonable accommodation will be created by Accessibility Services, and an Accommodation Letter will be provided to the student, faculty, and Associate Dean in the online accessibility platform.
6. Accessibility Services will support the student in accessing the accommodation(s), as well as the institution and faculty in providing the accommodation.
7. Students register with Accessibility Services for each academic year for which they require accommodation.

Definitions:

Permanent Disability: A permanent disability is a functional limitation caused by a physical or mental impairment that restricts the ability of a person to perform the daily activities necessary to participate in studies at the post-secondary level or in the labour force. The disability may be present from birth or occur during a person's lifetime, and is expected to remain for the person's expected natural life.

Temporary Disability: A temporary disability is a functional limitation caused by a physical or mental impairment that restricts the ability of a person to perform the daily activities necessary to participate in studies at the post-secondary level or in the labour force. The disability may be present due to injury or illness and is of a short-term nature.

Accommodation Letter: Accommodation Letters are created after reviewing relevant documentation and a self-report interview with the student. Once complete, the letter is shared out with instructors and the student identifying the accommodations for which they are eligible for.

Undue Hardship: Excessive challenges that could deem the academic accommodations to be unreasonable for the institution to provide. This may include, but is not limited to: excessive financial cost on behalf of the institution, health and safety concerns for the accommodated student or other students, faculty, and staff, significant interference with the learning of other students, or an unreasonable time frame to provide the accommodation.

Reasonable Accommodation: The requirement of the College to provide accommodation up to the point of undue hardship. The College is required to provide accommodation that addresses the barrier to education created by the individual's disability within a range of accommodation options. There is no requirement to choose the most expensive or comprehensive of these accommodations.

Reasonable Documentation: A report signed and dated by a qualified medical professional or registered psychologist qualified to diagnose. Documentation must be current (within the last 5 years) and provide a clear diagnosis, along with a description of how the disability or treatment impacts an individual's functioning in the academic environment. Such documentation as Individual Program Plans (IPP), psychoeducational assessments and a letter from a doctor or psychiatrist may fill the documentation requirement.

Related Information:

B09 Records Management & Disposition

Review Period:

3 years

Revision History:

New: March 2021
Revised: October 2021
Revised: April 2024