



COLLEGE OF THE NORTH ATLANTIC

OPERATIONAL PROCEDURE

TOPIC: LEARNERS WITH DISABILITIES

Procedure No.	LS-207-PR	Division	Learner Services
Supersedes	n/a	Board Policy Ref.	BP-SS-202B
Related Policies	LS-207 & AC-102	Effective Date:	July 14, 2010 (R2)

PROCEDURE

1.0 Identify Disability

Applicants will be responsible for identifying any **disability** on the appropriate section of the College's application for admission.

2.0 Appropriate Documentation

In accordance with the College policy on Admission, Policy AC-102, applicants with disabilities will be required to provide appropriate documentation.

3.0 Definitions

3.1 Accommodation

Accommodation is a term used to describe the supports, tools and/or other services that are provided to individuals with disabilities to enable them to compensate for the difficulties arising from their disability. In an educational setting, accommodations are required in order for a learner to access the curriculum, complete assignments and demonstrate and apply their skills and knowledge. Appropriate accommodations are individually designed based on the unique learning needs of the learner and reflect the demands of the curriculum including the approaches used for both instruction and evaluation. Since the learner's needs may change over time, the range of accommodations provided also need to change from time to time. Changing the requirements or outcomes in an educational setting, such as lowering the pass mark for a course, is not

an accommodation. The provision of accommodations continues to be critical for learner success at the secondary and post-secondary levels and this provision of accommodations to the point of undue hardship is mandated in Human Rights legislation.

“Accommodations” may include **but are not limited to** the following:

- A quiet supervised, separate place for testing;
- A reader to read print material to another;
- A scribe to write what another dictates;
- Examinations in alternate form (e.g. oral examinations, use of a scribe or note taker, audio tape, Braille, etc.);
- Audio taping of lectures/classes;
- Adapted schedule - timetabling adjustments;
- Pre-registration and individual campus orientation;
- Peer tutor;
- Buddy system;
- Detailed course outlines where customized courses are required;
- Help with library research;
- Extended time to complete a program of studies;
- Assistive technology;
- Extended time for examinations.

3.2 Modification

Academic Integrity is a term used to define the requirements that all Learners in a given institution and taking a specific course of study or program meets the prescribed essential requirements and outcomes of that educational course. The provision of accommodations is never intended to compromise or interfere with academic integrity by lowering standards or watering down course content. Accommodations are designed to ensure the learner can meaningfully access the curriculum content. The commitment to maintain academic integrity and ensure the concomitant academic standards is shared by all partners.

The term “modification” represents a form of support that involves the adding, deleting or altering of learning outcomes to meet the needs of a learner with a disability.

To provide a modified version of a program or course to a learner with a disability, changes may be necessary to the delivery of the program in the classroom as well as in the preparation/tutorial time outside of formal instructional time.

It is important to note any modification in the form of adding, deleting or

altering learning outcomes and content implies that the learner will receive a Record of Achievement for components completed or attempted as opposed to a College Certificate/Diploma.

4.0 Committee on Special Admissions

A Committee on Special Admissions will be established on each campus. For learners with disabilities, this committee will include the Coordinator of Disability Services.

4.1 Role and Responsibility

The Committee on Special Admissions will review applications using the following criteria as applicable:

- Resources and supports required by applicants and also the College's capability to respond;
- The resources available to applicants through other community agencies, (i.e., CNIB, Mental Health Association, Canadian Paralegic, John Howard Society, Human Resources and Employment, Community Living/Independent Living, etc.;
- Supporting documentation (e.g., psycho educational assessments from guidance counsellors/psychologists, medical reports from physicians and other relevant documents;
- Letters of recommendation from community leaders, guidance counsellors, clergy, doctors, employers and so on;
- Previous credit and non-credit courses completed and other training experiences – formal and informal;
- Life experiences/community involvement (i.e., work experience, volunteer experience, awards)
- Applicants' physical capabilities or status (in relation to safety concerns for the applicant or others).

4.2 Role of Committee May Include (But is not Limited to)

- To make recommendations on program modifications;
- To make recommendations on conditions of admission;

- Referral to alternative program; i.e., Adult Basic Education, CAS and other community programs.

4.3 The decision of the Committee will be communicated in writing to the applicant by the Admissions Office. All such written communications will be copied to the Coordinator of Disability Services.

5.0 Admissions Process for Applicants Who Meet Program Entrance Requirements

5.1 Applicants who identify a disability on application form and have indicated a desire to be contacted by the Disability Services Office:

- The admissions office will acknowledge receipt of applications and /or status of admissions via a letter. The applicant will be advised the application has been referred to Disability Services for accommodation consideration related to programming. A copy will be given to the Coordinator of Disability Services, who will follow up with the applicant;
- The applicant will consult with the Coordinator of Disability Services regarding specific “accommodation” requirements. The Coordinator of Disability Services will be responsible for follow-up to ensure the learner’s needs are accommodated on admission;
- The Admissions Office will issue the acceptance letter;
- Once the learner has been accepted and accommodations have been agreed upon, both the learner and the Coordinator of Disability Services (or Resource Facilitator) complete and sign the accommodation form recognizing the fact that learners needs are subject to change.

5.2 Applicants who identify a disability on application form, however indicates that he/she does not want to be contacted by the Disability Services Office:

- The application will be processed by the Admissions Office and a letter outlining the Disability Services will accompany the acceptance letter.

5.3 Applicants who identify a disability after entry:

- Any learner who did not previously identify on application as having a disability may still be a candidate for disability services upon providing appropriate documentation to the Coordinator of

Disability Services. As a team, and in consultation with the learner, alternative options will be explored, and a decision on a viable option will be made;

- Once eligibility has been determined and accommodations have been agreed upon, both the learner and the Coordinator of Disability Services (or Resource Facilitator) complete and sign the accommodation form.
- The Registrar's Office will be notified that the learner has identified as having a disability.

6.0 Admissions Process for Applicants Who Do Not Meet Program Entrance Requirements.

6.1 Applicants who identify on the application form that they have a disability:

- The Admissions Office will acknowledge receipt of application, via a letter, informing the applicant they do not meet entrance requirements and that their application has been referred to Disability Services. A copy of the letter will be forwarded to the Coordinator of Disability Services who will follow up with the applicant;
- The Coordinator of Disability Services will consult with the applicant regarding his/her application and if the program is deemed suitable applicable Instructor (s) will be consulted and the case may then be presented to the Committee on Special Admissions. If the program is not suitable the Coordinator of Disability Services may work with the applicant to consider another option and referral to the Counsellor may occur. If the applicant is accepted, accommodation forms and/or a modified version of a program will be completed and signed by both the learner and the Coordinator of Disability Services;
- If the applicant is accepted, Admissions will notify the applicant of acceptance via the letter in Appendix A;
- If the applicant is not accepted, the Coordinator of Disability Services will notify Admissions, who will in turn notify the applicant.

6.2 Applicants who do not identify on the application form but whose high school transcript indicates modified courses:

- The Admissions Office will acknowledge receipt of application via a letter indicating that the application has been referred to the Coordinator of Disability Services who will follow up with the applicant;
- The Coordinator of Disability Services will consult with the applicant and the program instructor (s) regarding his/her application. The case may be presented to the Committee on Special Admissions;
- If the applicant is accepted, an accommodation form will be completed and signed by both the learner and the Coordinator of Disability Services;
- The Admissions Office will notify the applicant of acceptance via the letter in Appendix A;
- If the applicant is not accepted, the Coordinator of Disability Services will notify Admissions, who will in turn notify the applicant.

7.0 Services for Learners with Disabilities

All campuses of College of the North Atlantic offer inclusive programming and services to individuals who are accepted. The College recognizes the ultimate purpose of training will be the eventual integration of all persons into the mainstream of post-secondary education, the community and society.

The College has developed a service delivery model that complements current College operations and increases service delivery to a wide range of learners in specific areas. In addition, this model allows College of the North Atlantic to respond to learners in cases where their disabilities are identified after registration.

Approval History	
Approved by President	June 12, 2000
Revision 1	August 20, 2008
Revision 2	July 14, 2010
Next Review	July 2013