

Academic Accommodations for Students with Disabilities

Policy ID: 2-206

Approved by: Vice President, Academic

Executive(s) Responsible: Vice President, Academic

Administrator(s) Responsible: Accessibility Counselor

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Background and Scope

This policy addresses the provision of services to students with disabilities who are registered with and attending Ontario Institute for Health and Innovation (OIHI).

OIHI endorses fair and equitable access to education for its students with disabilities. OIHI's commitment to the provision of academic accommodation includes, when necessary, program/course accommodation and any such variety of services that will entitle each student to barrier-free access, as much as possible without undue hardship, to the curriculum in their program/course of choice.

Definitions

A **student with disabilities** is a person who has or has had, or is believed to have had any of the following:

- 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 coordination, 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 numbers, 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.

Undue Hardship: Is otherwise recognized when it can be proved objectively that in the interest of safety or cost, if deemed to be significant, the benefits of equality are outweighed. Analysis of cost and safety, as it pertains to Undue Hardship, is realized according to high standards. Assumptions or presumptions based on documented history. Unsubstantiated opinion or preferences of third parties do not constitute Undue Hardship.

Purpose of the Policy

Respectful of its obligation to students with disabilities, OIHI adheres, in spirit and practice, to the Ontario Human Rights Code. The college is committed to providing access to education that promotes a climate of mutual respect, fairness, dignity, and equitable treatment.

OIHI is proactive in highlighting its commitment to supporting students with disabilities from initial intake, to orientation, and throughout their education as a student of OIHI. Furthermore, OIHI is responsive in processing requests for support from students with disabilities.

The purpose of this policy is to describe the principles and responsibilities in the provision of appropriate and reasonable individualized academic accommodations, consistent with the Accessibility for Ontarians with Disabilities Act, 2005 (AODA).

Policy Statements

- 1.1 OIHI recognizes and affirms that all students deserve a welcoming, accessible, inclusive, and respectful educational experience and commits to identifying and removing institutional barriers that prevent such access and impede the academic success of students due to a disability.
- 2.1 OIHI will provide reasonable academic accommodations, up to the point of undue hardship, in course and program-related activities for students with disabilities or persistent/prolonged conditions. Academic accommodations must be reasonable and follow these principles:
 - 2.1.1 Is based on individual circumstances;
 - 2.1.2 Respects the student's right to dignity and confidentiality;
 - 2.1.3 Allows for the most integrated and inclusive experience possible;
 - 2.1.4 Does not compromise essential learning requirements of a course or program;
 - 2.1.5 Does not pose a threat to personal or public safety;
 - 2.1.6 Does not impose an undue hardship to the college;
 - 2.1.7 Is not a guarantee of success in a course/program
- 3.1 The process of granting and receiving academic accommodations for students is a shared responsibility between the student and the college.

Student Responsibilities

- 3.1.1 Identify their need for academic accommodations based on their disability or persistent or prolonged condition to Accessibility Services as soon as is reasonable;
- 3.1.2 Provide sufficient official documentation which outlines functional limitations to support the request for academic accommodations;
- 3.1.3 Fulfill the same or functionally equivalent college admissions requirements, course prerequisites, and essential learning requirements;
- 3.1.4 Notify Accessibility Services of any changes to their identified functional limitations or academic accommodations requirements;
- 3.1.5 Actively participate in the academic accommodation planning process by working collaboratively with Accessibility Services in the identification and implementation of reasonable academic accommodations;
- 3.1.6 Be truthful in all respects, verbally, in writing, and in the provision of official documentation;
- 3.1.7 Communicate with faculty and necessary staff to the extent necessary to give effect to their academic accommodations.

College Responsibilities

3.2 The college has the following responsibilities:

- 3.2.1 Provide an inclusive and welcoming environment for students with disabilities and persistent/prolonged conditions;
- 3.2.2 Maintain confidentiality with respect to any personal/health-related information of students that is shared to facilitate the academic accommodations;
- 3.2.3 Direct students seeking academic accommodations to Accessibility Services;
- 3.2.4 Ensure that all relevant individuals are aware of this policy and their responsibilities under it;
- 3.2.5 Implement academic accommodations as outlined in the Accessibility Plan up to the point of undue hardship in a timely manner such that the student can access the academic accommodations for the situation, when needed;
- 3.2.6 Implement approved academic accommodations without compromising the academic integrity, essential learning outcomes, or professional standards of the program or course of study;

Accessibility Services Responsibilities

3.3 Accessibility Services has the following responsibilities:

- 3.3.1 Gather and review the necessary documentation and relevant information provided by the student in order to assess the functional impact of the documented disability or persistent/prolonged condition;
- 3.3.2 Handle and store the private and confidential information related to each student so as to protect the confidentiality of the student as it relates to their disability or persistent/prolonged condition;
- 3.3.3 Work with the student to identify reasonable academic accommodations for their program or course of study and develop an Accessibility Plan that respects the student's dignity and promotes inclusion, integration, and full academic participation;
- 3.3.4 Direct students to appropriate wellness supports and resources at the appropriate time, as deemed necessary;
- 3.3.5 Issue an official Accessibility Plan outlining the academic accommodations for student.

Related Legislation

- Accessibility for Ontarians with Disabilities Act, 2005 (AODA).
- Ontario Human Rights Code, 1990.
- Personal Health Information Protection Act, 2004 (PHIPA)

Related Policies

Policy Name	Policy Number
Academic Standing and Progression	2-203

Document History

Date	Approval/Review/Key Change(s)
October 11, 2024	Normanne Bland, Accessibility Manager