Excerpt: Learning Disability Policy (7.3.11)
7.3.11: Learning Disability Policy
Master's is concerned about all students' ability to achieve success and, recognizing the special needs of Learning Disabled students, has developed the following policy. Please note that this policy covers applicants with documented Learning Disabilities only; not applicants classified as developmentally delayed.

7.3.11.1: Identification
1. The Regular Application Form includes a question about learning disabilities. Applicants deliberately trying to hide a Learning Disability (LD) may be denied acceptance to Master's.
2. Applicants indicating an LD must provide official documentation before benefiting from this policy.
3. Non-identified, yet suspected, LD students will be referred to an appropriate agency for testing. Any costs are to be borne by the student although some government financial assistance is available. Further information may be obtained from the Registrar’s Office.

7.3.11.2: Admission of LD Students
1. The Registrar will review all pertinent documentation and provide an overview to the Admissions Committee.
2. An interview may be requested.
3. A decision will be made at that time concerning the perceived probability of success. Admission will then be subsequently granted or denied.
4. When a student has been identified as LD after admission, Master’s reserves the right to decide whether or not that student may continue in their studies. If deception was used, appropriate disciplinary action may be taken.
5. An LD student will receive written confirmation, which would then be shown by the student to individual faculty members to confirm approval for alternate assessment tools.

7.3.11.3: Essential Elements
1. Master’s academic standards must be maintained. Graduation must still be predicated on the student’s mastery of course material, personal spiritual development and practical ministry skills required of all students.
2. Providing alternative assignments or evaluation tools should maximize an LD student's strengths, yet be as demanding as normal assignments. This should not be considered as the means to an easy pass.
3. Faculty must be aware that a learning disability is a physical dysfunction like blindness or deafness, yet is invisible. LD students need to be treated with respect and not be the brunt of derogatory comments in public or in private.
4. LD students should not be given undue advantage over other students.

7.3.11.4: Responsibility of the Student
1. Students wishing to avail themselves of this policy must present the written confirmation to faculty during the first week of the semester.
2. An LD student must possess and use a computer for all written assignments.
3. The LD student is responsible for any additional costs incurred for tutors, editors and equipment.
4. The student will be required to submit semester time management planning forms to their assigned faculty advisor.
5. The LD student must demonstrate personal initiative and compliance in obtaining appropriate help.
6. All material sent to an editor must be the student's work. Normally each assignment should be edited at least twice before submitting it to the editor.
7. Reading assignments should be started prior to the beginning of the semester, if possible.
8. LD students having difficulty may have a reduced workload (i.e. reduced number of courses per semester) established by the Registrar’s Office.
7.3.11.5: Responsibility of the Institution

1. A faculty advisor will be appointed for every LD student and will act as a mediator with faculty when required. (The Dean will serve as final arbitrator in all matters.)
2. Master’s has established an Academic Success Centre, supervised by a qualified individual, where help (in the form of tutors and editors) is available, free of charge.
3. If advantageous, permission to use a tape recorder or computer in class may be granted by the Dean’s Office in conjunction with the instructor.
4. Course syllabi and required reading will generally be provided before the beginning of the semester.
5. Alternative-style assignments will be provided when appropriate. Examples are:
   - oral scripture memory quizzes
   - class presentation in lieu of term paper
   - oral tests and exams (normally for essay style questions, depending on the nature of the disability).
     The student receives the exam at the same time as the others, takes time to prepare the answers (contemplation, point form notes, organization of response) and then presents the material to the faculty member orally, on tape. The audio recording will be made and preserved to document oral examinations.
6. Teachers can interview the student about reading assignments.
7. Master’s will provide supervised alternate locations for LD students to write final examinations (if requested in advance at the Registrar’s Office) and more time will be allotted (if necessary, depending on the nature of the disability).
8. Students should not be given more questions or hints when taking oral exams.
9. The editor for term papers provides a proof-reading service and is not to provide help in research, doctrine, or adding supplementary information. They provide help with syntax, point out mistakes for the student to correct, ask for clarification where meaning is unclear and provide feedback for the student. The research, material, and ideas must be those of the student.
10. Teachers will permit LD students to copy other students’ notes after class, allowing them to more freely participate in class lectures and discussions.