

Dalhousie University
Guidelines and Protocols

Procedure:	STUDENT ACCESSIBILITY CENTRE
Parent Policy:	Student Accommodation Policy
Effective Date:	May 1, 2018
Early Revision Date:	n/a
Revision Date:	May 1, 2023

Part 1: Reasons for Guidelines and Protocols

- 1.1. Guidelines and Protocols must be published by the Centre to support the Student Accommodation Policy and Procedures, and facilitate the Centre's responsibility to administer the Policy.
- 1.2. To identify procedures which underscore our commitment to a fully accessible university community where students access their on-campus living environment and their on and off-campus learning environments including distance education, fieldwork placements, internships, and co-op.
- 1.3. Keeping in line with our Diversity and Inclusion strategy, Dalhousie asserts that principles of equity and inclusion are integral in our day-to-day interactions. While we all have a role to play in facilitating a fully accessible university community, the Student Accessibility Centre (herein referred to as "SAC") will facilitate the implementation of accommodations for students requiring said support.
- 1.4. To identify that the Student Success Centre (herein referred to as "SSC") will support the Faculty of Agriculture in the implementation of accommodations for students.
- 1.5. To define our rights and responsibilities: students, instructors, SAC/SSC.
- 1.6. To ensure that Dalhousie is adhering to our duty to accommodate to provide students with reasonable accommodation.

Part 2: Procedures

- 2.1 Students who encounter a barrier to accessing their on-campus living or learning environments are to make a request for accommodation to SAC/SSC.
- 2.2 Students submit a formal request to SAC/SSC prior to the start of the term, or, as soon as a barrier is identified.
- 2.3 Supporting documentation may be required to facilitate a student's accessibility

plan. In the case of disability, supporting documentation includes a psycho-educational assessment using adult scales; SAC/SSC's medical assessment form; or a letter from a healthcare practitioner identifying current and potential barriers, types of support.

- 2.4 The following could be implemented as part of the student's accessibility plan:
- (i) additional time and quiet space to write quizzes, tests, exams
 - (ii) alternate exam formats
 - (iii) alternate modes of course delivery or evaluation
 - (iv) provision of a note taker or interpreter
 - (v) special equipment in classrooms
 - (vi) adaptive technology
- 2.5 The implementation of a student's accessibility plan is facilitated by SAC/SSC in consultation with instructors; School Directors and/or Deans/Assistant Deans when required.

Part 3: Role of Students

- 3.1 Students requesting accommodations initiate the process by identify themselves to SAC/SSC.
- 3.2 Students identifying with SAC/SSC must provide the following information in support of their request for accommodation:
- (i) Name, contact information, student/banner number, place of residence
 - (ii) Documentation, if required
- 3.3 All students who submit a new request for accommodation are required to meet with SAC/SSC to review the documentation and to develop an accessibility plan.
- 3.4 Returning students are required to meet with SAC/SSC if they are placed on academic probation, or, are returning from academic dismissal.
- 3.5 Students must know and follow SAC/SSC procedures or risk compromising the implementation of their accessibility plan.
- 3.6 Students must alert SAC/SSC of any changes required to the plan and meet with SAC/SSC if action is required.
- 3.7 SAC/SSC requires a minimum of 7 days to fulfill student requests.

Part 4: Role of SAC/SSC

- 4.1 Request and evaluate documentation from registered healthcare practitioners, or others, supporting students' request for accommodation.
- 4.2 On the basis of supporting documentation, including the student's narrative, SAC/SSC will formulate an accessibility plan sharing the information only with

those who need to know to effectively implement the student's accessibility plan.

- 4.3 Document the accessibility plan and distribute letters of notification to instructors.
- 4.4 Provide support to instructors, School Directors and/or Deans/Assistant Deans to facilitate the implementation of student accessibility plans.
- 4.5 Assist instructors, School Directors, Deans/Assistant Deans and other Dalhousie staff in their understanding of the University's duty to accommodate.
- 4.6 Ensure that student accessibility plans do not compromise the course or program's essential academic requirements, and/or create undue hardship for the University.
- 4.7 Advocate on behalf of, and alongside students to resolve challenges regarding accessibility plans.
- 4.8 In the event of a dispute, per the Policy, the SAC will decide what accommodation will be provided.
- 4.9 Serve as Dalhousie's Centre of expertise on matters related to student access, equity and inclusion.
- 4.10 Uphold the standards of Nova Scotia's FOIPOP legislation (Freedom of Information and Protection of Privacy Act) and PIIDPA legislation (Personal Information International Disclosure Protection Act); both of which govern the protection of the privacy of personal information.
- 4.11 Ensure appropriate consent is obtained when third parties are engaged.

Part 5: Role of Instructors, School Directors, Deans/Assistant Deans

- 5.1 Determine course content, instruction methods, and types of assessments.
- 5.2 Receive and make note of student accessibility plans.
- 5.3 Upon receipt, bring to the immediate attention of SAC/SSC any accommodation which compromises the course or program's essential academic requirements, and/or creates undue hardship for the University.
- 5.4 Consult and collaborate with SAC/SSC to resolve challenges related to student accessibility plans.
- 5.5 Implement the student's accommodation.
- 5.6 Consult with SAC/SSC to determine other forms of support for students.
- 5.7 Ensure that SAC/SSC accessibility statement is included in all syllabi.
- 5.8 Maintain students' right to privacy.

- 5.9 Consult with SAC/SSC in the determination of reasonable accommodation for fieldwork placements, internships, and co-op.
- 5.10 Deans, Assistant Deans and School Directors will foster and engage a culture of inclusion.

Part 6: Role of Faculty/School Student Access Liaison

- 6.1 Each Faculty/School will appoint a Student Access Liaison (herein referred to as “SAL”)
- 6.2 SAL will support SAC/SSC and instructors to work through complex student accessibility matters.
- 6.3 SAL will assist SAC/SSC in organizing professional development sessions on student accessibility for departments, Schools, Faculty.
- 6.4 SAL will assist SAC/SSC in distributing any communications regarding student accessibility.
- 6.5 SAL will bring to the attention of SAC/SSC any recurrent themes as it relates to student accessibility.

Part 7: Review

- 7.1 A formal review of the Guidelines and Protocols will be conducted every five (5) years. The next scheduled review date is May 1, 2023.
- 7.2 This Guidelines and Protocols document may be revised earlier if:
 - i. the Provost and Vice-President (Academic) deems it necessary; or
 - ii. the parent Policy is revised or rescinded.
- 7.3 If the Guidelines and Protocols document is revised, all supporting and secondary documents will be reviewed as soon as reasonably possible in order to ensure compliance.