



Policy	#3-17
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ACCOMMODATIONS AND ACCESSIBLE LEARNING SERVICES FOR STUDENTS WITH DISABILITIES

POLICY STATEMENT

North Island College (NIC) celebrates diversity within its community and promotes an open, respectful, barrier-free and supportive learning environment for students with disabilities. NIC recognizes its commitments under the BC Human Rights Code and the Canadian Charter of Rights and Freedoms and is committed to providing all students with equitable access to full participation in opportunities for learning and success through the administration and provision of reasonable accommodations and accessible learning services. These services shall be provided in a manner supportive of and consistent with our educational mandate, academic principles and legal obligations.

PURPOSE STATEMENT

The purpose of this policy is to describe the principles, definitions, responsibilities and processes pertaining to the administration and provision of reasonable accommodations and accessible learning services.

SCOPE AND APPLICATION

This policy applies to students and prospective students with disabilities, and pertains to accommodations related to students' educational pursuits at NIC.

PRINCIPLES

In accordance with NIC's policies and procedures, the Canadian Charter of Rights and Freedoms, the BC Human Rights Code and other relevant legislation, NIC and its Department of Accessible Learning Services (DALs) shall provide reasonable accommodations to the point of undue hardship. NIC respects the privacy and confidentiality of each student's disability-related information in accordance with NIC's Freedom of Information and Protection of Privacy Policy #1-01.

DEFINITIONS

<i>Accommodation</i>	Accommodation refers to any modification that reduces or eliminates barriers to participation arising when students with disabilities interact with NIC's facilities or its teaching, learning and assessment methods and materials.
<i>Accessible</i>	Accessible addresses the degree to which NIC's services and physical environments are useable with or without accommodations.
<i>Attitudinal barriers</i>	Behaviours, perceptions, and assumptions that discriminate against persons with disabilities. These barriers often emerge from a lack of understanding, which can lead people to ignore, to judge, or have misconceptions about a person with a disability. Examples of attitudinal barriers include assuming a person with a disability is incapable; assuming that someone with a speech impairment cannot understand you; and / or making a person feel as though you are doing them a "special favour" by providing their accommodations.
<i>College Community</i>	Employees and students of NIC, including contractors and others, who have committed to an agreement with the college to provide services or become learners.
<i>Disability</i>	Person(s) with a "Disability" or "Disabilities" means persons who: <ol style="list-style-type: none">have a functional limitation caused by a physical, mental, intellectual, cognitive, learning, communication, or sensory impairment;have a documented restriction or limitation which impacts the activities necessary for them to participate in studies at NIC; ormay experience attitudinal and/or environmental barriers that hamper their full and self- directed participation in studies at NIC.
<i>Documentation</i>	Documentation refers to the written description of the disability and information about its impact. The documentation must be from a relevant, qualified health or educational professional and accepted by NIC. Depending on the nature of the disability and the accommodations requested, further documentation may be required.
<i>Environmental barriers</i>	Elements of buildings or outdoor spaces that create barriers to persons with disabilities. Examples of environmental barriers include sidewalks and doorways that are too narrow for a wheelchair, scooter, or walker; desks that are too high for a person who is using a wheelchair, or other mobility device; poor lighting that makes it difficult to see for a person with low vision or a person who lip-reads, etc.
<i>Learning Outcomes and/or Program Requirements</i>	Outcomes and requirements include, but are not limited to, the acquisition and demonstration of essential knowledge, skills and values that are normally required to pass and complete a course and/or program, licensing process or field practicum. Learning outcomes are listed in the Authorized Course Description (ACD).
<i>Good Standing</i>	All students are deemed to be in good standing unless their student account is in financial arrears and/or there is a current discipline related violation filed with the office of the registrar.

<i>Reasonable Accommodation(s)</i>	Reasonable accommodation refers to the ability of NIC to alter the teaching and learning environment to the point of undue hardship. In all cases, reasonable accommodations: <ul style="list-style-type: none"> a. are based on documented individual disability needs, b. do not compromise learning outcomes of a course and/ or program, and c. do not pose a safety risk to the College community.
<i>Student</i>	A person the Registrar recognizes as applying to or being enrolled and in good standing in a course or program of studies at NIC.
<i>Undue Hardship</i>	Undue hardship is the test of reasonable accommodation. What constitutes undue hardship will vary according to the unique circumstances of each situation. Undue hardship is likely to exist when an accommodation could reasonably be expected to result in: <ul style="list-style-type: none"> a. a substantial risk to the student or others, or b. financial or logistical challenges that would seriously compromise or undermine the viability of a course, program or activity.
<i>Universal Design of Learning</i>	The process of creating learning environments and experiences that are accessible to all people with a wide range of abilities, disabilities and other characteristics.

GUIDELINES

The provision of reasonable accommodations to students with disabilities requires cooperation and collaboration among all parties involved including students, administrators, faculty and staff.

Students seeking accommodations have a responsibility to:

1. meet the admission requirements for their courses and/or programs;
2. demonstrate the essential learning outcomes required for passing a course or program;
3. contact DALs about any requested accommodation in a timely manner;
4. provide acceptable and current documentation and information to DALs (the cost of obtaining documentation is the student's responsibility);
5. comply with instructions and procedures for developing and implementing the accommodation plan;
6. provide consent for the release of information for the provision of accommodations; and
7. notify DALs of any changes to their accommodation requirements.

NIC has a responsibility to:

1. make its facilities, courses and programs accessible to students consistent with principles of Universal Design of Learning;
2. provide advice and guidance about the accommodation process;
3. provide information regarding the accommodation process on the institution's academic calendar and website;
4. ensure that administrators, faculty and staff are provided relevant information about NIC's accommodation policies and procedures;
5. provide accommodations on an individual basis as determined by DALs;
6. provide a review and resolution process to individuals who dispute that reasonable accommodations are being provided (see Procedures);
7. respect the privacy and confidentiality of each student's disability-related information in accordance with NIC's Freedom of Information and Protection of Privacy Policy #1-01.

ASSOCIATED DOCUMENTS

[Accommodations and Accessible Learning Procedures](#)

[Accommodation Review Form](#)

LINKS TO RELATED POLICIES

[NIC Policy #1-01 Freedom of Information and Protection of Privacy](#)

[NIC Policy #2-08 Human Rights](#)

[NIC Policy #3-31 Student Complaint Resolution](#)

[NIC Policy #3-30 Student Appeals](#)

[NIC Policy #3-33 Evaluation of Student Performance](#)

LEGISLATIVE AND COLLECTIVE AGREEMENT REFERENCES

[BC College and Institute Act](#)

[Canadian Charter of Rights and Freedoms](#)

[BC Human Rights Code](#)