

Procedure Title:	Access and Accommodation for Students with Disabilities
Procedure ID:	#OP 5-506C
Manual Classification:	Student Services
Linked to Policy:	5-506 Student Rights and Responsibilities
Approved by Senior Management Team (SMT):	January 14, 2016
Effective Date:	January 27, 2016
Next Review Date:	January 2019
Contact for Procedure Interpretation:	Executive Vice President, Academic Experience, Assistant Vice President, Student Experience

1.0 – Purpose

At Fleming College, we are committed to building an inclusive and accessible learning and working environment. We believe in and promote the rights of all persons with disabilities as enshrined in the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the Accessibility for Ontarians with Disabilities Act (AODA, 2005) and its related Accessibility Standards Regulations.

The College supports the intent of the AODA and its goal of achieving accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodations, employment, buildings, structures and premises. The College also affirms the rights of all persons, including those with disabilities, to have access to equal opportunity in employment, education, accommodation or business dealings with the College.

2.0 – Definitions and Acronyms

Academic Accommodation: An individualized adjustment to how a student with a disability accesses or participates in a course or program. These accommodations are individualized to the student's specific needs and the program requirements. Academic accommodations do not alter the learning outcomes or essential program requirements. Examples include, use of an ASL interpreter, use extra time to complete tests, or taking a reduced course load. A reasonable accommodation is one which does not impose undue hardship on the College in the form of significant alteration to the fundamental nature of the learning outcomes and/or the academic standards of a program or course; significant alteration to a work process that would disadvantage other employees; substantial economic hardship to a College program or department that would affect its economic viability; significant adverse impact on learning opportunities for other students; the health and safety of other students or employees and/or safety hazards to other persons or property; or significant disruption of College operations.

Alternative Text: Print textbooks can create barriers to learning for students with a variety of disabilities. Alternate format textbooks is an accommodation for such students. One of the most common alternate formats students with disabilities access is electronic formats that can be read by text-to-voice software such as Kurzweil, Texthelp or JAWS. Braille textbooks is another format.

Definitions should be formatted in the following manner:

Assistive Devices: Any device to assist a person perform a particular task that they might not otherwise be able to do well or at all (usually because of a limitation in their mobility, vision, hearing, dexterity, communication or mental functions). With the aid of these devices, students with disabilities are better able to access their program curriculum or the broader college community and its services with greater independence. Examples include wheelchairs, prostheses, mobility aides, hearing aids, visual aids, and specialized computer software and hardware.

Disability Documentation: In general, disability documentation should be written by a health care professional who is qualified to diagnose the condition and identify the difficulties it may have on the student in school or at work. Students with disabilities may generally be expected to provide documentation that states that the student has a disability, the limitations or needs associated with the disability, whether the student can perform the essential duties or requirements of their academic program, with or without accommodation and the type of accommodation(s) that may be needed to allow the student to fulfill the essential duties or requirements of their program.

3.0 – Guiding Principles

The College commits to inclusive design, systematic removal of barriers and accommodating the remaining needs. This includes setting operational procedures, administration of funding targeted for the provision of services for students with disabilities received by the government and working with other areas of the College to promote the systematic removal of barriers.

4.0 – Scope

This procedure applies to all students, applicants and College personnel who support learning and administration of the student experience.

5.0 – Operating Procedure

5.1 – Requesting Accommodation Due to a Disability

The College will communicate to students and potential students the mechanism by which requests for accommodations are made. The following are examples of how this occurs:

- The Admissions department includes, as part of the general information that is provided to students who have been accepted, specific instructions regarding disclosure procedures for disability needs.
- Disability accommodation information is provided in college calendars and other college publications.
- Disability accommodation pamphlets are displayed at college recruitment events.
- Staff inform people about such procedures upon inquiry.
- A web page on disability accommodations is available on the college's web site.

A student who wishes to request accommodation has a responsibility to communicate their needs in sufficient detail and lead time, and to cooperate in consultations to enable the college to respond to the request.

Some forms of accommodation require substantial notice of 10 weeks or more. Examples include but are not limited to: Braille, alternate format textbooks, American Sign Language interpreters.

Failure to provide sufficient notice may negatively affect the college's ability to respond to accommodation needs without a resulting delay. Students who require accommodations must contact the college to schedule an appointment with a college designate to discuss their needs.

Returning students wishing to continue accommodation arrangements are required to meet with a college designate prior to, or at the beginning of each semester to discuss renewal of, or changes to the previous arrangements.

5.2 – Determining Accommodation Requirements

The college designate will assess the request for accommodation using the definition of disability from the Ontario Human Rights Code.

After meeting and consulting with the student with a disability, and after referring to pertinent disability documentation, the college designate will recommend appropriate accommodations.

In situations where a student does not have disability documentation, the college designate will work with the student to help them acquire it. This could mean having the student or college designate contact the student's high school to obtain copies of documentation on file or in cases where no disability has been previously diagnosed, the college designate will provide the student with a plan for obtaining a diagnosis from a qualified health professional.

While the student is in the process of obtaining disability documentation, they may access "interim accommodations" which are limited to extra time for tests (1.5x), learning strategies instruction and tutoring supports (note taking assistance may also be provided if the college has already hired a note taker for the student's courses). Interim accommodations are not renewed the following semester if the student does not follow through on their requirements to obtain documentation.

Formal procedures are in place for students to access most academic accommodations. This is done in order to facilitate their implementation. For example, many students require additional time for tests or to write their tests in a quiet location. The Accessible Education Services department has a form that students with disabilities and their professors must complete in order for AES staff to properly schedule space and invigilators.

The college designate will consult with others as appropriate (i.e., faculty, facilities) to discuss recommended accommodations and arrange implementation.

Faculty are not automatically informed about services and accommodations required for a student with a disability. Students are encouraged to advocate for themselves and the assistance they need. College designates provide their students with a memo which outlines their accommodations that the student may choose to share with their professors.

5.3 – The Admissions Process

Any assessment of an applicant's ability to meet the published admission requirements will be based on the applicant's functional ability at the time of the application. Anticipated physical or mental deterioration or incapacity will not be a factor in any assessment.

Prospective students must not be excluded from college programs due to a perception that it is unlikely the applicant will be successful in obtaining employment due to disability or lack of accommodations for that disability in the labour market. However, all students should be advised as to the possibilities and realities of future employment in order to be able to make an informed decision. As part of the process, college designates may link the student with faculty, coordinators, health services or other suitable sources of information to enable the prospective student to feel fully informed. The decision to apply or not rests with the prospective student.

5.4 – Students on Placement

Once accepted into a program, students with disabilities are presumed to be capable of fulfilling the essential requirements of the program, providing the necessary accommodation is maintained. Employers or supervisors who accept college students for placement are subject to the same legislation on which this policy is based. Unless the placement might constitute a risk to others, written consent from the student is necessary before the college will inform an employer about a student's disability.

5.5 – Complaints

Occasionally disputes may arise concerning the provision of accommodations for students with disabilities. Students may choose to discuss the issue with their college designate. For matters not resolved at that level, the student may choose to pursue a complaint under 3-311 Harassment and Discrimination Prevention and Response.

6.0 – Related Documents

- 5-506 Student Rights and Responsibilities
- 3-311 Harassment and Discrimination Prevention and Response
- OP 3-311 Harassment and Discrimination prevention and Response
- Ontario Human Rights Code R.S.O. 1900, c. H.19

7.0 – History of Amendments & Reviews

Date Approved	Approved By	List of Approved Amendments / Review
March 13, 2008		
March 25, 2009		Appendix 1 revised
December 15, 2015		Full Review
November 6, 2025	Not Required	Format updated, language clarifications. Updated classification to match current Sections – moved from 7-7 to 5-5.