

AC01**Academic Accommodation for Accessible Learning**

Classification:	Accessibility
Responsible Authority:	Director, Student Support Services
Executive Sponsor:	Vice President, Student Services
Approval Authority:	Algonquin College Executive Team
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PURPOSE

To guide the College in the use of academic accommodation as a means of providing accessibility to its programs and services for students with disabilities.

SCOPE

1. This policy reflects Algonquin College's commitment to promoting accessibility for persons with disabilities to all programs and services, as per Ontario's Human Rights Code, the Accessibility for Ontarians with Disabilities Act and applicable college policies.
2. This policy applies to all students who self-identify as a person with disabilities. This includes students experiencing temporary or episodic disabilities that fall outside of the "Exceptional Circumstances" defined within Policy AA21: Deferred Evaluation.
3. This policy applies from the time a student applies to a program, through enrolment and until that student has graduated from the course or program, or withdrawn from the College.
4. This policy covers student placement experiences, such as work integrated learning, co-op or apprenticeship. However, the College recognizes that its industry and community partners may be subject to limitations or restrictions in how they can appropriately accommodate students. This could include legal or health and safety requirements of a specific setting or profession.
5. Each student who identifies with a disability should be accommodated on the basis of their individual functional limitations.
6. The provision of academic accommodations may require flexibility in the way that a student demonstrates some learning outcomes, but accommodations cannot contradict the essential learning requirements of a course or program. The college defines the essential learning outcomes of courses or programs through its published Admissions Requirements, Course Learning Requirements, Vocational Learning Outcomes, Program Learning Outcomes and Essential Employability Skills.
7. Academic accommodations must be provided up to the point where Algonquin College can demonstrate that it would incur undue hardship.

DEFINITIONS

Word/Term	Definition
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Academic Accommodation	Academic Accommodation is a collection of educational practices, systems and support services designed to accommodate functional challenges based on the best options for a student to successfully complete the academic requirements of their course or program.
Centre for Accessible Learning	The Centre for Accessible Learning is a service area within Student Support Services that determines appropriate academic accommodations and provides supports for student with disabilities.
Course Learning Requirement	A Course Learning Requirement is a required learning that is to be achieved and demonstrated in order to successfully complete a course. It describes significant learning that contributes to the achievement of program learning outcomes.
Disability	<p>A Disability is</p> <ol style="list-style-type: none"> a. any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other service animal or on a wheelchair or other remedial appliance or device, b. a condition of mental impairment or a developmental disability, c. a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language, d. a mental disorder, or e. an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997.
Essential Employability Skills	Essential Employability Skills are described in the Ministry of Colleges and Universities' Binding Policy Directive: Framework for Programs of Instruction. Essential employability skills are skills that, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living, and for lifelong learning. They describe performances of the basic fundamental, personal management, and teamwork skills to get, keep, and progress in a job-of-choice. EES are determined provincially and are consistent across Ontario College credentials at all public colleges across the province. All Ontario College Certificate, Diploma and Advanced Diploma programs shall include EES outcomes.
Functional Limitation	The restrictions in specific areas of cognitive or physical functioning resulting from a disability. These restrictions hinder an individual's ability to perform specific tasks or activities.

Letter of Accommodation	<p>The confidential Letter of Accommodation is the way in which a student notifies Faculty member(s) of the academic accommodations that they have been approved by CAL to receive. The academic accommodations listed on the LOA are stated in clear and general language to ensure that they are flexible enough to apply to the broad range of instructional formats used in the thousands of courses offered by the College.</p>
Program	<p>A Program is a group of courses, organized into program levels (also referred to as a Program of Study) leading to one of the following credentials:</p> <ul style="list-style-type: none"> • College Approved Certificate • Degrees • Ontario College Certificate • Ontario College Diploma • Ontario College Advanced Diploma • Ontario College Graduate Certificate awarded by the Board of Governors. <p>Successful completion of required courses entitles students to the credential defined at the program approval step.</p>
Program Learning Outcomes	<p>Program Learning Outcomes describe what learners will know and be able to do when they graduate from a program. There are different types of Program Learning Outcomes based on the type of credential. All programs are designed around program outcomes, these are referred to as Vocational Learning Outcomes (VLOSs) for non-degree credentials and as Program Learning Outcomes (PLOs) for degree programs. Program Learning Outcomes are aligned with both the Credentials Framework and MTCU Program Standards or Program Descriptions.</p>
Regulated Health Professional	<p>A Regulated Health Professional is a member of a medical field who is regulated by law under an oversight body for their jurisdiction, province or country. Oversight bodies, such as health regulatory colleges in Ontario, are responsible for ensuring that regulated health professionals provide health services in a safe, professional and ethical manner.</p>
Self-Identification	<p>Self-Identification is the process by which students formally communicate to the College their request for academic accommodations and information Policy to the College their request for academic accommodations and information about their specific functional limitations.</p>
Undue Hardship	<p>The college has a duty to accommodate to the point of undue hardship. Accommodation need not be provided if it causes undue or excessive hardship. However, some degree of hardship is acceptable.</p> <p>The college follows only three considerations when assessing whether an accommodation would cause undue hardship:</p> <ul style="list-style-type: none"> • cost

- outside sources of funding, if any
- health and safety requirements, if any.

Vocational Learning Outcome Vocational Learning Outcomes (VLOs) reflect the knowledge, skills and attitudes that are specific to the vocation, industry, profession or field. For programs with a Program Standard, VLOs have been predefined provincially with input from employees, professional accrediting bodies, and faculty.

POLICY

1. College Access

1. Persons with disabilities have the right to equitable access to programs and services offered to the public by Algonquin College. The College must work to ensure that it meets the Integrated Accessibility Standards as outlined in the AODA (see college policy AC03: Integrated Accessibility Standards Regulation).
2. There must not be a limit placed on the proportion or number of students with disabilities admitted to College programs and/or courses, unless undue hardship to the College can be demonstrated.
3. This policy may not apply to those programs, courses or services designed specifically for students with defined disabilities or functional limitations.
4. Students with disabilities are expected to meet all published admissions requirements and deadlines to be considered for admission to a program. However, applicants must be provided the opportunity to request and receive reasonable accommodation in the admission and selection process.
5. During the admission process, no greater onus of proof for meeting admission requirements should be required from a student with a disability than is required of other students.
6. Assessment of admission for students with disabilities is to be based on present functional ability and cannot be influenced by projected changes in functional limitations.
7. Students with disabilities are to be provided services and academic accommodations on an individual basis.
8. Students with disabilities who use a support person may bring that person with them to the College and into the classroom as defined under AODA and/or their Letter of Accommodation (LOA).
9. Students with disabilities may be accompanied by their service animal or other authorized animal while at the College, except where excluded by law. (See Policy AC05: The Use of Authorized Animals on Campus)
10. Once accepted to a program, students with disabilities are expected, with the provision of academic accommodations, to fulfil the published Course Learning Requirements, Vocational Learning Outcomes, Program Learning Outcomes and Essential Employability Skills of the program.
11. Students who have completed all learning outcomes while receiving academic accommodations are to be considered to have met the standard for certification.

2. Access to Information

1. Information regarding the availability of services for students with disabilities is to be included in all major College publications intended for applicants and incoming students. All publications are to identify where students with disabilities

can obtain accessibility information. This information is to be provided in an accessible format upon request.

2. The Registrar's Office is to provide information on the services available to students with disabilities in the College Offer of Admission package.
3. All College policies will respect the dignity of persons with disabilities.

3. Appropriate Use of Academic Accommodation

1. Under the Ontario Human Rights Code, Algonquin College has a legal duty to provide academic accommodations to students with disabilities when needed to ensure equal opportunities, access and benefits to its programs and services.
2. The Centre for Accessible Learning (CAL) determines the appropriate academic accommodations for each self-identified student with disabilities on behalf of the College. CAL must base all academic accommodations on the specific functional limitations of each student with disabilities. Functional limitations must be supported by documentation from a Regulated Health Professional qualified to diagnose the student's specific disability. In order to protect the confidentiality of the student's disability, CAL will securely retain all documentation provided to the College in relation to a student request for accommodation and the remaining College community may not access this information. The academic accommodations drafted by the CAL and published in the Letter of Accommodation (LOA) are to be considered the College's official interpretation of that documentation.
3. In cases where there is a reasonable delay in accessing or reviewing supporting documentation, CAL may provide interim academic accommodations.
4. Academic accommodations may require flexibility in the way a student demonstrates the required mastery, knowledge and skills within a course or program. However, academic accommodations cannot contradict the essential learning outcomes that must be met by a student to successfully pass a course or graduate from a program.
5. The episodic and evolving nature of the functional limitations related to some disabilities may a) necessitate flexibility to due dates and exam times as an academic accommodation or b) impact the student's ability to recognize or communicate their need for accommodation in a timely manner. The College must not state that it will not consider a request for an accommodation after a due date or deadline. Instead, the CAL must work with students and the college community to determine appropriate academic accommodations to address situations where deadlines cause barriers related to a student's functional limitations. In cases where CAL has not found an appropriate rationale for accommodating a student around existing deadlines, all applicable deadlines and related policies should be applied by the College.
6. The College's programs and services should be designed with inclusion and accessibility in mind, as per the College's policies related to AODA standards and its Multi-Year Accessibility Plan. Academic accommodations are intended to address the barriers to programs and services that remain for students with disabilities after other accessibility practices have been implemented.
7. Under the Ontario Human Rights Code, the College has a responsibility to provide appropriate accommodations to the point of undue hardship.
8. The college must provide an effective and transparent process to resolve disputes that arise from the accommodation process.

4. **Shared Responsibilities in the Accommodation Process**

The Ontario Human Rights Commission advises universities and colleges that “The accommodation process is a shared responsibility (2018).” The Commission identifies common stakeholders in the accommodation process (e.g., students, faculty, accessibility services and the college as a whole) and asserts that all parties hold specific and interconnected responsibilities in the accommodation process. At Algonquin College, we define those stakeholders, and their unique responsibilities in the academic accommodation process, as follows:

1. **College**

- a. Promote an institutional culture that is inclusive of persons with disabilities, including students, and provide equitable access to all programs and services.
- b. Review the accessibility of the educational institution as a whole, including all education services, to ensure they meet or exceed AODA regulations (see policy AC 03: Integrated Accessibility Standards Regulation).
- c. Clearly indicate and communicate the features of the college designed to provide accessibility, including publishing information about the academic accommodation process managed by CAL.
- d. Provide CAL and Test Services with the resources needed to appropriately accommodate students with disabilities with respect and dignity.

2. **Students**

- a. Follow the processes, timelines and due dates published by CAL for requesting academic accommodations and services related to disabilities.
- b. Answer questions and provide information about relevant functional limitations as requested by CAL, including providing information and documentation from regulated health care professionals outlining those limitations.
- c. Take part in discussions with the CAL and other college stakeholders to explore possible accommodation solutions and manage the accommodation process as needed.
- d. Honour procedural deadlines published by CAL and Test Services. Notify CAL or Faculty, as soon as reasonably able, whenever functional limitations impact the ability to meet published deadlines.
- e. To access the academic accommodations on the personalized LOA, share the LOA with Faculty as soon as it is available by CAL.
- f. Meet all published admissions requirements, Course Learning Requirements, Vocational Learning Outcomes, Program Learning Outcomes and Essential Employability Skills.
- g. Raise any issues related to academic accommodation with CAL or an appropriate Faculty member as soon as they become evident.
- h. If not able to raise academic accommodation matters immediately, raise them with CAL or Faculty as soon as reasonably able. This could include matters related to sudden changes in functioning that are difficult to recognize or communicate at the time the changes occur.

3. **Centre for Accessible Learning (CAL)**

- a. Serve as the primary point of contact for students requesting academic accommodations related to disabilities.
- b. Develop clear processes for students to follow to request and access academic accommodations and related services. This includes advising students of the information and documentation to be provided to support the request. Processes must be communicated to students in a manner that is accessible, easy to locate and easy to understand; taking into consideration that many students engaging in the accommodation process are new to the college.
- c. Clearly communicate the timelines and due dates for students to submit requests for academic accommodations four months prior to the start of each term.
- d. Create and administer efficient procedures to address all requests for academic accommodations in a timely fashion.
- e. Review all relevant documentation and information provided by each student and their health provider to inform the appropriate academic accommodations to be provided. Handle and retain all student information in accordance with information privacy regulations.
- f. As they arise, work collaboratively with students and Faculty to address potential conflicts between an academic accommodation and essential learning outcomes.
- g. Whenever possible, CAL will deliver academic accommodations directly to students on behalf of the college (e.g., arranging for computerized note-taking services).
- h. In situations where it is not possible for CAL to deliver an academic accommodation directly, make information and support available to college partners (particularly Faculty) to assist them with the delivery of those academic accommodations.
- i. Advise students of the full range of resources and support services available to promote their academic success.

4. Academic Employees

- a. Complete the AODA training delivered by the college and actively work to implement the Integrated Accessibility Standards of AODA (see Policy AC 03: Integrated Accessibility Standards Regulation)
- b. Provide students with a Course Outline at that beginning of each term to assist with the planning of academic accommodations and supports (see policy AA26: Course Outlines and Course Section Information).
- c. Ensure the mechanisms for the assessment of learner performance, including due dates, are communicated to students as per policies AA13: Assessment and Evaluation of Learning and AA42: Learning Management System to allow students to anticipate how and when they may need to request accommodations related to assessment.
- d. Review the academic accommodations listed in each student's LOA in a timely manner.
- e. Communicate with students and CAL to seek guidance and information on the provision of the academic accommodations listed on the LOA as needed.
- f. Engage collaboratively with CAL and/or the program Chair/Academic Manager in cases where it is unclear whether an academic

accommodation can be delivered without contradicting Course Learning Requirements. This includes cases where health and safety considerations related to a student's functional limitations and the related accommodation may cause undue hardship for the college.

- g. For students who request that a test or exam be administered through Testing Services, participate in the test accommodation process within stated due dates published by Test Services.

5. Test Services

- a. Clearly communicate all due dates related to requests for test accommodation through Test Services to the college community by the start of each term.
- b. Work collaboratively with students, CAL, and Faculty to administer tests using the academic accommodations published in the student's LOA.
- c. Handle, store and administer all testing materials in a confidential manner to maintain academic integrity.

PROCEDURE

	Action	Responsibility
1.	Accommodation for Admissions Assessment	
1.1	When applicable, notify applicant of the option or requirement to complete an admissions assessment(s) as a part of the admissions process and provide guidance for scheduling assessment.	Registrar's Office
1.2	Request accommodation for admissions assessment from Test Services prior to scheduling and provide documentation to support request.	Applicant
1.3	Consult with CAL to determine appropriate accommodations for admissions assessment.	Test Services
1.4	Coordinate with applicant to schedule time and location for the administration of the admissions assessment.	Test Services
1.5	Administer admissions assessment with appropriate accommodations. Provide results to Registrar's Office in a timely manner.	Test Services
2.	Academic Accommodations	
2.1	Four months prior to the start of each Academic Term, communicate to students the process for requesting academic accommodations, including information on timeframes or deadlines for submitting requests.	CAL
2.2	Follow the process published by CAL to submit a request for academic accommodations.	Students
2.2.1	As soon as reasonably able, submit to CAL documentation stating functional limitations and disability-related needs to inform request for academic accommodations. Documentation must be completed by a Regulated Health Professional qualified to diagnose those limitations. Notify CAL of any delay in providing documentation.	Students
2.2.2	When there are delays in receiving documentation, assist student in accessing documentation or facilitate a referral to a suitable Regulated Health Professional to obtain documentation. Provide interim academic accommodations when appropriate.	CAL

2.2.3	When not able to submit a request for accommodation until after a college deadline, apply procedures in Appendix 2: Retroactive Accommodation.	Students
2.3	Coordinate a meeting or discussion between the student and their assigned CAL Disabilities Counsellor to review academic accommodation needs in a timely manner.	Welcome Centre or CAL
2.4	Participate in discussions with assigned CAL Disabilities Counsellor.	Student
2.5	Produce a Letter of Accommodation (LOA) indicating the academic accommodations appropriate for the functional limitations of the student.	CAL Disabilities Counsellor
2.6	Provide student with instructions for accessing their academic accommodations, including how to share the LOA with Faculty.	CAL Disabilities Counsellor
2.7	Follow CAL instructions for sharing the LOA with Faculty. This should be done at the beginning of each Academic Term or as soon as LOA is available.	Student
2.8	Collaborate to implement the academic accommodations listed on the LOA in a timely and appropriate manner.	Student, CAL and Faculty
3.	Dispute Resolution	
3.1	Communicate concerns about the appropriate provision of academic accommodations, ideally in writing, to assigned Disabilities Counsellor as soon as reasonably able. When not able to submit a concern until after a college deadline, apply procedures in Appendix 2: Retroactive Accommodation.	Student
3.1.1	Collect all relevant information from stakeholders and work collaboratively to find a resolution. Provide clarification or resolution in writing within a reasonable timeframe.	CAL Disabilities Counsellor
3.1.2	In cases where concerns remain, submit a written request for guidance to the CAL Manager. Include all relevant information related to the concern.	Student and/or CAL Disabilities Counsellor
3.1.3	Review concerns, review all relevant information and consult with other stakeholders who may be able to advise on the issue, including Academic Administrator. Provide clarification or resolution in writing within a reasonable timeframe.	CAL Manager or designate
3.1.4	Refer to college policy SA 03: Student Complaints for guidance on addressing a complaint not related to academic accommodation.	Student
3.2	Communicate concerns about whether an accommodation contradicts published learning outcomes or causes undue hardship to Disabilities Counsellor assigned to student in a timely manner. Work collaboratively to resolve.	Faculty
3.2.1	In cases where the matter cannot be collaboratively resolved, submit a written request for guidance to the CAL Manager and/or the Academic Administrator.	Faculty and/or CAL Disabilities Counsellor
3.2.2	Collect all relevant information from stakeholders and work collaboratively to find a resolution. Provide a written recommendation to all relevant stakeholders in a timely manner. This may include advising the college to provide accommodation pending the completion of the review.	CAL Manager and Academic Administrator
3.3	If an acceptable resolution is not found through the processes outlined in steps 3.1 or 3.2 above, submit a request for informal	Student, CAL Manager and/or

	review and recommendations to the Accommodations Advisory Committee (see Appendix 1).	Academic Administrator
3.4	If the matter is not resolved following the recommendations from the Accommodations Advisory Committee, request a formal appeal of the matter using the Academic Appeal Process (AA19 Academic Appeal).	Student
4.	Test Accommodations through Test Services	
4.1	By the start of each Academic Term, publish procedures for students to submit requests for test accommodations, including deadlines for submitting requests.	Test Services
4.2	Communicate information about the format and timeframe of quizzes, tests and exams at the beginning of each course.	Faculty
4.3	Follow the directions and deadlines published by Test Services to submit requests to complete accommodated quizzes, tests or exams with Test Services.	Student
4.4	Communicate student requests for test accommodation services to relevant Faculty members in a timely manner and coordinate the steps needed to administer the test.	Test Services
4.5	Notify the student of test administration location, date and time in a timely manner.	Test Services
4.6	Administer the test materials following all instructions provided by Faculty and the academic accommodations outlined on the student's LOA.	Test Services
4.7	When requested by Faculty, provide completed test materials back within 48 hrs.	Test Services

SUPPORTING DOCUMENTATION

Appendix 1: Accommodations Advisory Committee Mandate

Appendix 2: Retroactive Academic Accommodation

RELATED POLICIES

AA13: Assessment and Evaluation of Learning

AA19: Academic Appeal

AA26: Course outlines and Course Section information

AA28: Essential Employability Skills

AC02: Client Service Standards for Persons with Disabilities

AC03: AODA Integrated Accessibility Standards Regulation

AC05: Use of Service Animals on Campus

RELATED MATERIALS

Policy on accessible education for students with disabilities (2018)

<https://www.ohrc.on.ca/en/policy-accessible-education-students-disabilities>

Algonquin College Multi-Year AODA Accessibility Plan

<https://www.algonquincollege.com/accessibility-resources/about/>

Algonquin College Learning and Teaching Services Accessibility ([AODA](#)) and Accommodations Resources <https://www.algonquincollege.com/lts/accessibility/>

Algonquin College Centre for Accessible Learning (CAL) Resource for Faculty
<https://www.algonquincollege.com/cal/faculty-resources/>

Letter of Accommodation Overview (with sample form)
<https://www.algonquincollege.com/cal/accessible-learning-services/letter-of-accommodation/>.

[AC01: Accommodations Advisory Committee Referral Form | Student Support Services \(algonquincollege.com\)](#)

APPENDIX 1: ACCOMMODATIONS ADVISORY COMMITTEE (AAC) MANDATE

Purpose

The Accommodations Advisory Committee provides an informal review of cases where members of the college are seeking objective recommendations to a matter that could not be resolved through the procedures of this policy. The recommendations of the AAC are intended as guidelines and are not binding. Issues can be raised by any member of the college community. For example, a student could raise a question about whether they are being appropriately accommodated by the college or an academic program could ask for an opinion regarding whether a specific academic accommodation contradicts a published Course Learning Requirement.

Membership

The membership of the Academic Accommodations Advisory Committee will consist of:

- The Associate Director of Student Support Services or designate who will serve as Co-Chair
- A Dean or designate who will serve as Co-Chair
- One faculty member
- One Chair
- One Disabilities Counsellor
- One Other Member TBD

Members to serve on this committee will be recommended to the Associate Director of Student Support Services Co-Chair by their supervisors. Supervisors will also be asked to recommend an alternate for each member. Supervisors will recommend members who are in a position to impartially and objectively review each matter and effectively provide recommendations related to the appropriate use of academic accommodation to the college community. With the exception of the Associate Director of Student Support Services, each member will serve on the committee for a term of no more than three years. The Associate Director of Student Support Services will ensure that AAC members have the resources needed for them to perform their role as a member of this advisory committee.

Conflict of Interest

No member of the AAC is to have prior involvement with a case under review. Any involvement will constitute a conflict of interest and must be declared to the Co-Chairs of the AAC as soon as possible prior to the case review. If in the opinion of the Co-Chairs of the AAC, a conflict of interest is present, the member will be replaced.

Administrative Support

The Associate Director of Student Support Services as Co-Chair is responsible for providing administrative support to the committee.

Review Process Principles

The review process of the AAC is guided by the following principles:

1. The process used by the AAC to review and advise on matters should be efficient and minimize delays.
2. The AAC may discuss the accommodation related matter, jointly or separately, with the student(s), faculty member(s) (or designate) and Disabilities counsellor (or designate).
3. The AAC may consult with members of the college community who hold an understanding of the details of a specific case, such as the student, a faculty member, Academic Chair or a CAL Disabilities Counsellor. They may also consult college employees or external professionals deemed to have relevant expertise to gain an understanding of best practices.
4. The AAC review meetings will be conducted in private. Attendance is at the joint invitation of the AAC Co-Chairs. Privacy and confidentiality practices will be exercised.
5. The AAC may proceed with an informal review with or without the attendance of all the parties (or a party) related to the matter under review. If a member of the AAC who has participated in an AAC review meeting becomes unavailable, for any reason, to complete the review process, the remaining members of the AAC may complete the review and provide a recommendation.
6. In cases related to a specific student, that student will be invited to attend the AAC review meeting and will have the right to be assisted by an advisor of their choosing. The Adviser will attend at the student's expense.
7. Each party involved in the matter will be provided the opportunity to submit a summary of the issue and their interpretation of the steps the college should consider to resolve.
8. The AAC, upon completion of its review, will provide their recommendations to the stakeholders of the dispute and, in the case of college employees, their direct supervisors.
9. The AAC is to consider the applicable policies of the College, provincial legislations, and other factors related to the matter under review.

AAC Review Procedures

1. When an issue regarding academic accommodation cannot be resolved by the Manager of CAL and the college stakeholders involved, it may be referred to the Accommodation Advisory Committee for review and recommendation by submitting an Academic Accommodations Committee Referral Form found here.
2. The completed Academic Accommodations Committee Referral Form should include any documents, correspondence or materials that will help the AAC to clarify the situation under review. The referral form should also list individuals involved in the case who the AAC may benefit from consulting to inform their review.
3. The Associate Director as Co-Chair of the AAC will screen the request and determine whether it meets the criteria for review by the AAC. They may accept the request or may ask for additional information before assembling an AAC for review. Alternately, they may send the request back to the referring Chair or Academic Manager and/or the Manager of CAL with guidance on further steps that should be taken to resolve the dispute before re-submitting the request to the AAC. In cases where the request does not match the mandate or criteria of the AAC, the Associate Director will provide feedback to the submitter, such as referring the case to a more appropriate college process for review.
4. Once a request is accepted by the Associate Director, a meeting of the AAC will be scheduled for completion in a timely manner.

5. The Co-Chairs will complete meeting arrangements, including inviting and scheduling stakeholders to attend and address the committee. This includes any advisor chosen by a student who wishes to attend the review meeting.
6. Co-Chairs will make all relevant documents and materials available to AAC members prior to the meeting.
7. The Co-Chairs of the AAC will work to reach a consensus recommendation from the committee. However, in cases where a consensus cannot be reached, a decision of a majority of the members of the AAC shall become the recommendation of the AAC.
8. The AAC's recommendation will be provided in writing and in a timely manner to the Chair or Academic Manager of the referring department (c.c. to the Dean) and the Manager of CAL (c.c. to the Director of Student Support Services).
9. Following the receipt of the AAC recommendations, CAL and all relevant stakeholders will be advised to review the recommendations and consider implementing a resolution to the dispute in a timely and collaborative manner.
10. The AAC's recommendations will also be provided in writing and in a timely manner to any student who is a stakeholder in the matter.
11. If the matter is not resolved to the satisfaction of the student, they may request a formal review using the college's Academic Appeal Process (see AA19: Academic Appeal).

APPENDIX 2: RETROACTIVE ACADEMIC ACCOMMODATION

PREAMBLE

Although Algonquin College (the College) asks students to communicate their accommodation needs to the Centre for Accessible Learning (CAL) within a reasonable timeframe, the Ontario Human Rights Commission (OHRC) advises that a student's need for academic accommodation must be meaningfully considered regardless of when it is submitted. This includes requests from students seeking to be "retroactively" accommodated after a deadline has passed (e.g., after a test has occurred, an assignment due date has passed or a course has ended).

At Algonquin College, requests for retroactive academic accommodation relate to circumstances in which a student was unable to meet their academic responsibilities (e.g., complete an assignment or exam by a published due date) due to a significant and/or unanticipated change in their functional ability or health status related to their disability. These changes can happen suddenly, outside of the student's initial awareness, and/or at any point in an academic term. These changes may also make it impossible for a student to utilize existing academic accommodations that had been granted through their Letter of Accommodation (LOA) prior to changes in their functioning. When these changes occur, time will often be required for the student to recognize the impacts, notify the College of the impacts, consult with their health provider, and recover sufficiently to make participation possible; any of which could prevent the student from meeting academic due dates or even completing the term on time.

As a result, all requests from students for retroactive academic accommodation must be meaningfully considered by the college by using the procedures outlined in this appendix. College employees are not to state or imply (in writing or verbally) that requests for academic accommodation after a due date, scheduled examination, or course end date will be automatically refused without consideration. However, the duty to accommodate has limits and the College has the right to reasonably enforce policies, due dates and deadlines. The OHRC notes, "There may be narrow circumstances where it may not be reasonable or possible to accommodate a student's disability, such as, for example, where too much time has passed since the person took a course." (Section 8.3.4, <https://www.ohrc.on.ca/en/policy-accessible-education-students-disabilities> (2018)).

The College has a responsibility to offer appropriate academic accommodations while ensuring all learning outcomes are met by students within reasonable due dates. The student has a parallel responsibility to meet all learning requirements within the provided due dates. This applies to retroactive accommodation plans and the revised due dates outlined in those plans.

PROCEDURE

	Action	Responsibility
1.	Student Notifies the College	
1.1	Student must communicate their accommodation needs as they relate to a change in their functional abilities as soon as they are reasonably able.	Student

1.2	If the student notifies Faculty, proceed with Step 2 below.	Faculty
1.3	If the student notifies an employee other than Faculty, the student should be directed to CAL and proceed directly to Step 3 below.	Employee
1.4	If the student wishes to notify CAL directly, they are to proceed directly to Step 3 below.	Student
2.	Response of Academic Area	
2.1	If notified by student that they have experienced a change in their functional abilities or health status that has impacted their ability to complete course requirements or meet due dates or deadlines, faculty should consult with their Academic Administrator for guidance on the appropriate action for addressing the situation.	Faculty
2.2	Academic Administrator should consider and apply any college policy that more appropriately addresses the student's request as an alternative to the retroactive accommodation procedure listed in the steps below. This could include consulting with CAL on how to apply existing academic accommodations from the LOA or utilizing an appropriate academic policy, such as AA21 – Deferred Evaluation.	Academic Administrator
2.3	If no clear alternative policy to retroactive academic accommodation can reasonably be applied, the student will be referred to CAL through the Welcome Centre.	Academic Administrator
3	Assessment by the CAL	
3.1	Student schedules an appointment to meet with CAL Disabilities Counsellor through the Welcome Centre as soon as they are reasonably able and attends to discuss their request for retroactive academic accommodation.	Student
3.2	CAL Disabilities Counsellor verifies whether the timing and nature of this request meets the preliminary requirements for consideration as a retroactive academic accommodation. The Disabilities Counsellor will consult with the Academic Administrator, Faculty and/or Program Coordinator to gather relevant information and explore whether an alternative to retroactive academic accommodation is appropriate.	CAL Disabilities Counsellor
	If the Request Meets the Preliminary Requirements:	

3.3	CAL Disabilities Counsellor proceeds with reviewing the request. This step will often include asking the student to provide supporting documentation from a medical professional qualified to diagnose and treat the functional limitations in question. Documentation must specifically cover the changes in functioning and time period in question.	CAL Disabilities Counsellor
3.4	Student provides information relevant to their retroactive academic accommodation request, including medical documentation, to the CAL Disabilities Counsellor or as directed.	Student
3.5	CAL reviews information to determine whether a retroactive academic accommodation is appropriate and supported.	CAL
3.6	In cases where CAL has confirmed that a retroactive academic accommodation is appropriate, information necessary to provide the retroactive academic accommodation will be communicated in writing to the Academic Administrator. The student will also be notified of the status of their accommodation request by the CAL Disabilities Counsellor.	CAL Disabilities Counsellor
3.7	The student compiles information related to their request, such as a written list of course activities impacted.	Student
3.8	Student should review the potential impacts that retroactive academic accommodation may have on program completion plans, financial aid or sponsorship agreements, study permits, or any other relevant considerations. These may be necessary to inform the discussion and implementation of the Retroactive Academic Accommodation Plan (the Plan) in step 4.3.	Student
	Retroactive Academic Accommodation Not Supported	
3.9	If, at any point, the Disabilities Counsellor determines that a student's request for retroactive academic accommodation cannot be supported by CAL, a written decision and rationale will be provided to the student. The Disabilities Counsellor will also explore potential alternatives to retroactive accommodation with the student. Students can request a review of this decision by the CAL Manager. Students who are dissatisfied with the decision of the CAL Manager should refer to Step 6 below.	CAL Disabilities Counsellor, Lead Disabilities Counsellor, or CAL Manager
4.	Development of Retroactive Academic Accommodation Plan	

4.1	The Academic Administrator may consult with CAL to further clarify the request and academic accommodations. The Academic Administrator may also consult with other stakeholders such as faculty, program coordinators and student, as appropriate, to meaningfully consider the academic accommodations and determine the next steps.	Academic Administrator
4.2	Academic Administrator will determine how best to provide the retroactive academic accommodations. Provide the student with an outline of the accommodation plan in writing, including details about required learning outcomes, formats for the assessment of learning and applicable due dates.	Academic Administrator
4.3	The Academic Administrator will provide the student with a reasonable, but defined, time-period to consider the plan and its potential impacts on financial aid, sponsorship agreements, study visas or any other relevant agreement. Student is directed to seek clarification from the Academic Administrator on any part of the plan that is unclear or seems inaccurate.	Academic Administrator and Student
4.4	Communicate whether the plan is accepted or declined. Students who are dissatisfied with the proposed plan and are unable to reach a satisfactory resolution with the Academic Administrator should refer to Step 6 below.	Student
5.	Implementation of the Retroactive Academic Accommodation Plan	
5.1	Once accepted by the student, communicate the plan to the relevant college stakeholders, including faculty and the CAL Disabilities Counsellor.	Academic Administrator
5.2	It is the responsibility of all parties to follow the plan as agreed. Should a faculty member or student have questions or concerns about the implementation of the plan, they must consult the Academic Administrator for clarification and assistance.	Faculty or Student
5.3	Changes to the plan must be approved by the Academic Administrator, in consultation with the CAL Disabilities Counsellor, to ensure that the plan and its contents remain appropriate and that all necessary supports and resources are in place.	Academic Administrator
5.4	Registrar's Office should be notified of those academic accommodations that result in a change to the transcript.	Academic Administrator
6.	Review and Appeal Options	

6.1	In cases where a resolution for retroactive academic accommodation cannot be agreed upon between the student, CAL Manager and/or Academic Administrator, the Accommodations Advisory Committee (AAC) can be consulted to provide recommendations on if and how the student could be accommodated. The AAC can also be proactively consulted to advise on complex retroactive academic accommodation requests. Consult Appendix 1 of Policy AC01: Academic Accommodation for Accessible Learning for further details on how to engage the AAC.	Student, CAL Manager and/or Academic Administrator
6.2	In cases where the AAC has provided recommendations to the academic area and the student is not satisfied with the recommendations or their implementation, the student can proceed to the appeal process outlined in policy AA19: Academic Appeal.	Student