

Title: Academic Accommodation Procedure for Students with Disabilities

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Provost & Vice
President Academic

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1. Purpose

This Procedure provides an outline of the process students must follow when requesting academic accommodations and assists faculty in implementing approved academic accommodations. Academic accommodations considered in this Procedure will be guided by the following principles:

- Inclusion and full participation
- Respect for dignity
- Individualization

These principles will enable Sheridan's commitment to ensure all students realize their full potential.

2. Scope

This Procedure specifically applies to Applicants and Sheridan Students seeking academic accommodation support from Accessible Learning as they participate in their program of study and to Sheridan employees involved in the academic accommodation process. This Procedure does not apply to other types of accommodations that might be covered in other Sheridan policies.

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) 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 course loads.

Disability is defined in the Ontario Human Rights Code (“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.

Documentation is all documents that verify that a Student has a disability and lists the functional limitations/impairments of the disability and/or provides an overview of any restrictions that the disability places on a Student. These documents must be based on a current assessment from a Registered Health Care Professional.

Employees means a person under the employ of Sheridan either

- a) On a full-time, ongoing basis either under the terms of the Academic Employees Collective Agreement, the Support Staff Collective Agreement, or the Terms and Conditions for Administrative Employees;
- b) On a less than full-time, and/or temporary basis under the Contract Terms and Conditions of Employment.

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).

Interim Academic Accommodations are short-term academic accommodations for Students while they are in the process of obtaining appropriate documentation.

Registered Health Care Professional is a person who is qualified and allowed by regulatory bodies to provide healthcare services to a client or patient.

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 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.

Temporary Academic Accommodations are academic accommodations provided for temporary disabilities, or disabilities that are not expected to stay with the Student for life.

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. Procedure

Students and Applicants may request Academic Accommodations for temporary interim, or permanent Disabilities by following these steps:

Step One: Student Obtains Disability Documentation

1. To register with Accessible Learning (AL), Applicants and Students with a confirmed or suspected Disability will need to gather/obtain Documentation of their Disability.
2. The required Documentation depends on the nature of the Disability.

Step Two: Student Books Intake Appointment with Accessible Learning

1. Applicants and Students with a confirmed or suspected Disability contact Accessible Learning (AL) to initiate the Academic Accommodation process, as soon as possible, following their acceptance of admission.
2. Early registration and engagement by the Student in the process is strongly encouraged to facilitate timely implementation of the Academic Accommodation as some Academic Accommodations take longer to implement than others.

Step Three: Student Completes Intake Interview with Accessible Learning

1. Students are assigned an Accessible Learning (AL) Advisor who conducts an intake interview and reviews the information/Documentation submitted. Information collected includes a completed AL Intake Form, confidentiality forms, and any Disability-related Documentation, e.g., medical form(s), IEPs, and/or psychological assessments. The Documentation should confirm that the Student has a Disability and indicate functional impact in an academic setting.
2. The AL Advisor will assess Documentation and the Student will self-report to determine if the requested Academic Accommodations are appropriate. If the AL Advisor determines that the Academic Accommodation request is not supported by Documentation, the Student will be directed to College or community resources and/or referred to appropriate professionals for additional Documentation.
3. The AL Advisor prepares a written Accommodation Form that outlines the approved Academic Accommodations. Where appropriate, Interim Academic Accommodations are provided.

Step Four: Accommodation Plan Is Implemented

1. Student is informed how to use the ClockWork portal to distribute Accommodation Form to each faculty.
2. Faculty will be able to view and acknowledge receipt of the Student Accommodation Form and work with the Student to implement approved Academic Accommodations. If there are concerns, or disagreements, with respect to the Academic Accommodations, faculty are advised to discuss them with Accessible Learning.
3. Please note that there are variations in course content and delivery. Students may find that not all their approved Academic Accommodations are implemented in the same way for each course (e.g., a Student with an Academic Accommodation that permits a Student to be late to class would not be able to be activated as an accommodation in a lab where safety demonstrations are conducted at the beginning of the lab).
4. In the event of a misunderstanding regarding an approved Academic Accommodation, the Academic Accommodation in question must remain in place until the matter is resolved through collegial discussions between Accessible Learning and the relevant academic area.

Academic Accommodations that may not be achievable due to course structure (e.g., field trips) or a conflict with the Essential Academic Requirements of the course will be discussed on a case-by-case basis.

4.1 Academic Accommodation Renewal and Revision

Academic Accommodations will remain in place until the student notifies Accessible Learning (AL) that the accommodation is no longer required.

It is the student's responsibility to discuss a review of their Academic Accommodation if their needs change. The request can be made via email, phone, or in-person with the Student's Accessible Learning Advisor. If there are no changes required to an existing accommodation plan, Students are responsible for distributing their Accommodation Form to Faculty.

4.2 Reassessment of Academic Accommodations

A Student may request a reassessment of their Academic Accommodation(s) or request support with how their Academic Accommodation is being implemented by writing to the Director, Accessible Learning (AL) & Inclusion stating reasons they consider the Academic Accommodations inadequate, issues with implementation, and what is being sought.

This process can be supported by AL as needed.

- If the reassessment relates to a decision made by an AL Advisor, the Student may contact the Director, AL & Inclusion who will consult with the Associate Dean (AD), Student Success & Wellness Programs, if necessary, to support a recommendation within one week of the complaint.
- If the request is in relation to implementation of the Academic Accommodation in their program, the Director, AL & Inclusion will contact the relevant Faculty Office/AD to discuss the Student's Academic Accommodations, their explanation, and a review of the course or program requirements in order to support a recommendation/decision within one week of the request.
- In considering the reassessment, the Director, AL & Inclusion and the relevant Faculty Office/AD will consult and collaborate with relevant parties to determine the best course of action to support the Student while maintaining academic integrity in the program of study.
- The decision to grant or deny any changes to Academic Accommodations will be provided in writing to the Student and relevant faculty member(s) within one week of the request. Additional information may be requested during this time which may lengthen the decision timeline.
- A decision to grant a change to Academic Accommodations will include a plan on how to implement the updated changes as soon as possible.

4.3 Academic Accommodation Pending Reassessment

Sheridan recognizes that decisions involving Academic Accommodations must be made in a timely manner to assist Students in their ongoing courses. Once the Academic Accommodation reassessment has been approved, it shall be implemented promptly. If the Academic Accommodation assessment is pending, the Faculty Office/Associate Dean (AD), and AL shall determine what portion, if any, of the Academic Accommodation plan is reasonable to implement immediately. Any such Academic Accommodations shall remain in place until there is a final disposition/determination of all assessments.

5. Roles and Responsibilities

The Academic Accommodation process is a shared responsibility that requires various stakeholders to engage in meaningful dialogue towards finding solutions in implementing Academic Accommodations. This section outlines the specific roles and responsibilities of key stakeholders.

5.1 College

- Advise Applicants and Students with Disabilities and their parents/guardians of available Academic Accommodations and support services, and the process for accessing these resources.
- Take steps to ensure that Students with Disabilities have equal access to all Sheridan programs and services including in-class and extra-curricular activities.
- Implement Academic Accommodations in a timely way.
- Ensure that the teaching and learning environment is welcoming and that all Students treat one another with respect.
- Ensure ongoing access to necessary resources and support for Employees and Students regarding Academic Accommodations.

5.2 Office of the Registrar

- Ensure that an Applicant is treated the same way as all other applicants.
- Assess Students with Disabilities for admissibility based on present functional ability; this cannot be influenced by other factors.
- Ensure security of tests/exams to preserve academic integrity in the Assessment Centre.
- Administer and proctor approved testing accommodations, in the Assessment Centre, in a way that preserves academic integrity and allows Students with Disabilities equal opportunity for success.
- Contact Accessible Learning or relevant faculty when accommodation issues occur in the Assessment Centre.

5.3 Accessible Learning

- Accept a Student's request for Academic Accommodation in good faith.
- Determine eligibility to receive Academic Accommodations and supports based on intake processes, procedures, and provided Documentation.
- Consult with the Student to determine the most appropriate Academic Accommodation.
- Facilitate and support collegial discussion/consultation between Student and faculty regarding appropriate Academic Accommodations in certain situations, e.g., presentations, memory aids, clinical placements, labs.
- Facilitate case conferencing with relevant stakeholders to support Students with complex Academic Accommodation requests.
- Sign the appropriate releases of information and keep a confidential record of the Academic Accommodation request and action taken.
- Prepare Accommodation Form and inform Student how to use the ClockWork portal to distribute Accommodation Form to each Faculty.
- Direct Students who require assessments and/or updated Documentation to appropriate professionals.
- Provide support and resources to Employees and administration, to assist them in working with Students with Disabilities.
- Support initiatives to work collaboratively with faculty and further understanding of Academic Accommodations.
- Work with relevant college stakeholders to ensure professional development of Employees towards new ways or strategies for supporting Students with Disabilities.

5.4 Faculty

- Access ClockWork Portal to view, acknowledge receipt of Students' Accommodation Form, and seek clarification from Student or Accessible Learning, as needed.
- Make best effort to provide classrooms/learning environments that are harassment- free, inclusive, and non-discriminatory.
- Support implementation of the approved Academic Accommodations contained in the Accommodation Form, while preserving the essential academic requirements of course.
- Inform all Students of availability of Academic Accommodation supports.
- Maintain the confidentiality and privacy of students with disabilities.

5.5 Applicant

- Contact Accessible Learning (AL) to arrange Academic Accommodations for pre- admission testing, as necessary.
 - Applicants are not required to disclose their Disability diagnosis to request services and/or access to Academic Accommodations.
 - Focus is on functional limitations as identified through Documentation from a Registered Health Care Professional.
- Provide appropriate Documentation (medical and/or psychological assessments) to support preparation of Academic Accommodations.
- Provide Assessment Centre with approved testing accommodations when scheduling testing.

5.6 Student

- Self-identify with Accessible Learning (AL), as soon as possible, upon receiving acceptance to Sheridan.
 - Students are not required to disclose their Disability diagnosis to register for services and access Academic Accommodations and support.
 - Focus is on functional limitations as identified through Documentation from a Registered Health Care Professional.
- Provide appropriate Documentation (medical and/or psychological assessments) to support development of Academic Accommodations.
 - Students may request Interim or temporary Academic Accommodations from AL Advisor, pending receipt of appropriate Documentation.
- Participate fully in the Academic Accommodation planning process by providing self-report about relevant restrictions or limitations, take part in discussions about possible Academic Accommodation solutions, and advise AL of changing needs.
- Student will use ClockWork portal to distribute Accommodation Form to Faculty.
- Work in partnership with AL and faculty to implement approved Academic Accommodations.
- Discuss implementation of approved Academic Accommodations with faculty.
- Familiarize themselves with and abide by Sheridan's policies and academic regulations.
- Meet with AL Advisor to update Academic Accommodations, as necessary.

6. Responsible Office

6.1 The Responsible Office

Accessible Learning will interpret and apply the Procedure 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.

6.2 Responsible Executive

The Responsible Executive for this Procedure is the Provost & Vice President Academic.

7. Related Documentation/Links/Forms

[Accessible Learning at Sheridan](#)

[OHRC Policy on Accessible Education for Students with Disabilities](#)

[Ontario Human Rights Code](#)

[Sheridan Academic Accommodation Policy 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 Procedures](#)

[Student Assessment and Evaluation Policy](#)

[Student Assessment and Evaluation Procedure](#)

[Workplace Safety and Insurance Act](#)