

Centre for Christian Studies  
**Policy Regarding Physical Structural and Pedagogical Limitations**

**Introduction**

The Centre for Christian Studies is committed to being as accessible as possible to students, staff and volunteers who have various disabilities and special needs. As new situations emerge, the school is committed to overcoming as many barriers to full participation as possible, recognizing that there are some limitations that may not be able to be overcome. Efforts will be made by CCS to work cooperatively with Church structures to access additional resources to assist in making those adaptations which are possible, but it is expected that students will also carry responsibility for seeking additional resources.

**A. Structural Limitations**

There are physical/structural limitations that may curtail our ability to offer program and/or employment to everyone. In the cases where inaccessibility caused by physical structures limits a student's participation, alternatives will be negotiated when this is possible. Job descriptions for staff will describe clearly the physical requirements of the work and the structural limitations that may affect the work.

1. Woodsworth House, the primary CCS administrative setting, is wheelchair accessible on the main floor (meeting minimally code requirements) but the basement and second floor, where the library, some staff offices and meeting spaces are located, are not. Efforts to install an elevator are underway.
2. Continued efforts will be made to utilize buildings for programming that are adequately accessible. However, this may not always be possible because of other factors such as the cost for students when residential accommodation is required, the availability of accommodation in the vicinity of the learning site, or during Global Perspectives Experiences.
3. Students are expected to find their own accommodation for most of the programs. It may not always be possible to find accommodation that is close to an accessible learning site.

**B. Pedagogical Limitations**

There are pedagogical realities that may limit our ability to offer programs to everyone. In cases where physical abilities or cognitive disabilities affect a student's participation, alternatives will be negotiated when this is possible. However, as a small institution, with limited resources, the pedagogical model of the program can not be adapted for all individual learning needs.

1. While educational programs have been designed and tested to meet the needs of most learners, they will not fit all learners' needs. CCS programs are designed for those who can participate, in English, at a university graduate level of writing, comprehending, listening and speaking. Programs require an ability to participate in symbolic learning, to use active modalities, and to learn through the use of audiovisuals. Adaptation to some program requirements can be made but adaptation may be limited.

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2. Students may undertake the Diploma program on a part time basis. It may be possible to extend the time for particular program requirements to be met during the theme years. However, full-time participation is required during certain periods, including the intensive learning circles. A policy has been developed with regard to equivalency for sessions missed due to illness, bereavement, or personal emergencies.
3. Students who require testing as a result of an existing or emerging disability to ascertain if they can continue to learn in and through the program, are expected to make arrangements for this testing. CCS does not have financial resources to cover the costs of this testing.
4. Students requesting consideration for specific learning support or adaptation will be asked to provide an assessment report from a qualified assessor in order to assist the CCS staff in responding to the request.

### **C. Maintaining appropriate denominational connections**

When a student is demonstrating disabilities which result in a barrier to learning or which are impeding progress through the program, CCS may inform those in the Church structures who hold responsibility for the education and formation of the student.