



**ACCESS RESOURCE CENTRE**

LIB 5-157

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## **Article 1.0**

### ***Access Resource Centre Documentation Requirements***

To be considered appropriate, documentation must be current:

- a) For new students who have a stable condition, documentation will normally be no older than three years between the time of the assessment and the date of the student's initial semester of accommodation(s).
- b) For returning students whose condition has remained stable since the time of submission of original supporting documents, no further documentation will be required.
- c) When a student's functional abilities or limitations have shown significant change and require a concurrent change to accommodation, the Access Resource Centre may request new or updated documentation.

Documentation must be completed by an appropriate professional as determined by the Access Resource Centre. The professional assessment must not be done by a member of the person's immediate or extended family.

The documentation should indicate:

- 1) the scope and degree of functional impairment;
- 2) identify strengths that may be used to ameliorate the effects of the disability; and,
- 3) recommend appropriate and reasonable accommodations and services.

The Access Resource Centre reserves the right to review and make recommendations to the student and the University regarding the appropriateness and reasonableness of the recommendations within the context of the University environment and available resources. A diagnosis alone is not sufficient to support a request for an accommodation.

### **Specific Documentation Requirements:**

#### **Physical Disabilities**

Persons with physical disabilities are required to provide appropriate and current documentation from a recognized and appropriate professional such as a licensed physician, specialist, ophthalmologist, certified audiologist or speech pathologist. The documentation must include a clear statement of disability and should include an explanation of the functional impact of the disability within a post-secondary environment. If applicable, the documentation should also include the impact of medication on the student's ability to meet the demands of the post-secondary environment.

## **Mental Health Disabilities**

Persons with mental health disabilities are required to provide appropriate and current documentation from a licensed physician, psychiatrist, psychologist or neurologist. The documentation must include a clear statement of the disability, and should include an explanation of the functional impact of the disability on the pursuit of post-secondary education. If applicable, the documentation should also include the impact of medication on the student's ability to meet the demands of the post-secondary environment.

## **Learning Disabilities**

Students with learning disabilities must provide appropriate and current documentation of disability. They must submit an assessment report from a recognized learning assessment specialist, who may be a school psychologist, a registered psychologist, or other appropriately accredited professional trained to do learning assessments.

Documentation of a learning disability will normally be within the previous three years<sup>1</sup> of the student's initial semester of accommodation(s) at the University and include:

1. Testing that is comprehensive and based on adult norms, including an individually administered measure of intellectual functioning and an individually administered measure of achievement in the areas of reading, mathematics, and written language. A Wechsler-scale test is the preferred measure of intellectual functioning. The measure of academic achievement should be substantial, for example, the Woodcock-Johnson Psycho-Educational Battery-Revised, Tests of Achievement.
2. A clear statement that a learning disability is present based on a significant discrepancy between intellectual functioning and academic achievement<sup>2</sup>.
3. A narrative summary, including the scope and degree of functional impairment.
4. All scores.
5. Exclusion of other causes: sensory impairment, serious emotional disturbance, cultural differences, English as an additional language, and insufficient or inappropriate instruction.
6. A statement of strengths and needs that may impact the student's ability to meet the demands of the postsecondary environment.
7. Suggestions of reasonable accommodations which might be appropriate at the postsecondary level. These recommendations should be supported by the diagnosis.

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<sup>1</sup> If the assessment was completed after the student was eighteen years of age using measures standardized on adults and the results are considered a valid indication of current cognitive and academic function, this time requirement may be waived.

<sup>2</sup> In accordance with the Ministry of Advanced Education and Labour Market Development of BC's Special Programs Unit (June, 2010), "a diagnosis of a learning disability must meet DSM-IV diagnostic criteria, which describe the level of severity, and the manner in which the disability significantly interferes with academic functioning. In addition, the diagnosis of the individual's achievement on individually administered, standardized comprehensive tests in reading, mathematics or written expression are substantially lower\* than expected for age, schooling and level of intelligence. (\*Substantially lower is defined as a discrepancy of more than 2 standard deviations between achievement and IQ, or a smaller discrepancy between achievement and IQ [i.e., between one and two standard deviations] in cases where an individual's performance may have been compromised by an associated disorder in cognitive processing, a co-morbid mental disorder or general medical condition, or the individual's ethnic or cultural background.)"

8. Information indicating the certification, licensure, and professional training of individuals conducting the assessment.

The Access Resource Centre will refer students who suspect they have a learning disability and want to be assessed for a learning disability to appropriate resources. The Access Resource Centre will supply a letter of referral which will include documentation guidelines. The student is responsible for covering the cost of the learning disability assessment.

In some situations, the Access Resource Centre may agree to assist the student in obtaining documentation. The student with disabilities should consent, in writing, to the Access Resource Centre collecting any information or documentation coming from secondary sources. The collection of information from a secondary source will be achieved in accordance with the Freedom of Information and Protection of Privacy Act of British Columbia.

The person with disabilities is responsible for any costs incurred in receiving, acquiring or accessing documentation of disabilities.

The Access Resource Centre reserves the right to require a second professional opinion for the purpose of documentation of a disability. In such cases where the student has fulfilled the documentation requirements outlined in this article and the Access Resource Centre determines a second professional opinion is warranted, the University shall bear this cost.

In exceptional circumstances wherein all necessary documentation is not available when the student's first semester begins, the Access Coordinator or an appropriate professional as determined by the Access Resource Centre may recommend one semester's accommodations in the interim while documentation is unavailable.