

The Bader International Study Centre

Academic Accommodations Policy

Date created: 19/10/2018

Date revised:

POLICY

Category:	
Name:	Academic Accommodations Policy
Approval:	Provide the name(s) of relevant approval body(ies) as identified by the Policy Approval Sub-Committee
Responsibility:	Indicate the senior administrative position responsible for this policy (ie: the policy's sponsor)
Dates:	Approved:
	Last Revised: Oct 2018

Definitions:	
Term:	Meaning:
academic accommodation	<p>“Academic accommodation” means any adaptation that reduces or eliminates barriers to participation which arises when a student with a disability interacts with the academic environment.</p> <p>Academic accommodations are individually determined and may include teaching and learning accommodations (e.g. note-taking), assessment and evaluation accommodations (e.g. private space to write exams), environmental accommodations (strategic seating), and auxiliary services and supports (e.g. sign language interpreters, alternate format text, assistive technology).</p> <p>Academic accommodations are provided when functional limitations arise from a disability and create a barrier in the academic environment. Depending on the disability, which may be permanent or temporary, functional limitations may be intermittent.</p> <p>Academic accommodations are granted on a permanent (i.e. for the duration of the academic program), interim (i.e. while further documentation is being sought from a regulated health care professional), temporary (i.e. for a limited time) or retroactive (i.e. after a test, evaluation, assignment deadline has passed) basis with supporting documentation. All requests for academic accommodation are assessed on a case-by-case basis.</p>



	<p>Academic accommodations provide equal access to learning and services. They do not guarantee a level of achievement. They do not interfere with the university's ability to appropriately assess the articulated essential learning outcomes of the course or program. They adhere to all academic standards and to the university's academic integrity policies.</p>
disability	<p>"disability" means:</p> <ol style="list-style-type: none"> 1. 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; 2. a condition of mental impairment or a developmental disability; 3. a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language; 4. a mental disorder; 5. an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997. <p>per Section 10 (1) of the <i>Ontario Human Rights Code</i>, 1990</p>
documentation	<p>"documentation" means written information from a regulated health care professional verifying that the student has functional limitations which are the result of a temporary or permanent disability, that may be continuous or episodic, or that the student's symptoms are being monitored in the health care professional's belief that the functional limitations being experienced by the student are related to a disability. Disclosure of a specific disability or diagnosis to Queen's Student Accessibility Services is not required.</p> <p>Documentation requirements for disabilities are posted to the Queen's Student Accessibility Services (QSAS website).</p>

POLICY

essential academic requirements and standards	“essential academic requirements and standards” means the knowledge and/or skill which must be acquired and/or demonstrated for a student to successfully meet the learning outcomes or degree level requirements of a particular course or program.
instructors	“instructors” means all individuals who participate in the creation, development or delivery of materials, activities and assessments for learning for Queen’s students. Instructors include academic faculty and non-academic staff involved in the delivery of academic curriculum as well as professional learning instructors, graduate supervisors and developers who work with staff, faculty, and other Queen's personnel.
functional limitations	“functional limitations” means restrictions in an individual's functioning that hinder the ability to perform tasks or activities used in daily life.
regulated health care professional	“regulated health care professional” is a professional who is licensed to provide a diagnosis or comprehensively assess and manage the disability or health condition in the course of providing health care services. See QSAS documentation requirements for more information.
undue hardship	<p>“undue hardship” means the point to which accommodations must be provided by an institution for students with disabilities under the Ontario Human Rights Code. The following elements may be considered in determining if providing an accommodation would cause undue hardship:</p> <ul style="list-style-type: none"> (i) The cost of providing the accommodation; (ii) The availability of outside sources of funding, if any; and (iii) Health and safety requirements, if any. <p>Inconvenience, potential negative reaction from faculty, staff or other students, or third party preferences are not considered in the test of undue hardship.</p>

Purpose:

To outline the university’s approach to providing appropriate academic accommodations for students with disabilities as part of the university’s commitment to accessibility and equity.



Scope:

This policy applies to undergraduate and graduate students, enrolled in academic courses or activities for credit at Queen's University, including those studying on a full or part-time basis, on exchange, or through other international agreements, who:

- have documentation from a regulated health care professional(s) in the applicable field(s) verifying that the student has functional limitations due to a disability or diagnosed health condition, or
- whose symptoms are being monitored in the health care professional's belief that the functional limitations being experienced by the student are related to a disability or diagnosed health condition.

This policy applies to all students engaged in academic activities at the university, inclusive of classes, laboratory work, research, examinations, fieldwork, and placements. Where a student is both an employee and student of the university, this policy only applies to those activities that are associated with their academic pursuits.

Policy:

Policy Statement

Queen's University is committed to fostering a welcoming culture that facilitates the inclusion and integration of all students, regardless of disability or impairment.

This policy reflects the university's commitment to identifying, removing and preventing barriers to the full academic participation of students with permanent or temporary disabilities, and its commitment to complying with the Ontario Human Rights Code. The policy affirms the university's responsibility to provide appropriate academic accommodation for students with disabilities to the point of undue hardship. Requests for retroactive accommodations will be considered.

This policy affirms students' rights to be treated with dignity and respect, to have their privacy and confidentiality protected, to receive appropriate academic accommodations based on documented functional limitations associated with their disabilities without being required to disclose a diagnosis.

The policy outlines students' responsibility to make the university aware of their needs, as soon as the need is apparent so that the university can develop and implement accommodations that uphold essential academic requirements and standards.

The university is committed to ensuring that students with disabilities have an equitable opportunity to fulfil the essential academic requirements and standards. Appropriate



POLICY

academic accommodations will not negate or undermine essential academic requirements and standards, which must be achieved by all students to successfully complete a course or program of study.

Responsibilities

For detailed procedures for all individuals and units below, please see related procedures document.

Academic Director

- Ensures policy implementation.

Student Success and Learning Development Advisor (SSLDA)

- Works with students to obtain academic accommodations from Queen's Student Accessibility Services (QSAS);
- Coordinates the implementation of accommodations and provides support to faculty and students in ensuring accommodations are met;
- Supports students with disabilities in working out any conflicts that arise related to academic accommodations;
- Maintains student privacy and confidentiality by limiting release of information only for the purpose of facilitating access to accommodations;
- Provides Administration Office with information necessary to arrange the exam timetable;
- Proctors exams for students, e.g., those requiring separate rooms;
- Arranges additional services (e.g., a scribe) for exams.

Administration Office

- Develops the exam timetable, including room bookings, and arranging IT support;
- Maintains student privacy and confidentiality by limiting release of information only for the purpose of facilitating accommodations;
- Notifies students of exam schedule.

Instructors

- Recognize the requirement to support the academic accommodations process;
- Make themselves aware of the university's Disability Accommodations Statement and include it in all course syllabi;
- Inform themselves of BISC services for supporting students with disabilities and refer students as the need arises;



- Work collaboratively with students with disabilities and the SSLDA to implement academic accommodations in a manner that meets essential academic requirements and standards, and protects the dignity and privacy of students;
- Understand that their role is to help implement academic accommodations outlined in the letter of accommodation, and not to obtain information from students about their specific disabilities. Students are not required to disclose private medical information to, or seek accommodation directly from, their professors, instructors, teaching assistants, etc;
- Maintain student privacy and confidentiality by only sharing information regarding a student's disability with those directly involved in the accommodation process.

Students with Disabilities

- Notify the university, specifically QSAS, of their need for academic accommodation due to the functional limitations associated with their permanent or temporary disability, as soon as the need is apparent. For incoming and returning students, advance notice enables the university to develop and implement accommodations in a timely manner that uphold essential academic requirements and standards;
- Register with QSAS and provide documentation from a regulated health care professional verifying the presence of a disability and describing the associated functional limitations; or provides documentation which verifies that symptoms are being monitored by a health care professional in their belief that the 7 functional limitations being experienced are related to a disability, and updates QSAS regularly as information/results are available. Disclosure of a diagnosis is not required;
- Participate in their individual accommodation planning by answering any questions, providing information and co-operating with disability advisors and staff regarding their accommodations;
- Advise BISC Student Services of their need for accommodation by providing the SSLDA with a Letter of Accommodation issued by QSAS;
- Meet administrative deadlines that support the university's ability to provide accommodations;
- Communicate their accommodation plan to their instructors, the SSLDA and others as appropriate and where classroom learning/evaluation accommodations are needed, with as much advance notice as possible;
- Notify QSAS immediately of changes in functional limitations;
- Notify the SSLDA immediately of difficulties in the implementation of an academic accommodation.



POLICY

Responsibilities:	
Contact Officer(s):	Responsible for:
Job title	Student Success and Learning Development Advisor

Date for Next Review:	01/05/2021.
Related Documents:	<i>Queen's Academic Accommodations for Students with Disabilities; Educational Equity Policy; Queen's University Senate Policy on Student Appeals, Rights & Discipline; Queen's Policy Concerning Students with Disabilities.</i>
Superseded by:	BISC Classroom and Exam Accommodations Policy and Process

