



Number: NBCC-9207
Key Process: 9200 - Registration and Client Services

Edition: 2011-09-02
Effective: 2010-09-14

Title: Services for Students with Disabilities

GUIDING PRINCIPLE

1.1 According to the New Brunswick Human Rights Code all students, including students with physical or mental disabilities, have the right to equality of access to educational opportunities. In keeping with the values of student success, accessibility, diversity and respect, as well as the legal requirement to do so, the New Brunswick Community College, hereafter called NBCC, is committed to ensuring full participation for students with documented disabilities. Students with disabilities are full and equal members of the student population accorded the same rights, opportunities and responsibilities as other students

1.2 The goal of this policy is that NBCC students with a disability shall be able to maintain their independence and dignity during their studies. NBCC will accomplish this through providing reasonable accommodations to accepted students, while at the same time maintaining the academic integrity of courses/programs. Students shall provide documented proof of disability to the appointed campus representative

1.3 NBCC respects and adheres to the standards set by the Protection of Personal Information Act and, will abide by all rules concerning the handling of information about individuals including students with disabilities.

POLICY STATEMENT

2.1 Students with disabilities

2.2 Students with documented disabilities will have reasonable access to NBCC

courses, programs and services. According to the New Brunswick Human Rights Commission, disabilities can be physical and/or mental.

2.3 Definitions

2.4 Disability: refers to any condition, physical or mental, which limits the opportunities of a person to meet the essential requirements of a course or program.

2.5 Physical Disability means any degree of disability, infirmity, malformation or disfigurement of a physical nature caused by bodily injury, illness or birth defect and, without limiting the generality of the foregoing, includes any disability resulting from any degree of paralysis or from diabetes mellitus, epilepsy, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or on a wheelchair, cane, crutch or other remedial device or appliance. (Human Rights Code of New Brunswick)

2.5.1 Mobility Disability can stem from a wide range of causes and be permanent, intermittent or temporary. Among the most common permanent disorders are musculoskeletal disabilities such as partial or total paralysis, amputation or severe spinal injury, types of arthritis, muscular dystrophy, multiple sclerosis, head injury and cerebral palsy. Additionally, conditions such as respiratory and cardiac diseases may also impair mobility. Any of these conditions may impair the strength, speed, endurance, coordination and dexterity necessary for proper hand function.

2.5.2 Sensory Disability is impairment of one of the senses. The term is used primarily to refer to vision and hearing impairment, but other senses can be impaired.

2.5.3 Chronic Illness – These include medical conditions that significantly limit a student's ability to function in an educational environment. A diagnosis of a medical condition alone is not sufficient. Common characteristics include fatigue, chronic pain, restrictions on types of environments that students can work in. Examples of chronic illness include but are not limited to : Cystic Fibrosis, HIV, cancer, hepatitis, kidney disease, allergies, asthma, fibromyalgia, chemical sensitivities. (BC Disability Definition and Accommodation Matrix, Articulation 2009.)

2.5.4 Temporary medical condition – These include temporarily disabling conditions that are the result of injuries, surgery or short-term medical conditions that require access to services and resources similar to individuals with permanent disabilities. Examples may include, but are not limited to: broken limbs, hand injuries, or

short-term impairments following surgery or medical treatments.

2.6 Mental Disability: This term designates a condition of mental impairment or a developmental disability; a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language; or a mental health disorder.

2.6.1 Learning Disabilities refer to a number of disorders which may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning. As such, learning disabilities are distinct from global intellectual deficiency (Learning Disabilities Association of Canada, 2002)

2.6.2 Psychiatric/Psychological Disabilities: Mental health (psychiatric) disorders involve disturbances in thinking, emotion, and behaviour. These disorders are caused by complex interactions between physical, psychological, social, cultural, and hereditary influences. The terms mental illness or psychiatric disability are used interchangeably. The term refers to people with mental health problems that may limit their major life activities during periods of illness. Major life activities include caring for oneself, working and learning. The irregular nature of mental illness may create problems in establishing or maintaining consistent work or school patterns. Some individuals may need time off for medical appointments or to recuperate. The irregular nature of mental illness might also impair an individual's performance.

2.6.3 Developmental Disability: Developmental Disabilities are a diverse group of conditions that are due to mental and/or physical impairments; begin anytime during development up to age 22; and usually last throughout a person's lifetime. Examples include Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder.

2.7 Accommodations: The process for ensuring that all persons are treated equitably is called accommodation.. Accommodation of students with a disability involves making adjustments to their educational environment, or providing alternative arrangements, to eliminate any discriminatory effect they would otherwise have on the students because of their disability. The goal of accommodating students with a disability is to ensure their fullest possible participation, in a timely manner and to the same extent as students without disabilities, not only in the classroom, but in all aspects of the educational experience, and to ensure that they have the opportunity to meet their individual potential.

2.7.1 Academic Accommodation : Academic accommodation refers to support

provided to enable students to meet program outcomes while at the same time maintaining the academic integrity of program curriculum.

2.7.2 Service Accommodation A service accommodation is a change or increase in resources or services offered by an NBCC campus to accommodate the particular needs of a student with a disability. Service accommodations may include, but are not limited to, the following:

2.7.2.1 Alternative media to support exceptional needs and individual learning styles

2.7.2.2 Design of academic and classroom accommodations

2.7.2.3 Assistance with applying for the Canada Study Grant for students with permanent disabilities

2.7.2.4 Access to assistive technology, advocacy, and support

2.7.2.5 Mentoring services for students with transition needs

2.7.2.6 Special arrangements or accommodations for tests and exams

2.7.2.7 Students with specific, documented needs related to a disability may be provided with exam accommodations, such as a separate location or extended time for exam completion.

2.7.3 Reasonable Accommodation: Where persons are unable to meet program outcomes because of a disability, NBCC must provide reasonable and appropriate accommodation as determined by valid supporting documentation. Reasonable and appropriate accommodation can be made by providing alternative ways for individuals to meet the program outcomes. Accommodation is not reasonable if it imposes undue hardship. An accommodation is reasonable when it is at a point that providing an accommodation would not pose undue hardship to the college community giving due consideration to budgeting requirements, outside sources of funding/support, health and safety requirements and will not in any manner reduce the standards, academic or otherwise, of the NBCC.

2.7.4 Undue Hardship : Undue hardship must be demonstrated objectively. Factors to consider include:

2.7.4.1 Significant alteration of the fundamental nature of the program or service,

2.7.4.2 Financial costs of accommodation,

2.7.4.3 Organizational inconvenience which has a substantial effect on the College due to disruption of operations,

2.7.4.4 Significant adverse impact on learning opportunities for other students, and

2.7.4.5 Risk of safety or health hazards to other persons or property.

2.8 Responsibilities of students with disabilities

Note: Applicants are not required to notify NBCC of a disability or need for accommodations prior to admission. However, appropriate academic and service accommodations require time to plan and implement and students with disabilities are encouraged to self-identify early.

2.8.1 Students are responsible to:

2.8.1.1 Self-identify a disability to the Counsellor at their respective campus and supply all required documentation so that appropriate accommodations and services may be implemented.

2.8.1.2 Students with a disability already enrolled in an NBCC program or course, who have not self-identified in the application process or during orientation, are encouraged to contact the Counsellor to discuss disability-related needs and to arrange for reasonable and appropriate accommodations to be made. .

2.8.1.3 Provide the funding to pay for supports on campus which have a cost associated with them such as professional tutoring, note-taking, etc.

2.8.1.4 Collaborate with the Counsellor and other appropriate staff or support persons on an ongoing basis to manage the accommodation process, including providing additional medical or psychological information to the Counsellor as required.

2.8.1.5 Meet the curriculum learning outcomes and essential requirements of courses and programs once accommodation is provided.

2.8.2 Responsibilities of the College

2.8.2.1 NBCC is responsible to:

2.8.2.2 Advise applicants and students of the services and accommodations available to students with disabilities and how they can be accessed.

2.8.2.3 NBCC staff will assist the student in completing the paperwork to apply for the funding to cover these needs.

2.8.2.4 Maintain the academic standards for all courses and programs. Learning

outcomes for College programs and courses will reflect bona fide occupational requirements.

2.8.2.5 Take an active role in ensuring that alternative approaches and possible accommodation solutions are investigated.

2.8.2.6 Provide reasonable and appropriate academic accommodations when requested by students with disabilities. NBCC may consider the following factors when assessing academic accommodations:

2.8.2.6.1 the need to maintain NBCC's academic standards;

2.8.2.6.2 the existence of a public safety risk or a substantial risk of personal injury to the student with a disability;

2.8.2.6.3 whether a reasonable accommodation can be made within NBCC's budget or through the students' funding sources.