



Policy No:

Responsibility: Vice President, Education

Access Policy

Approved by: Board of Governors

Effective: December 15, 1998

Revisions:

The Institute is committed to creating an inclusive, welcoming and supportive learning environment for all students. Furthermore, in the context of the relevant legislation and in recognition of the fact that some groups have traditionally been under-represented in many of its programs, the Institute will implement specific initiatives to assist members of these groups to have access to, fully participate in, and achieve success in all educational opportunities offered by the Institute.

Context

The basis for this policy can be found in human rights legislation, as well as in a number of public policies and initiatives, all of which are premised on a vision of society where there are no impediments to full and free participation in the economic, social, political, and cultural life of all Canadians. Included among the relevant legislation and government policies or directives which impact the Institute are:

- The Human Rights Act which prohibits employers and providers of services generally available to the public, such as education, from discriminating against a person because of race, colour, ancestry, place of origin, religion, family status, marital status, physical or mental disability, sex, sexual orientation, age, political belief, or conviction of a criminal or summary offense unrelated to the person's employment;
- The Ministry of Advanced Education's (MAE's) strategic plan, "Charting a New Course", which establishes as one of its major strategic initiatives the removal of attitudinal and physical barriers affecting the participation of non-traditional learners in post-secondary institutions;
- The MAE's Aboriginal Post-Secondary Education and Training Policy Framework which requires post-secondary institutions to demonstrate a commitment to increasing access for Aboriginal People.

Policy

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The groups targeted for these specific initiatives include:

- Aboriginal Peoples - persons in Canada who identify themselves as status Indian, non-status Indian, Inuit or Metis;
- Persons with disabilities - persons who identify themselves as disadvantaged because of a physical or sensory impairment;
- Persons who identify themselves as requiring additional assistance due to language barriers; and
- Persons who require additional support because of learning disabilities

Specifically, in the above designated groups who can satisfy the bona fide requirements of their program of choice, the Institute will take initiatives to:

- Remove barriers that prevent or inhibit full participation by students; Provide classroom support to meet student's particular needs and abilities;
- Support and assist Aboriginal students through the services of the First Nations Advisor, as well as through academy/division staff; and
- Support and assist students with disabilities through the services of the Student Services Advisor, as well as through academy and division staff.