



ACCESSIBILITY TO COLLEGE PROGRAMS, COURSES AND SERVICES FOR PERSONS WITH DISABILITIES POLICY

Table with 3 columns: Policy Name, Responsible Owner, Created; Policy Number, Approval Body, Last Reviewed/Revised; Category, Replaces, Next Review.

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A. PURPOSE

The purpose of this policy is to provide, within the defined role of the College and in accordance with government policy and current legislation, equality of access to educational opportunities for persons with disabilities.

B. SCOPE

- STUDENTS WITH DISABILITIES
CENTRE FOR STUDENTS WITH DISABILITIES
FACULTY
DEANS/ASSOCIATE DEANS

C. DEFINITIONS

Adult Special Education: Courses and programs available to students whose mental and/or physical disabilities at present preclude successful participation in typical college learning activities.

Disability: A mental, physical, and/or neurological impairment, learning disorder, or psychiatric disorder, which is likely to continue and may significantly limit and/or interfere with educational pursuits.

DEFINITIONS (CONTINUED)

Reasonable Accommodation: Assistance that mitigates the effect of a student's Disability on learning. Douglas College has a duty to provide reasonable accommodation to the known limitations of an otherwise qualified student who has a documented Disability, subject always to the College's ability to provide the required resources and support to the student body as a whole. Accommodations may be made by providing alternative ways for the student to meet requirements or by adapting the instructional delivery system and/or assessment procedures (for example, through visual language interpreters, note takers, alternate examination formats, adaptive equipment, etc.). These accommodations 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.

All reasonable accommodation provided by Douglas College must:

- Be based on documented individual Disability needs;
- Allow the most integrated experience possible;
- Not compromise the essential requirements of a course or program;
- Not pose a threat to personal or public safety.

Support Services: May include but are not limited to visual language interpreting services; on-site specialized adaptive equipment; note takers; taped lectures; alternative formats for texts and examinations; transition or educational planning; optimal course scheduling; early registration and assistance; instruction in adapted study skills and compensatory strategies; campus orientation; publicizing of special services available to students with disabilities, and provision of this information in other communication modes such as audio tape, Braille, large print; bookstore assistance; parking passes; community information about services available.

D. POLICY STATEMENTS

Douglas College considers the provision of educational opportunities for students with disabilities to be an integral part of the educational enterprise. Students with disabilities are full and equal members of the student population, accorded the same rights, opportunities and responsibilities as other students. The College will take the initiative to remove barriers in policy and practice that prevent or inhibit full participation of persons with disabilities.

Douglas College will endeavor to provide students with disabilities equal opportunity to foster their educational goals by:

- Taking a proactive approach to providing persons with disabilities the information necessary to access College courses/programs and services, and publicizing this information in alternative formats wherever possible;
- Facilitating their participation and success in Douglas College courses/programs;

POLICY STATEMENTS (CONTINUED)

- Offering Adult Special Education programs developed with the specific goal of supporting students with disabilities to move toward their educational and employment goals;
- Providing reasonable accommodation and specialized Support Services;
- Working to make sure that its facilities are accessible to persons with disabilities.

E. PROCEDURES

ADMISSION

Students with disabilities seeking admission to Douglas College must meet established admission and assessment requirements and specific course prerequisites. Students are admitted with an expectation that with reasonable accommodation they can meet the performance standards of their course or program. Students cannot be admitted if their admission presents a safety hazard to the student or to others. Personal care attendants are not provided by the College.

Persons with disabilities will not be denied access based on anticipated physical or mental deterioration.

INSTRUCTIONAL ACCOMMODATIONS

Faculty in the Centre for Students with Disabilities will act as consultants to faculty, staff, students and administrators to make recommendations for reasonable accommodations and appropriate adaptations to assessment procedures and/or instructional delivery for students with disabilities. Centre for Students with Disabilities faculty will develop standard adaptations for course examinations and for access to instructional materials. Non-standard adaptations will be made in consultation with the appropriate Department/Program. Students desiring accommodations must provide reasonable notice.

EXAMINATIONS

Course faculty members are responsible for invigilating examinations or making arrangements within their Departments/Programs to invigilate examinations, where these require *ordinary accommodations* (such as extended time or private settings). In situations where Departments/Programs are unable to provide ordinary accommodations (for example, due to lack of available space or back-to-back classes), the responsible Dean may approve a request being forwarded to the Centre for Students with Disabilities to provide the invigilation.

The Centre for Students with Disabilities is responsible for invigilating examinations where *extraordinary accommodations* are required (such as specialized adaptive equipment, reader scribe, etc.).

PROCEDURES (CONTINUED)**COURSE SUBSTITUTION AND ANECDOTAL GRADING**

Where a documented Disability impairs a student's ability to be evaluated through normal classroom practices, modifications to testing procedures and/or normal evaluation procedures may be required. A Course Substitution and Anecdotal Grading Committee will recommend and approve course substitutions and anecdotal grading applications, assist in establishing their terms of reference, and ensure that they maintain educational integrity and are appropriate to the individual's Disability.

PROFESSIONAL DEVELOPMENT

Douglas College will provide all College staff, faculty, administration and board members, especially those who provide instruction or service to students, with opportunities to access activities designed to increase awareness of the needs of individuals with disabilities.

EXTERNAL ASSOCIATIONS

Douglas College will consult and work with its partners—government ministries, post-secondary educational institutions, community agencies and consumer groups—in the development, delivery and ongoing review of educational programs and services for adults with disabilities.

APPENDIX

Centre for Students with Disabilities: Procedures surrounding documentation, disclosure and appeal.

Documentation

The Centre for Students with Disabilities requires verification of students' disabilities prior to providing access, accommodations and/or services to students. Such documentation must be from an appropriate professional verifying current (i.e. within the past three years) functional limitation and indicating how the Disability will affect post-secondary studies. Planning for accommodation can begin only after the student has requested the accommodation and supplied the necessary verifying documentation, and after the Centre for Students with Disabilities has had reasonable time to evaluate the request. The student is responsible for incurring costs of documentation.

If students request services and do not yet have sufficient documentation, the Centre for Students with Disabilities may assist with provisional interim services. Such services are identified by way of faculty case consultation meetings and would typically not exceed one semester in length.

Requirement of Notice

Students must provide reasonable notice of intention to attend the College (three months is recommended) in order that services may be set up for the beginning of term. Students desiring accommodation for courses, evaluations and examinations must provide reasonable notice for special arrangements to be made.



PROCEDURES (CONTINUED)

Disclosure

Students seeking assistance from the Centre for Students with Disabilities must complete and sign a disclosure agreement prior to the provision of services. The Centre for Students with Disabilities will disclose information only to the extent necessary to ensure the provision of Support Services and only with a release-of-information form signed by the student.

Appeal

Students who wish to appeal administrative and academic decisions may do so in accordance with the Student Appeals policy.

F. SUPPORTING FORMS, DOCUMENTS, WEBSITES, RELATED POLICIES

[Educational Policies](#)

- Admission Policy

G. RELATED ACTS AND REGULATIONS

N/A

H. RELATED COLLECTIVE AGREEMENT CLAUSES

N/A