	<b>Policy Statement for Assisting Students With Special Needs</b>		Document No	TIU.RC.IN.092E
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## 1. Purpose of policy

The University is striving to provide an accessible, supportive, safe and inclusive learning environment for students with disabilities. The University will work to ensure that prospective and current students with disabilities are afforded appropriate opportunities to enter and participate fully in the life of the University. Reasonable adjustments will be made to provide for the access, participation, retention and success of students with disabilities and staff will be assisted to help meet students' learning and support needs.

## 2. Definition of Disability:

disability means:

- a) Total or partial loss of the person's bodily or mental functions; or
- (b) Total or partial loss of a part of the body; or
- (c) The presence in the body of organisms causing disease or illness; or
- (d) The presence in the body of organisms capable of causing disease or illness; or
- (e) The malfunction, malformation or disfigurement of a part of a person's body; or
- (f) A disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- (g) A disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour; and includes a disability that:
  - presently exists; or
  - previously existed but no longer exists; or
  - may exist in the future: or
  - is imputed to a person.

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### 3. Disclosure


During the registration process, TIU requires the disclosure of any disabilities or special needs. It is the responsibility of the student to specify / disclose this information. student will also have to submit a written statement from a medical professional disclosing the disability or special need. Disclosing a disability or special need to TIU will be treated as strictly confidential. Should a student with a disability or special need denies disclosing this information to TIU, then the University will treat this registration as a learner without disabilities or special needs. No special accommodation/treatment will be given to the student that denies this information.

### 4. Reasonable Adjustments

A person with a disability may require reasonable adjustments in order to ensure equal participation in work or study. The aim of reasonable adjustments is to provide negotiated measures to ensure that students with disabilities have equality of access to education. Such adjustments are not intended to compromise academic standards or to provide an undue advantage to students with a disability. A student must be able to fulfil the inherent requirements as described to undertake a course of study, unless their inability can be overcome by making a reasonable adjustment. In practice, the principle of reasonable adjustment allows that whenever it is possible, necessary or reasonable to do so, the usual policy or practice will be varied to meet the needs of a person with a disability. Examples of reasonable adjustments include variations to examinations and assessments, provision of adaptive equipment and modifying course delivery methods.

4.1 Students with disability will have equitable access and practical support to participate fully in the life of the University, including but not limited to:

- access to services and events;
- access to buildings and facilities;
- receiving information in accessible formats;
- receiving a high quality service from staff;
- opportunities to make complaints and provide feedback;
- opportunities for employment at the University.

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4.2 The University will strive to apply principles of Universal Design in its design of facilities, buildings, curriculum and services.

4.3 The University will make reasonable adjustments to course content, delivery and assessment methods without compromising the academic standards or inherent academic requirements of the course, or giving a student an undue academic advantage. The University is not required to provide an adjustment that would impose unjustifiable hardship or compromise the health and welfare of the student or others.

4.4 The University will provide resources and staff development opportunities to assist staff to meet the learning and support needs of students with disabilities, including inclusive teaching and learning strategies such as universal design for instruction and assessment practices.

4.5 In order to obtain support and reasonable adjustments, students shall provide documentation from a qualified and relevant health professional regarding their disability, to the University's student affairs unit.


4.6 Staff will respect students' rights to confidentiality and decision to disclose personal information however students will be encouraged to discuss the effect of their disability on their learning, with staff who are asked to make reasonable adjustments.

4.7 Statistical information on enrolment, retention, participation and success rates of students with disabilities will be recorded in order to facilitate planning for the continued development of quality services.

4.8 The University will foster positive informed and unprejudiced attitudes towards students with disability amongst its staff and students.

## **5. Course/Program Modification**

Modifications to program course-load, that is, course-load reduction, and other academic requirements will be available for students with disabilities for whom this is required. In cases where course substitutions are requested, the student and representatives from the department/faculty and the Dean of Student Representative will meet in order to discuss an appropriate substitution. Where the department/faculty curriculum committee determines that there is no appropriate substitution, the student will receive written notification of this decision. This notification will include the rationale

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as to why the course is considered an essential component of the program of study. Decisions of the curriculum committee may be appealed to the Faculty Council, which may seek the advice of the Dean of the Faculty.

## 6. Universal Design Principles for teaching and learning


- Students must be evaluated on their abilities not their disabilities and, where practicable, methods of teaching and assessment be modified to take account of the differences experienced by students with disabilities.
- Teaching methodologies and processes will be accessible to students with disabilities as far as is reasonably possible. Universal access and design principles will be applied in relation to the curriculum, including the content and design of training material, facilitation and teaching style, practicals etc. to facilitate learning.
- Any modification of programmes requirements or assessment methods will be discussed and agreed on by the Faculty, the Faculty Advisor and the student. If, after due consideration, the view is that in a certain discipline or programme's teaching methods and specific teaching environments pose insurmountable obstacles relating to a student's level of impairment, and a genuine attempt has been made by all role players to seek solutions, the Student Affairs in consultation with the Faculty may advise the student to register for another academic program.
- The University undertakes to encourage and support wherever possible: Universal Design Principles of learning in new academic programme offerings; and educating academic staff with regard to the range of reasonable accommodations, and alternative assessment modes.

## 7. Funding

There shall be a special budget, for the implementation of support services for students with disabilities administered by the Financial Committee. This budget shall cater for resourcing the Disability Unit. The allocated resources must be regularly monitored to ensure collective accountability.

## 8. Existing Facilities.

Each program or activity, when viewed in its entirety, shall be readily accessible to qualified persons with disabilities, or made accessible through such means as:

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1. Redesign equipment/facility after individual case review;
2. Provide appropriate signage;
3. Reassign classes, staff, or services to accessible buildings;
4. Deliver health, advisory, and support services at accessible sites.

Providing one or two accessible entries to a building makes entrance to the building itself accessible; it is not required that every outside entry be accessible. Structural changes in existing facilities are not required where other methods provide program accessibility.


If sufficient relocation of classes, programs or activities is not possible using existing facilities, structural alterations to ensure program accessibility shall be made. Students may not be excluded from a specifically requested course offering, program or other activity because it is not offered in an accessible location. Not every section of a specifically requested course or program, however, need be made accessible.

Priority will be given to methods that offer programs and activities to persons with disabilities in the most integrated setting appropriate. Programs not wholly operated by the University that require student participation in educational activities or internships (e.g., student teaching assignments) will provide an equal opportunity for qualified persons with disabilities to participate.

## **9. Support Services.**

No qualified student or participant in a University program or activity may be denied the benefits of, be excluded from participation in, or be otherwise discriminated against because of the absence of, educational support services. Students with disabilities are encouraged to request support services by writing a petition letter describing their case and needs. Support services include academic and career advising. Support Services also include auxiliary aids and academic adjustment provided to disabled students. The accommodations may include, but shall not be limited to:

1. special parking;
2. registration assistance;
3. referral to appropriate on- or off-campus resources, services, or agencies;
4. assistance with exams (e.g., taking exams with extended time in a distraction reduced environment, using aides to write exams as directed by the student or to verify that the questions are understood clearly), as agreed upon in consultation with the instructor;

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As long as no qualified person with a disability is excluded from a program because of the lack of an auxiliary aid, such support need not be on hand at all times. In order to ensure sufficient time to make provisions for accommodations and/or appropriate auxiliary aids, it is the responsibility of the individual to request the necessary accommodation and/or auxiliary aid at least 8 weeks before classes, programs, or activities begin. Requests may be submitted late and the Faculty Advisor will make an effort to honor appropriate requests.

### **10. Examination adjustments for students with special needs**

1. The University will make adjustments to examinations for students with special needs (including students with chronic medical conditions), to provide students with an equitable opportunity to demonstrate their knowledge and competency for assessment purposes.
2. Alternate arrangements for examinations will be recommended after considering standard practices that redress the impact of a student's Disability on their performance in examinations. These may include adjustments such as:
  1. Extensions of time
  2. Use of assistive technology
  3. A separate room
  4. Use of reader, scribe or computer where necessary
  5. Use of ergonomic chair
  6. Alternative formatting of exam papers
  7. Negotiation of an alternative assessment.