



STANDARD OPERATING PROCEDURE (SOP)

DOCUMENT ID: SOP-209 VERSION #1	TITLE: ACCOMMODATION OF STUDENTS WITH DISABILITIES	SEARCH KEY:
PURPOSE:	<ul style="list-style-type: none"> To outline key roles and responsibilities in the provision of accommodation and support services for students with disabilities. 	POST TO: Public Website <input checked="" type="checkbox"/> DC Connect <input checked="" type="checkbox"/>
SCOPE (Applies To):	<ul style="list-style-type: none"> STUDENTS DEANS AND ASSOCIATE DEANS FACULTY MEMBERS STAFF MEMBERS IN STUDENT AFFAIRS AND SERVICES 	
	AUTHOR: PATTY HAMPLER, DIRECTOR, STUDENT AFFAIRS AND SERVICES (SAS) CONTACT INFORMATION: LOCAL 5043	CREATED: 2022/07/06 (yyyy/mm/dd)
	RESPONSIBLE OWNER: VP, STUDENT AFFAIRS	
PROCESS REVISIONS:	REVISION AUTHOR: N/A	REVISED: (yyyy/mm/dd)
RELEVANT FORMS:	The Accessibility Services online portal is used to submit all relevant information referenced in this SOP: <ul style="list-style-type: none"> Link to Instructor Portal. Link to Student Portal. 	REVISED: (yyyy/mm/dd)
ACCORD/POLICY APPROVAL BODY:	<ol style="list-style-type: none"> J. CHARRIER, COORDINATOR, ACCESSIBILITY SERVICES P. HAMPLER, DIRECTOR, STUDENT AFFAIRS AND SERVICES C. HOTEL, ASSOCIATE DEAN, HUMANITIES AND SOCIAL SCIENCES D. MARTIN, ASSOCIATE DIRECTOR, STUDENT SERVICES R. NG, REGISTRAR, ENROLLMENT SERVICES T. PAUL, MANAGER, ATS, CEIT M. STAINSBY, SPECIAL PROJECTS OFFICER/POLICY OFFICER A. TREBUSKI, DSU ACCESSIBILITY REPRESENTATIVE 	DATE APPROVED: 2022/09/29 (yyyy/mm/dd)
QUALITY ASSURANCE FORMAT APPROVAL:	<input checked="" type="checkbox"/> ADMINISTRATORS' COMMUNITY OF PRACTICE (ACP) SOP SUBCOMMITTEE <input checked="" type="checkbox"/> THOR BORGFORD, VICE-PRESIDENT, ACADEMIC & PROVOST	DATE APPROVED: 2022/10/14 (yyyy/mm/dd)
RELEVANT POLICY:	Douglas College Educational Policies <ul style="list-style-type: none"> Admissions Policy Evaluation Policy Douglas College Administration Policies <ul style="list-style-type: none"> Human Rights Policy 	

<p>RELEVANT ACRONYMS & DEFINITIONS:</p>	<p>Disability: A mental, physical, and/or neurological impairment, learning disorder, or psychiatric disorder that is likely to continue and may significantly limit and/or interfere with educational pursuits.</p> <p>Reasonable Accommodation: Necessary and appropriate modification and adjustments needed in a particular case to ensure that persons with characteristics protected under the <i>Human Rights Code of BC</i> have access to education, academic opportunities, and services on an equal basis with others, without imposing undue hardship on the College. These Accommodations should enable Students to demonstrate their knowledge and skill without diluting curriculum or credentials, or detracting from the responsibility of Students to achieve individual results consistent with course/program requirements and objectives. All Reasonable Accommodations provided by Douglas College must:</p> <ul style="list-style-type: none"> • Be based on documented individual Disability needs, not on personal preference; • Allow for the most integrated experience possible; • Not compromise the essential requirements of a course or program; • Not pose a threat to personal or public safety. <p>Student: A person enrolled or accepted as a Student at the College in credit or non-credit courses.</p> <p>Supporting Information: Documentation of Students’ Disabilities prepared by qualified and certified professional(s) verifying current (i.e., typically within the past three years) functional limitation(s) and indicating how the Disability will affect post-secondary studies; must be provided to the College’s Accessibility Services department before the College can provide access, Accommodations and/or services.</p> <p>Support Services: May include but are not limited to sign language interpreting services; on-site specialized adaptive equipment; note-takers; recorded lectures; alternative formats for texts and examinations; extended time for assignments and exams; transition or educational planning; optimal course scheduling; early registration and assistance; instruction in adapted study skills and compensatory strategies; campus orientation; publicizing of special services available to Students with Disabilities, and provision of this information in other communication modes (e.g., via audio tape, Braille, large print); bookstore assistance; parking passes; community information about services available.</p>
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PREAMBLE:

The College considers the provision of learning and student life opportunities for Students with Disabilities to be an integral part of the educational enterprise. Students with Disabilities are full and equal members of the Student population, accorded the same rights, opportunities and responsibilities as other Students.

Moreover, under the BC Human Rights Code, Douglas College is required to take reasonable steps to accommodate students with physical or mental Disabilities, unless doing so would create undue hardship for the College. Undue hardship is assessed at an institutional level, not by impact on any one department or service.

PREAMBLE: (cont.)

Douglas College has a duty to provide Reasonable Accommodation to the known functional limitations of an otherwise qualified Student who has a Disability.

The College will take the initiative to remove barriers in policy and practice that prevent or inhibit full participation of persons with Disabilities, endeavouring to provide Students with Disabilities equal opportunity to pursue their educational goals.

Accommodations should support Students to demonstrate their knowledge and skill without diluting curriculum or credentials or detracting from the responsibility of the Student to achieve individual results consistent with course/program requirements and/or learning outcomes and objectives.

STEPS:

I. FIRST MEETING

Students must request Accommodation and supply the necessary Supporting Information before **Accessibility Services** can assess and plan for a Student's need for Accommodation. A **Student** requesting Accommodations and/or Support Services must book a meeting with an **Accessibility Specialist** to initiate the Accommodations process. The first meeting should be booked at least four (4) weeks in advance of the need for the implementation of a new Accommodation plan.

At the first meeting, **Students** will be asked to share their academic goals, provide information about barriers they are experiencing or anticipating, and identify Accommodations and/or supports that have worked well for them in the past. They will also review a confidentiality agreement, and be given an opportunity to ask questions about the Accommodation planning process. The **Accessibility Specialist** will review the appropriate Supporting Information provided by the **Student**. **Students** are responsible for incurring the costs associated with providing Supporting Information or other documentation.

If **Students** request services before obtaining sufficient Supporting Information, **Accessibility Services** may support them by arranging provisional services on an interim basis; decisions will be made by the **Accessibility Specialist**, in consultation with the **Accessibility Services Coordinator**. Such services are identified by way of **Accessibility Specialist** case consultation meetings and are not typically provided beyond one semester.

II. STUDENT PRIVACY

Student privacy will be maintained throughout the Accommodation planning process. **Students** seeking assistance from **Accessibility Services** must complete and sign a disclosure agreement prior to the provision of service. The department of **Accessibility Services** will disclose information only to the extent necessary to ensure the provision of Support Services, and only with a release-of-information form signed by the Student.

III. ACCOMMODATION PLANNING

The Accommodation planning process is a collaborative process that involves the **Accessibility Specialist**, the **Student** and the **Student's instructors**.

The **Accessibility Specialist** will review the Supporting Information and all relevant background information provided by the **Student**. Using current evidence-based practices within the field of Disability Services and educational psychology, as well as known attributes of the Student's courses and/or program (e.g., course and lab requirements, practicum placements), the **Accessibility Specialist** will determine the Reasonable Accommodations for the **Student**. When developing the Accommodation plan, the **Accessibility Specialist** may consult with other members of the **Accessibility Services team**, with the appropriate **instructors** and/or with the appropriate **academic administrators**.

After the first semester of the initial Accommodation plan, **Students** are responsible for contacting their **Accessibility Specialist** to discuss any changes to the plan; **Students** are also responsible for contacting their **Accessibility Specialist** prior to the start of each new semester to request ongoing Accommodations.

When a **Student** changes Faculties or academic programs, a new **Specialist** may be assigned and/or a new Accommodations plan may be put into place.

IV. STUDENT DUTY TO COOPERATE

Students share in the obligation to be reasonable in the search for an appropriate Accommodation. The **Student** must cooperate with reasonable requests (e.g., to provide Supporting Information, to follow **Accessibility Services** processes, or to meet deadlines), and must accept a Reasonable Accommodation if one is offered.

In some cases, there may be more than one way to accommodate a Student's Disability. If Douglas College offers a Reasonable Accommodation that meets the **Student's** needs, the **Student** is not entitled to refuse the Accommodation on the basis of personal preference.

V. SUPPORT SERVICES

Students can discuss relevant Support Services with their **Accessibility Specialist** during the Accommodation planning process. Support Services provided to the Student by the department of **Accessibility Services** will be designed on the basis of the Student's needs and on the principle of Reasonable Accommodations.

VI. COMMUNICATING THE ACCOMMODATION PLAN

The **Accessibility Services Portal** (the "Portal") will be the main channel for communication of the Accommodation plan among the **Accessibility Specialist**, the **Student** and the **Student's instructors**. The link to the Portal is available on the Douglas College website ([Student Portal](#)), DC Connect ([Instructor Portal](#)) and in the email that **instructors** receive from **Accessibility Services**.

An **Accessibility Specialist** will generate an Accommodation memo for the **Student**. All **instructors** teaching courses for which the **Student** is registered in a given semester will be sent an email notifying them that a Student in their class has an Accommodation plan. **Instructors** are responsible for reviewing the Accommodation memo by logging on to the Accessibility Portal using their College credentials. **Instructors** should contact the **Accessibility Specialist** if they have any questions or concerns about the Accommodation plan for a particular **Student**.

The **Student** will also be advised to review and confirm their Accommodation plan with their **instructors**. The **instructor** and **Student** should discuss any modification of assignment/group work/attendance requirements at the beginning of the course to ensure expectations are clear.

VII. INSTRUCTIONAL ACCOMMODATIONS

Instructional Accommodations may include, but are not limited to, the following:

- learning environment accessibility (e.g., adaptive computer station or preferential seating)
- in-class assistance (e.g., service animal)
- communications access (e.g., sign language interpreter or closed captioning)
- assignment/group work/attendance modifications (e.g., alternatives for group assignments)
- accessible course materials (e.g., audio recording of lecture or note taker)

Instructors are required to provide the Accommodations listed within the Accommodation memo. As the Accommodations planning process is intended to be collaborative, if an **instructor** is unclear or has questions or concerns about the required accommodations, they should reach out to the **Accessibility Specialist** for a consultation.

If an **instructor** has incorporated Universal Design for Learning (UDL) approaches within a course, and believes that these UDL strategies could render the Accommodations unnecessary for a particular Student, the **instructor** may contact the **Accessibility Specialist** to discuss whether the Accommodation will still be required for the Student; the course **instructor** does not have the authority to make this determination without this consultation.

If an **instructor** has concerns relating to the complexity of supporting multiple Students within a single class, these concerns should be brought to the attention of the **Responsible Administrator** within the **Faculty**. Upon request, the **Responsible Administrator** may request a meeting with the **Accessibility Services Coordinator** and the **instructor** to discuss potential strategies for accommodating multiple students within a course.

VIII. EXAM ACCOMMODATIONS

Students may have exam Accommodations as part of their Accommodation plan. These are Accommodations required when **Students** are writing in-class tests or quizzes or final exams. Exam Accommodations may include, but are not limited to:

- extended time and breaks
- environment modifications (e.g., lighting changes or white noise)
- adjustments to test materials (e.g., written instructions or a memory aid)
- assistive technology (e.g., dictation or word processor)
- adaptive supports (e.g., specialized furniture)
- visual supports (e.g., alteration to text such as font size)
- access aides (e.g., reader/scribe)

All exam Accommodations scheduled in the **New Westminster Testing Centre** or the **Coquitlam Student Affairs and Services Office** are coordinated through the secure Accessibility Services Portal (the "Portal"): [Student Portal](#) [Instructor Portal](#).

New Westminster Campus

Students with Accommodations for on-campus exams at the New Westminster campus will

book time to write their exams at the **New Westminster Testing Centre**. Typically, Students using the Centre will be scheduled to write their exams at the same time as the rest of the class. When taking the exam at the same time is not feasible (e.g., if the Centre is closed at that time), then the exam may be scheduled on the same day or the day following the exam; the instructor will be able to confirm the best alternate time.

Students will use the **Accessibility Services Portal for Students** to schedule exams, tests, or quizzes being written in the **Testing Centre**. Exams must be scheduled through the Portal at least five (5) business days prior to the scheduled date of the class test or ten (10) business days prior to the start of the final exam period. **Accessibility Services** will notify **students** via email of the exact deadline for booking finals each semester. If a **student** misses the exam booking deadline, they forgo their testing accommodations for that exam only and they can write the test with the class.

Instructors will use the **Accessibility Services Portal for Instructors** to confirm the test details and upload the exam at least two (2) business days before it is to be written. For final exam scheduling changes (e.g., length or date of exam), instructors must notify **Enrollment Services** of these changes at least two (2) business days before the exam.

Coquitlam Campus

For Accommodations where no specialized accessibility expertise is required (e.g., extra time or a separate setting), instructors are required to provide these Accommodations. **Instructors** who are unable to provide these Accommodations should contact their **Responsible Administrator**.

For Accommodations where specialized accessibility expertise is required (e.g., assistive technology), **Students** will write their exam with **Accessibility Services**. Typically, **Students** will be scheduled to write their exams at the same time as the rest of the class. When taking the exam at the same time is not feasible (e.g., if Accessibility Services is closed at that time), then the exam may be scheduled on the same day or the day following the exam; the **instructor** will be able to confirm the best alternate time.

Students will use the **Accessibility Services Portal for Students** to schedule exams, tests or quizzes being written with **Accessibility Services**. Exams must be scheduled through the Portal at least five (5) business days prior to the scheduled date of the class test or ten (10) business days prior to the start of the final exam period. **Accessibility Services** will notify students via email of the exact deadline for booking finals each semester. If a student misses the exam booking deadline, they forgo their testing accommodations for that exam only and they can write the test with the class.

Instructors will use the **Accessibility Services Portal for Students** to confirm the test details and upload the exam at least two (2) business days before it is to be written. For final exam scheduling changes (e.g., length or date of exam), **instructors** must notify **Enrolment Services** of these changes at least two (2) business days before the exam.

Switching Campuses, Off-Campus and Online Exams

Priority for booking exam Accommodations in the **Testing Centre on the New Westminster Campus** will go to **Students** taking courses on the New Westminster or Anvil campuses. On

the rare occasion that **Students** switch campuses to write exams, these requests will be considered by **Accessibility Services** on a case-by-case basis.

For accommodating exams to be written off-campus, **instructors** should work with the **Student and Accessibility Specialist** to make arrangements.

For online exams, Blackboard settings may need to be changed to allow for additional time. **Instructors** who require support changing these settings may request help from **CEIT**.

APPEALS

Under Douglas College's [Appeal of Educational Decisions Policy](#), Students have the right to appeal decisions that affect their access to education and/or academic progress.

Note: The deadline for appealing an educational decision is four (4) months following the end of the term in which the original educational decision was made.