

R3.9 – Instructional Accommodation



Approval Body:	Academic Council
Approval Date:	February 2017
Amendment Date:	July 2025
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Supporting Documents:	Academic Accommodation Request Form B.C. Human Rights Code Canadian Charter of Rights and Freedoms
Related Policy:	HR5.1 Accessibility

Purpose

The purpose of the Instructional Accommodation policy is to uphold the principles outlined in the *Canadian Charter of Rights and Freedoms* and the *B.C. Human Rights Code*, affirming Stenberg College's commitment to fostering a safe, respectful, and supportive environment for all students, with a focus on promoting equal access and academic excellence through reasonable accommodation for individuals with disabilities, religious, or cultural needs, thereby acknowledging and embracing diversity within the Stenberg College community.

Definitions

Academic Accommodation

Reasonable adjustments are made to requirements to enable individuals with disabilities to participate in a process or fulfill an essential function, particularly when post-secondary environments, facilities, procedures, teaching materials, and assessment methods lack accessibility. This individualized accommodation encompasses adapting or substituting components of programs, courses, assignments, or assessment methods, and may also extend to accommodating religious or cultural needs, assessed on a case-by-case basis, to provide alternative means for students to meet essential course or program requirements, including the provision of services.

Disability

A disability refers to impairments, activity limitations, and participation restrictions as defined by Employment and Social Development Canada (2022) "Disability is an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations." (Employment and Social Development Canada, 2022).

Principles

- Stenberg College affirms its commitment to diversity, equity, and inclusion.
- Stenberg College celebrates diversity within its community and welcomes the contributions, experiences, and participation of all people as valued members of the Stenberg College community.

- All members of the Stenberg College community share the responsibility to promote equality, remove barriers, and create a respectful and inclusive learning environment.
- Stenberg College will take steps to dispel stereotypes and prejudices about all people and promote an understanding of persons with disabilities as equal members of the Stenberg College community.
- An inclusive learning environment may require the provision of suitable individual academic accommodation (within reason and the bounds of good sense or practicality) for all people who are studying at Stenberg College.
- Accommodations are case-specific and determined in a timely manner without compromising academic integrity.
- Applicants should be informed of the availability of accommodation requests during the admissions process, and, when needed, be directed to the Accessibility team for guidance initiating the accommodation process.
- Requests for accommodations during admissions help ensure support can be arranged early; requests submitted after program start will be considered on a case-by-case basis.
- Not all requested accommodations may be possible due to program, regulatory, or resource limitations.
- All accommodation information is confidential and shared only with relevant personnel.
- The College will foster a barrier-free and respectful learning environment.

Roles and Responsibilities

Academic accommodations require shared responsibility and proactive communication between students and Stenberg College personnel. The following outlines expectations for all parties involved in the accommodation process.

Student Responsibilities

- Notify the Program Advisor during the admissions process of any need for accommodation. The Program Advisor will refer the student to the Accessibility team.
- Complete and submit the Academic Accommodation Request Form with a formal diagnostic assessment or a religious/cultural rationale.
- Provide a diagnostic assessment prepared by a qualified professional (e.g., clinical psychologist, physician, clinical social worker, speech-language pathologist, neuropsychologist, audiologist, educational psychologist).
- Ensure the diagnostic report includes a clear diagnosis and specific, evidence-based accommodation recommendations tailored to the students' needs
- Understand that accommodation needs may change over time. Engage in ongoing dialogue with College staff and provide updated documentation if the nature of the condition evolves.
- Meet all pre-admission requirements and academic standards.
- Abide by all Stenberg College policies and procedures related to academic integrity, attendance, professionalism, and program requirements.
- Maintain confidentiality by limiting personal disclosure to those directly involved in coordinating the accommodation (e.g., Admissions, Student Services, Accessibility).

Stenberg College Responsibilities

- Coordinate the review of accommodation requests through the Accessibility and Education Teams.
- Respond to requests and communicate approved accommodations within fifteen (15) business days of receiving complete documentation.
- Ensure accommodations are reasonable, support academic success, and do not compromise course or program standards.
- Maintain strict confidentiality in handling student records and accommodation information in accordance with PIPA.
- Program Advisors will inform applicants of the availability of instructional accommodation requests and direct applicants to the Accessibility team when necessary to begin the formal accommodation request process. Provide faculty and staff with the necessary information to support the implementation of approved accommodations.
- Offer universal academic supports and additional learning resources available to all students.
- Collaborate with students to regularly evaluate accommodation effectiveness and adjust supports as needed.

Academic Supports and Accommodations

Stenberg College provides a range of academic supports to foster student success. These include universal supports available to all students, as well as individualized accommodations provided on a case-by-case basis for those with documented needs.

Universal Academic Supports Available to All Students

These services are accessible to all enrolled students and do not require an accommodation request:

- Permission to record lectures or access downloadable recorded sessions
- Access to faculty members' lecture notes
- Note-taker buddy system within the cohort
- Academic support tutorials on reading, writing, vocabulary, oral presentations, critical listening, test-taking, learning styles, and study strategies
- One-to-one support sessions with faculty during office hours or open lab time
- One-to-one student support coaching sessions for academic or personal matters
- Tutor access for core subjects (e.g., Medical Terminology, Anatomy & Physiology, Pharmacology)
- Participation in Learning and Study Strategies Inventory (LASSI) online modules (e.g., Anxiety, Motivation, Time Management)

Examples of Individualized Academic Accommodations

- Students who submit a valid accommodation request supported by documentation may be eligible for individualized adjustments, including but not limited to:
- Extended time on exams or assignments

- Flexible exam scheduling or additional breaks during assessments
- Quiet or private testing environments
- Preferred seating arrangements in class or labs
- Permission to use assistive technologies (e.g., text-to-speech software)
- Alternative formats for instructional materials (e.g., audio, large print)
- Ability to write down verbal instructions to support auditory processing
- Use of earplugs during online exams
- Class breaks to manage anxiety, restlessness, or sensory sensitivities
- Access to secluded spaces for medication administration or symptom management
- Opportunities for additional skills practice in open labs
- Audit status for courses, if appropriate

Note: Individual accommodations are determined based on documented needs, feasibility, and essential course or program requirements. Not all requested accommodations can be guaranteed.

Work Experience and Clinical Accommodations

- Students requiring accommodations for clinical placements, practicums, or other work-experience components must plan ahead to ensure alignment with program outcomes and regulatory requirements.
- Accommodation requests for work experience must be submitted during the admissions process or, at the latest, three (3) months before the start of the placement. Requests made after a placement has begun or just before a placement is set to begin may not be accommodated.
- The work experience component of each program is aligned with specific course learning outcomes and the expectations of host sites. Therefore:
 - Students must demonstrate that, with accommodation, they can meet all essential learning outcomes for their work experience course(s).
 - Accommodations must not conflict with regulatory or profession-specific standards such as Fitness to Practice or Requisite Skills and Abilities (e.g., BCCNM requirements for nursing programs).
 - Extensions to individual placements may be considered on a case-by-case basis and must be approved in advance.
 - Extensions are not guaranteed and may not be feasible for group-based placements due to scheduling or logistical constraints.
- If an extension is granted, students will be informed that:
 - Additional tuition or administrative fees may apply
 - The revised end date may affect eligibility for licensing examinations or entry into subsequent program components
- Applicants and students will be advised that accommodations for work experience are subject to availability, host site acceptance, and program requirements. Students are responsible for understanding the implications of modified schedules or extended placements on their academic progression and professional certification timelines.