

**Title: Academic Accommodation Policy for Students with Disabilities**

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**Approved By:**

Board of Governors

President &  
Vice Presidents

## 1. Purpose

In accordance with the Ontario Human Rights Code (“the Code”) and the Canadian Charter of Rights and Freedom (“the Charter”), this Policy sets out the Sheridan College Institute of Technology and Advanced Learning’s (“Sheridan”) commitment to promote and protect the rights and dignity of Students with disabilities. This includes creating a safe, supportive, and respectful environment so all Students are able to realize their full potential.

## 2. Scope

This Policy applies to Applicants and Sheridan Students seeking academic accommodations support from Accessible Learning as they participate in academic activities related to their program of study and to Sheridan employees involved in the student accommodations process.

## 3. Definitions

**Academic Accommodation** includes services, adaptations, adjustments and/or strategies to the method of curriculum delivery or assessment of the core content of a course or program to provide a Student equal opportunity to meet the essential academic requirements. All parties share in the responsibility to accommodate students.

**Accessible Learning (AL)** is the Office that facilitates equal access for eligible Students with disabilities by coordinating reasonable academic accommodations and support services.

**Applicant** is an individual applying to a program, including full-time and part-time programs of study.

**Disability** is defined in “the Code” as

- 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) 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
- 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 Academic Requirements** are the knowledge and skills that a Student must acquire and demonstrate to successfully meet the learning outcomes of the course or program.

**Host Organization** is an employer, community partner, or Sheridan (in situations where Sheridan is both the academic institution and the host organization).

**Reasonable accommodations** are modifications to the academic requirements of a program, which do not compromise course objectives or academic standards, that provide an individual with a disability an equal opportunity to obtain the same benefit as those available to an individual without a disability.

**Retroactive Accommodations** are considered retroactive when the request is made after-the-fact as the result of the discovery of an existing disability of which the Student was previously unaware.

**Student** means any individual who is admitted, enrolled or registered for study at Sheridan. Individuals who are active in a program, but not enrolled in classes for a particular term (e.g. on a vacation or coop term) are considered to have a continuing student relationship and are included in the definition of student (Sheridan Admission Policy).

**Undue Hardship** means the outer limit of the accommodation obligation. This refers to three factors for consideration prescribed by the Code. These factors are: 1) cost; 2) availability of outside resources or funding; and 3) health and safety requirements.

Undue hardship must be considered individually, in the full context in which each request for accommodation arises.

**Universal Design for Learning (UDL)** is a framework to improve and to optimize teaching and learning for all people based on scientific insights into how humans learn. The UDL framework removes barriers to learning through the principles of multiple means of engagement, multiple means of representation, and multiple means of action and expression in order to embrace all forms of human diversity.

**Work Integrated Learning (WIL)** is a model and process of curricular experiential education, which formally and intentionally integrates a student's academic studies within a workplace or practice setting. WIL experiences include an engaged partnership of at least an academic institution, a host organization, and a student [adapted from Co-operative Education and Work-Integrated Learning (CEWIL) Canada]. WIL activities at Sheridan typically include apprenticeship, field placement/experience, mandatory professional practice, cooperative education, and internship (degree programs only); any of these types of WIL may also include research.

#### **4. Policy Statement**

Sheridan commits to creating an inclusive academic environment that is guided by the following principles:

##### **Inclusion and Full Participation**

Educational services are designed and implemented for all Students. Inclusivity in design and delivery requires all parties (Students, faculty, Accessible Learning, relevant administrators) to recognize the diverse abilities of Students and to engage in meaningful dialogue when designing and implementing educational services.

##### **Respect for Dignity**

Sheridan provides educational services to Students in a manner that is respectful of their dignity. Human dignity encompasses individual self-respect and self-worth.

##### **Individualization**

Sheridan recognizes that each Student's needs are unique, and these needs may call for different approaches to ensure full participation in the educational environment.

##### **4.1 Confidentiality**

Sheridan respects the privacy of all Students concerning self-disclosure in accordance with the Accessible Learning Confidentiality Agreement, Sheridan guidelines on access to information, and privacy legislation.

##### **4.2 The Responsible Office**

Accessible Learning will interpret and apply the Policy and has the responsibility to draft any associated procedures in consultation with relevant stakeholders. The Associate Vice-President Student Experience, in coordination or consultation with the Provost and Vice President Academic, has the responsibility to approve any associated procedures.

##### **4.3 Responsible Executive**

The Responsible Office(s) shall be: Provost & Vice President Academic.

## **5. Related Documentation**

[OHRC: Accessible Education for Students with Disabilities Policy \(2018\)](#)

[Ontario Human Rights Code](#)

[Accessible Learning at Sheridan](#)

[Sheridan Academic Accommodation Procedure for Students with Disabilities](#)

[Academic Appeals and Consideration Policy](#)

[Academic Appeals and Consideration Procedure](#)

[Sheridan Academic Freedom Policy](#)

[Sheridan Academic Freedom Procedure](#)

[Sheridan Academic Integrity Policy](#)

[Sheridan Academic Integrity Procedure](#)

[Accessibility Policy](#)

[Sheridan Admission Policy](#)

[Grading Policy](#)

[Grading Procedure](#)

[Discrimination and Harassment Policy and Procedure](#)

[Student Assessment and Evaluation Policy](#)

[Student Assessment and Evaluation Procedure](#)

[Accessibility for Ontarians with Disabilities Act, 2005](#)