

The Senate of York University

Meeting Synopsis

The 634th Meeting of Senate
held on Thursday, April 27, 2017

Remarks

The Chair of Senate, Professor Lesley Beagrie, reminded Senators to participate in the annual surveys of Senate and committee members before they close. Although Senate did not agree to deal with a motion submitted as other business for which due notice had not been given, the Chair explained the process by which the matter addressed might be re-considered.

In the absence of Dr Mamdouh Shoukri, who conveyed regrets, Provost Rhonda Lenton shared the names of individuals who will receive honorary degrees at Spring 2017 Convocation ceremonies. Responses to questions about a recent incident at a York Lanes store involving a University student, and more generally security on the campuses, will be provided in May.

Inquiries and Communications

The Academic Colleague to the Council of Ontario Universities, Professor David Leyton-Brown, commented on recent meetings of COU. A particular focus for recent discussions has been the Indigenization of Ontario universities. A joint statement from the York Federation of Students and the York University Graduate Student Association on the York Lanes incident was received.

Senate Membership for 2017-2018 to 2018-2019

At the final stage of a statutory motion, Senate approved an Executive Committee recommendation setting the membership of Senate from July 1, 2017 to June 30, 2019.

Other Approvals

Senate approved recommendations of its Academic Policy, Planning and Research Committee to

- establish a *Senate Policy on Postdoctoral Researchers at York University*
- a change of name of the Department of Political Science in the Faculty of Liberal Arts and Professional Studies to the Department of Politics

As recommended by the Academic Standards, Curriculum and Pedagogy Committee, Senate approved the granting of a maximum of 54 block transfer credits to eligible graduates of the Sampradaya Dance Academy Professional Training Program towards the Honours BFA or BA Programs in Dance within the School of the Arts, Media, Performance & Design.

Strategic Mandate Agreement 2: Discussion of Draft Submission

Following a presentation by the Chair of APPRC, Professor Les Jacobs, Senators commented on a draft submission prepared for the second round of Strategic Mandate Agreements. Senators and members of the community were invited to forward further

The Senate of York University

Meeting Synopsis

comments and suggestions to the Office of the Provost. APPRC will review the next draft prior to the submission's finalization.

Facilitated Discussion: University Academic Plan Priority Area 1

In the fourth of a series of "spotlight" discussions of priority areas in the University Academic Plan sponsored by APPRC, Vice-Provost Academic Alice Pitt shared her perspective on priority area 1: Innovative, Quality Programs for Academic Excellence.

Committee Information Items

Senate Executive

The Executive Committee informed Senate that it had concurred with recommendations of the Sub-Committee on Honorary Degrees and Ceremonials, and, as a result, five new candidates have been added to the pool of prospective honorary degree recipients. The Committee encouraged Senators to provide input during consultations on draft amendments to the *Senate Policy on Accommodations for Students with Disabilities*, and congratulated Professor Lisa Philipps on her appointment as the Interim Vice-President Academic and Provost.

Academic Policy, Planning and Research

In its report, APPRC advised that it had concurred with a recommendation of the Provost to establish the Helen Carswell Chair in Community Engaged Research in the Arts, shared reflections on the evolution of academic budget planning by former Vice-President Finance and Administration Gary Brewer, and drew attention to recent studies issued by the Higher Education Quality Council of Ontario.

Academic Standards, Curriculum and Pedagogy

ASCP reported that it had approved in principle the reintroduction of a Fall Reading Week held over the four days following Thanksgiving in October, and furnished details on the development and implementation of a new curriculum management based on a briefing by the University Registrar, Carol Altilia. All of the modifications approved in March and April by the Committee originated with the Faculty of Graduate Studies:

- minor changes to the degree and admission requirements for Master of Design Program
- minor changes to the degree requirements for the MScN program
- minor change to the degree requirements for the PhD program in Mathematics & Statistics
- a change in the administrative unit housing the International & Security Studies Diploma from the York Centre for International & Security Studies to the Department of Political Science, Faculty of Liberal Arts & Professional Studies, and updates to requirements for the Diploma

Awards

The Awards Committee conveyed a listing of new awards established in the calendar year 2016 and the disbursement of graduate awards for 2014-2015.

The Senate of York University

Meeting Synopsis

Additional Information about this Meeting

Please refer to the full Senate agenda and supplementary material posted online with the April 27, 2017 meeting for details about these items.

<http://secretariat.info.yorku.ca/senate/meeting-agendas-and-synopses/>

May Meeting of Senate

Senate's next meeting will be held at 3:00 p.m. on **Thursday, May 25, 2017**.

Senate Policy on Accommodations for Students with Disabilities – Consultations

Robert Everett to: council, Lisa Dennis, M.Michael Schiff, Pamela Edgecombe, Robert Bishop, Almira Mun, Brittany Tuer, Jim Fenton, 2017/05/04 07:53 AM

Follow Up: Normal Priority.
History: This message has been forwarded.

Please see below for a message from the University Secretary. We would be grateful for input from your Councils and committees if you can make room on your next agendas. Comments from offices of the Deans / Principal, other departments and individuals also welcome.

I am writing on behalf of the Sub-Committee on Equity of Senate Executive to invite you to participate in consultations on amendments to the Senate Policy on Academic Accommodations for Students with Disabilities. The Sub-Committee has been engaged in an effort to revise the Policy over the past two years. It is now in a position to share changes it has developed during that process, one that was informed by comparisons with other university policies and advice from stakeholders. The draft amendments are also informed by public policy and societal trends. The Sub-Committee is confident that York can continue to be a leader in accommodating students with disabilities, and understands the need to ensure that amendments to the Policy benefit from collegial input.

The Sub-Committee has advised Senate Executive that it working toward presenting final recommendations in early June so that a proposal can come to Senate that month. Accordingly, I ask that you provide input by **Monday, May 22**. Please send your comments, questions and suggestions to Robert Everett of the University Secretariat (beverett@yorku.ca).

Thank you in advance for contributing to this important initiative.

Maureen Armstrong



Draft with Proposed Amendments – Consultations.docx

**Senate Policy Academic Accommodation for Students with Disabilities
Draft Revisions Prepared by the Sub-Committee on Equity of Senate Executive
April 2017**

Current	Draft Revisions
<p>Policy Statement</p> <p>York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.</p> <p>The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses.</p> <p>Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.</p> <p>'Disabilities' shall be defined as those conditions so designated under the Ontario Human Rights Code in force from time to time, and will in any event include physical, medical, learning, and psychiatric disabilities.</p>	<p>Policy¹</p> <ol style="list-style-type: none"> 1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities. 2. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. All students are expected to satisfy the essential requirements of courses. 3. Requests for accommodations shall be dealt with expeditiously. 4. Accommodations shall be sufficiently flexible to address individual needs. 5. Requests for extension or for deferral based on unforeseen and transient personal circumstances such as bereavement or short-term illness should be considered on compassionate grounds, but are not generally matters of academic accommodation under this policy.

¹ This policy has been updated to at a time when Universal Design for Learning has taken on greater significance in postsecondary education and public policy. It is intended to reflect and reinforce the growing relevance and application of this approach to teaching and learning.

Guidelines

1. Identification of students requiring academic accommodations
 - 1.1 Students with disabilities who require accommodations shall, in a timely manner, provide the relevant medical, psychoeducational or psychiatric documentation to the appropriate York University office for students with disabilities to qualify for accommodations.
 - 1.2 The University's offices for students with disabilities will assist students in the identification of particular aspects of courses that might present barriers to them and will work with them to identify the appropriate accommodations, provide supportive documentation, and assist the students and instructors in providing/obtaining accommodations.
2. Instruction-Related Accommodations
 - 2.1 Types of accommodations may include, but are not limited to:
 - Timely provision of reading lists and other course materials to allow for alternate format transcription
 - Alternate format transcription
 - Alternate scheduling for the completion of course, project, thesis work or

6. All members of the University community bear responsibility for implementing this policy, and should make themselves familiar with the policy and the resources available to them. Accommodations are collaborative in nature and shall be based on mutual understanding.
7. Disabilities' shall be defined as those conditions so designated under the *Ontario Human Rights Code* in force from time to time.

Guidelines

- 1. Accessibility, Accommodation and Course Design**
 - a) Course curriculum, delivery and evaluation methods should be designed inclusively from the outset.
 - b) Even when the principles of inclusivity (or Universal Design for Learning – UDL) have been applied, accommodations may be required and requested.
- 2. Privacy and Confidentiality**
 - a) All documents and communications concerning accommodations shall be kept confidential and may not be disclosed without consent except to the extent that disclosure is necessary for the implementation of accommodations or the resolution of a disagreement.
 - b) Students are not required to disclose a mental health diagnosis when requesting accommodation. Medical documentation must confirm a diagnosed mental health disability without a specific diagnostic label.
- 3. Roles and Responsibilities**

competency examinations

- Extensions to program completion time limits
- Use of assistive devices or auxiliary aids in the classroom/laboratory/field (e.g., FM systems worn by course instructors; computerized notetakers in the classroom)
- Use of oral and visual language interpreters and/or notetakers in the classroom Permission for audio recording of lectures
- Permission for video-taping of lectures
- Special seating, wheelchair accessible tables
- Adjustments to lighting

3. Accommodation in Examinations and Evaluations

3.1 Test/exam accommodations may include, but are not limited to:

- alternate scheduling of examinations and essays
- alternate forms of assessment
- extended time to complete tests/examinations
- use of special equipment (computer, assistive technology, etc.)
- use of special facilities (alternate test/exam room and proctor) and/or examinations in alternate formats (e.g. audio tape, Braille, etc.)

3.2 Whenever possible, the usual procedures for writing tests and examinations shall be followed.

4. Accommodations Agreements

4.1 Students and instructors shall wherever possible agree to the appropriate accommodations.

4.2 In cases where the instructor and the student cannot agree about the provision of accommodations, the instructor shall discuss the recommended

a) Students shall provide timely notice of requests for accommodation and the documentation necessary to develop an accommodation plan. For needs associated with accommodating disabilities, requests are normally expected to be made with the assistance of Disability Services, located within Counselling and Disability Services at the Keele Campus) and in the Accessibility, Well-Being and Counselling Centre at the Glendon Campus) The information provided must be sufficient for the specialized staff in Disability Services / Accessibility to determine the appropriate accommodations in consultation with the student and the instructor. Students are expected to provide timely notice of any change in their circumstances and to fulfill the role assigned to them in their accommodation plans in a timely way where required by such plans.

b) Instructors shall take reasonable steps to accommodate in a manner consistent with these Guidelines.

c) Programs / departments and if necessary the Deans / Principal shall make best efforts to arrange timely mediation in cases when disagreements between students and instructors about requests for accommodation are unresolved.

Counselling and Disability Services (Keele Campus) and The Accessibility, Well-Being and Counselling Centre (Glendon Campus) are the primary offices for processing requests, working with students and faculty members to develop accommodation plans, and providing appropriate resources for the community.

4. Instruction- Related Accommodations

a) Instruction-related accommodations may include, but are not limited to:

accommodations with an advisor from the office for persons with disabilities. If they are unable to reach an agreement, the Chair of the Department and/or Associate Dean or Dean of the Faculty shall be consulted.

4.3 In cases where the disagreement remains unresolved, a meditative process will be implemented by the Dean of the student's Faculty.

- timely provision of reading lists and other course materials to allow for alternate format transcription / conversion
- alternate format transcription / conversion
- alternate scheduling for the completion of course, project, thesis work or competency examinations
- reasonable, proportionate extensions to program completion time limits

- use of assistive devices or auxiliary aids in the classroom/laboratory/field (e.g., FM systems worn by course instructors; computerized notetakers in the classroom)
- use of oral and visual language interpreters and/or notetakers in the classroom
- permission to audio record instruction for accommodation purposes only
Permission for video-recording of lectures for accommodation purposes only
- special seating, wheelchair accessible tables
- adjustments to lighting

b) Accommodation in Examinations and Evaluations

a. Test and examination accommodations may include, but are not limited to:

- alternate scheduling of examinations and essays
- alternate forms of assessment
- extended time to complete tests/examinations
- use of special equipment (computer, assistive technology, etc.)
- use of special facilities (alternate test/exam room and proctor) and/or examinations in alternate formats (e.g. audio tape, Braille, etc.)

b. Whenever possible, the usual procedures for writing tests and examinations shall be

followed.

Procedures

1. Requesting Accommodations

- a. Students with disabilities who require accommodations shall, in a timely manner, provide all necessary documentation to the appropriate University office or centre, It is that office or centre that determines what is necessary documentation.
- b. Designated offices will help students to identify particular aspects of courses that might present barriers to them and will work with them to identify the appropriate accommodations, to obtain or provide supportive documentation, and to assist the students and instructors in developing accommodation plans.

2. Accommodations Agreements and Dispute Resolution

- a. Students and instructors shall wherever possible come to agreement about the appropriate accommodations.
- b. In cases where the instructor and the student cannot agree about the provision of accommodations, the instructor shall discuss the recommended accommodations with the specialized staff in the relevant designated office or centre, In the event of a disagreement over an accommodation plan or its implementation, normal dispute resolution processes shall be followed (beginning with the relevant program or department and, if necessary, the Associate Dean / Associate Principal of the relevant Faculty).

Definitions

Reasonable Academic Accommodations: These are planned and agreed-upon variations in the manner in which students may receive course instruction, participate in course activities, or be

evaluated. Accommodations are designed to eliminate or reduce barriers to participation in academic life. The University has a duty to provide accommodations up to the point of undue hardship, which may be related to the following factors identified in the *Ontario Human Rights Code*:

- Cost
- Availability of outside sources of funding
- Health and safety requirements

Academic Integrity: Academic integrity refers to the upholding of essential requirements of courses and programs: All courses and programs have core or essential requirements against which students are evaluated as to whether they are demonstrating the skills, knowledge or attributes at the designated level of the course. Learning outcomes involve learning tasks and objectives that must be undertaken successfully without compromising the standard required for success in a course or program.

Disability: For the purpose of this policy, disabilities are defined by the Ontario Human Rights Code as follows:

- a. any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- b. a condition of mental impairment or a developmental disability,
- c. a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- d. a mental disorder, or
- e. an injury or disability for which benefits

were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*.

Students: For the purposes of this Policy, “students” are those individuals who have been admitted to the University, including the School of Continuing Studies, and are eligible to enroll in courses.

Universal Design for Learning – UDL: The principles of UDL (sometimes referred to as Universal Instruction Design or Inclusive Curriculum Design) emphasize:

- multiple means of representation, to give learners various ways of acquiring information and knowledge
- multiple means of expression, to provide learners alternatives for demonstrating what they know
- multiple means of engagement, to tap into learners' interests, offer appropriate challenges, and increase motivation

For information and assistance, please refer to the Teaching Commons' resources at

<http://teachingcommons.yorku.ca/resources-2/accommodations-and-inclusive-teaching/>