



# POST-SECONDARY STUDENTS WITH DISABILITIES AT NIAGARA COLLEGE

## **A Guide to Accessibility and Academic Accommodations**



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# Introduction

If you are reading this **Guide**, you may be a student who has already been diagnosed with a disability, be in the process of being diagnosed, or perhaps you are a parent/guardian of a student. Our goal is to help simplify the post-secondary experience for students with disabilities by providing “need-to-know” information that is accessible and relevant. The **Guide** is written in a question-and-answer format and is addressed directly to students with disabilities – so we use “you” throughout the text.

The **Guide** is the product of a research study, undertaken jointly by Queen’s University and St. Lawrence College, and funded by the Ministry of Training Colleges and Universities through the **Mental Health Innovation Fund**.

We thank the above-mentioned institutions for allowing us to adapt their product to our Niagara College services.

## Disclaimer:

This **Guide** is intended as general information only, in summary form, and should not be relied on as professional advice, or opinion.

If you require more detailed information, you may wish to consult a legal or health care professional.

# Guide Acronyms

**AT:** Assistive Technology

**FIPPA:** Freedom of Information and Protection of Privacy Act, 1990

**HCCA:** Health Care Consent Act, 1996

**HWAS:** Health, Wellness & Accessibility Services (at Niagara College)

**IEP:** Individual Education Plan

**LOA:** Letter of Accommodation

**MHA:** Mental Health Act, 1990

**OHRC:** Ontario Human Rights Code

**OSAP:** Ontario Student Assistance Program

**PHI:** Personal Health Information

**PHIPA:** Personal Health Information Protection Act, 2004

# Part 1: Accommodations



# Academic Accommodations

## What are academic accommodations and how can they help me?

An **academic accommodation** is an individual arrangement that reduces or removes barriers which limit the ability of students with disabilities to participate in post-secondary education.

Academic accommodations are developed based on the **functional limitations** caused by your disability within the academic environment. For instance, a student's functional limitation may involve difficulty maintaining focused attention for prolonged periods. An academic accommodation for this student may be taking breaks during class and/or having extra time to write exams/tests.

An academic accommodation "does not fundamentally alter the content of exams, standards for assigning grades, or requirements that students independently demonstrate their knowledge of course material".

Accommodations are intended to provide access for students with disabilities; they do not guarantee or predict outcomes.

Accommodations are based only on your functional limitations, not your preferences.

Examples of functional limitations are:

- A student's ability to concentrate during tests/exams
- A student's ability to meet assignment deadlines
- A student's ability to listen and take class notes at the same time
- A student's ability to complete exams/tests with peers



- A student's ability to make class presentations to peers and professors

Examples of academic accommodation include:

- Extra time to complete tests/exams
- No more than one test/exam scheduled per day
- Use of a note-taker for class notes
- Use of a quiet space, or a separate room, to write tests/exams
- Assignment extensions negotiated in advance, when possible
- Alternative assignments

Once the accommodation has been provided, it is up to you – the student – to successfully meet the essential requirements of the course.

Essential requirements are the expected learning outcomes of a program or course and involve the successful demonstration of specific knowledge, skills and abilities.

The essential requirements of a course or program are explained in your course outline(s).

At Niagara College a standardized course outline template is used to specify what students must achieve at the end of each course. Learning outcomes, objectives and evaluations related to critical performance are provided in the course outline. If you have questions about any of the learning outcomes related to your course/program, please discuss these with your professor.

[Do I have a legal right to academic accommodations and what can I expect from my institution?](#)

**If you meet certain criteria, you can expect your institution to provide you with Academic Accommodations.** If you have a disability which impairs your ability to participate in academic

activities, your right to academic accommodations is protected by the Ontario Human Rights Code, 1990 (OHRC). This right is protected so long as you:

- Meet your program's or course's admission requirements/prerequisites and
- Can demonstrate its **essential requirements** once the accommodation(s) are in place.

According to the Ontario Human Rights Commission, your college/university has a **duty to accommodate** you once you inform them of your need for academic accommodation. The duty to accommodate is meant to ensure fair access to educational services to the point of **undue hardship**.

Undue hardship means that your institution can refuse to provide an accommodation if it can show that providing the accommodation would be financially unfeasible or that, even with the accommodation in place, there are significant health and safety risks to you or to the community.

[If I think I need academic accommodations, what do I do?](#)

**Contact the Health, Wellness and Accessibility Services (HWAS) office.** In order to receive academic accommodations you must register with our office. Our office is responsible for arranging academic accommodations for students with disabilities.

At the **HWAS** office, you will meet with a Counsellor and together you will identify appropriate academic accommodations that are based on:

- The functional limitations associated with your disability in the academic environment,

- Your academic program, or course, and its essential requirements, and
- Any previous accommodations you may have received at the secondary or post-secondary level.

If...

- You are unsure whether you need academic accommodations, contact our office to discuss what services might be available to you.
- You are enrolled at the college and have just received a diagnosis of a disability or mental health condition, or if you are experiencing mental health-related concerns, you will need to register with our office to arrange for academic accommodations.

## How do I register with the Health, Wellness and Accessibility Services office?

Follow the Process Below.

- 1 **CONTACT** our Health, Wellness and Accessibility office and identify your need for academic accommodations.
- 2 **BOOK** an appointment with a Counsellor.
- 3 **MEET** with a Counsellor and bring your documentation.
- 4 **A Letter of Accommodation (LOA) will be sent to you**, and with your consent, copies going to all of your instructors, your Associate Dean, your Academic Advisor, and other offices that your LOA is relevant to.
- 5 Unless there are changes in your condition and/or accommodations needs, your Letter of Accommodation will be automatically renewed each term that you're taking courses. You can still come in at any point and meet with a Counsellor if you need to.

## Health, Wellness and Accessibility offices

### **Welland Campus**

#### **Room AH125**

100 Niagara College Boulevard  
Welland, ON L3C 7L3

**Phone:** 905-735-2211 *extension 7778*

**Fax:** 905-736-6008

### **Niagara-on-the-Lake Campus**

#### **Room W102**

135 Taylor Road  
Niagara-on-the-Lake, ON L0S 1J0

**Phone:** 905-641-2252 *extension 4409*

**Fax:** 905-988-4320

# Registration Step One

## Contact our Health, Wellness and Accessibility Services Office (HWAS)

### Your Responsibilities

Contact our office and identify your need for academic accommodation. Post-secondary institutions are not legally obliged to accommodate you until they are aware of your needs.

### Your Rights

- 1 Our institution is required to respond to your request for accommodation in a timely manner.
- 2 Our institution is required to provide you with academic accommodations if:
  - I. You have a disability,
  - II. You meet your program/course's prerequisites, and
  - III. You can fulfill the **essential requirements** for the course/program once the accommodation(s) are in place.
- 3 Once you have registered with our Health, Wellness and Accessibility (HWAS) office, and shared your disability-related information with us, you are not required to disclose this information to anyone else in the institution in order to receive accommodations; this process is confidential. Your disability-related information cannot be shared by our HWAS office with any other member of the university/college unless you give your written permission. Also, information about your accommodations will not appear on your transcript. The only information shared with your professors/teaching

assistants/fieldwork coordinators relate to your accommodation(s).

## **When do I need to contact the Health, Wellness and Accessibility Services (HWAS) office?**

**As Soon As Possible.** Contact the **Health, Wellness and Accessibility Services office** once you have accepted your offer of admission, or during the summer months before you come to school. It is a good idea to have your academic accommodations in place before the beginning of classes, or – if this is not possible – soon afterwards.

Remember that many students will be registering or re-registering at the beginning of the academic year, so the sooner you contact the Health, Wellness and Accessibility Services office the better.

If you are already a college student and you are diagnosed with a disability or mental health condition sometime during the academic year, contact the HWAS office immediately for information.

## **Can my parents/guardians contact the Health, Wellness and Accessibility Services (HWAS) office?**

**Yes.** The HWAS office will share general information about the accommodation process with interested parents/guardians; however, the office will not provide information about particular students because of privacy requirements.

You can choose to give the HWAS office permission to share your accommodation information with your parents/guardians, and in that way they can be involved in the process.

As a post-secondary student, you are expected to work directly with the HWAS office and to inform them of your needs. Because of

privacy and confidentiality laws, the HWAS office will not communicate with your parents/guardians about you without your consent. This may be a big change for you, especially if they were actively involved in the accommodation process when you were in high school.

## **What types of services and supports are available at the HWAS office?**

Services include:

**Academic Accommodations:** A Counsellor can advise you about appropriate academic accommodations based on a thorough evaluation of your documentation, learning needs, program of study and previous accommodations.

**Assistive Technology:** In this area, you can find accessible workstations and assistive technology. The Assistive Technologist (AT) offers training on specific software and equipment. The AT will also facilitate alternate format texts, learning materials that you need, and equipment loans.

**Financial Aid:** Beginning with the Fall 2018 academic year, the Ontario Ministry of Advanced Education & Skills Development has mandated that incoming students with a **permanent** disability who are applying for OSAP funding are now required to contact the college's Financial Aid office directly (please see [that section on the college's website](#) for detailed information) and provide appropriate verification of a permanent disability to that office.

If you also provide consent to Financial Aid to share your information with our Health, Wellness and Accessibility Services (HWAS) office, Financial Aid will then send the HWAS office a copy of your disability verification so that we can set up a meeting for you with a counsellor to discuss possible Academic Accommodations.

If your disability is considered to be permanent and impacts your learning so that it is inadvisable for you to take a full course load, your Counsellor may advise a reduced course load. Students with permanent disabilities can take 40% of a full-time course load and still maintain full-time student status.

**Learning Strategist:** We have an on-site Learning Strategist (LS) to help you discover and implement your personal best methods for making progress in your course.

**Orientation:** First-year students are invited to attend an orientation session for students with disabilities during the summer or in the week before classes begin. Orientations usually include information about: Health, Wellness and Accessibility Services and registration, campus resources, and college life.

**Test Centre:** This is an area where students can write their tests/exams and access accommodations such as extra time, supervised breaks, or the use of a quiet room.

**Workshops:** You may have access to special programming such as workshops on mindfulness meditation, test/exam anxiety and reducing procrastination.



# Registration – Step Two

## Arrange Your Documentation

### Your Responsibilities

#### **OSAP Applicants with a *permanent* disability:**

If you have a permanent disability and are applying for OSAP funding, you must go through our Financial Aid office first. Please see the [Financial Aid information](#) above.

If you have a permanent disability but are ***not*** applying for OSAP funding, or if you have a temporary disability, you will need to provide the **Health, Wellness and Accessibility Services (HWAS) office** with recent documentation that verifies your disability and need for academic accommodation. If you have any questions about whether you have the appropriate documentation, contact the HWAS office to find out what will be needed.

### **What type of documentation do I need and where do I get it from?**

#### **Documentation from a Regulated Health Care Professional.**

Currently, most institutions require supporting documentation for disabilities, listing specific functional limitations, from one of the following types of health care professionals:

- Family Physician/General Practitioner
- Specialist Practitioner
- Audiologist
- Physiotherapist

- Occupational Therapist
- Chiropractor
- Optometrist/Ophthalmologist
- Psychiatrist
- Psychological Associate

## **Does my Individual Education Plan (IEP) From High School meet the OSD documentation requirement?**

Currently, an IEP alone does not meet the requirements for documentation in most colleges and universities. Your IEP may be a useful starting point in determining your academic accommodations at college/university. Some institutions (but not all) use IEPs as the basis for providing temporary accommodations while awaiting more current documentation from one of the sources specified above. Temporary accommodations are usually only granted for one semester.

## **What information will I be asked to provide?**

**Personal Information Related to Your Disability.** We provide a form that needs to be completed by your regulated health care provider. Your health care provider is required to (1) verify that you have a disability, and (2) identify any functional limitations you will experience in a college/university setting. According to the Ontario Human Rights Commission's (2014) "[Policy on preventing discrimination based on mental health disabilities and addictions](#)", your health care provider does not have to share your diagnosis or treatment details **unless** your accommodation needs are complex.

Reviewing your documentation can help you to understand more about your disability and the type of academic accommodations you

may need. These are some questions you can ask your health care professional or Counsellor about your documentation.

- Are my functional abilities and limitations accurately described in my documentation?
- How might my disability impact my ability to participate at college/university?
- How does my disability affect my writing, reading, listening, comprehension, organization, problem solving, and social interaction?

## **What is the difference between a temporary disability and a permanent disability?**

A disability is considered to be a **permanent disability** if it involves ongoing symptoms (which may be chronic/continuing or episodic). The designation of a disability as “permanent” follows from a thorough assessment by a health care professional with findings that show that the condition is ongoing, and that the functional limitations are likely to be permanent.

A disability is considered a **temporary disability** if:

- 1 The symptoms and the impairments are likely to be time-limited, or
- 2 If the disability is currently being investigated and there is not yet sufficient information to determine conclusively if it is permanent or temporary.

Students are entitled to receive accommodations if the disability results in functional limitations which impact their ability to participate in academics, regardless of whether the disability is permanent or temporary.

## What happens if I'm in the process of getting a diagnosis?

**Register with Health, Wellness and Accessibility Services (HWAS).** Register with the office and get a file started; we may be able to provide temporary accommodations while awaiting documentation about your functional limitations from a qualified health care professional. Temporary accommodations are usually granted for one semester only.

## Who will have access to my personal information?

**Health, Wellness and Accessibility Services (HWAS) staff.** The information you disclose to the HWAS office is confidential; your privacy is protected by law. The HWAS office will not disclose your personal information to a third party, including your parents, without your consent – except in certain emergency situations.

To arrange your academic accommodations, your Counsellor may need to speak to:

- Other HWAS staff,
- Administrators, and
- Other staff at your institution (e.g. the Test Centre, Faculty).

The Counsellor will only disclose the amount of information needed to make arrangements for your academic accommodations.

When registering with Health, Wellness and Accessibility Services, you will be asked to review and sign Confidentiality and Consent forms as well as a Release of Information form. These forms will explain how, when and with whom your information may be shared by the HWAS office. In signing these forms, you are permitting Health, Wellness and Accessibility Services to share such information

with the people or departments designated for the purpose of arranging and managing your accommodations.

## **How is my personal information protected?**

### **Your Personal Information is protected by the Freedom of Information and Protection of Privacy Act (FIPPA, 1990).**

Ontario post-secondary institutions must comply with the FIPPA which contains rules and regulations related to the collection, use and disclosure of personal information which are designed to protect your security and privacy.

Your personal health information is also protected by the Personal Health Information Protection Act (PHIPA, 2004), which is discussed in detail in Seeking Professional Help.

# Registration – Step Three

## Book an Appointment with a Counsellor

### Your Responsibilities

- 1 Contact the Health, Wellness and Accessibility Services office to book your appointment.
- 2 Notify the Health, Wellness and Accessibility Services office if you cannot attend your appointment and re-schedule.

### Your Rights

Your appointment with a Counsellor should be scheduled in a timely way, so that there is sufficient time to put the accommodation plan in place.

## Who do I contact to book an appointment with a Counsellor?

**Contact the Health, Wellness and Accessibility Services (HWAS) office.** Contact HWAS by phone or stop by in person and let us know that you would like to book an appointment with a Counsellor. You can also ask for information about the registration process and required documentation.

## What does the Counsellor do?

**The Counsellor Arranges Your Academic Accommodations.** The Counsellor will work with you to develop a unique academic accommodations plan based on:

- The **functional limitation(s)** caused by your disability in the academic environment,
- Your program and its essential requirements, and

- Any accommodations you received previously at the secondary or post-secondary level.

# Registration – Step Four

## Meet with a Counsellor

### Your Responsibilities

- 1 You must actively participate in the development of your academic accommodation plan by working with your Counsellor and other HWAS staff as required. This responsibility involves:
  - a. Providing appropriate documentation, and
  - b. Offering suggestions/information.

### Your Rights

- 1 Your institution must provide you with the opportunity to contribute to the development of your academic accommodation plan.
- 2 Your institution must inform you about the academic accommodations process.

## What will happen during my first meeting with a Counsellor?

**You and the Counsellor will begin the Accommodations Process.** You will check in with the Front Desk staff and fill out an Intake Form to provide the office with your basic information before meeting with the counsellor.

During your first meeting, the Counsellor will:

- Review your documentation
- Discuss your academic program's essential requirements (glossary)
- Discuss your strengths and learning challenges, and



- Work with you to develop the most appropriate academic accommodations (glossary) plan

The Counsellor may:

- Provide you with referrals for additional assessments and/or other college or community resources and supports
- Refer you to the campus **Assistive Technologist** and/or **Learning Strategist**
- Inform you of bursaries for students with disabilities and advise about funding applications.

An Assistive Technologist (AT) can help you explore different Assistive Technologies, such as various computer programs or hardware (e.g. speech-to-text software or digital recorders). Assistive Technologies can help with many academic skills, including: brainstorming ideas, organizing and understanding information, and the writing process.

A Learning Strategist (LS) can help you develop learning tools and techniques based on a thorough assessment of your strengths and weaknesses. These may include: note-taking, effective studying, test and exam preparation, time management, reading, organization and problem solving.

## **How does the Counsellor determine my academic accommodations?**

**Academic Accommodations** are designed to respond to each student's needs and are based on a number of factors including:

- Your functional limitations
- Your program's essential requirements and learning objectives
- Your program's format (e.g. online, in-class, fieldwork/placement)

- Your past learning experiences

Your academic accommodation(s) must be directly related to the functional limitations of your disability in the college environment. Your accommodations may change during your time at college depending on any changes in your symptoms, any additional issues that may arise, and any changes to your course or program's essential requirements. Having a specific diagnosis or disorder does not necessarily mean that you are entitled to be accommodated, or to receive a specific type of accommodation.

## **What types of academic accommodations might be available to me?**

### **Potential In-Class, Test/Exam and other Accommodations.**

Your academic accommodation(s) will be based on your functional limitations in the academic environment. They might include things like: extra time to complete exams, an alternative location to write a test/exam (e.g. a quiet space, access to a computer with assistive technology), a note-taker, recording lectures, etc.

## **What if I need accommodations while I'm doing fieldwork or a placement?**

**Contact your Counsellor.** Your right to academic accommodation(s) extends to off-campus coursework.

To be accommodated while participating in fieldwork or a placement, **you** will need to make sure that the appropriate supervisor/coordinator receives a copy of your Letter of Accommodation (LOA).

If you experience accommodation problems during fieldwork/placement, inform your Counsellor immediately as well as your supervisor/coordinator.

# Registration – Step Five

## Access Your Academic Accommodations

A copy of your **Letter of Accommodation (LOA)** will be provided to you.

- If you sign a release form, your LOA will be emailed to:
  - you through both your college email and your personal email
  - your Associate Dean
  - your Academic Advisor
  - your teachers for that term
  - other staff as appropriate:
    - if your term includes a course outside your core program, your LOA will be emailed to the Associate Dean for that course
    - if you have an accommodation for a Peer Tutor or Note-taker, your LOA will be emailed to the administrative support staff in that area
    - if you are taking an online or hybrid course through Ontario Learn, your LOA will be emailed to the appropriate support staff in Continuing Education to transmit to the Ontario Learn instructor

**Please note:** Test Centre staff have access to your list of accommodations. If you have an accommodation involving the Test Centre, you will receive an instructional document attached to the email explaining how to book usage of the Test Centre.

- **If you do not sign the release form,** your LOA will be emailed only to you, and it then becomes your responsibility to distribute it to appropriate staff and faculty.

## **Your Responsibilities**

- 1 Alert your Counsellor if you have problems accessing your academic accommodations, and if there are any changes to your program, such as adding or dropping courses.
- 2 Inform your Counsellor if there are changes to your health.
- 3 Inform your Counsellor if your accommodations are not sufficiently meeting your needs.

## **Your Rights**

Once informed, faculty and staff must grant your recommended academic accommodations unless they interfere with the essential requirements of the course.

## **How do my professors know that I have academic accommodations?**

As mentioned at the start of this section, if you sign a release form, your LOA will be emailed to all your professors automatically. If you don't wish to sign the release form, it is then your responsibility to distribute your LOA to your professors and other appropriate staff.

## **What do I do if my professor/TA/instructor is unwilling to grant my academic accommodations?**

**Contact your Counsellor** immediately if you have problems accessing your academic accommodations. In rare circumstances, a suggested accommodation may interfere with an essential requirement. If such a situation happens then the Counsellor, student and professor will work out a more suitable accommodation.

## Registration – Step Six

### Receiving Accommodations from Term to Term and Year to Year

Your **Letter of Accommodation (LOA)** will be renewed automatically for each term you are registered for courses if:

- a)** You have provided sufficient documentation of your disability to your Counsellor
- b)** You have a permanent disability
- c)** You have been attending courses on an ongoing basis
- d)** There are no changes to your requirements or disability

It is recommended that you advise the HWAS office that you need your LOA renewed for another term so that the office knows that you are continuing your studies.

If you have a temporary disability, like an injury, that's still affecting you, you may need to provide additional documentation. Contact the HWAS office to set up another appointment with your Counsellor.

If you need changes to your academic accommodations, you will need to contact the HWAS office to set up another appointment with your Counsellor and review your needs.

## Part 2: Frequently Asked Questions



# Retroactive Accommodation

## What do I do if I need an academic accommodation after the due date has passed?

Requesting an academic accommodation after a deadline has passed is referred to as a retroactive accommodation. If you are unable to meet an assignment, test, or exam deadline because of issues related to your disability, it may be possible to receive a retroactive accommodation. Each student's situation is considered on a case-by-case basis. Institutions look at the timeliness of the request—was the retroactive request made within days, weeks or months of the required due date, the validity of the reason given, and the documentation provided. As a first step, contact your Counsellor to discuss the situation.

## Missed Exams

### What do I do if I miss an exam or test?

**Contact Your Counsellor and Your Professor.** You may be able to write a make-up exam if you missed one due to disability-related issues. The procedure for requesting a make-up exam varies by institution, but generally involves the following:

**Request in Advance.** If you know in advance that you will be unable to write an exam on the scheduled date due to your disability, contact your professor and Counsellor to discuss alternative arrangements.

**Request After the Deadline.** Contact your professor and Counsellor immediately to notify them that you have missed an exam due to disability-related issues. Submit any required documentation (e.g. medical certificate) if available.

Here are some suggested questions to ask your Professor, Counsellor or Academic Advisor about make-up exam procedures:

- How do I request a make-up exam?
- Is there a deadline to make a request for a make-up exam?
- Do I need to provide documentation?
- Will I be charged a fee to write a make-up exam?
- What is the procedure for missed tests and missed exams?

## Dropping or Repeating a Course

### What do I do if I want to drop a course?

**Notify Your Institution and Your Academic Advisor.** If you want to drop a course, you **must** officially notify your institution (Registrar's office) and follow the necessary procedure. It is not sufficient to tell your professor that you no longer wish to take a course, to stop attending classes, or to stop submitting assignments; these actions could result in a failing grade on your transcript.

**Find Out Your Drop Date.** The drop date is the last day on which you can drop a course without academic penalty (i.e. your grade will not appear on your transcript). If you drop a course after this date, the grade you obtained in the course will appear on your transcript. Find out about the college's drop date and refund schedule. This information can be found in the college's academic calendar of [Important Dates](#), or at the Registrar's or Student Accounts offices.

If you are considering dropping a course, it will be important to consider the possible impact of this on the following areas:

- Academic standing,
- Full-time status,
- Grade point average,
- Eligibility to take other courses (due to prerequisites),



- Date of graduation,
- Scholarships and awards,
- Bank loans and line of credit,
- OSAP eligibility, and
- Tuition fees (through additional charges).

**We recommend speaking to your program's Academic Advisor to discuss all the ramifications of dropping a course.** Your Academic Advisor is your best source of information about your program's requirements, which courses are available in certain terms, planning your progress if you require a reduced course load, and any other academic information related to having a successful outcome in your program.

If you are not sure who your Academic Advisor is, [view all the Advisors by program](#).

## Withdrawal or Leave of Absence

### **What if I need to take time off from my studies because of my disability?**

**Notify Your Counsellor and Academic Advisor.** In consultation with your Counsellor, notify your institution of your need for time off. You may be eligible for medical withdrawal or a leave of absence. As with dropping a course, it is not sufficient to simply stop attending classes or submitting assignments and exams; you must follow the official withdrawal/leave of absence procedure at the college.

- **Complete and Submit the Required Documentation.** You are required to submit a special form in order to withdraw or take a leave of absence.
- **Be Aware of College Deadlines to Make Your Request.** Once your request has been granted, be aware of the

institution's procedures for resuming your studies; in some instances, you may be required to apply for readmission.

Consult with your Counsellor or Academic Advisor if you are considering withdrawing completely from the college or your program.

What if I miss the withdrawal deadline?

**Contact your Counsellor and the Registrar's Office about what to do in these circumstances.** You may be required to submit documentation if your request is due to medical issues.

## Change of Status

### **What if I want to change my status from full-time to part-time?**

**Consult with your Counsellor or Academic Advisor immediately.** Based on the academic demands of your course load, you may wish to change your status from full-time to part-time studies. Your Counsellor can make you aware of the requirements and can recommend that you change your status to part-time or to a reduced course load. You will likely need to submit a change of status form to your Registrar's Office.

A change of status may impact your eligibility for OSAP and other government grants, bursaries, loans, scholarships and awards.

Students with permanent disabilities can take 40% of a full-time course load and maintain their full-time status.

Your Counsellor can advise you of the implications of changing from full-time to part-time status, or to a reduced course load. According to the OSAP guidelines, a student with a permanent disability who is:

- **taking 60% or greater of a full course load** is considered to be a full-time student.
- **taking between 40-59% of a full course load** can be considered a full or part-time student (the student chooses which status they prefer).
- **taking 20-39%** of a full course is considered a part-time student.

OSAP defines a permanent disability as “a functional limitation:

- caused by a physical or mental impairment that restricts your ability to perform the daily activities necessary to participate in studies at a postsecondary level or in the labour force and
- that is expected to remain with you for your expected life”<sup>18</sup>

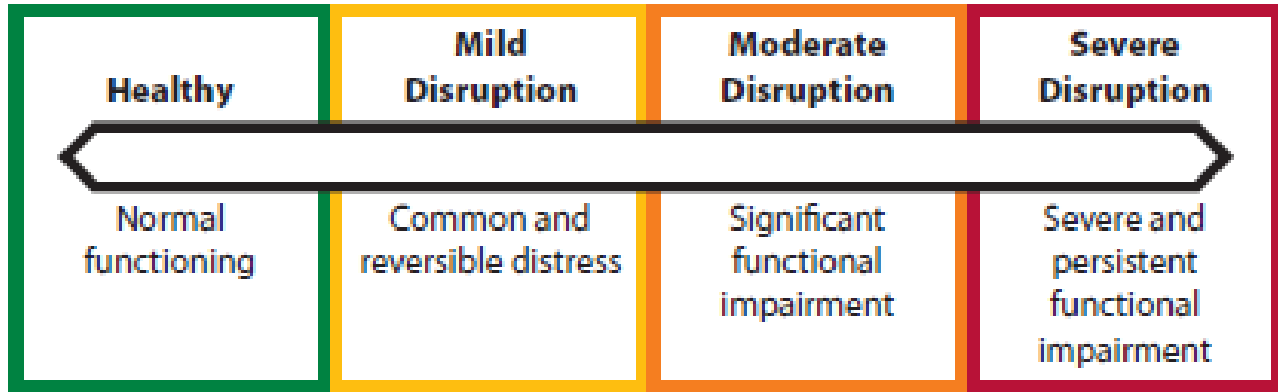
## Part 3: The Mental Health Continuum



College can be a stressful time for students, especially those dealing with the effects of a disability. It is important for you to be aware of your wellness and mental health, and to seek help as soon as possible if you feel that you are not coping well.

## What is the mental health continuum?

**A Model Depicting Fluctuations in Mental Health.** Your mental health will change from time to time depending on your circumstances. This fluctuation is represented by the “Mental Health Continuum Model”, adapted from the Canadian Armed Forces.<sup>59</sup>



The Continuum is composed of zones between good mental health and severe functional impairment. The mood, thinking and behaviours you might experience while in each of the zones are outlined below.

### **When a person is in the Healthy Zone (Normal Functioning) they are likely to:**

- Have normal mood fluctuations
- Take things in stride
- Show consistent performance

- Have normal sleep patterns
- Be physically and socially active
- Experience their usual self-confidence
- Be comfortable with others

**When a person is in the Mild Disruption Zone (Common and Reversible Distress) they are likely to experience:**

- Irritability or impatience,
- Increased nervousness, sadness or worry,
- Difficulty with procrastination and forgetfulness,
- Trouble sleeping, lowered energy, and difficulty relaxing,
- Intrusive thoughts, and
- Decreased social activity.

**When a person is in the Moderate Disruption Zone (Significant Functional Impairment) they are likely to experience:**

- Increased anger or anxiety,
- Lingering sadness or tearfulness,
- Feelings of hopelessness or worthlessness,
- Difficulty concentrating and be easily distracted,
- Decreased performance in academic work,
- Significantly disturbed sleep, and
- Social withdrawal and a tendency to avoid social situations.

**When a person is in the Severe Disruption Zone (Severe and Persistent Functional Impairment) they are likely to experience:**

- Significant difficulty with emotions and thinking,
- High levels of anxiety and panic attacks,
- Significantly depressed mood or feel overwhelmed,
- Constant fatigue,
- Disturbed contact with reality, and
- Suicidal thoughts, intent or behaviour.

## When should I seek help?

### **When You are Having Difficulty in Coping.**

You can use the “Mental Health Continuum” to identify changes in your mental health and to help you decide if you need help and support from family, friends, or a mental health professional. Read the next sections to find out what type of supports may be useful to you at each stage on the Continuum. A list of helpful Resource Links section of this document is also provided at the end of this document.

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***Seek help immediately if you are in a crisis situation and feel unable to cope, especially if you are experiencing thoughts of suicide.***

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## What can I do to stay in the Healthy Zone?

**Reflect on the Factors That Enable You to Be in the Healthy Zone.** To stay in the healthy zone, or to return to it after a fluctuation in your mental health, you need to be aware of the factors that contributed to getting you there in the first place (e.g. situations, thoughts, behaviours, or your physical state).

Other helpful strategies include:

**Gratitude.** Be grateful that you are in the healthy zone; record your feelings in a gratitude journal or express them to others.

**Life Balance.** Try to maintain a healthy balance in all areas of your life including: emotional, spiritual and physical health, finances, environment, career and academics, and social and cultural activities.

**Healthy Habits.** Try to maintain healthy habits in the areas of: sleep, nutrition, exercise, socializing and time-management.

**Mental Health Knowledge.** Educate yourself about mental health, learn what supports good mental health, what you can do in the event of a crisis, and discover the community and campus resources available to you.

## When to Seek Help

### How do I know if I need to seek help?

**If You Experience Significant Health Changes.** Changes in your mood, thinking or behaviour that negatively affect your daily life could be an indication of mental ill-health.

Examples of these types of changes include:



**Mood:** Sadness, hopelessness, overwhelming fear or worry, increased anger, extreme mood fluctuations, and the inability to take pleasure in activities that you previously enjoyed.

**Thinking:** Difficulty concentrating and paying attention, memory problems, confusion, difficulty controlling unwanted thoughts, or thoughts of suicide.

**Behaviour:** Restlessness, difficulty sleeping and fatigue, disengagement from friends and activities, difficulties dealing with stress or problems, and increasing use of alcohol or drugs to cope.

## Where can I seek help when I am in the Mild Disruption Zone?

**Contact Informal Supports.** It is not uncommon to be in the mild disruption zone, especially if you are experiencing stressful life events such as juggling multiple assignments, tests, or exams. This disruption is often reversible with the appropriate supports and lifestyle changes. If you are in the mild disruption zone, you can seek help from:

- Friends,
- Family,
- A person you trust, and
- Community and campus support groups.

Other helpful strategies include:

**Stress Reduction:** Try to reduce your stress levels by engaging in mindfulness, meditation, muscle relaxation, visualization, yoga, or deep breathing.

**Thinking Patterns:** Work on identifying and adjusting any negative thinking patterns or attitudes you may have by using tools like: a worry diary, challenging your thoughts, using positive self-affirmations, tolerating negative thoughts without trying to change them, and becoming more accepting of uncertainty.

**Life Balance:** Evaluate your life balance, set a daily activity schedule, monitor your mood and make time to engage in activities you enjoy.

**Set Goals:** Problem solve and set goals to help improve your mental health using the SMART goals technique (Specific, Measurable, Attainable, Realistic, and Timely).

## **Where can I seek help when I am in the Moderate Disruption Zone?**

**Contact Formal/Professional Supports.** If you are in the moderate disruption zone, seek help as soon as possible from formal/professional supports, such as:

- On-campus health or counselling services,
- A physician or mental health professional,
- **Good2Talk** at 1-866-925-5454 (a confidential mental health phone line offering professional support for post-secondary students), or
- A local mental health organization such as the **Canadian Mental Health Association.**

Other helpful strategies include:

- **Take Care of the Basics:** Try to maintain healthy diet, sleep and exercise patterns.

- **Talk:** Find someone you trust with whom you can share your feelings.
- **Monitor Your Mood:** Record your daily mood and distress level; seek help immediately if you enter the severe disruption zone.

## Where can I seek help when I am in the Severe Disruption Zone?

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### ***Seek Formal/Professional Support Immediately.***

*If you are in the severe disruption zone or are experiencing a mental health crisis, seek help immediately from formal/professional supports:<sup>68</sup>*

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- Call **911**,
- Go to the Emergency Department at your local hospital,
- Call your doctor,
- Call a friend or someone you trust to stay with you until help arrives; do not stay alone,
- Find local mental health resources by calling **Connex Ontario** at 1-866-531-2600,
- Call **Telehealth Ontario** at 1-866-797-0000.
- Access [keep.meSAFE online](https://www.keep.meSAFE.ca), mental health support for domestic and international students.

## Additional Mental Health Resources

What types of resources are available to me on campus and in the community?

## **Niagara College Health, Wellness & Accessibility Services**

**WC: 905-735-2211, ext. 7778, NL: 905-641-2252, ext. 4409**

Professionally-trained counsellors provide confidential supportive guidance, crisis-intervention services, referrals and supports. Services are available year-round – please call for details. Health Centre with Registered Nurse; doctor's clinics during the week. Services include: first aid, mental and physical health resources, healthy sexuality, lifestyle choices and more. Locations: WC Rm AH125; NL Rm W102.

## **Niagara College Indigenous Education Services**

**WC: 905-735-2211 ext 7774, NL: 905-641-2252 ext 4214**

Indigenous Education Services provides academic and cultural support for Indigenous students making a transition into college life. The lounge offers a home-away-from-home environment. Location: WC Rm S104; NL Rm E104.

## **Niagara College Student Rights & Responsibilities Officer**

**905-735-2211 ext 7370**

As a Niagara College student it is important that you are aware of both your rights, and your responsibilities. Student rights and responsibilities are officially available in the form of [practices](#), which are administrated by the Niagara College [Board of Governors](#). Every practice is available online in PDF format. Student rights and responsibilities are published yearly in the [Student Handbook](#), available from the [Student Administrative Council](#) (SAC). Location: WC B10.

## **Canadian Mental Health Association – Immediate services, crisis beds & counselling**

**Walk-In Counselling: Branscombe Mental Health Centre, 1338 Fourth Ave., St. Catharines**

**Urgent Support: 15 Wellington St. St. Catharines; 6760 Morrison St., Niagara Falls 905-641-5222  
[cmhaniagara.ca/contactus](http://cmhaniagara.ca/contactus)**

Urgent mental health assistance for individuals 16+ years old. No appointment necessary: visit one of their locations, call the number listed above, or be referred by other mental health & addictions partners within the community.

**COAST Niagara/Mental Health & Addiction Access Line 1-866-550-5205 (press 1 for COAST, press 2 for Mental Health & Addiction Help Line) [coastniagara.ca](http://coastniagara.ca)**

24 hours a day, 7 days a week. COAST provides services to people in the Niagara Region who are in through their Community Outreach Team.

### **Distress Centre**

**St. Catharines, Niagara Falls, NOTL & area: 905-688-3711; Port Colborne, Wainfleet, Welland & area: 905-734-1212; Fort Erie & area: 905-382-0689; Grimsby, West Lincoln & area: 905-563-6674  
[distresscentreniagara.com](http://distresscentreniagara.com)**

The Distress Centre provides emotional support, crisis intervention and suicide prevention by telephone to individuals of all ages who may be experiencing personal, family or other difficulties.

### **Good2Talk**

**[info@good2talk.ca](mailto:info@good2talk.ca) [good2talk.ca](http://good2talk.ca) 1-866-925-5454**

Students who are concerned about student life, health or mental well-being can call Good2Talk, a free, province-wide service, 24

hours a day, 7 days a week, 365 days a year.

## **keep.meSAFE**

[keepmesafe@guard.me](mailto:keepmesafe@guard.me) [keepmesafe.solutions](http://keepmesafe.solutions) **1-416-710-2309**

Mental health support for study and work abroad. keep.meSAFE provides students with 24/7 professional counselling in their own language and culture – by app, phone, chat, web & video-conference. All counsellors are licensed and trained to support students living abroad

## **Niagara Holistic Wellness Portal**

[mycircleofwellness.ca](http://mycircleofwellness.ca)

The portal serves as a resource tool for students to gather information about mental health and wellness for themselves, friends and family; to reflect on their own emotional well-being; and to learn about local resources available to them.

## **Pathstone Mental Health – Crisis Line**

**1-800-263-4944** [pathstonementalhealth.ca](http://pathstonementalhealth.ca)

Need help right now? 24 hours/day, 365 days a year. The majority of services are offered FREE of charge to the children, youth, and families of Niagara. To access our services call CONTACT NIAGARA at 905-684-3407.

## **Off-campus Crisis Supports**

- Call **911**, your doctor, or go to the Emergency Department at your local hospital
- Call a friend or someone you trust to be with you; do not stay

alone

- Call **Good2Talk** at 1-866-925-5454 (post-secondary student helpline)
- Call Telehealth Ontario at 1-866-797-0000
- Call **keep.meSAFE** at 1-416-710-2309
- Find a local crisis line or a mobile crisis team at **Mental Health Helpline** at 1-866-531-2600
- Find mental health services in Ontario: call **Connex Ontario Health Services Information** at 1-866-531-2000
- Assaulted Women's Helpline, 1-866-863-0511
- Drug and Alcohol Helpline, 1-800-565-8603
- Lesbian Gay Bi Trans Youth Line. 1-800-268-9688
- Ontario Network of Sexual Assault/Domestic Violence Treatment Centres, 1-416-323-7327
- Centre for Suicide Prevention, 1-403-245-3900
- Ontario Association for Suicide Prevention [web]
- Canadian Association for Suicide Prevention [web]

## Resource Links

### **Academic Accommodations**

[Niagara College Student Accommodations Practice](#)

[Guidelines on Accessible Education \(Ontario Human Rights Commission\)](#)

[Policy on Preventing Discrimination Based on Mental Health Disabilities and Addictions \(Ontario Human Rights Commission\)](#)

[Resource Guide for Students with Disabilities \(Transition to Post-Secondary Education\)](#)

### **Crisis and Mental Health Supports**

[Assaulted Women's Helpline](#)

[Connex Ontario Access to Addiction, Mental Health, \*\*and\*\* Problem Gambling Services](#) 1-866-531-2600

[Mental Health Services, Help and Support in Your Community](#)

[Good2Talk Post-Secondary Student Helpline](#) 1-866-925-5454

[TeleHealth Ontario](#) 1-866-797-0000, Toll-free TTY: 1-866-797-0007

### **Financial Aid**

[Disability Awards](#)

[OSAP: Ontario Student Assistance Program](#)

[OSAP – Students in Special Circumstances](#)



# Health Care Consent and Power of Attorney

[Making an Informed Decision about Your Treatment: Talking to Your Doctor\(Psychiatric Patient Advocate Office\) \[PDF 354KB\]](#)

[Planning for Incapacity \(Ontario Ministry of the Attorney General\)](#)

[The Ultimate Health Rights Survival Guide](#)

## Healthy Life Habits

[eaTracker \(Dietitians of Canada\)](#)

[MOJO Gratitude Journal](#)

[MindApps \(Apps Related to Anxiety, Depression, Stress and Wellbeing\)](#)

[The Single Most Important Thing You Can Do For Your Stress \[video\]](#)

[What's Your Balance? \(University of British Columbia\)](#)

## Law and Human Rights

[A Practical Guide to Mental Health and the Law in Ontario \(Ontario Hospital Association\) \[PDF 2.1MB\]](#)

[Guide to Your Rights and Responsibilities under the Human Rights Code \(Ontario Human Rights Commission\)](#)

[Health Care Consent Act, 1996](#)

[Human Rights and The Duty to Accommodate \(Ontario Human Rights Commission\)](#)

[Mental Health Act](#)

[Mental Health and Addictions Legislation \(Canadian Mental Health Association\)](#)

[Ontario Human Rights Code](#)

[Psychiatric Patient Advocate Office](#)

[Your Rights in Post-Secondary Education \(ARCH Disability Law Centre\)](#)

## **Mental Health Associations**

[Anxiety Disorders Association of Canada](#)

[Anxiety Disorders Association of Ontario](#)

[Canadian Association for Suicide Prevention](#)

[Canadian Mental Health Association](#)

[Canadian Mental Health Association, Ontario](#)

[Mental Health Commission of Canada](#)

[Mood Disorders Association of Ontario](#)

[Ontario Association of Suicide Prevention](#)

[Schizophrenia Society of Ontario](#)

## **Mental Health Education and Self-Help**

[Anxiety... Can Totally Suck! \(AnxietyBC Youth\)](#)

[My Anxiety Plan Self-Help Tool \(AnxietyBC\)](#)

[Goal-Setting \(Canadian Mental Health Association, Ontario\)](#)

[Mental Health First Aid Canada](#)

[More Feet on the Ground \(Niagara College site\)](#)

[Positive Coping with Health Conditions, A Self-Care Workbook \(Consortium for Organizational Mental Health Care\) \[PDF 42MB\]](#)

[Self-Help Workbook Series \(Queen's University\)](#)

[The MoodGYM Training Program \(Australian National University\)](#)

[Wellness Modules \(heretohelp\)](#)

## **Mindfulness Meditation and Relaxation**

[Calm Breathing \(AnxietyBC\)](#)

[How to Do Progressive Muscle Relaxation \(AnxietyBC\)](#)

[Mental Health Podcasts \(Mental Health Foundation\)](#)

[Mindfulness & Relaxation Resources \(McMaster University\)](#)

## **Personal Information**

[Access to Your Personal Health Information \(Psychiatric Patient Advocate Office\) \[PDF 235KB\]](#)

[Freedom of Information and Protection of Privacy Act](#)

[Information and Privacy Commissioner of Ontario](#)

[Personal Health Information Protection Act General Information \(Psychiatric Patient Advocate Office\) \[PDF 350KB\]](#)

[Personal Health Information Protection Act, 2004](#)

[Your Privacy: Ontario's Information and Privacy Commissioner \[PDF 264KB\]](#)

## **Police Checks**

[LEARN Guideline for Police Record Checks \(Ontario Association of Chiefs of Police\)\[PDF 1.5MB\]](#)

[Police Information Checks and Vulnerable Sector Checks \(Psychiatric Patient Advocate Office\) \[PDF 32KB\]](#)

# Glossary – Definitions and Explanations

## A

**Academic Accommodation** “consists of arrangements that allow a student with a disability a fair opportunity to engage in academic activities and fulfill essential course and program requirements. Accommodation does not remove essential requirements of a course or program. It does not fundamentally alter content of exams, standards for assigning grades, or requirements that students independently demonstrate their knowledge of course material.” <sup>1</sup>

**Academic Advisor** “provides information about college programs and helps students adjust to college life and the demands of the program.”

**Appropriate Academic Accommodation** “is one that most respects the dignity of the student with the disability, meets individual needs, best promotes inclusion and full participation, and maximizes confidentiality.” <sup>2</sup>

**Assistive Technologist** is a member of the Health, Wellness and Accessibility staff who is responsible for recommending assistive technology to students with disabilities based on a needs assessment. The Assistive Technologist provides training on how to use the recommended assistive technology and can provide assistance with funding applications to purchase this technology. <sup>3</sup>

**Assistive Technology** “is the term used to describe all of the tools, products, and devices – from the simplest to the most complex – that can make a particular function easier or possible to perform. Some assistive technologies include screen readers, alternate

keyboards, head pointing devices, voice recognition software, and screen magnification software.”<sup>4</sup>

## C

**Counsellor** is a trained member of the Health, Wellness and Accessibility Office who is responsible for arranging academic accommodations for students with disabilities. The Counsellor determines academic accommodations, in collaboration with the student, based on: the functional limitations which result from the student’s disability, the student’s academic program and its essential requirements, and any previous accommodations that may have worked well for the student.

## D

**Disclosure** is “making information available or releasing it to another custodian or person.”<sup>5</sup>

**Duty to Accommodate** means that “once a disability-related need has been identified ... education providers have a duty to accommodate the needs of students with disabilities to allow them to access educational services equally, unless to do so would cause undue hardship.”<sup>6</sup>

## E

**Essential Requirements** are “the knowledge and skills that must be acquired or demonstrated in order for a student to successfully meet the learning objectives of that course or program.”<sup>7</sup>

## F

**Freedom of Information and Protection of Privacy Act (FIPPA)** is the legislation which sets out rules for collecting, using, and disclosing personal information. It “applies to Ontario’s provincial ministries and most provincial agencies, boards and commissions, as well as community colleges, universities, Local Health Integration Networks (LHINs) and hospitals. The Act requires that the government protect the privacy of an individual’s personal information existing in government records. It also gives individuals the right to request access to government-held information, including general records and records containing their own personal information.”<sup>16</sup>

**Functional Limitation(s)** is “identified area(s) of weakness caused by a disability that affect academic performance and are used to identify reasonable accommodations.”<sup>8</sup>

## H

**Health Care Consent Act (HCCA, 1996)** “sets out rules for determining capacity in three key areas: treatment decisions; admission to care facilities; and personal assistance services.”<sup>9</sup>

**Health, Wellness and Accessibility Services (HWAS)** is the college department that is responsible for arranging academic accommodations for students with disabilities.

## I

**Individual Education Plan (IEP)** is a written plan describing the special education program and/or services required by a particular high school or elementary school student. It identifies

learning expectations that are modified from or are alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course, and any accommodations and special education services needed to assist the student in achieving their learning expectations. <sup>10</sup>

## L

**Learning Strategist** helps students identify the impact of their disability upon their learning and to develop strategies (reading, writing, time management) to help them achieve academic success. <sup>11</sup>

**Letter of Accommodation** is an official document which identifies a student as being registered at our Health, Wellness and Accessibility Office and lists the academic accommodations that have been recommended by the Counsellor. To protect the student's privacy the letter will not include specific information about the nature of the student's disability.

## M

**Medical Withdrawal** is when a student voluntarily takes time away from their studies due to medical circumstances.

**Mental Health** "is defined as a state of well-being in which every individual realizes[their] own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to [their] community." <sup>12</sup>

**Mental Health Act (MHA)** "is a law which governs the treatment of all persons who need mental health care in Ontario. It defines how and when a person may be brought to a psychiatric



facility, and the terms under which that person may be admitted and detained within the psychiatric facility.”<sup>13</sup>

## **P**

**Permanent Disability:** A mental health disability is considered to be permanent if it involves ongoing symptoms (which may be chronic/continuing or episodic). The designation of a disability as “permanent” follows from a thorough assessment of the person by a health care professional (physician, psychiatrist, psychologist or psychological associate), with findings that show that the condition is ongoing, and that the functional limitations are likely to be permanent.

**Personal Health Information (PHI)** includes written, oral, or electronic identifying information relating to an individual’s: physical, mental, or family health history; healthcare and health care provider(s); care plan; payment and coverage eligibility.<sup>14</sup>

### **Personal Health Information Protection Act (PHIPA)**

“is a provincial law that governs the collection, use and disclosure of personal health information within the health sector.”<sup>15</sup>

**Personal Information** “means recorded information about you. This may include your name, address, sex, age, education, medical or employment history – and any other information about you.”<sup>16</sup>

## **R**

**Retroactive Accommodations** are academic accommodations that are granted after an academic evaluation (e.g. a test, an examination) has taken place, or in the case of a written assignment, after the due date has passed.

## T

**Temporary Disability:** A mental health disability is considered temporary if 1) the symptoms and the impairments are likely to be time-limited, or 2) if the disability is currently being investigated and there is not yet sufficient information to determine conclusively if it is permanent or temporary.

## U

**Undue Hardship:** There are circumstances when a college/university may not be able to provide an accommodation because of undue hardship. This is because the proposed accommodation is either (a) too costly or (b) creates a health or safety risk. <sup>17</sup>

# Notes

1	Western University – Student Development Centre, <a href="#">What is accommodation?</a>
2	Ontario Human Rights Commission, <b>Guidelines on accessible education</b> , p. 21.
3	OCAD University – Centre for Students with Disabilities, <b>Service guide: Centre for Students with Disabilities</b> ; University of Toronto – Accessibility Services. (n.d.). <a href="#">Adaptive technology and assessment.</a>  <a href="#">About &amp; contact</a> <b>Learning strategies &amp; assistive technology services.</b>
4	LDAO – Learning Disabilities Association of Ontario. (2011). <a href="#">Assistive technology.</a>
5	College of Nurses of Ontario, <b>Practice standard: Confidentiality and privacy</b> , p. 6
6	Ontario Human Rights Commission, <b>Guidelines on accessible education</b> , p. 5
7	Rose, M. (2009). <b>Accommodating graduate students with disabilities</b> , p. 10
8	Information and Privacy Commissioner, <b>Ontario’s Freedom of Information and Protection of Privacy Act</b> , p. 1
9	Ontario Hospital Association, <b>A practical guide to mental health and the law in Ontario</b> , p. 5.110

Notes	
<b>10</b>	Ontario Ministry of Education. (2008). <a href="#">Individual education plans</a> .
<b>11</b>	University of Toronto – Accessibility Services. (n.d.) <a href="#">Learning strategist supports</a> .
<b>12</b>	World Health Organization. (2014). <a href="#">Mental health: A state of well-being</a> .
<b>13</b>	The Royal, <b>Mental health legislation</b> , p. 3
<b>14</b>	College of Nurses of Ontario, <b>Practice standard: Confidentiality and privacy</b> ; Cavoukian, <b>A guide to the Personal Health Information Protection Act</b> ; Government of Ontario, <b>Personal Health Information Protection Act, 2004</b> .
<b>15</b>	Information and Privacy Commissioner, <b>The Personal Health Information Protection Act: Your privacy</b> , p. 1.118
<b>16</b>	Information and Privacy Commissioner. (2014). <a href="#">Your privacy: Ontario's information and privacy commissioner</a> .
<b>17</b>	Ontario Human Rights Commission, <b>Guidelines on accessible education</b> .
<b>18</b>	Government of Ontario. <a href="#">OSAP Definitions – Permanent Disability</a>