



## **Accessibility and Accommodations Protocol**

Although the person seeking accommodation has a duty to assist in securing appropriate accommodation that will meet their needs, they are not responsible for originating a solution or leading the accommodation process. It is ultimately the University's responsibility to determine and implement appropriate solutions, with the co-operation of the person seeking accommodation.

Often, several parties might be involved in the accommodation process. Everyone should engage in the process collaboratively, share information and avail themselves of potential accommodation solutions. It is in everyone's best interests that congenial and respectful relationships be maintained throughout the accommodation process.

### **Summary of Responsibilities**

Operational responsibilities for the implementation of the Policy are shared by all members of the University community. Some areas of the University, however, are specifically accountable for implementing portions of the policy.

#### **To provide this access and assistance, NSCAD is responsible for:**

1. Ensuring that the school environment is welcoming and that all students treat one another with respect
2. Informing the university community about available services.
3. Providing support services, subject to reasonable financial and resource limitations.
4. Promoting an attitude of respect for an individual with a disability.
5. Providing accommodations that are tailored/customized to each student.
6. Disseminating this policy through all members of the university community, including faculty, technicians, administration, staff and students.

### **Student Responsibility**

NSCAD University recognizes that students living with a disability have the right to self-determination and self-advocacy. We appreciate that through their lived experience and expertise, they can participate fully in the development and design of the most appropriate academic accommodations to suit their needs.

Academic Accommodations require time to plan and implement. Students are advised to begin this process as soon as possible in advance of their program start. However, it is recognized that needs for accommodation may arise or evolve over time and that the nature of the need for accommodation may not be clear from the outset. Therefore, accommodation requests can be made at any point during the student's academic career.

Student responsibilities include:

- Meeting with the Accessibility Office to discuss their Accommodation needs once enrolled. The initial contact should take place prior to the beginning of classes. However, we recognize that needs for Accommodation may arise or evolve over time and that the need for Accommodation may not be clear from the start and students are encouraged to reach out to the Accessibility office at any point during their time at NSCAD.
- Providing documentation of their need for accommodation to the Accessibility Office to better develop a customized accommodation plan. Students wishing to seek an assessment of their disability (ies) must arrange to have an assessment done at their own cost. Potential grant opportunities may be available. Please contact the Accessibility Office or your funding institution to find out more. Students may also be able to use their NSCAD Greenshield plan coverage or their own private insurance to supplement payment. A pre-screening for learning disabilities and a list of local contacts where an assessment can be made can be provided by Accessibility Office. A student who is unable or unwilling to obtain recent documentation, but who still wishes to request accommodations must prepare a letter indicating the reason for the lack of a recent documentation. This letter must also be accompanied by any previous professional assessments or supporting documentation. At this point, the need for a recent assessment will be considered based on the circumstances and other supporting documentation of the individual student.
- Undertaking a reasonable measure of self-advocacy to ensure that they receive necessary and available accommodations. This self-advocacy can be done with support from the Accessibility Office, if requested by the student.

### **Accessibility Office responsibilities**

Assisting students to meet their course requirement and achieve their learning outcomes is important to us. The Accessibility Office has the primary responsibility for determining appropriate academic accommodations and facilitating the provision of services and supports for students with disabilities. Our responsibilities include:

- Determining reasonable accommodations in collaboration with the student, upon reviewing their documentation. Documentation provided by experts on the student's condition will inform the accommodation request.
- Providing accommodation letters and agreements in a timely manner to instructors via email, with the student copied on the message.
- Providing consultation, support, and assistance, where necessary, for implementing accommodations.
- Making referrals to appropriate professionals and other external community resources when assessment and/or treatment services are needed.
- Ensuring that confidentiality is maintained, subject to the disclosure for the provision of academic accommodations, as consented to by the student, and adhering to the applicable privacy legislation and the limits of confidentiality.

### **Instructors, Technicians and Teaching Assistants responsibilities:**

Instructors, technicians and teaching assistants are central to the student's journey. They play a vital role in shaping a student's post-secondary experience, as well as maintaining the University's academic standards. Instructors, teaching assistants, technicians have a duty to educate themselves about disability-related issues, to interact with students in a non-discriminatory manner, to engage in the accommodation process, and to provide appropriate accommodations.

Instructor, technician, and teaching assistant responsibilities include:

- advising students of available accommodations and support services, and the process by which these resources may be accessed.
- taking an active role in collaborating with the Accessibility Office to ensure that alternative approaches and possible accommodation solutions are investigated while still maintaining the essential requirements of the respective course/programs.
- Upon receipt of accommodation plan, bringing to the immediate attention of the Accessibility Office, any accommodation which compromises the course or the program's academic requirements, and or creates undue hardship for the university.
- When requiring exam facilitation, providing exam and related information to Accessibility Office staff in a timely manner.
- Maximizing a student's right to privacy and confidentiality, including only sharing information regarding the student's accommodation request, as needed, with those directly involved in the accommodation process.
- Directing any questions about a student's accommodation(s) to the Accessibility office.