

# The Bader International Study Centre

## Academic Accommodations Procedures

Date created: 19/10/2018

Date revised: [Click to enter a date.](#)

## PROCEDURE

### Purpose:

This procedure accompanies the BISC Academic Accommodations for Students with Disabilities Policy (2018).

The university is committed to, and has a legal obligation under, the Ontario Human Rights Code to provide appropriate academic accommodation(s) to students with disabilities; that is, the academic accommodation(s) that respect(s) the dignity of the individual with a disability, meet(s) individual needs, and promote(s) integration and full participation.

This procedure outlines the steps to be taken by students, instructors and staff, to ensure the development and implementation of academic accommodation plans for students with disabilities that meet the university's commitments and obligations to students with disabilities, respect their rights to privacy and confidentiality, and comply with provincial legislation, guidelines and policies.

### Procedure:

Students with documented temporary or permanent disabilities

As soon as the need is apparent:

1. Notify the university about academic accommodation needs based on documented functional limitations due to a permanent or temporary disability or a suspected disability, by contacting Queen's Student Accessibility Services ("QSAS") by phone, email or in-person. Disclosure of a diagnosis to QSAS is not required. Accommodations require time to arrange, and must be applied to all areas in a student's program (i.e. coursework, practica, fieldwork, etc.). As a result, it is important to provide as much advance notice as possible in making accommodation requests. This facilitates the planning process that is critical to ensuring the university can develop and implement accommodation plans in a timely manner that maintain essential academic requirements and standards;
2. Provide required and appropriate documentation as outlined in QSAS documentation requirements. Disclosure of a diagnosis is not required;



	<ol style="list-style-type: none"> <li>3. Participate in academic accommodation planning by sharing information and collaborating with QSAS regarding academic accommodation needs, as well as actively engaging with instructors, the SSDLA and the Administration Office to develop and implement an academic accommodations plan. Disclosure of a diagnosis is not required;</li> <li>4. Meet administrative deadlines that support the accommodation process (e.g. term specific deadlines to register for accommodated exams).</li> </ol> <p>At any time during the academic year, contact the SSLDA immediately if:</p> <ol style="list-style-type: none"> <li>1. a difficulty arises regarding the implementation of accommodations;</li> <li>2. there are changes relating to the functional limitations arising from the disability;</li> <li>3. a retroactive accommodation may be appropriate.</li> </ol>
<p>Students without confirmation/verification of a disability or with insufficient documentation of a disability</p>	<p>In cases where students have not yet obtained confirmation/verification of a disability from a regulated health care professional, or where the available documentation is out of date or insufficient (see documentation requirements), but where functional limitations are believed to be related to a permanent or temporary disability, the following steps apply, on a semester-by-semester basis:</p> <ol style="list-style-type: none"> <li>1. Contact the SSLDA for consultation regarding the option of interim academic accommodations. Interim academic accommodations are put in place to address barriers in the academic environment related to functional limitations until confirmation/verification of a disability or updated documentation is received;</li> <li>2. Provide documentation of current functional impairments through available documentation or through the completion of the QSAS documentation form if requested.</li> </ol>

## PROCEDURE

	<p>Available documentation may include individual education plans (IEPs), out of date assessment reports, and medical letters.</p> <p>Actively pursue further assessment of the health condition or disability and regularly share information with QSAS as it becomes available. Disclosure of a diagnosis is not required;</p> <p>At any time during the academic year, a student with interim accommodations should contact the SSLDA immediately if:</p> <ol style="list-style-type: none"> <li>1. a difficulty arises regarding the implementation of the accommodation(s);</li> <li>2. there are changes relating to the functional limitations;</li> <li>3. new documentation becomes available;</li> <li>4. a retroactive accommodation may be appropriate.</li> </ol>
<p>Student Success and Learning Development Advisor (SSLDA)</p>	<p>Maintain a list of students with accommodations and review after add/drop period to ensure details are up-to-date;</p> <p>Share accommodation plans with instructors to ensure they can work with the student to implement accommodations;</p> <p>Share relevant information with the Administration Office for examinations planning;</p> <p>Respond to students' inquiries regarding academic accommodations and provide support in implementation;</p> <p>Direct students without letters of accommodation to register with QSAS;</p> <p>If a difficulty related to the implementation of an academic accommodation arises:</p> <ol style="list-style-type: none"> <li>1. Contact the educator or those persons acting on the educator's behalf, to find a workable solution for all parties;</li> <li>2. If the situation can't be immediately resolved, refer it to QSAS.</li> </ol>



<p>Instructors</p>	<p>When preparing course materials, include the university's accommodation statement in all course syllabi;</p> <p>When a QSAS accommodation letter is received from the SSLDA or from the student:</p> <ol style="list-style-type: none"> <li>1. Implement academic accommodations detailed in the QSAS letter of accommodation. If there are any concerns or potential issues, consult with the SSLDA;</li> <li>2. If necessary, speak privately with the student and/or consult with SSLDA to facilitate implementation, protecting student privacy and confidentiality. It is never appropriate to ask a student about their specific disability or diagnosis;</li> </ol> <p>Make arrangements for mid-term examinations, interim quizzes, exams and assignments in consultation with the SSLDA. The student must approach the instructor at least seven days prior to a midterm or quiz to discuss appropriate accommodation;</p> <p>If an implementation issue arises at any time, consult the SSLDA immediately;</p> <p>Students requesting retroactive accommodations should be directed to the SSLDA. If an instructor receives a retroactive letter of accommodation they should collaborate with the SSLDA and Deputy Academic Director, as decisions will be made on a case by case basis.</p>
<p>Administration Office</p>	<p>Create exam schedule for accommodations students;</p> <p>Identify and book rooms for accommodated exams;</p> <p>Arrange for additional equipment (e.g. laptops);</p> <p>Contact accommodated students by email (cc'ing the SSLDA) with exam schedule;</p>

## PROCEDURE

	<p>Prepare and distribute 'exam pack' to proctors with 'no entry' signs and exam phones;</p> <p>Receive completed examinations, printing out where necessary, and returning exams to relevant faculty.</p>
--	--

<b>Date for Next Review:</b>	01/05/2021.
<b>Related Documents:</b>	<i>Queen's Academic Accommodations for Students with Disabilities; Educational Equity Policy; Queen's University Senate Policy on Student Appeals, Rights &amp; Discipline; Queen's Policy Concerning Students with Disabilities.</i>
<b>Superseded by:</b>	BISC Classroom and Exam Accommodations Policy and Process.

