

Academic Accommodation Procedures

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Academic Accommodation Procedures

1. Purpose

These procedures are intended to help the Humber and Guelph-Humber community of learners, prospective and current faculty, and staff implement the Academic Accommodations Policy. They guide the process of disability-related accommodation requests and implementation using the principles of inclusion, an individualized experience, and respect for dignity to ensure that learners with disabilities can participate equitably in their academic endeavors with the support of the Humber and Guelph-Humber community. This procedure does not apply to accommodations based on other code-protected grounds as per the Ontario Human Rights Code (e.g., religion, family status) that might be covered in other Humber policies. This document does not address other aspects of the learners' experience with disabilities.

For Learners: [ALS Student Handbook](#)

For Faculty and Staff: [Academic Accommodations](#)

2. Steps to Request Academic Accommodations

2.1. Registering with Accessible Learning Services

Initiating registration with Accessible Learning Services (hereafter referred to as 'ALS') is the responsibility of learners with a suspected or confirmed disability(ies) seeking academic accommodations. Learners are encouraged to register as early as possible before the semester starts, acknowledging that flexibility exists for learners to contact the ALS office at any time over the course of the academic year. Early registration is encouraged as specific accommodations may experience delays based on when a learner registers. [Accessible Learning - Information for New Learners](#)

2.2 Documentation

Documentation from a registered healthcare practitioner describing disability-related functional impacts is usually used to develop an accommodation plan. As such, learners registering with ALS will be asked to provide any documentation they may have related to a permanent, prolonged or persistent, or temporary disability.

Learners are not required to disclose specific diagnoses in accordance with the *Ontario Human Rights Code*. However, documentation outlining the functional impacts of the disability will allow ALS to understand unique strengths and challenges to determine appropriate and reasonable accommodations to support learning. There may be instances where we may request clarity on information already received or subsequent inquiries made to your health care practitioner or specialist with your knowledge and consent.

All documentation submitted to Accessible Learning Services is treated as strictly confidential and held within our secure data management platform. We will only provide

disability-related documentation to a third party if the learner requests, in writing, that we do so.

Types of Documentation

The nature of the disability provides guidance to the specific documentation needed, emphasizing the individualized approach taken by ALS. The health care practitioner providing this documentation must be licensed by a regulated body, and qualified to do so.

For a learner experiencing a Learning Disability, Autism Spectrum Disorder, or Mild Intellectual Disability, or significant cognitive impacts, they can provide a copy of their most recent psychoeducational/psychological assessment or their Individual Education Plan.

For a learner living with Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD), a brain injury, are hard of hearing or Deaf, sensory disabilities, have a medical condition, mental health condition, mobility impairment, visual impairment, or temporary disability they can provide:

- A completed [Humber and Guelph-Humber Medical Report Form](#)
- Other documentation completed by a health care practitioner (e.g., a neuropsychological assessment, a letter outlining the functional impacts of your disability)

Please note that there may be times when the provision of supplemental documentation may be required to determine eligibility for certain types of accommodations, funding resources, or services. For example, learners who require a memory aid may be requested to provide a specific subset of tests conducted by a clinical psychologist.

Learners Receiving OSAP: The Ontario Student Assistance Program (OSAP) provides some financial aid for learners with disabilities. To access this funding, learners are required to submit the [OSAP Disability Verification Form](#) to Humber's Financial Aid Office or Guelph-Humber's Student Financial Services. If your health care practitioner has completed the OSAP Disability Verification Form, ALS will accept a copy of this form as documentation of your disability, however, there may times when additional documentation to confirm functional impacts may still be needed.

2.3. Establishing the Academic Accommodation Plan

Determining an accommodation plan at Humber and Guelph-Humber involves a collaborative, interactive process, sometimes interactive in manner, between the learner and their Accessibility Consultant.

1. This individualized plan is developed by considering various factors, including the learner's lived experience, disability documentation, prior accommodation utilization exposure, ALS policy and procedures, essential learning course outcomes and identification of potential accessibility barriers within the academic program.

2. The Accessibility Consultant and learner examine, through a consultative process, options to address the learner's functional impacts, aiming to reduce or eliminate barriers without modifying course or program outcomes. The fundamental principles guiding this process include promoting dignity, independence, integration, equity, equal opportunity, and safety.
3. The accommodation plan aims to uphold these principles, ensuring respect for individuals with disabilities, maximizing autonomy, facilitating full integration into the educational experience, promoting fairness, and providing equitable access.
4. In the event that the Accessibility Consultant finds that an accommodation request requires additional support from further documentation addressing academic functional impacts, the learner is directed to College or community resources, and may be referred to appropriate professionals for additional documentation.
5. After conclusion of this collaborative process, the Accessibility Consultant creates an Accommodation Letter outlining approved academic accommodations, and, where applicable, interim academic accommodations may also be provided while further assessment is taking place, or awaiting to take place, which is not in the reasonable control of the limitation.

2.4. Implementing the Academic Accommodation Plan

1. The effective and efficient implementation of the accommodation plan is a shared responsibility involving ALS, the learner, the faculty, Testing Services, and the administration.
2. The responsible faculty member(s) are required to implement the accommodation that has been set out in the accommodation plan, and shall do so in a manner that is consistent with the principles of the underlying policy.
3. At Humber and Guelph-Humber, the learner has a choice for the ALS office to distribute the Accommodation Letter to faculty on their behalf, or they may do so themselves. ALS offers faculty guidance upon request on implementing the accommodation plan and engages in collaborative solution-focused problems when issues arise.
4. The learner is accountable for meeting course outcomes, communicating disability-related accommodation needs to both ALS and faculty in a timely manner, and coordinating exam/test scheduling with their faculty and Testing Services.
5. Faculty members are responsible for executing classroom, program, placement and testing accommodations as delineated in the plan, managing test logistics with [Testing Services](#), and seeking support from ALS when questions arise.
6. Testing Services is crucial in providing accommodated testing, handling coordination of unique and more complex accommodation measures for faculty, and clarifying

accommodations, addressing learner concerns, and communicating those matters to ALS.

7. Administration is mandated to support faculty as needed to ensure effective, appropriate, and timely implementation of accommodations. Recognizing variations in course content and format, it's emphasized that approved academic accommodations may not be uniformly applied across all courses.
8. In case an accommodation is in question, the relevant academic accommodation remains in place until resolved through collaborative discussions between ALS and the academic faculty. Academic accommodations that may pose challenges due to course structure or conflict with essential academic requirements will be addressed on a case-by-case basis utilizing ALS' decision tree, ensuring a fair and tailored approach to implementation and assessing the next available best option.

3. Renewal of Academic Accommodations Each Semester

Learners are required to submit a renewal request each semester if they would like to continue their academic accommodations by submitting the online form: [Accommodation Letter Renewal Form](#). Accommodation letters will not be renewed without this formal request. The renewal form is typically available two (2) to three (3) weeks prior to the start of the new semester.

Communication reminders are sent prior to the beginning of a new semester. Completion of the renewal form serves as an opportunity to notify ALS if there has been changes to disability impacts or program, prompting scheduling of an appointment with their Accessibility Consultant prior to accommodation letter renewal.

Once the renewal form has been received by ALS,

The type of disability and multiple disabilities may impact the time to establish appropriate accommodation planning, and as such, learners are encouraged to renew accommodations in a timely manner to avoid any undue delays in access.

In certain circumstances, depending on the complexity of the accommodation measure requested, if there is insufficient documentation at the time of accommodation renewal and the Accessibility Consultant has provided interim accommodations, if appropriate clinical assessment has not been provided to continue supporting academic accommodation for those specific measures, discussions will be had between the learner and the Accessibility Consultant regarding cessation of those academic accommodations measures and adjustment to the accommodation letter beyond an academic year.

4. Pre-Admission Testing Accommodations

Learners who require academic accommodations for programs that require them to write admissions tests, attend an interview, or attend an audition before being accepted to a program are advised to complete the Testing Services' Admissions Test Accommodations [e-form](#) two

weeks before their test date. Applicants requesting more than time and one half (1.5x) extra time will be asked to provide documentation to ALS for review to support their accommodation request.

More unique or complex accommodations requested to support admissions testing may require further collaboration with the respective program faculty to understand what is being evaluated to ensure accommodations are appropriate.

5. Work Integrated Learning Accommodations

Learners who require accommodations for their work integrated learning placement should contact their Accessibility Consultant ahead of the semester they will be completing it. Workplace accommodations are determined based on the assigned duties/job tasks of the work-integrated experience and how a learner's functional impacts may impact their ability to complete assigned work tasks.

The learner collaborates with the Accessibility Consultant to determine work placement accommodations and a Work Integrated Learning (WIL) Accommodation Letter is created and signed by the learner. This letter may be provided to Advising and Careers, the Placement Advisor and external Placement Employers, who are partners outside of Humber and Guelph-Humber community to facilitate the accommodations process in the [WIL placement](#) .

Placement Advisors/Coordinators/Managers should make every effort to support learners with disabilities in securing their work-integrated experience, making an inclusive introduction to their host contact and environment, and act as liaison between the placement employer and the Accessibility Consultant to assist in the determination of work responsibilities, communicating and advocating for accommodations at the host employer, collaborating with the Accessibility Consultant to implement WIL accommodations and other resources, as needed, and establishing formal follow up to ensure intervention, as necessary.

6. Reassessment of Academic Accommodations

6.1. Learner Requesting Reassessment

It is the learner's responsibility to reach out to ALS or contact their Accessibility Consultant should they want to request a reassessment of their academic accommodation(s) at Humber and Guelph-Humber. The learner should be prepared to provide details about their concerns, specifics about impacts in the learning environment and what changes or support they seek, as well as, on a case-by-case basis, provide updated documentation, if requested.

It is important to note that the reassessment process aims to support the learner while maintaining academic integrity in the program. The College recognizes the need for timely decisions, and that adjustments to academic accommodation be implemented promptly. Until a final determination is made, any approved academic accommodation will remain in place, and/or find alternative options to accommodation. Learners are encouraged to utilize the formal dispute resolution process.

6.2. Faculty Request

Accommodations are intended to provide learners with an equitable opportunity to successfully meet the essential requirements of their course or program, with no alteration in standards or learning outcomes. Accommodations do not alter what is being taught but may change how a learner acquires and demonstrates their knowledge of the content. If faculty believe an accommodation alters essential course requirements, it is required that the faculty not deny the accommodation but advise through written communication with the learner that the request will be reviewed with their Accessibility Consultant listed on the accommodation letter, at the earliest, and preferably within one to two weeks of receipt. The Accessibility Consultant will work in collaboration with the faculty to determine if essential requirements can be met with that accommodation in question or find a solution and determine options to meet the accommodation need, if possible.

7. Privacy and Confidentiality

Accessible Learning Services staff are responsible for ensuring that learner information is handled with professional discretion and in accordance with the Freedom of Information and Protection of Privacy Act (1990). ALS staff are trained in the collection, sharing, storage, and destruction of disability-related information in compliance with these acts, in conjunction with Humber record management policies and procedures. The extent to which information will be shared, with whom, and when, is explained verbally and in writing through consent and confidentiality forms to learners in the first appointment, and as required with the Accessibility Consultant. The College shall not create or circulate lists that identify persons with disabilities.

The expectation for College members to implement practices to safeguard the privacy and confidentiality of our learners with disabilities is an individual and institutional accountability. In order to provide adequate protection, ensure:

- Information shared by a learner containing private and confidential details should never be forwarded to other parties; start a new email.
- Ensure to keep communication, documentation, etc. securely looked away.
- Lock your computer/laptop when you are not present at your desk/workstation.
- If need arises, due to appropriate business purposes to share personal information, keep the anonymity of the learner (i.e. use of initials), limit the amount of details shared, and the information is shared securely (i.e. College-issued email only).
- Double check that provided information is going to the correct recipient(s), and only to parties that need to be involved for action.
- Use of N numbers or initials in email subject lines.

8. Accessible Learning Services Accommodations Dispute Resolution Process – Learner

An Accessibility Consultant may determine that there is insufficient basis to support an accommodation request. In that case, the learner may request a review by the Associate Director, Accessible Learning Services (ALS), or their designate (i.e. Program Coordinator, ALS).

Using a solution-focused approach, the Associate Director, ALS may engage in the following consultations on a case-by-case basis, by order of succession:

- seek additional information from the learner, including medical documentation,
- seek additional information from the Accessibility Consultant,
- explore alternative accommodations, which may require consultation with faculty or academic administrators, up to including the Senior Dean of the respective faculty,
- consult with other Student Success and Engagement administrators, including the Director, Student Wellbeing, Associate Dean, Student Wellness and Equitable Learning, and the Dean of Students.

The Associate Director, ALS, will seek to resolve the dispute as quickly as possible and keep the learner and Accessibility Consultant informed regarding status of the review, and for further case management.

Upon decision of the Associate Director, ALS regarding the outcome of the review, the learner may elect to escalate the matter for review to Associate Vice President, Academic, and/or engage in the Early Intervention Program offered by the Centre for Human Rights, Equity & Inclusion.

Learners may also seek appeal support through the student union of the College, [IGNITE](#). At any time during this process, learners are at their discretion to provide additional documentation supporting the objective assessments of their health care practitioner to describe the functional impacts. Where ALS has initiated the request for additional documentation, ALS will incur any costs with obtaining said documentation.

9. Accessible Learning Services Accommodation Dispute Resolution Process – Faculty

If a learner's accommodation is not supported by a faculty member or a related disagreement arises regarding the implementation of academic accommodations, the faculty member should make their Associate Dean aware, for further review, if requested.

Using a solution-focused approach, the Associate Dean may engage in the following consultations on a case-by-case basis, by order of succession:

- seek additional information from the faculty member,
- seek additional information from the learner,
- consult with the Accessibility Consultant or other Student Success and Engagement administrators such as the Associate Director, ALS, subsequently, Director, Student Wellbeing, the Associate Dean, Student Wellness and Equitable Learning, or Dean of Students,
- consult with the Senior Dean of the Faculty.
- explore alternative accommodations that may require consultation with faculty or other administrators.

The Associate Dean will seek to resolve the dispute as quickly as possible and keep the learner informed regarding the status of the review.

In the event that the learner is not satisfied with the outcome of the review or the timeliness of the review process, they may engage in the Early Intervention Program offered by the Centre for Human Rights, Equity & Inclusion.

Learners may also seek appeal support through the student union of the College, [IGNITE](#).

References

- [Accessibility for Ontarians with Disabilities Act, 2005 \(AODA\)](#)
- Accessibility Policy, Humber and Guelph-Humber, HR107, Last revised September 1, 2020
- [Ontario Human Rights Code, R.S.O., 1990 c.H. 19 \(OHRC\)](#)
- 'Privacy and Access to Information, People(s) & Culture, Humber