



## Policy Concerning the Rights of Students with Disabilities

<i>Approved:</i> Board of Governors	May 29, 1995	Minute 8247
<i>Amended:</i> Senate	April 13, 2005	Minute 10

### Application

- 1 McGill University makes its services to students with disabilities clearly known to all potential applicants, and to the community at large.
- 2 This is implemented through the joint efforts of the University Admissions and Registrar’s Office and Faculty Admission Offices and the Office for Students with Disabilities and includes providing the following:
  - adequate information in the McGill calendar on support services available at the University;
  - adequate information on support services in admissions publications;
  - general information on the University in Braille, large print, audio tape or disk when requested to do so;
  - relevant information provided by the Office for Students with Disabilities, given through University liaison officers and other personnel involved in the University admission process to potential candidates and the community at large.
- 3 Applicants with disabilities conform to the same academic conditions of acceptance as other applicants. However they are encouraged to submit additional information on their life circumstances so that these can be considered in the evaluation of their application.

### Admission

- 4 As with all applicants, qualified students with disabilities are considered for admission to McGill University without discrimination.

Article 2.2 of the “Charter of Student Rights” states that “A distinction, exclusion or preference based on relevant academic or physical aptitudes or qualifications required in good faith is deemed non discriminatory”. Given this, and in conformity with the Quebec Charter of Human Rights and Freedoms, Article 10, it is incumbent upon the University to ensure that such a distinction or exclusion is valid. In consultation with the Office for Students with Disabilities, appropriate adaptations to the physical or academic environment which might negate such an exclusion must be thoroughly considered before a decision is made.

- 5 Admissions policies in each faculty and unit of McGill University are consistent with this overall admission policy.
- 6 The level of support services needed by the applicant with a disability is not a factor in the admission decision.

## **Financial Aid**

- 7** Students with disabilities who are studying on a reduced course load because of their disability are entitled to be considered for loans, bursaries, and work-study opportunities, as evaluated by the Office of Student Aid.
- 8** Students with disabilities who carry a reduced course load because of a disability are eligible to be considered for scholarships and fellowships available to full-time students, on the basis of equivalent academic standing. All potentially eligible students will be identified by the Office for Students with Disabilities and referred to the University Committee on Scholarships and Student Aid for consideration.

## **Support Services**

- 9** Students with disabilities have the right to a determination of available support services by the Office for Students with Disabilities to help them fulfill their academic requirements; these include, readers, note-takers, interpreters, and technological aids.
- 10** Students with disabilities who are enrolled in the Centre for Continuing Education have rights to these support services on the same basis of eligibility as to all other student services.

## **Modifications**

- 11** Necessary measures will be taken to ensure that students with disabilities are permitted to use appropriate accommodations in their academic life (e.g., student who has a hearing impairment can use an FM system; instructor provides material in sufficient time for the Office for Students with Disabilities to convert it to Braille). Accommodations are coordinated by the Office for Students with Disabilities in consultation with the academic unit.
- 12** Students with disabilities, when appropriate, receive flexibility of time limits in the completion of academic assignments, as appropriate to their disability; special arrangements are coordinated by the Office for Students with Disabilities in consultation with the academic unit.
- 13** Students with disabilities receive modifications in the evaluation process, as appropriate (e.g., utilizing essay rather than multiple choice exams to evaluate students with a particular learning disability). These modifications are coordinated by the Office for Students with Disabilities in consultation with the academic unit.
- 14** Students with disabilities have the right to a review of environmental barriers in the academic setting and the determination of a method of dealing with them. Barriers include exposure to chemicals and micro-organisms which exacerbate their particular medical condition.

## **Barrier-free Environment**

- 15** There is an ongoing removal of architectural barriers that limit students with disabilities from full participation in University life; the McGill Barrier-Free Standards are applied to all renovation and new construction at McGill.

- 16 There is an ongoing educational program to mitigate against attitudinal barriers that limit students with disabilities from full participation in University life. This program is coordinated by the Office for Students with Disabilities in cooperation with relevant University departments.
- 17 Policy concerning the availability of parking for students with disabilities is coordinated by the Office for Students with Disabilities in cooperation with the Security and Parking Services.
- 18 Transportation on campus is provided for students with disabilities where appropriate. This is coordinated by the Office for Students with Disabilities in cooperation with the University Planning Office.

**Participation in Policy**

- 19 Students with disabilities are an active part of the process that formulates policies related to their needs.-

<i>Legislative History:</i>		
<i>Approved:</i> Senate	January 15, 1986	Minute 44
<i>Amended:</i> Senate	May 3, 1995	Minute 123
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