



**STUDENT GUIDE TO
ACCESSIBILITY SERVICES
2018**

Table of Contents

Contact Us	3
Mission and Mandate of Student Accessibility Services	3
Protected Areas and Grounds under the Human Rights Act.....	4
Eligibility for Accommodations and Services	4
Types of Student Accessibility Services	5
Documentation of Disability/Medical Condition.....	5
How to Access Accommodations and Services	6
Appeal Process	7
Reduced Course Load	7
Practicum/Work Experience Information	8
Confidentiality.....	8
Campus Accessibility for Students with Disabilities	8
Other Accessibility Services	9
Examples of Possible Accommodations and Services.....	9
General Information – Test and Exam Accommodations.....	10
Resources	11
Columbia College Accommodation and Accessibility Services Checklist.....	12
Appendix 1 – Professional Programs - Funding	14

Welcome to Columbia College!

We are glad you have chosen Columbia College as your educational institution. It is our commitment to assist you in any way possible to be successful.

This Handbook provides you with information of accommodations and services offered by Student Accessibility Services, and the steps you need to take to get approval for reasonable accommodations. There is also a section for students who have a temporary condition (transitory illness) and/or a medical (health) condition and need special accommodation on a short-term basis.

Accommodation is the process of making alterations to the delivery of services so that those services become accessible to more people, including people with disabilities, medical (health) conditions and/or those needing accommodations based on Protected Grounds. In educational environments, the goal of accommodation is to ensure that all students have full participation in all aspects of their educational experience. (Columbia College Student Accommodation Policy)

As the above definition states, accommodations are intended to remove barriers to learning and help students to master course content while maintaining the academic standards and objectives of the course and program of studies. Accommodation does not relieve the student of their responsibility to develop the essential skills and competencies expected of all students upon graduation.

The provision of accommodation is based on shared responsibilities between the student and the College and is determined on an individual basis.

The College recommends that a student who is seeking accommodations have all assessments, accommodation plan, and accommodation needs in place before starting their program. A student's entry may be delayed if all accommodations are not in place by the start of the program.

We look forward to working with you.

Student Accessibility Services

Contact Us

Student Accessibility Services
Learner Services
Bldg. 802
Phone: 403.235-9300 Ext. 310
Email: accessibilityservices@columbia.ab.ca

Mission and Mandate of Student Accessibility Services

The mandate of Student Accessibility Services is to support students in gaining access to education where barriers may exist, and accommodation is required in order to take part in all learning activities to successfully complete a course or program. A range of support services and accommodations are possible. We believe in the potential of all individuals. We provide confidential and caring service and treat everyone with respect and understanding. We maintain a positive and professional relationship with each student and stakeholder.

Protected Areas and Grounds under the Human Rights Act

Protected Grounds: The Act provides protection from discrimination under the following grounds:

- Race – Belonging to a group of people related by common heritage.
- Religious belief - System of belief, worship and conduct (includes Native Spirituality).
- Colour – Colour of person's skin. This includes, but is not limited to, racial slurs, jokes, stereotyping, and verbal and physical harassment.
- Gender – Being male, female, or transgender. Also protected under gender are pregnancy and sexual harassment. The Human Rights Commission has identified gender identity and expression as protected grounds.
- Physical disability – Any degree of physical disability, deformity, malformation or disfigurement that is caused by injury, birth defect or illness. This includes, but is not limited to, epilepsy; paralysis; amputation; lack of physical coordination; visual, hearing and speech impediments; and physical reliance on a guide dog, wheelchair or their remedial appliance or device.
- Mental disability – Any mental disorder, developmental disorder or learning disorder regardless of the cause or duration of the disorder.
- Marital status – The state of being married, single, widowed, divorced, separated, or living with a person in a conjugal relationship outside of marriage.
- Ancestry – Belonging to a group of people related by a common heritage.
- Age – Age is defined in the *Act* as “18 years or older.” Persons who are 18 years or older can make complaints on the grounds of age in all of these areas:
 - Statements, publications, notices, signs, symbols, emblems or other representations that are published, issued or displayed before the public
 - Employment practices
 - Employment applications or advertisements
 - Membership in trade unions, employers' organizations or occupational associations*It is important to know that age is not a protected ground in the areas of tenancy, goods, services, accommodations or facilities.*
- Place of origin – Place of birth.
- Family status – Being related to another person by blood, marriage, or adoption.
- Source of income – Source of income is defined by the *Act* as lawful source of income. The protected ground of source of income includes any income that attracts a social stigma to its recipients, for example, social assistance, disability pension, and income supplements for seniors. Income that does not result in social stigma would not be included in the ground.
- Sexual Orientation -This ground includes protection from differential treatment based on a person's actual or presumed sexual orientation, whether homosexual, heterosexual or bisexual.
- In addition to the areas and grounds discussed above, the *Act* protects Albertans in the area of equal pay. When employees of any sex (female, male or transgender) perform the same or substantially similar work, they must be paid at the same rate.

Eligibility for Accommodations and Services

Please read *Columbia's Student Accommodations Policy* found on our website under Student Accessibility Services. www.columbia.ab.ca. Students who need an accommodation must be registered with Columbia College Student Accessibility Services Office. In order to do this, please contact Bldg. 802, Main Office, (403) 235-9300 Ext. 310 or email accessibilityservices@columbia.ab.ca.

Students eligible for services are:

1. Students with documented permanent disabilities
2. Students with a chronic medical (health) condition/s
3. Students with a temporary (transitory) illness or impairment
4. Students who require accommodation based on Protected Grounds

Students with documented permanent disabilities: Students should have their documentation ready upon application. See section on Documentation of Disability/Medical Condition in this handbook.

Students with a chronic medical (health) condition: A chronic medical (health) condition is a condition that continues to exist for a student or is a recurring condition.

Students who require accommodation based on Protected Grounds: One common request is based on pregnancy.

Students with a temporary (transitory) illness or impairment: Some examples of a temporary illness or impairment are:

- Recovery from surgery
- Pregnancy (basis – Protected Grounds)
- Side-effects from a required prescription
- Broken arm or leg

We may be able to arrange for a short-term accommodation for temporary medical (health) conditions. Much depends on the type of illness or impairment and the length of time that will be needed for the accommodation.

Types of Student Accessibility Services

- Consultation and advice
- Planning for reasonable accommodations
- Advising based on disability, medical (health), and/or Protected Grounds related academic matters
- Assistance in accessing government funds for disability-related services or equipment
- Assistance in securing Health Questionnaire response from a medical physician
- Assistance with securing various learning supports according to defined responsibilities
- Planning for field placement (practicum, work experience); support during the process as needed
- Advocacy

Documentation of Disability/Medical Condition

REQUIRED DOCUMENTATION AS PROOF OF PERMANENT DISABILITY AND/OR MEDICAL (HEALTH) CONDITION

Student Responsibility for Documentation

It is the responsibility of the student to provide a comprehensive evaluation that verifies the diagnosis. Documentation must be current (within the last three years). In some cases, students may bring documentation that is more dated. This may be used if a student does not plan to apply for a student loan.

INFORMATION FOR STUDENT REQUESTING DOCUMENTATION OF DISABILITY AND/OR MEDICAL (HEALTH) CONDITION FROM MEDICAL PRACTITIONER

Assessment Documentation:

This documentation should contain the following:

- Health Professional's name, title, phone number, address, and signature for verification
- A clear statement of the disability, including summary of present functioning and limitations.
- Date(s) of assessment.
- Information on assessment procedures and evaluation instruments used to make the diagnosis and assessment results, including standardized or percentile scores.
- Explain the impact of the disability or medical (health) condition on the student in a post-secondary learning environment. This includes the impact of medication.
- Specific recommendations for strategies, academic accommodations, assistive technology and other supports needed.

Summary of Disability Documentation Required for Specific Disabilities

Type of Disability	Documentation Required
Deaf, Hearing Impaired	<ul style="list-style-type: none"> • Audiologist report, or • Letter from physician with an explanation of the degree of hearing loss
Blind, Visually Impaired	<ul style="list-style-type: none"> • Specialist report, or • Letter from a physician with a description of the functional limitations
Learning Disability	<ul style="list-style-type: none"> • Psycho-educational report from a psychologist, or • Neuro-psychological report
Speech	<ul style="list-style-type: none"> • Speech language pathologist report
Mobility/Agility Impairment	<ul style="list-style-type: none"> • Specialist report, or • Letter from a physician with an explanation of the nature of the mobility/agility impairment (functional limitation)
ADD/ADHD	<ul style="list-style-type: none"> • Psychologist report, or • Neuro-psychological report, or • Letter from a psychiatrist, or • Letter from a physician with details about the diagnosis
Psychiatric or Psychological	<ul style="list-style-type: none"> • Psychologist report with DSM diagnosis, or • Letter from a psychiatrist with a DSM diagnosis, or • Letter from a physician with details about the diagnosis including the DSM
Autism, Asperger, Rett	<ul style="list-style-type: none"> • Psychological report, or • Letter from a physician with details about the diagnosis
Brain Injury/Cognitive Impairment	<ul style="list-style-type: none"> • Neuro-psychological report, or • Brain injury/cognitive impairment report/assessment
Other Permanent Disability	<ul style="list-style-type: none"> • Chronic Fatigue: a detailed letter from physician • Irlen Syndrome: assessment report from a certified Irlen Screener

How to Access Accommodations and Services

1. Meet with Accessibility Services after you have taken the Columbia College Entry Assessment (if required). If you need an accommodation in order to take the Columbia College Assessment, please tell the Admission Advisor at the time your assessment appointment is being made.
 - Please note that we can provide extra time up to 1.5x. If you need other accommodations, please contact the Accessibility Services Advisor.
 - The assessment will only be considered valid when documentation is provided at the meeting with the Accessibility Services Advisor after the assessments results are available.
2. Bring the following to the Accessibility Services Meeting:
 - Disability and/or medical (health) condition documentation

The two of you will discuss your documentation, your history, what kinds of accommodations you may have had in the past, any issues that may impact on your education, and what accommodations you think you will need.

The Accessibility Services Advisor may recommend/require that you become more familiar with the program and profession you have chosen by becoming a Student for a Day and sitting in on some classes, meeting with the Program representative, doing some job shadowing, etc. These are steps that

are requested of any students applying to the College where this would benefit the student. Many of these steps will help you determine what accommodations you may need.

You will be asked to register with Student Accessibility Services in order to receive services.

3. The Accessibility Services Advisor will prepare an Alberta Student Aid-Schedule 4 that specifies the type of accommodations you are seeking that are grant funded. This is given to the Admission Advisor to process.
4. Once everything is in place, the Accessibility Services Advisor will prepare a Letter of Accommodation regarding the accommodations that have been granted by the College. This letter will be forwarded to the Program Department representative to inform your facilitators prior to the start of classes. You will receive a copy of this letter by email.
5. It is recommended that you meet with your Accessibility Services Advisor and/or Program Department as needed during the program. If you find that you need more accommodations than previously requested, please contact your Accessibility Services Advisor.

Appeal Process

Students wishing to appeal a decision regarding accommodations or a decision with regard to any special requirements of a learning environment may appeal a decision by following the Student Appeal Policy. Your request is addressed to the Registrar's Office.

In order to be able to make an appeal, you must have fulfilled the following responsibilities:

- Disclosed your disability to an Accessibility Services Advisor and registered with Student Accessibility Services
- Provided necessary current and relevant documentation of the disability and/or medical condition
- Participated in a collaborative/consultative process to request and negotiate accommodations or special services.

In order to make this appeal, you must do so within five (5) business days of the receipt of the decision you wish to appeal. In your appeal letter, please indicate the decision you are appealing, the reason why you are appealing the decision, provide any new evidence to support your appeal, and indicate what your desired outcome would be.

Reduced Course Load

A student with a disability may elect to take a reduced course load. This means that you would take less courses than a full course load. For funding purposes, you will be considered as being a full-time student if you meet the criteria below.

Alberta Human Services Grant funded students may obtain full time learner benefits while being registered for 40% of a full course load each semester. The student may receive up to 50 funded months of training benefits to complete their Service Plan. Reduced course loads must be approved by an Alberta Human Services official in order to receive funding.

Students on Student Loan would be considered full-time students while being registered in 40% to 59% of a full course load each semester. The student must have the school complete the Reduced Course Load section of the Schedule 4 form.

Practicum/Work Experience Information

Students with disabilities and/or medical (health) conditions may require accommodation support in practicums and work experience. The responsibility for this arrangement lies with the Program Department representative and those College representatives involved in placement according to the process to be followed as set by the Program Department.

While all efforts are made to help students overcome barriers to practicum/work experience placement, Columbia College is obligated to protect vulnerable people and the public in general, by ensuring that students who are placed in a practicum/work experience situation are able to act professionally, and display competency and safe practice at all times. Fitness to Practice is an important element in practicum placement. At any time during the program, Columbia College may request that the student have their medical practitioner fill out a Health Questionnaire. Any costs related to Fitness to Practice is the responsibility of the student.

It may be advisable for a student requiring an accommodation to meet the host site representative in order to present oneself. This meeting could be arranged by the Program Department representative, or the student may choose to make their own appointment.

A question frequently asked is whether the student has to reveal their disability/medical (health) condition to the host site when requesting or planning to attend a practicum/work experience. A student has a professional and legal responsibility to reveal a condition that may affect their performance, and thus, impact the life of a vulnerable person. Competent and safe practice is at the foundation of all practicum/work experience placement.

Confidentiality

Columbia College keeps student information confidential. Your disability/medical (health) condition may be shared with your Program representative, Alberta Student Aid, other government stakeholders, and the Registrar's office as needed. Facilitators are usually not informed of the diagnosis, but are informed of the accommodations granted as established in the Accommodation Letter provided by Accessibility Services. You may wish to share information with faculty or staff, but this is your decision.

You will have an Accessibility Services file where all information related to disability services is kept with limited access. This information is not stored in your regular file, nor is the diagnosis stated in any other locations. A copy of the Letter of Accommodation is stored in your regular file.

Campus Accessibility for Students with Disabilities

A campus access map is available from the Main office, Bldg. 802. It indicates access to building entrances, location of handicapped washrooms, and parking.

Doors and ramps

All the buildings used by Columbia College students for their education have access ramps. Some ramps may be steeper than others. At this time there are no electronic doors.

Elevators

Building 803 has an elevator that takes students up to the third floor.

Transportation

At present, the Access Calgary bus drops off and picks up students at Bldg. 803.

Accessible Handicapped Parking

All of the buildings have designated handicapped parking. You will need to have a handicapped parking placard to hang on your windshield. A handicapped parking placard may be obtained by having your physician fill out a form that you present to Alberta Registries. For further information visit Service Alberta's website at www.servicealberta.ca or call toll-free, 310-0000.

Washroom Facilities

All our buildings have handicapped washroom facilities.

Safewalk – Any student may request to be accompanied to their car by contacting 403-313-7709 (24 hr. contact). Arrangements should be made ahead of time.

Emergency Evacuation: Students with physical limitations – If you need assistance to exist the building in case of fire or another emergency, please inform the Accessibility Services Advisor who will make an exit plan.

Examples of Possible Accommodations and Services

The following are examples of accommodations and services that may be possible: Please note that there are costs involved with different services. Discuss your needs with the Accessibility Services Advisor.

Examples of Classroom Accommodations and Services

- Use of adaptive technology in the classroom and labs
- Use of sign language interpreters
- Permission to record lectures – see information in this handbook
- Special seating and preferential seating location
- Access to facilitators' PowerPoints, when available
- Extra breaks during class-time
- Use of note-takers - dependent on individual circumstances and needs
- Use of adaptive technology in the classroom and labs (scanner, screen reading software, etc.)

Examples of Test and Exam Accommodations

- Extra time to write tests/exams
- Distraction reduced environments
- Alternate exam formats for all or portions of the exam (e.g. electronic exams for use with adaptive technology)
- Oral tests/exams
- Use of adaptive technology
- Reader or scribe (electronic support)

Learning Coach

The overall goal of this services to provide students experiencing academic difficulties in specific subjects with academic advice and support. Students will bring in course materials for review and be prepared with questions as to their expectations from the learning coach.

Examples of Learning Coach Supports include:

- Review of specific academic assignments with the intent of providing guidance and support for the student.
- Review of study skills and application to specific course areas.
- Review of Student Improvement Plans as requested by the Registrar's office.
- Note: The Learning Coach does not provide proofreading and editing services for writing tasks.

Academic Strategist Support

The overall goal of this service is to provide support for students experiencing learning difficulties due to variety of reasons, including learning disabilities. They promote student independence by use of strategies to meet current academic demands, future learning, and employment opportunities.

Examples of Learning Strategist Supports include:

- Assessment of learning needs
- Preparation of a learning plan, accommodation letters, etc.
- Individualized strategy training including special techniques for students with specialized needs
- Demonstration and modeling of appropriate learning techniques

- Help with study skills (e.g. time management, note-taking, textbook reading, etc.)
- Note: The Academic Strategist does not provide ongoing academic support on content areas.

Life Coach Support

The role of the Life Coach is to support you in making decisions and overcoming personal hurdles.

Tutoring Support

Students may request a tutor when applying for funding and filling out Schedule 4. There are specific rules around the qualifications required for a tutor. Please note that some departments provide limited tutoring that has been built into the program. The student is responsible for managing their own arrangements, scheduling, payment, etc.

Note-Taking Support

Since the College programs are intended to prepare a student for employment, a note-taker would only be considered as an accommodation if all other avenues have been exhausted. Students with disabilities would be encouraged to learn how to take notes in short form, particularly as it is necessary to have this life skill for the work world. As well, when students determine what notes to take, they are in better control of their own learning.

If the above is not possible, Columbia College would first work with the student to secure volunteer note-takers for each class, unless the student does not want a volunteer note-taker. If a note-taker is to be hired, then the student is responsible for securing the note-taker and for payment for this service directly to the note-taker. This is a personal arrangement. Please keep the receipts. The Accessibility Services Advisor and Program representative may assist the student in finding a note-taker, but if a note-taker cannot be found, the student will be responsible for finding a note-taker.

Obtaining Alternative Format Textbooks Materials

Students with disabilities may require materials in different formats. Canadian copyright law permits the reproduction of published work for people with print disabilities. Print disabilities include:

- Vision loss or blindness or the inability to focus or move one's eyes
- The inability to hold or manipulate a book
- Learning/Reading disabilities

Where a student requires e-texts or PDF format, the Accessibility Services Advisor will inform the Administrative Assistant in the Bookstore. You will be contact by the Administrative Assistant once the PDF version of the text is available. Requests for other types of materials in PDF format may also be requested by the student. There is a fee for this service. Please see your Accessibility Services Advisor to better understand how this works.

Audio Recording of Classes or Lectures

As Columbia College does not subscribe to using lecture as an instructional method, students do not usually need to record classes. This includes the use of recording pens.

Arranging for an Academic Strategist, Learning Coach, Life Coach and Tutor

Students registered with Accessibility Services should speak to their Accessibility Advisor for assistance with arranging for the above.

General Information – Test and Exam Accommodations

All test and exam accommodations must be approved by Accessibility Services in a formal manner through an Accommodation Letter issued by Accessibility Services. A facilitator cannot informally grant accommodations such as extra time for a test or exam.

- Test/Exam accommodations vary from student to student.
- Small Group: If a student is to write in a small group, in most cases, the size of the group would be 8-10 students. In special circumstances, the group may be 3 or 4 students.
- Student Conduct Regarding Tests/Exams: Students who request and receive test/exam accommodations will be asked to sign the section on Student Conduct Regarding Tests/Exams on their Accessibility Services Registration Form. This form represents the student's commitment to a code of

conduct of academic honesty. In a case of academic dishonesty, the student is subject to sanctions according to the Student Code of Conduct.

- Time Extensions: A student may receive an accommodation of extra time to write their test/exam. It is common to receive time-and-a-half (i.e. 1.5x). For example, for an exam that takes 3 hours, the student would get an accommodation that equals 4.5 hours.
- Use of Exam Scribe: This should be a rare accommodation. This accommodation may be granted for students with manual or upper body mobility limitations where assistive technology would not be possible.
- Use of Spell/Grammar Check function: A student with a disability may be permitted to use a Spell/Grammar Checker, but this will need to be part of permitted accommodations related to the particular disability. Normally, students do not use Spell/Grammar checkers.
- Use of Electronic Translator: An electronic translator would not be permitted as it is not part of a disability.
- Distraction-Free Environment for Tests/Exams – A distraction-free environment is defined as a quiet place where students will not be easily distracted or will not distract others. It may not be a separate room where the student is the only one present.

Arrangements for Testing Accommodations

1. The Accessibility Services Advisor will inform the Assessment Centre that you will require exam and/or testing accommodations.
2. Accommodated exams/tests are administered on a schedule. You must be available to come and take your exam/test as scheduled. If you are not able to do so, you will need to apply for a deferral by filling out a Deferred Exam form and giving this to your Program Representative for approval. There is a fee for a Deferred Exam.
3. During an Accommodated Exam/Test, students will not be allowed to have cell phones, coats, bags, outerwear, headwear (except for religious and Accessibility Services approved accommodation purposes), and any other personal equipment or belongings in the test/exam room. No drinks or food are allowed unless these are part of the accommodations.
4. Text-to-Speech software will be used where approved. Columbia College uses laptops for this delivery. You cannot use your own laptop for exams.
5. Where a computer is to be used, it will not have Internet access unless it is needed.
6. Students may contact the Assessment Centre at any time by emailing assessment@columbia.ab.ca, phoning (403) 235-9308 or inquiring at Bldg. 802 Main Office.

Resources

National Educational Association of Disabled Students; <http://www.neads.ca/en/>

Learning Disabilities Association of Alberta; <http://www.laaa.ca/>

LD Online; <http://www.ldonline.org/>

Attention Deficit Disorder Association; <http://www.add.org/>

Learning Disabilities Association of Canada; <http://www.ldac-taac.ca/index-e.asp>

Canadian Mental Health Association; <http://www.cmha.ca/youreducation/introduction.html>

Learning Strategies for students with Learning Disabilities; <http://www.nichcy.org/pubs/bibliog/bib14txt.htm>

Policies/Legislation

Alberta Human Rights Commission (Sept. 2010), Interpretive Bulletin: “Duty to accommodate student with disabilities in post-secondary educational institutions.”

http://www.albertahumanrights.ab.ca./Bull_Duty_to_accom_students.pdf

Alberta Human Rights Act; <http://www.albertahumanrights.ab.ca./about/legislation.asp>

Columbia College Student Accommodation Policy (Columbia College website – Accessibility Services)

Funding

Disability Related Employment Supports (DRES); <http://humanservices.alberta.ca/awonline/ets/4345.html>

Alberta Learning Services; <http://www.alis.alberta.ca/ps/post-secondary.html>

Student Aid Alberta; <http://www.studentaid.alberta.ca/>

Login; Resources; Manage My Canada Student Loan

National Student Loans Service Centre; www.canlearn.ca

Grant for Students with Permanent Disabilities; Grant for Services and Equipment for Students with Permanent Disabilities http://www.canlearn.ca/eng/loans_grants/grants/disabilities.shtml

Alberta Student Aid Students with Permanent Disabilities

<http://studentaid.alberta.ca/applying-for-funding/students-with-permanent-disabilities/>

Columbia’s Commitment to Human Rights and Diversity Policy (Columbia College website)

Columbia College Accommodation and Accessibility Services Checklist

4-6 months before classes begin:

- Review Columbia College Student Accommodation Policy and this Student Guide to Accessibility Services Handbook located on the Columbia College website or from the Main Office, Bldg. 802. If you would like to speak to Student Accessibility Services, email accessibilityservices@columbia.ab.ca or contact the College at 403-235-9300 Ext. 310 to speak to an Accessibility Services Advisor.
- Begin the admission process. Fill out an application form. You may self-identify as having a disability. Discuss your program of choice with the Admission Advisor.
 - If you have self-identified on the Columbia College application, an Accessibility Services Advisor will call you once they are informed by the Admission Advisor.
- The Admission Advisor will book you for the Columbia College Entry Assessment if required.

If you require accommodations to take the Columbia College Assessments, please inform the Admission Advisor prior to having an assessment booked. The Admission Advisor can grant you an accommodation of extra time if you require it. Please note that the results of the assessment are only valid if you can provide suitable documentation once you meet with the Accessibility Services Advisor. If you require other forms of accommodations, you will need to speak to the Accessibility Services Advisor before being scheduled for the entry assessment.

Once admission assessment requirements have been met, and you have attended a meeting with your Admission Advisor:

- Meet with an Accessibility Services Advisor to discuss your documentation and accommodation requests.

You will be asked to register with Student Accessibility Services by filling out a Registration form. Bring to this meeting any disability-related documentation/medical information from a qualified professional.

Participate in the process of discussing reasonable and appropriate accommodations for your program of study and determine an accommodation plan.

The Accessibility Advisor will discuss with you what requests will be made for grant funding through the Alberta Student Aid Schedule 4. The Accessibility Advisor will fill out a Schedule 4, attach the documentation, and forward it to the Admission Advisor for processing.

Once funding has been approved:

- Notify your Admission Advisor that you have received notice of funding granted. Please note that unless you start the process early (at least 4-6 months before program start date), your funding may not be available for accommodations when you start the program.

Your Accessibility Services Advisor will:

- Make arrangements for Alternate Format texts or materials as identified by the program. A minimum length of time required is at least 3 weeks. Also, the Accessibility Services Advisor will inform the Assessment Centre of your needs if this is an accommodation that has been granted.

In the 2-3 weeks before the start of the semester:

- You will receive a copy of the Accommodation Letter prepared by the Accessibility Advisor. It will have been forwarded to your Program Representative and Admission Advisor.
- Attend Orientation and pick up your texts and any other materials. You will only be able to do this if your funding is in place.
- Speak to your Program Department representative in order to get assistance in making an appointment with the facilitator/s to discuss your needs. (Optional)

Ongoing:

- Meet with the Accessibility Services Advisor and Program Department representative as needed.
- Access services and supports available to you.

Appendix 1 – Professional Programs - Funding

Note: Students should check the Alberta Student Aid website for the most current information on this area, as information can change quickly.

Appropriate accommodations and services are based on the recommendations in an assessment report and/or medical (health) documentation. You and your Accessibility Services Advisor will discuss your needs.

Please Note: Definition of Permanent Disability

Student Aid Alberta defines a permanent disability as a functional limitation caused by a physical or mental impairment that restricts the ability of a person to perform the daily activities necessary to participate in studies at a post-secondary level or the labour force, and that is expected to remain with the person for the person's expected natural life. (Student Aid Alberta, Aug. 1, 2015)

If you are a student with a documented permanent disability, you may be eligible for government funding for assistive services (examples include tutoring, note-taking, interpretation, assistive technology and other such supports). For students who are transitioning from high school to a college education, individual learning supports have a cost attached to them, and these are not funded in the same way as they were when you were in school. Disability grants are sources of funding that do not have to be paid back.

If you have a poor credit rating, please contact Alberta Student Aid first and discuss this situation. You need to have an acceptable credit rating to secure a student loan.

If you find that you will need more funds than are granted or approved, a Student Line of Credit at a bank could also be used.

Students requesting fundable Student Accessibility Services should apply for provincial and federal grants to defray costs of services.

You do not need to take out a student loan to receive a disabilities grant; however, you need to be eligible to receive a loan to receive a grant. Your student loan application informs Alberta Student Aid that you have a disability or medical (health) conditions, and your application will automatically be considered for the Canada Student Grant for Students with Permanent Disabilities. You must provide acceptable documentation to be considered for the grant.

As a student with a permanent disability/medical (health) condition, you may be eligible to receive the following funding:

Federal Grants:

- **Canada Student Grant for Students with Permanent Disabilities (CSG-PD)**
\$2,000 per loan year to help meet your education and living costs (no receipts required).
If you qualify for a Canada Student Loan, you will automatically be assessed for the grant when your Student Loan application is reviewed by the government.
- **Canada Student Grant for Services and Equipment for Students with Permanent Disabilities (CSG PDSE)**
Up to \$8,000 per loan year for students with permanent disabilities who have exceptional education-related services or equipment costs such as tutors, note-takers, interpreters, brailers or technical aids.
Receipts are required.

Provincial Grant:

- Alberta Grant for Students with Disabilities (GFD)
Up to \$3,000 per loan year for students not eligible for federal (Canada) funding.

If you do not qualify for federal/provincial funding, you may be funded through an alternate source, upon proof of application and ineligibility for student aid.

Maximum funding for services and equipment:

- Up to 9 months of study = \$8,000; 10-12 months of study = \$11,000

Learning Disability Assessments

The cost of a learning disability assessment can only be considered by Alberta Student Aid if a student pays for their own learning disability assessment within six months of the study period start date, and if the assessment results in a diagnosis of a learning disability.

The Canada Student Grant for Services and Equipment for Students with Permanent Disabilities or the Alberta Grant for Disabled Students will cover 75% of the cost to a maximum of \$1,200 per loan year. (subject to change).

An alternative to accessing Alberta Student Aid for this cost is to go to an Alberta Supports Centre and request an assessment to be done without a fee.

If you have an existing disability assessment, it must have been done in the last 3 years.

HOW TO APPLY FOR FUNDING

STEP 1: COMPLETE THE FUNDING APPLICATION FORM

- Fill out your Student Loan application. Your Admission Advisor can help you do this. To receive full consideration for grants, your loan must have the Disability box checked.

STEP 2: ACCESSIBILITY SERVICES ADVISOR WILL COMPLETE A SCHEDULE 4

- Your Accessibility Services Advisor will complete a Schedule 4 and provide information on your disability and accommodations. The Accessibility Services Advisor must sign this document. Your documentation of disability will be appended to the Schedule 4.

STEP 3: ALBERTA STUDENT AID WILL INFORM YOU ABOUT THE AMOUNT OF YOUR APPROVED GRANTS

- It is advisable that you deposit your grant in a separate account from your daily banking accounts. This separate account will help you keep track of your money used for accessibility services.
- Purchase any software or other devices that were approved.
- Keep a record of your services received and expenditures. At the end of your program, you will have to complete a Disability Grant for Services and Equipment Reconciliation Worksheet and provide required receipts and documents. Any grant money for services and equipment that is not used will have to be returned to the government.

STEP 4: YOU WILL RECEIVE AN INVOICE FROM COLUMBIA COLLEGE ACCOUNTING FOR FEE-BASED SERVICES

- Payment may be made at Bldg. 802, Main Office. Please bring your invoice so that the staff can indicate on the receipt the reason for payment.

STEP 5 SUBMIT RECEIPTS AND RETURN UNUSED GRANT MONEY

- Alberta Student Aid will provide you with instructions on how to proceed with this step. Usually, copies of receipts are sent in by the end of the academic year. Be sure to put your Social Insurance Number on any communication with Student Aid Alberta.

- The Student Aid Alberta website has a Disability Grant for Services and Equipment Reconciliation Worksheet to help you manage your grant. Look under Students with Permanent Disabilities and Resources for Students. <https://studentaid.alberta.ca/resources/resources-for-students/>

**FOR INFORMATION ON FEES FOR SERVICES – PLEASE CONTACT COLUMBIA COLLEGE
ASSESSIBILITY SERVICES**