

**Academic Accommodation for Students with Disabilities
(Approved by Senate February 8, 2012)**

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I. INTRODUCTION

Brock University (hereinafter referred to as the University) is committed to fostering a community where all persons have equitable access to education and the opportunities it provides in an academic environment that is accessible, respects the rights, dignity, confidentiality and self-esteem of students with disabilities, and which promotes inclusivity, equality and understanding.

The Ontario Human Rights Code stipulates that every person has a right to equal treatment with respect to services, goods, and facilities, and to occupancy of accommodation and employment without discrimination because of disability (1.1, 1.2, 1.5, 2008). The University, in accordance with its legal obligations under the Ontario Human Rights Code, will make every reasonable effort to provide both an accessible environment and appropriate support services for students with disabilities.

The provision of academic accommodations involves a collaborative process and is a shared responsibility among all stakeholders. This policy reflects the responsibilities of students with disabilities, instructors, Departments, Faculties and administrative staff in meeting the University's mission of an accessible, inclusive and supportive learning environment.

2. DEFINITIONS

Accommodation:

Accommodation is a planned variance in the way in which a student receives course materials, participates in or completes course activities and/or demonstrates mastery of course content. Accommodations allow alternative means of performing academic tasks which provide an equal opportunity for an otherwise qualified student to “successfully meet the essential academic requirements of the program, with no alteration in standards or outcomes, although the manner in which the student demonstrates mastery, knowledge or skill may be altered” (Guidelines for Accessible Education, Ontario Human Rights Commission, 2004)

Disability:

Section 10 (1) of the Ontario Human Rights Code defines “disability” as follows:

- 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 animal or on a wheelchair or other remedial appliance or device,
- b. 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*

Documentation:

Documentation means written medical, psychological, psycho-educational and/or neuropsychological report(s) provided by an approved and regulated health care professional which is comprehensive and sufficient to allow the University to determine if and what kinds of academic accommodations are required. Documentation should be relevant and recent and meet Services for Students with Disabilities (SSWD) Guidelines.

Instructor:

Instructor refers to the primary instructor responsible for the instruction of the course and for assessing and determining a student’s final grade in a course. This may include: “faculty” who are members of the Brock University Faculty Association, university teaching staff, and “instructors”, “lab instructors” and/or “teaching assistants” who are members of C.U.P.E. 4207. In the event that a course is co-taught by two or more instructors, each of the instructors is considered a primary instructor.

Student:

Student means a person who is registered in a course of study approved by the Senate; engaged in any academic work which leads to the recording and/or issue of a mark, grade or statement of performance by the appropriate authority in the University.

3. PURPOSE

This policy aims to:

- a. foster and maintain a climate of understanding and mutual respect for the dignity and worth of all

persons and to protect the privacy, confidentiality, self-esteem, comfort and autonomy of students with disabilities;

b. ensure that students with disabilities are accommodated in accordance with the University's legal responsibilities under the terms of the Ontario Human Rights Code, which promote inclusion and full participation, and in accordance with the principles of accommodation outlined in section 5 below,

c. set out the Review and Appeal Processes for the resolution of disagreements between SSWD, students and/or instructors.

d. preserve the academic integrity of the University by re-affirming that all students must satisfy the essential requirements of their respective courses and programs, while also recognizing that students with disabilities may require reasonable accommodations to enable them to do so;

e. reinforce an accommodation process which fosters equitable access, for students with disabilities, to all courses and programs throughout the recruitment process, the admissions process and the learning and evaluation process;

f. set out the roles and responsibilities, including legal responsibilities, of students, instructors, departments, faculties, and all University personnel in the provision of accommodations; specific roles and responsibilities are outlined in the Appendix (section 9.1)

4. SCOPE

This policy applies to academic issues of university applicants, students and course participants who have a documented disability requiring accommodation.

This policy also applies to all staff, instructors, and volunteers of the University in regard to a shared responsibility of the duty to accommodate persons with a disability.

Where a student is participating in an off-campus University required course or course component (co-op, internship, collaborative programs etc.) and requires accommodation, the policies of the supervisory agency/institution will apply. Where an agreement exists between the University and the supervisory agency, the student will access the accommodation policy as stated in this agreement. Where no accommodation policy or agreement exists and the University has contracted with the external agency, this policy of the University will apply.

5. PRINCIPLES REGARDING ACCOMMODATION OF STUDENTS WITH DISABILITIES

5.1 Duty to Provide Documentation of Disability

It is recognized that there is a duty on the student to provide relevant and recent psychological or medical documentation that substantiates her/his disability. The documentation must also demonstrate that the disability has an adverse impact on the student's ability to benefit equally from the University's educational services.

5.2 Duty to Accommodate

It is recognized that there is a legal obligation on the part of the University, and its employees, to make its services available to all students in a manner that does not discriminate. This duty involves accommodating students with disabilities in accordance with the terms of the Ontario Human Rights Code. Accommodation involves removing barriers for students with a disability in a way that respects his/her dignity and provides him/her with equality of opportunity. Once accommodated, and hence provided with equality of opportunity, it is the student's responsibility to follow accommodation procedures and meet the essential requirements of a course/program.

5.3 Limitations

Undue Hardship: The University is required to accommodate students with disabilities to the point of “undue hardship”. The Ontario Human Rights Code identifies three (3) factors that are to be considered in assessing whether a requested accommodation would cause undue hardship. These are: (1) cost, (2) availability of outside sources of funding, and (3) health and safety requirements. There may be other factors that are relevant, including, but not limited to, the degree that an accommodation negatively impacts other students, staff and instructors, and/or the academic integrity of the course/program. Costs are considered in the context of the University as a whole, not on the basis of a particular program, department or faculty. The onus is on the University to prove “undue hardship”.

Essential Requirements: The University is legally required to make efforts to reasonably accommodate a student with a disability when the disability precludes the student from fulfilling the essential requirements of a course/program. In some circumstances, the nature and degree of a disability may mean that no accommodation would enable an individual to meet the essential requirements of a course/program. In these cases, the University is not required to accommodate and may refuse accommodations in order to meet the essential requirements and to preserve the academic integrity of a course/program. A person cannot be presumed incapable of performing the essential requirements of a course/program unless an effort has been made to explore all reasonable options for accommodations. In a university setting, the essential requirements of a course/program may include, but are not limited to, the knowledge and skills which must be acquired or demonstrated in order for a student to successfully meet the learning objectives of the course/program. The onus is on the University to prove the essential requirements of a course/program and that no reasonable accommodations would enable the student to meet those requirements.

5.4 Accommodation Specific to Individual

In fulfilling its obligations to accommodate students with disabilities, the University requires that the needs of each student with a disability must be individually assessed to determine appropriate accommodations. Students having the same disability may have different needs and may receive different accommodations.

5.5 Confidentiality

The University is concerned with protecting the privacy and confidentiality of students. At the same time, the University requires sufficient information to reasonably evaluate and respond to a student's request(s) for accommodation. For this reason, students requesting academic accommodations are required to provide information concerning the nature of their disability, their needs and restrictions to the office responsible for determining and facilitating the provision of reasonable academic accommodation (SSWD).

At times, the accommodation process may require that the student disclose such information to staff and instructors on the basis that they “need-to-know” this information in order to perform their duties under the terms of this policy. All personal information disclosed to such staff or instructors shall be governed by the Brock University Access to Information and Protection of Privacy Policy.

5.6 Flexibility

The provision of accommodations for students with disabilities will require that students, staff and instructors all exercise creativity and flexibility in crafting solutions that both meet the needs of the students, and preserve the essential requirements and academic integrity of the University's courses/programs.

6. TEMPORARY MEDICAL CONDITIONS AND ACADEMIC ACCOMMODATIONS

Students who experience a temporary short-term medical impairment unrelated to a documented disability may require temporary academic accommodations. A temporary impairment is typically expected to be present for six weeks or less and is common to the general population, such as a virus, broken bone, sprained muscles, lacerations, or minor surgeries.

In these situations, students should discuss the situation with their individual instructors. The instructor will then advise the student of appropriate university or departmental policy (i.e. exam deferral, make-up exam, etc.,) and make individual academic accommodations for the student. Services for Students with Disabilities does not arrange academic accommodations for temporary medical conditions.

7. RELATED POLICIES

1. Respectful Work and Learning Environment Policy
2. Provision of University Goods and Services to Persons with Disabilities Policy
3. Accommodation of Employees with Disabilities Policy
4. Brock University Access to Information and Protection of Privacy Policy
5. Video Surveillance and Recording for Safety and Security Policy

8. RELATED DOCUMENTS

1. Brock University Accessibility Admissions Policy
2. Brock University, Services for Students with Disabilities Documentation Guidelines

9. APPENDIX

9.1 ROLES AND RESPONSIBILITIES

Many parties within the University are involved in the collaborative process of providing academic accommodations. It must be recognized by all parties that accommodation is a shared responsibility; one of the primary responsibilities of all parties is to engage in a meaningful dialogue about said accommodations.

9.1.1. Roles and Responsibilities of Services for Students with Disabilities

Services for Students with Disabilities (hereinafter referred to as SSWD) is the University office deemed to have primary responsibility for determining appropriate academic accommodations and facilitating the provision of services and supports for students with disabilities. SSWD is committed to working in partnership with others in the Brock community to support students with disabilities through the education process and promote an inclusive learning environment.

- a) provide personal and academic skills supports to students when requested;
- b) coordinate the requests for, and assist in the provision of academic accommodations;
- c) receive and verify a student's documentation to substantiate her/his disability;
- d) when indicated, make referrals to appropriate professionals for assessment and intervention services;
- e) ensure that all student information and all documentation is treated confidentially, subject to disclosure as necessary to effect the accommodation as required by law, and maintained in individual student files

- f) review all documentation and consult with each individual student in order to determine if she/he qualifies for services;
- g) in consultation with the student and appropriate university staff (instructors, Department Chairs, Associate Deans, Graduate Program Directors, etc.) develop an accommodation plan for each qualified student, based on the student's needs and any available course/program information and requirements; this plan shall be reviewed each term and may require revision as the student's needs and course requirements may change;
- h) wherever possible, discuss the student's proposed academic plan prior to registration and when necessary, consult with the department/Faculty to clarify course/program essential requirements as they relate to the student's disability and potential accommodation needs;
- i) provide letters outlining the proposed accommodation plan, as required;
- j) assist, provide information, and consult with instructors, departments/programs, Faculties, and other administrative staff, as required;
- k) communicate with the student and instructor as needed throughout the term to ensure accommodations are continuing to work effectively and when necessary, work with the instructor and student to adjust accommodations that support the student and maintain the academic integrity of the course/program;
- l) In cases where a student is writing an exam with SSWD, the Service has the authority to deal with conflicts, consecutive exams and any other accommodations requiring modification to the exam schedule;
- m) participate with other campus offices, departments and Faculties, in the ongoing education of the University community, including students, instructors, and administrative staff regarding issues around disability, and the rights and responsibilities of each individual under this policy;

9.1.2 Roles and Responsibilities of Students

The University recognizes the importance of a student's experience and knowledge with respect to her/his disability and its impact on learning. This being the case, it is imperative that the student with the disability participates fully in the accommodation process.

To ensure that SSWD has sufficient time to properly review requests and to coordinate any necessary arrangements, students are responsible for making their requests for accommodations and submitting all required documentation as soon as possible each term, or in the case of new and transfer students, before the commencement of the term. Some accommodations take longer to arrange than others (e.g. sign language interpreters and transcriptions), and students with these types of requests should be particularly cognizant of the timing of their requests. Failure to make a request or supply the required documentation in a timely manner may delay or prevent the implementation of the requested accommodation.

- a) where possible, prior to registering in a course/program, discuss with SSWD any concerns she/he may have about whether they would be able to meet the essential requirements of the course/program;
- b) contact SSWD about any requested accommodations in a timely manner, as set out in its procedures;
- c) provide to SSWD relevant and recent documentation to substantiate her/his disability and any resultant restrictions;

- d) communicate her/his needs and resultant restrictions in sufficient detail in order for the University to assess those needs and determine appropriate accommodation options;
- e) notify SSWD, and other appropriate parties who need to know, about any changes to her/his needs;
- f) work with SSWD, instructors and others (e.g., academic advisors, library staff) to develop an appropriate accommodation plan;
- g) comply with SSWD's instructions and procedures relating to the implementation of any specific accommodation;
- h) meet with instructors and others, as needed, to discuss arrangements for accommodations;
- i) understand, that s/he may not appeal on the basis of disability where s/he has chosen not to use an approved accommodation while completing a course.
- j) request, on an annual basis, that eligibility for university awards, bursaries and scholarships or other opportunities be considered on an individual basis.

9.1.3. Roles and Responsibilities of Instructors

Instructors play a vital role in shaping a student's post-secondary experience. An important relationship for many students while at university is the one established between themselves and their instructors, and one which can be the key to success for many students. Although this relationship is very important to all students, it perhaps takes on more importance to students with disabilities whose academic success may rely on good communication with their instructors.

Instructors can help facilitate a student's academic success and maintain the University's academic standards for the benefit of all students.

- a) refer all students who identify as having a disability, and all requests for disability related accommodations to SSWD. Requests for accommodation for a temporary medical impairment should not be referred to SSWD;
- b) engage in the academic accommodation process, and provide the specified appropriate accommodation ;
- c) determine course content, general methods of teaching, textbooks and resources so that any necessary accommodations (e.g. alternative formats, in-class or lab personal supports) can be in place for the beginning of term. Instructors are encouraged to consider Universal Instructional Design principles wherever possible to ensure accessibility.
<http://brocku.ca/ctlet/publications/accessibility-and-universal-in>
- d) ensure that any new or revised academic courses, curricula, programs, services, processes and facilities, within their responsibility, are designed inclusively with the needs of students with disabilities in mind. SSWD and the Centre for Teaching, Learning and Educational Technologies (CTLET) will provide support and guidance in the principles of Universal Instructional Design;
- e) define the essential course requirements in order to facilitate the academic accommodation process. It is important to note that determining essential course requirements is a key element of developing reasonable, appropriate academic accommodations. Ensure that the essential requirements of the course or program are upheld and that standards are not lowered or compromised by the provision of accommodation;
- f) ensure that a student has demonstrated the assessed level of competency of course components in order to obtain an appropriate grade;

g) include a statement regarding students with disabilities, and SSWD, in course outlines. A statement can be found in the Faculty Handbook;

h) determine, through consultation with SSWD and other knowledgeable professionals, the most appropriate ways to adapt the course to the needs of a particular student with a disability;

i) maintain students' dignity and privacy;

k) continue to work with the student, SSWD and the program chair/director to explore alternative forms of accommodation in the event that the student or instructor determines that the current accommodations are not working well.

l) provide SSWD with any required information regarding tests and examinations (e.g. the use of specialized course specific software programs, changes to examination test scripts, changes in set test time limits etc.);

m) if there is a disagreement regarding an accommodation, inform the student and the SSWD. Work in collaboration with the student, SSWD and other parties as appropriate to resolve disagreements regarding individual accommodations;

n) follow the procedures and guidelines of the SSWD in order to facilitate the services and supports offered through the Student Development Centre.

9.1.4. Roles and Responsibilities of Department Chairs:

a) provide an opportunity for all instructors to familiarize themselves with this policy;

b) upon the request of SSWD, the student and/or the instructor, consult and provide advice during a review of an accommodation plan, as set out in this policy, to assist in developing accommodation alternatives.

9.1.5. Roles and Responsibilities of Graduate Program Directors

Graduate Program Directors are in key positions in terms of helping to develop overall accommodation plans when students are first admitted to the university and to ensure that such plans continue to meet students' needs.

a) refer all students with disabilities (and/or suspected disabilities) and all requests for accommodation to SSWD;

b) identify, upon request of the student and/or SSWD, the essential program/course requirements and the methods of demonstrating knowledge;

c) assist students and SSWD in determining the manner and extent of accommodation that can be provided short of undue hardship;

d) participate with the student and SSWD, as appropriate, in structuring a suitable accommodation plan that meets the needs of the student and satisfies the essential requirements of the respective course/program;

e) work with the student, SSWD, and relevant instructors to explore alternative forms of accommodation in the event that the current accommodations are not working well or do not suit particular courses;

f) upon the request of SSWD, the student and/or the instructor, consult and provide advice during a review of an accommodation plan, as set out in this policy, to assist in developing accommodation alternatives;

g) when an accommodation plan affects Graduate Studies regulations (e.g., time to completion of the degree), consult with the Dean of Graduate Studies.

9.1.6. Roles and Responsibilities of Deans/Associate Deans

a) work in conjunction with the Department Chairs/Graduate Program Directors to ensure that all instructors are made aware of this policy and that the practices associated with the delivery of accommodation services are consistent with this policy;

b) upon the request of SSWD, the student and/or the instructor, consult and provide advice during a review of an accommodation plan, as set out in this policy, to assist in developing accommodation alternatives.

c) ensure that instructors receive the university resources and support necessary to implement any accepted accommodation plan;

9.1.7. Roles and Responsibilities of the Office of the Accessibility Coordinator

The University Accessibility Coordinator is responsible to oversee and implement the University's compliance with the Ontarians with Disabilities Act (ODA, 2001).

a) act in a resource capacity to ensure the prompt and equitable resolution of accessibility issues that may involve employees, students and the public;

b) assist, whenever appropriate, students, instructors and staff in the informal resolution of accommodation issues.

9.1.8. Roles and Responsibilities of the Office of Human Rights and Equity Services

The Office of Human Rights and Equity Services promotes diversity and equity on campus and administers the Respectful Work and Learning Environment Policy.

a) act as a resource for students, instructors and staff as to their rights and responsibilities under the Ontario Human Rights Code and related University policies;

b) assist, whenever appropriate, students, instructors and staff in the informal resolution of accommodation issues.

9.1.9. Roles and Responsibilities of the Registrar's Office/Faculty of Graduate Studies

a) forward any accommodation requests and documentation provided by a student, before or at the time of registration, to SSWD;

b) collaborate with SSWD in planning and implementing accommodations required for individual students with disabilities scheduled to write Registrar administered examinations. These include, but are not restricted to, such accommodations as extra time on exams, separate locations for writing, enlarged exams, provision of a scribe, etc.;

c) provide assistance, in consultation with SSWD, in implementing other accommodations where the

requirements fall within the jurisdiction of the Registrar's Office (e.g., provision of special time-tabling or classroom use, etc.).

9.1.10. Roles and Responsibilities of Library Services

a) make every reasonable effort to provide students with disabilities equal access to information.

9.2 UNIVERSITY APPLICANTS AND ACCOMMODATION REQUESTS

a) Brock University encourages applications from persons with disabilities.

b) Upon request, Brock University will provide admission information to applicants in alternate format (Braille, audio tapes etc.) within a reasonable timeframe.

c) In accordance with general admission procedures, Brock University will accept academically qualified candidates for admission to undergraduate and graduate programs by examining each applicant's academic record and the impact of any extenuating circumstances.

d) Applicants are strongly encouraged to disclose their disability in the application process, and to seek assistance in selecting their courses/programs from SSWD and their prospective Department and/or Faculty.

e) As with all applicants, those with disabilities are encouraged to select programs that are appropriate for their skills, abilities and career goals.

f) In the event that questions arise during the application process pertaining to the Applicant's ability, even if reasonably accommodated, to fulfill the essential requirements of a program, the questions should be discussed with SSWD which will consult with the appropriate Dean.

g) All personal information disclosed in the application process may be used by the appropriate staff and faculty members (including but not limited to the Registrar's Office, Faculty of Graduate Studies, SSWD, Deans, Associate Deans, Graduate Program Directors, and the Vice-President, Academic) to make decisions relating to accessibility admissions.

h) SSWD and the Office of Human Rights and Equity Services are available throughout the admission process to assist, support and counsel applicants with disabilities, as well as faculty and staff.

9.3 ASSESSMENT OF REQUESTS AND PREPARATION OF AN ACCOMMODATION PLAN

a) Students requesting accommodation under this policy are responsible to initiate contact and register with SSWD and provide documentation of their disability.

b) SSWD will review and verify documentation provided by the student regarding their disability. SSWD may also review any material provided by the student regarding the course/program.

c) SSWD shall consult with the student to assess options for accommodation, determine an appropriate accommodation plan based on the student's individual need and the requirements of the course/program. SSWD shall, where necessary, consult with the instructor and any other relevant staff and/or faculty (e.g. Associate Dean) prior to approving accommodations. Following this consultation, if SSWD determines that accommodations are required, SSWD shall then determine an appropriate accommodation plan based on the student's individual needs.

d) It is important to note that a prior history of receiving accommodations in previous academic environments is not a guarantee one will be granted accommodations at the University. In addition, a prior history of accommodations without demonstration of a current need does not in itself warrant the

provision of like accommodations. The University may approve some, all, or none of the requested accommodations depending on the sufficiency of the documentation provided by the student.

e) Once an accommodation plan has been determined, SSWD will prepare a letter of introduction to the instructor outlining the specific accommodation plan.

9.3.1 Reduced Course Load / Program Amendments

SSWD office occasionally recommends a reduced course load as an academic accommodation for a student with a disability

Undergraduate students seeking a reduced course load must be registered with SSWD. Documentation will be reviewed by SSWD and if a reduced course load is recommended the student and SSWD case manager will make the appropriate arrangements.

Graduate students seeking amendments to graduate studies regulations (such as Time to Completion, Graduate Funding Dispersal, Preference in Hiring, etc.) must be registered with SSWD. Documentation will be reviewed by SSWD. Together the SSWD, student and Graduate Program Director will determine an accommodation plan. The recommended plan and its academic and regulatory implications will be submitted to the Faculty of Graduate Studies for approval by the Dean of Graduate Studies or Designate.

9.3.2 Graduate Thesis Defenses and Candidacy Exams

Supervisors/Supervisory Committees and Graduate Program Directors will be advised of required accommodations in a letter which the student shall deliver to them following assistance from the SSWD. Approval, as indicated by the signatures of the Supervisor/Supervisory Committee and the GPD, must be provided within one week of receipt. The accommodation request must be submitted, discussed and agreed to prior to the commencement of the scheduling of a candidacy examination or thesis defense

9.4 REVIEW OF ACCOMMODATION PLAN IF NOT ACCEPTED

If agreement among the student, the instructor, and SSWD about a proposed accommodation plan cannot be reached, SSWD shall initiate informal resolution practices with the student and the instructor. Further consultation shall take place and additional input may be sought from the Chair, the Dean/Associate Dean, the Graduate Program Director, and/or other relevant staff/departments who may have expertise that will assist in clarifying the essential requirements of a course/program and/or may generate additional accommodation options. Following this consultation, SSWD shall determine an appropriate accommodation plan, based on the student's individual needs and shall confirm this plan by letter in accordance with the process outlined above. Every effort will be made to complete this review process within 7 days.

Appropriate grounds for challenging an accommodation plan and requesting a review are based on the limitations to the University's duty to accommodate as set out under the Ontario Human Rights Code and outlined earlier in this policy in sections 5.2,5.3.(relating to undue hardship, essential requirements and health and safety concerns).

The University and its employees have a legal duty to accommodate students with disabilities. Where an instructor raises challenges to an accommodation plan that fall outside the grounds noted above, and SSWD has been unsuccessful in achieving informal resolution of the instructor's concerns, SSWD shall inform the instructor of this legal responsibility and refer the matter to their Dean, as required, to ensure compliance with an appropriate accommodation plan.

Where the instructor or the student continues to disagree with the proposed accommodation plan that results from the review process, they may pursue an appeal of SSWD's proposed plan, based on appropriate ground, in accordance with the Appeal Process outlined below.

9.5 APPEAL PROCESS

If, after the review process, either the student or the instructor does not agree with the accommodation plan proposed by SSWD, either party may appeal the decision of SSWD regarding the proposed accommodation plan, or the decision not to provide the requested accommodation.

To initiate an appeal:

The student and/or instructor must submit a formal written request to appeal to the Vice-President, Academic, within seven working days of being advised of a final decision of SSWD. The written request must include the grounds for appeal, which are only those based on the limitations to the University's duty to accommodate as set out under the Ontario Human Rights Code and outlined in Section 5 of this policy (relating to undue hardship, essential requirements and health and safety concerns).

Within ten working days upon receiving a written request to appeal, the Vice-President, Academic, shall strike an Accommodation Appeal Committee to hear the appeal and forward the request to appeal to the members of that Committee

When striking the Accommodation Appeal Committee, the Vice-President, Academic shall seek out members of the Brock University community and/or other university communities who have expertise in the academic area of the course/program of the student (in particular regarding the essential requirements of a course/program) and who have expertise in the area of disability services and the provision of reasonable accommodation in a university setting (in particular, relating to undergraduate or graduate studies).