



EDUCATION POLICY ACCESS

EFFECTIVE: November 1994
REVISED: January 2002
RELATED POLICIES:

PHILOSOPHY

The College believes that individuals with disabilities:

- Contribute positively to society and the learning environment
- Have the right to equitable opportunities for learning and achievement
- May have their educational needs met in a variety of ways including regular or segregated programs
- Have the right, as other students, to be included in College programs and activities
- Should be empowered to meet their own needs

POLICY

The College recognizes and affirms the right of persons with disabilities to gain access to post secondary education and, without unfairly disadvantaging other students, will take the initiative to remove barriers that prevent or inhibit full participation by persons with disabilities.

DISABILITY SERVICES

Disability Services promotes equitable access to the college for students with disabilities through arranging accommodations as required and through educating college staff and community agencies to the needs for accommodation.

A. ADMISSION AND WITHDRAWAL (See also: [Withdrawal](#) and [Student Practicum Placement](#))

1. Individuals applying to programs at the college should indicate disabilities to the Counsellor as part of their application process.
2. The Student Access Facilitator will be contacted to investigate any needed accommodations.
3. Individuals requesting accommodation will be required to provide documentation of a disability. (See Documentation Section for further information.)
4. Alternative entrance level assessments may be used when a disability precludes regular testing procedures. Examples include interviews, past assessments, secondary school records, and psycho-educational assessments. Regular admission requirements and selection process will apply using these alternative assessment results.

5. Advance notification of acceptance into a program may be provided when specialized supports and or technology aids must be obtained.
6. Admissions to programs will be contingent upon adequate funding and support services being made available.
7. Changes to program admission requirements may be undertaken when feasible as determined by the Program Director in consultation with program instructors.
8. Whenever possible, students will be permitted to enroll part time in full-time programs if full course loads cannot be carried as a result of a disability.
9. All regular withdrawal regulations apply except where withdrawal is for disability related reasons. Students withdrawing for disability related reasons:
 - a) may have deadline dates for withdrawal and fee refund schedule waived, and;
 - b) when the disability issue is resolved, upon request and upon the approval of the Campus Principal, will be placed first on the wait-list for the next offering.

B. DOCUMENTATION

1. It is the responsibility of the individual requesting an accommodation to provide the necessary documentation. Accommodations may be requested by a student, by an instructor, by the Student Access Facilitator, or by a community support agency on behalf of the student.
2. Documentation can be obtained from medical doctors or psychologists. Reports from others who have special training, expertise, and experience in the diagnosis of the condition for which accommodation is being requested will be considered on an individual basis.
3. Documentation should outline the nature of the disability, along with a detailed explanation of the functional impact of the disability on the pursuit of post-secondary education. The documentation should give recommendations for remedial and or coping strategies that will assist the student in her or his program. A diagnosis alone (e.g. "visually impaired" or "hearing impaired" or "learning disability") is not sufficient to support a request for an accommodation. Students themselves should be consulted as to the most appropriate accommodations.
4. Documentation of functional abilities from persons with a disability is requested to ensure that students receive the most appropriate and effective accommodations and support services.
5. The effects of many disabilities change over time. Concerns of a student with a specific disability in secondary school may not be the same as those of a student in college. If documentation is more than three years old, current documentation may be required.
6. Prior accommodation is not of itself sufficient documentation to support a request for current and or future accommodations. However, due to the ongoing or observable nature of some disabilities, completion of a history-based documentation may be acceptable when it demonstrates the ongoing nature of the supports required. A

History-Based-Documentation form, which may be sufficient for college-based supports, is available from the ASE Coordinators.

7. Students who suspect or who are suspected to have a disability may be accommodated on a case-by-case basis for one semester when actively pursuing the appropriate documentation. Accommodations beyond this are possible with the consent of each instructor involved.
8. When services or equipment must be obtained from external sources, the criteria of those agencies must be followed.

C. REACHING ACCOMMODATION

The Student Access Facilitator position will be a regional service reporting to the Program Director of Educational Support Services. Counsellors will refer any student who requests accommodation to the Student Access Facilitator. The Student Access Facilitator will implement the procedures and guidelines.

- a) All accommodations are based on the documentation provided and are determined by the designated person in consultation with the program. At the discretion of the designated person, the proposed accommodation may be submitted to other professionals in the field for review.
- b) Standard College appeal processes may be followed if the student is not satisfied with the accommodation. Students with disabilities who seek accommodation are responsible for:
 - bringing the request to the attention of the Student Access Facilitator at least three months prior to registration;
 - providing the necessary documentation to the appropriate persons; and
 - receiving appropriate treatment for, or remediation of, her or his disability (e.g., will be wearing glasses or hearing aids or taking medications as prescribed).

D. ACCOMMODATIONS

1. Appropriate accommodations are based on documentation of the disability and feasibility of requested accommodation within the program. (See definitions.)
2. The use of interpreters, learning assistants, and or mechanical or electronic devices will be permitted when required by the student for accessing or expressing information. The College will work with the student to obtain such services or devices.
3. When extended time is required for course work or exams, the length of time extension will be on the evaluation of the disability and determined in consultation with the student and the instructor.
4. When laboratory work involves physical skills the student and instructor should work together to determine if it is possible to accommodate the student in such a way as to demonstrate acquisition of requisite knowledge and skills.

5. Students with a disability must observe all conditions that are attached to the provision of reasonable accommodation. For example, if permission is given to a student to audio-tape a lecture or if lecture notes are made available in print form, the materials should only be used by that student for the designated purpose.
6. Materials will be provided in alternate format when possible. Lead time required for acquisition of some services such as audio tapes or texts in braille may be several months.
7. Alternate testing locations will be accessible, quiet, private when necessary, and equipped with any needed adaptive devices.
8. Personal Care Attendant: Arrangements for personal attendant care service must be made prior to enrolment and must be maintained during attendance. These arrangements and the cost of personal attendant care are the applicant's or student's responsibility. However, upon request the College will assist the student in seeking financial support for such care. Personal attendant care may provide but is not limited to:
9. When course requirements have been modified, the student may receive an annotated grade (AG) instead of the usual letter grade.
 - a) personal hygiene
 - b) personal behaviour management
 - a) mobility assistance
 - b) other personal care needs.
10. Any student who is given appropriate accommodation must be able to demonstrate acquisition of the body of knowledge or the skill normally required for passing a course and or completing a program. If the established institutional standards for a course or program are not met, the student may be denied admission, or once in the course or program, may be denied continued participation in the same manner that any other student would be.

E. COURSE AND INSTRUCTION EVALUATION

It is the responsibility of the instructor, in consultation with designated person, to ensure that an appropriate evaluation instrument is provided to the student. Instruments for course and instructor evaluation may be adapted to meet student needs.

F. PHYSICAL ACCESS

The College will endeavour to be free from physical barriers which prevent students with disabilities from full participation in campus activities or which make their participation unsafe or unnecessarily difficult. (See Terms of Reference of College Physical Access Committee, Section IV.A. 1, page 15.)

G. TRANSITIONS

The designated person and ASE staff will work with government ministries, other educational institutes, community agencies, employer groups, advocates, and consumers to facilitate the transition of students with disabilities from community to College and from College to community or other educational institute.

H. AWARENESS

1. The College will provide individuals with disabilities information about College programs and services and will endeavour to increase community awareness of these opportunities.
2. The College will provide in-service opportunities for the student body, College Board members, and personnel, especially those who provide instruction or service to students with disabilities, to increase awareness of the needs of individuals with disabilities.

I. DEFINITIONS

1. Accommodation: Something supplied to satisfy a need (Merriam-Webster). Assisting students with disabilities to achieve equity of access. It may include such things as registration procedure changes, note takers, scribes, exam process changes and alternate format materials.
2. Adaptation: Course objectives remain the same. However, the method in which the course is presented is different.
3. Annotated Grade: This grade denotes that the student was enrolled in a modified program. It includes a descriptive skill or achievement report.
4. Assessment: The gathering of information from many sources in order to make informed educational decisions. It is a collaborative and progressive process designed to identify the learner's needs and strengths. Assessment draws from the perspectives of a number of people, uses a variety of methodologies, and may use formal or informal tools.
5. Disability: Any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being. (Adapted from World Health Organization definition.)
6. Modification: A fundamental change of course objectives, material covered, tasks to be completed, presentation of material, threshold standards, evaluation techniques, and or completion requirements.
7. Otherwise qualified student: a registered student with a disability who can meet the essential requirements of a task (e.g. completion of a program of studies) when his or her disability is reasonably accommodated.
8. Student, Applicant, or Individual: For the purpose of this policy, these terms include spokesperson or advocate.

9. Reasonable accommodation: assistance that mitigates the effect of a student's disability on learning. Northern Lights College has a duty to provide reasonable accommodation to the known limitations of an otherwise qualified student who has a documented disability, subject to the college's ability to provide the required resources and support to the student body as a whole. Accommodation should enable the student to demonstrate his or her knowledge and skill without diluting curriculum or credentials, or detracting from the responsibility of the student to achieve individual results consistent with course/program requirements and objectives.
10. Undue Hardship: Undue hardship must be decided on the circumstances of each case, but would likely be supported:
 - a) when accommodation alternatives would result either in lowering academic standards or requiring substantial alteration of essential course or program requirements; or
 - b) there is a risk to public safety or a substantial risk of personal injury to the student with a disability; or
 - c) when financial cost is such that the operations of the College and or its programs would be diminished.

J. REVISION

Review guidelines and procedures at two year intervals.

K. ACKNOWLEDGEMENTS

We wish to acknowledge the kind assistance of the College of New Caledonia and other institutions in the development of this guideline.

NORTHERN LIGHTS COLLEGE

Guidelines for History-Based Service Documentation

Name: _____

Date: _____

The above-named student is requesting disability support services at Northern Lights College. The following information will greatly assist us in delivering effective service to this student. We appreciate your providing the information on your letterhead.

See reverse for a signed information-release statement by the named student.

1. Please describe the type of documentation you have of this person's disability. If possible, please attach a copy.
2. What services have been provided through your agency and what were the disability-related reasons for this service provision?
3. What are the dates of service provision?
4. Is this service ongoing?
If yes, how long will the services continue?
If no, why was the service discontinued?
5. Based on your knowledge of this individual, what type of support services are required at this time to increase success in an academic setting? Please explain the reasons for each recommendation.
6. Please add any other information that could help us provide effective support services for this student.

Signed by: Student Access Facilitator

Please mail to: Disability Support Services, Northern Lights College (appropriate campus)

NORTHERN LIGHTS COLLEGE Information Release Authorization

Date _____

I, _____, hereby give my permission for the release of the information requested on the reverse side of this form.

Please deliver it to the Disability Support Services at the campus indicated.

Dawson Creek “

Tumbler Ridge “

Fort St John “

Fort Nelson “

Chetwynd “

Other “ _____(name)

For educational planning purposes only

SIGNATURE

DATE