

## ACADEMIC COUNCIL REPORT

---

**SESSION:**

Public

**ACTION REQUESTED:**

Decision   
Discussion/Direction   
Information

**TO:** Academic Council

**DATE:** June 22, 2021

**PRESENTED BY:** Niall O’Halloran, Policy and Compliance Advisor

**SUBJECT:** Written Policy Instrument Consultation Opportunity

---

**ACADEMIC COUNCIL MANDATE:**

- Under the Policy Framework, Policy Owners must consult with Academic Council before presenting draft policy instruments to the approval authority for approval.
- We submit this report to inform you of the opportunity to review draft policy instruments and provide written comments before they are presented to the relevant Approval Authority.

**POLICY INSTRUMENT(S) AVAILABLE FOR CONSULTATION:**

- Directive for Use of Memory Aids by Students with Disabilities

**HOW TO COMMENT:**

- Academic Council members can provide written comments by email to [policy@ontariotechu.ca](mailto:policy@ontariotechu.ca). Comments will be shared with the relevant Policy Owner for consideration.
- The comment period will be open until 3:00 pm on June 29, 2020.

**NEXT STEPS:**

- Academic Council members can provide written comments by email to [policy@ontariotechu.ca](mailto:policy@ontariotechu.ca).
- A summary of comments on each instrument will be provided to the relevant deliberative body and approval authority.

**SUPPORTING REFERENCE MATERIALS:**

- Directive for Use of Memory Aids by Students with Disabilities



<u>Classification</u>	<u>LCG 1103.XX</u>
<u>Parent Policy</u>	<u>Accessibility Policy</u>
<u>Framework Category</u>	<u>Legal Compliance and Governance</u>
<u>Approving Authority</u>	<u>Audit and Finance Committee</u>
<u>Policy Owner</u>	<u>Provost and Vice-President</u>
	<u>Academic</u>
<u>Approval Date</u>	<u>DRAFT FOR REVIEW</u>
<u>Review Date</u>	
<u>Supersedes</u>	

- Formatted:** Don't add space between paragraphs of the same style
- Formatted Table**
- Formatted:** Don't add space between paragraphs of the same style
- Formatted:** Don't add space between paragraphs of the same style
- Formatted:** Don't add space between paragraphs of the same style
- Formatted:** Don't add space between paragraphs of the same style
- Formatted:** Don't add space between paragraphs of the same style
- Formatted:** Don't add space between paragraphs of the same style
- Formatted:** Different first page header

**DIRECTIVE FOR USE OF MEMORY AIDS BY STUDENTS WITH DISABILITIES**

**PURPOSE**

1. The purpose of this Directive is to balance the verified need for academic accommodations for students with disabilities with the academic freedoms and intellectual property rights of course instructors, **to maintain the academic integrity of the course**, and to also meet any legal obligations that may exist in a manner consistent with the University's Policy on Accessibility and its commitment to creating a campus community that is inclusive of all individuals.

**DEFINITIONS**

2. For the purposes of this Directive the following definitions apply:
  - "Academic Accommodation"** means an arrangement that is made for a Student with Disabilities to enable them to participate equitably in the learning environment and in a manner that is consistent with and supportive of the essential requirements of the course and program.
  - "Essential Competencies"** means the knowledge, skills, judgement, values, beliefs etc. that are essential to the course/program/degree/profession that a student must be able to demonstrate.
  - "Essential Requirement"** means that which cannot be adapted without compromising the basic objective of the task; it cannot be done in another way without significantly altering what is intrinsic to the task or activity.
  - "Memory Aid"** means tools that assists a student by serving as a trigger for recalling and accessing information in testing situations aimed at assessing the student's mastery and understanding of the course material as opposed to what they have memorized. This may include a formula sheet. A memory aid should not reduce academic requirements or alter the standards by which academic performance is assessed.
  - "Students with Disabilities"** means individuals who are currently registered in any course or program of study at **Ontario Tech** and also registered at Student Accessibility Services, and as such have provided the appropriate medical and/or psychological documentation concerning the status and effect of their disability for determining reasonable and suitable accommodation measures that would allow them equitable access to meet the Essential Competencies **and/or Requirements** of their courses and programs.

**SCOPE AND AUTHORITY**

3. This Directive applies to Students with Disabilities who require the use of Memory Aids during a test or exam as part of an individual Academic Accommodation plan. **in the Accommodated Test Centre.**
4. The Provost and Vice-President Academic, or successor thereof, is the Policy Owner and is responsible for overseeing the implementation, administration and interpretation of this Directive.

#### DIRECTIVE

##### 5. Process for approval of using memory aids during a test or exam

- 5.1. Students with Disabilities who require the use of memory aids during a test or exam to meet the essential requirements of their course must provide appropriate medical and/or psychological documentation to Student Accessibility Services that identifies a *bona fide* disability-related need for this type of Academic Accommodation.
  - a) Guidelines for approving a memory aid: A memory aid may be considered reasonable accommodation where there is a psychological or neuropsychological assessment meeting the following criteria adapted from the Regional Assessment and Resource Centre (RARC) from Queen's University:
    - Objective evidence must be provided to support the credibility of obtained memory scores (i.e., through performance validity testing).
    - The recommendation cannot be made based on low working memory scores.
    - The memory test employed must explicitly instruct the client that later recall will be required, and ensure that actual initial learning has taken place over a standardized period of time.
    - When evaluating the meaning of low delayed memory score, the clinician must use a test that controls for initial amount learned, or make these calculations manually.
    - If delayed memory is impaired (controlling for initial amount learned), the memory test administered should allow a clinician to evaluate whether cues aid recall better than the improvement made by most individuals.
- 5.2. Student Accessibility Services staff, upon verification of the need for this Academic Accommodation, will prepare a *Notice of Accommodation* for the Students' course instructors indicating that the Student requires using memory aids for testing as a form of Academic Accommodation.

- 5.3. Students with Disabilities for whom this is an approved Academic Accommodation will review the Memory Aid Guidelines for Students with Disabilities Document with their Counsellor.
- 5.4. The counsellor acts as a consultant to assist the course instructor and Student to determine the suitability of this accommodation for a specific course. The counsellor may help to resolve specific challenges, provide sample memory aids as examples and clarify the process involved in using an approved memory aid during an exam.

## 6. Process for Implementing Memory Aids

- 6.1. The Student requiring accommodations:
  - 6.1.1. Must understand what the purpose of a memory aid is and understand what is not permitted.
  - 6.1.2. Will create their own draft memory aid (letter-sized (8.5" x 11") – typically one or two pages in length **single sided**) and submit it to the course instructor at least seven (7) working days before the test or exam.
  - 6.1.3. Is responsible for making any changes required by the course instructor and re-submitting the final copy to the course instructor at least three (3) working days before the test or exam.
- 6.2. If the memory aid is not received by the course instructor for approval within the appropriate timeline, it is possible that the Student will not be allowed to use the memory aid.
- 6.3. The course instructor:
  - 6.3.1. After receiving the Student's Academic Accommodation plan, the course instructor should contact the Student's Accessibility counsellor if there are any questions or concerns.
  - 6.3.2. When presented with the memory aid by the Student, the course instructor will either:
    - 6.3.2.1. Approve the memory aid sheet as is; or
    - 6.3.2.2. Return the aid to the Student to edit or remove any parts that have been deemed inappropriate. The Student will resubmit the aid for approval.
    - 6.3.2.3. **Consult with the SAS counsellor where questions or concerns regarding the memory aid arise.**
  - 6.3.3. Once an appropriate memory aid has been received, the course instructor will approve the memory aid and send the electronic copy to the Test Centre to be included in the Student's test or exam package. All memory aids will be returned to the course instructor in the Student's test or exam envelope.

7. In protecting and preserving academic integrity, course instructors are within their right to disallow

a memory aid should **it compromise an essential learning requirement for the course**. A memory aid can also be disallowed in testing situations where it is clearly stated that rote memory is being assessed (e.g., evaluating students' recall of certain isolated terms or facts).

#### **8. Protection of Privacy**

**8.1.** The University is committed to protecting the privacy of all members of the University community, including Students with Disabilities. At the same time, the University needs sufficient information to reasonably evaluate and respond to a student's request for accommodation. For this reason, Students with Disabilities are required to provide to Student Accessibility Services information concerning the nature of their disability-related needs.

**8.2.** At times the Academic Accommodation process may require that information about a Student with Disabilities be disclosed to staff and faculty outside of Student Accessibility Services on the basis that they "need-to-know" this information to perform their duties under the policies and procedures at the University. All personal information disclosed to such staff or faculty will be governed by the University's Access to Information and Protection of Privacy Policy.

#### **MONITORING AND REVIEW**

9. This Directive will be reviewed as necessary and at least every three years. The Provost and Vice-President Academic, or successor thereof, is responsible to monitor and review this Directive.

#### **RELEVANT LEGISLATION**

10. Ontario Human Rights Code, R.S.O. 1990, Chapter H.19  
Ontario Human Rights Commission Policy on Guidelines on accessible education (2004)  
Freedom of Information and Protection of Privacy Act, R.S.O. 1990  
Ontario Occupational Health and Safety Act, R.S.O. 1990, Chapter O.1.  
Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005

#### **RELATED POLICIES, PROCEDURES & DOCUMENTS**

11. UOIT Accessibility Policy (LCG 1103)  
Procedures for Academic Accommodation for Students with Disabilities (LCG 1103.01)  
Academic Regulations, Undergraduate Academic Calendar  
Memory Aid Guidelines for Students with Disabilities