

Policy Title:	6.ag Policy for Supporting Students of Determination (Students with Disabilities/Students with Special Needs) (PSSD)		
Policy Number:	ST-PO-6AG	Date Created:	07-06-2023
Responsible:	Vice President Student Affairs and Registrar	Approved by:	Board of Trustees

Purpose

CUD is an equal opportunities institution with transparency and inclusivity at the core of its ideals. CUD hopes to empower its students, including those with special needs, by helping them overcome barriers and providing supportive accommodations, in order to help them achieve the required knowledge and proficiency at par with their peers. Further, CUD aims to meet the social, emotional, and academic needs of all students, and those that require additional support, in order to ensure student has an equal opportunity for success and education.

Scope

This policy aims to identify students, requiring accommodations via accessibility services, in order to meet their academic potential. Also, it intends to make known the type and scope of those services.

Policy Statement

All students, with special needs, also known as the determined ones, needing additional accommodations will be made aware of the scope of accessibility services/accommodations offered to students at CUD. These services are provided in line with CUD policies, drafted within the guidelines made available by the MOE.

Accommodations provided, aim to ensure that all students learn the same content and at the same level of proficiency. These accommodations can aim to enhance the means of delivering: classroom instruction, assessment and supplemental material provided. This may also include editions or variations within the learning environment. Nevertheless, they cannot modify the content standards, the level of difficulty inherent, what assessment measures, and the expectations to be met. In simple terms modifications can be made to how students may learn or be tested, but not on the content itself.

Commonly used (and approved) instructional accommodations offered at CUD may include, peer support (if available), access to a computer and available digital technologies or other learning tools, additional time for classroom assignments and exams, copies of board notes/slides used in class, clarification and repetition of lessons, enrichment opportunities, chapter summaries, preferential seating (i.e., seating at the front of the class), limiting distracting stimuli, increased distance between desks, separate room assessments in smaller groups, more supportive workspaces, allowing for extended time on exams etc.

Students of Determination (Students with Disabilities/Students with Special Needs) Accommodations

Students of Determination (Students with Disabilities/Students with Special Needs) who require specific arrangements for examinations must submit their requests to the Office of the Vice President for Student Affairs at least three weeks prior to the examination date. The Vice President for Student Affairs will compile and submit the list of Students of Determination (Students with Disabilities/Students with Special Needs) requiring special consideration to the Office of the Registrar at least two weeks before the examination week. The University will assess each request and provide reasonable accommodations to ensure that students can complete their examinations under appropriate conditions.

Procedure

1. Students are identified by Admissions/Registration, Student Recruitment, and faculty/staff members as requiring additional support as Students of Determination (Students with Disabilities/Students with Special Needs). Supporting documentation may be submitted to Admissions and/or the Counsellor (Student Affairs) for further review. This documentation should include diagnostic reports (e.g., psychoeducational, psychiatric, medical reports, etc.) detailing evaluations and practitioners' recommendations regarding the support required. All information shared will be treated with the utmost confidentiality.
2. The counsellor will meet with student after having reviewed the documentation provided. The counsellor will consider accommodations based on documentation provided and student feedback - taking into consideration their needs and requirements. Also, the counsellor will ensure that scope of the services provided/accommodations offered are in line with University and MOE guidelines. Finally, Counsellor and student will agree on the accommodations offered.

3. Reviewing and Improving SEN Accommodations - At any point during students' academic journey, and after meeting with counsellor, the student still believes 1. The accommodations are not adequate 2. and/or the counsellor is seeking further assistance in identifying more suitable accommodations for the student, the case will be referred to the "SEN guidance committee (SGC)." This committee will include Student counsellor (social – emotional), Dean and/or Department Chair (Academic), Nurse (medical), Psychologist (psychological), Registrar, Admission and/or recruitment (for new students). This is to ensure that the student request is further evaluated, in case of any concerns with offered accommodations.
4. The outcome of the committee may result in one of the following:
 - The committee believes the accommodations offered are adequate for the future success of student at CUD.
 - The committee may choose to agree on and suggest alternative accommodations (within scope of University and MOE guidelines). These will be conveyed to all parties concerned.

The counsellor will inform the student of the outcome of the committee decision.

Any additional support (besides the accommodations offered at CUD) requested will not be the responsibility of the University. *This is only in case students' requested accommodations (or those recommended by submitted psychiatric/medical report) are beyond the scope of university.*

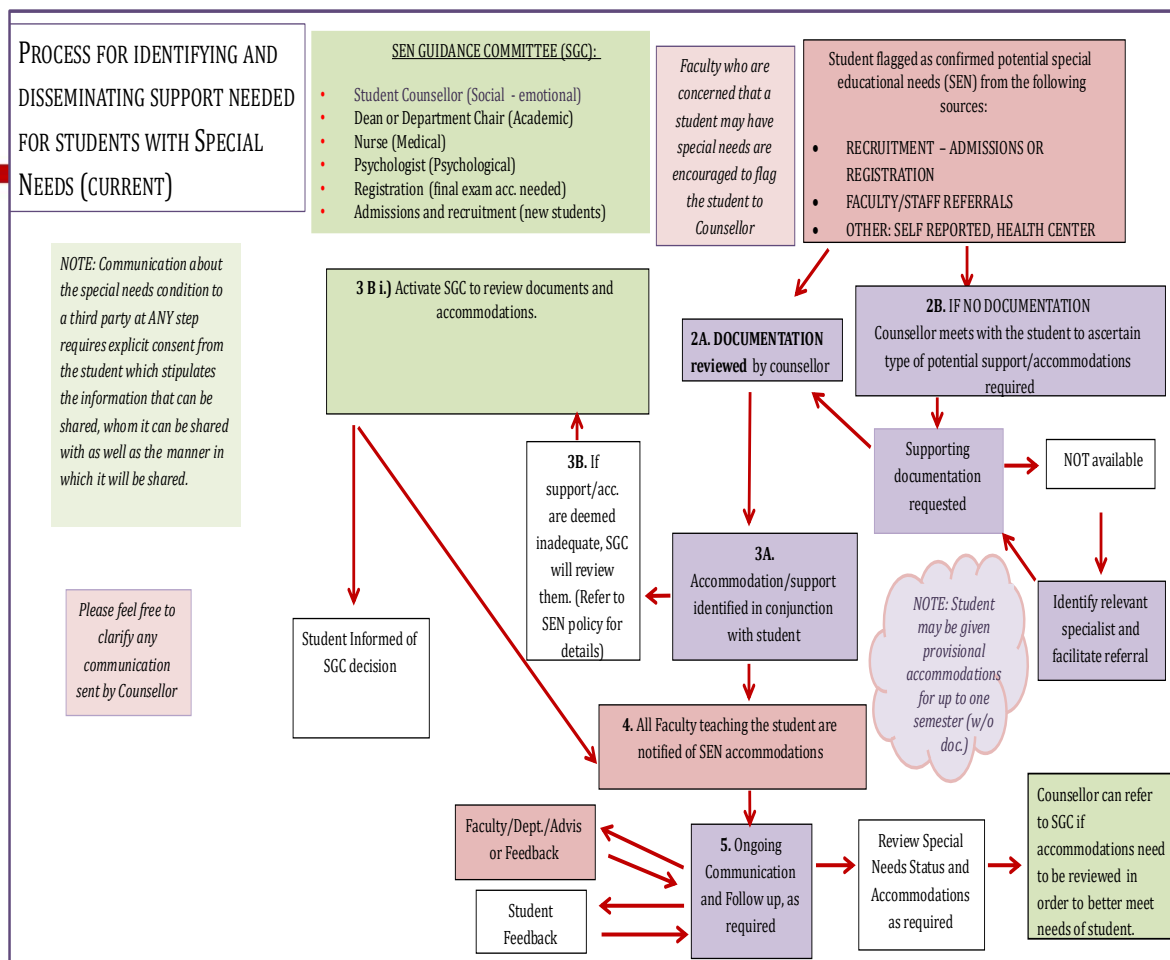
Note: Steps 3 and 4 will only occur in case there is a request or need to review the SEN Accommodations offered.

5. The counsellor and student affairs will work in liaison with respective faculty, making known the accommodations that can benefit student in reaching their academic potential, while ensuring confidentiality is maintained (based on student request and need).
6. The counsellor will also be available to offer social - emotional counselling to ensure student' mental health and wellbeing needs are met, as a piece of the academic success puzzle.
7. Students will also be encouraged to utilize the Student Success Center which offer opportunities to enhance their foundation in core areas such as Math and English Language skills.
8. Students will also be required to meet with their assigned academic advisors on a regular basis in order to ensure appropriate academic guidance is available, while also ensuring smooth academic progression.

** Student using the speech to text or read aloud feature in word will not be seated with other students in order to maintain a quiet working space.*

Note: Refer to the Process Chart below, in Case of:

- SEN referrals that occur after the admission process has been completed.
- Counsellor believes there is a need to review and improve SEN Accommodations, thus requiring activation of **SGC committee**.



LIST OF ACCOMMODATIONS FOR STUDENT USING ACCESSIBILITY SERVICES

The accommodations offered to support our students with need for accessibility services are listed below. This list is not absolute and can have additions based on emerging student needs:

Modifying the WORKSPACE/Environmental Modifications

- Preferential seating – maintaining closer proximity to instructor/speaker/board – this could also be based on alternative student need.
- Voice cancelling headphones – for students sensitive to sound and in need of reduced stimulation.
- Short breaks – during a class that is over an hour long.
- Self-Regulation Tools – The tools can help with calming and alerting a person. They can also help with focus and concentration. Ex: use of a fidget.
- Enlarged white board view – utilizing video conferencing tools and classroom camera.

Support During Assessments/Assessment Accommodations

- 0.5 extra time – 50 % extra time. 2hr exam will become 3hr exam or 1hr exam will become 1.5hr.
- Separate room (if applicable) – This may include 1 – 3 students in a small group setting (depending on room availability and student need/requirements*)
- Use of Laptop (with word processing capabilities) – this can include Alternating between typing and handwriting (depending on student need). The laptop may have touch screen feature available depending on student need.
- Speech to text and read aloud feature on WORD (voice recognition and synthesis)
- Rescheduling of exam (if more than one final present on a day) – upon student request
- Highlighting text/instructions - during tests.
- Enhancement of font – this can also include the use of “Open Dyslexic” font.

Instructional Support/Instructional Accommodations

- Check for understanding – in a subtle and unobtrusive manner during class, or separately during or after class.

- Clarification of doubts – this can involve reiteration of course material.
- Supplemental practice – for students requiring additional support in order to master a concept.
- Additional notes – if deemed effective and necessary by student and/or instructor.
- Recorded sessions – with permission of instructor
- Extension of deadlines – especially in cases wherein deadlines were not provided at the inception of the semester (through the course syllabus).
- Project presentation in a smaller setting – specific to student diagnosis
- Project presentation in a private setting with instructor or written assignment - specific to student diagnosis
- Consideration when grouping for projects - specific to student diagnosis.
- Laptop use – for note – taking.

In lone cases, wherein the student request for support is limited to a particular instance of time within a semester, or limited to a single semester, the counsellor may work as a liaison, informing the faculty of student special circumstances (while ensuring student request and need for confidentiality is maintained). This is done following receipt of supportive documentation, and in most instances verification and validation of documents by the CUD Health Center.

Note: *The above accommodations are not automatically applicable to all students requesting accessibility services. They can vary based on diagnosis and need and final approval by counsellor and/or SGAC.*

Policy Revision History

Version No.	Update Brief	Approved Date
V1.0	New policy	16-05-2025