



Policy Title: Accessible Learning Policy

Parent Policy	SCE 3-01 Accessibility Policy
Policy Administrator	Director, Centre for Accessible Learning
Approving Body	Senate
Approval History	2024-04-30; Senate Motion #2023/24 – 031 This policy replaces the Equity of Access and the Academic Accommodation policies. The Equity of Access policy predated Senate, and thus there is no historical documentation of its approval on file. Likewise, no record of approval of the Academic Accommodation policy has been found.

Purpose:

The objectives of this policy are to:

- Affirm the University’s moral, educational and legal obligation to provide academic accommodations to TWU students with documented disabilities;
- Ensure the University’s policies are aligned with provincial and federal legislation, including the Canadian Charter of Rights and Freedoms, the Human Rights Code (BC), and the Accessible BC Act;
- Clarify the responsibility of University academic departments for providing various types of accommodations for TWU students;
- Ensure the University is prepared for the financial and other resource demands required to provide academic accommodations;
- Highlight the value of implementing universal design for learning principles in TWU courses and programs, to create greater access and inclusion in academic experiences and enhance the learning of all students .

Scope of this Policy:

This policy applies to TWU undergraduate and graduate students and students taking TWU classes who are studying at partner institutions.

The Centre for Accessible Learning (CAL) works on a model of self-advocacy. Students who wish to determine their eligibility for academic accommodations need to register with the CAL, provide current documentation of their disability from a provider who is qualified to diagnose the disability, and indicate the academic impact of their disability.

At TWU, the responsibility to ensure equitable access and provide appropriate accommodations is shared. The Centre for Accessible Learning collaborates with academic units and faculty members to

provide academic accommodations. Other accommodations are the responsibility of other departments on campus, as well as provincial and federal government agencies.

Post-secondary institutions in BC are legally required to provide accommodations for students enrolled in the home institution, even if the student is located in another province or country. This applies to TWU students at all TWU campuses, including Langley, Richmond, Ottawa, FAR Centers, and enrolled in online courses.

Policy Statement:

Trinity Western University affirms its moral, educational and legal obligation to provide TWU students with disabilities equitable access to TWU educational and co-curricular activities consistent with the academic standards of post-secondary education. Equitable access may be supported through various TWU departments via academic accommodations, provision of alternate format materials or equipment, or application of universal design for learning principles. TWU's academic standards are not compromised by academic accommodations. Students with a disability are responsible to show through assessment that they meet course and program learning outcomes.

Definitions:

Accessibility is a means to enhance the ability of a wide range of users to use a product or service. Accessibility helps to reduce or remove barriers to participation, which can enhance independence for participants with and without disabilities.

The **Accessible BC Act** is provincial legislation which stipulates the increased responsibilities of organizations in BC to make their services accessible.

Accommodations in the post-secondary context are alterations to existing learning tasks, procedures, resources, or facilities to provide equitable educational opportunities for students with disabilities. Curricula are not modified in scope or level. Course and program learning outcomes still need to be demonstrated.

Academic Accommodations are specific, recommended provisions that enable students with disabilities to overcome barriers related to their disability and meet course and program learning outcomes. Academic accommodations are determined through evaluating medical documentation of the functional limitations of a disability. They also reflect the context of specific courses, programs, and disciplines.

The **Centre for Accessible Learning (CAL)** promotes and recommends equitable access for students with disabilities, guided by the Canadian Charter of Rights and Freedoms, the Human Rights Code (BC), and the Accessible BC Act.

A **disability** in the context of post-secondary education is a significant mobility, sensory, learning, mental health or chronic health impairment which is permanent or prolonged/persistent, which impacts activities of daily living and/or the student's learning. Prolonged/persistent is defined as an

impairment that is expected to last for at least 12 months. Temporary impairments which affect students' learning are addressed via academic concessions.

Documentation of a disability must be made by a healthcare practitioner qualified to diagnose the condition. Documentation must be current, signed, and include the educational impact of the disability.

Relevant legislation:

[UN Convention on the Rights of Persons with Disabilities](#)

[Canadian Charter of Rights and Freedoms](#)

[Accessible Canada Act](#)

[BC Human Rights Code](#)

[Accessible BC Act](#)

Procedures: None

Child Policies: None

Other Related Policies: A 6-01 Academic Concessions; A 6-03 Concussion Return-to-Learn