

Learning Accommodations

Sprott Shaw College is committed to fostering an inclusive and accessible learning environment. We support students with disclosed disabilities through the provision of *Learning Accommodations*, which aim to reduce barriers while maintaining academic standards and essential program requirements.

Purpose of Accommodations

Learning accommodations are defined as adaptations to the learning environment, course materials, or assessment methods that allow students with documented physical or cognitive disabilities an equitable opportunity to meet the essential requirements of their program. These accommodations:

- Do not modify course learning outcomes or lower evaluation standards
- Aim to remove barriers to access, participation, and academic success

Student Responsibility

Students seeking accommodations are encouraged to make their request prior to the start of their program to allow adequate time for review and implementation.

However, students may request accommodations at any point during their studies. It is important to note that all students—regardless of when an accommodation is requested—must meet the program’s admission and entrance requirements, including any physical or performance-based standards essential to the field of study. Accommodations will be made where reasonable but cannot eliminate these core requirements.

Accommodation Process

1. Initial Review
 - a. The student meets with the Campus Director, who will review the submitted documentation
 - b. A meeting is scheduled with the student to discuss their challenges and determine potential support options
2. Plan Development and Review
 - a. The Campus Director drafts a proposed accommodation plan
 - b. The Director of Compliance and Regulatory Affairs (DCRA) reviews the plan to ensure compliance with the Human Rights Code

- c. For programs with national exams (e.g., Nursing, MEDAHUC, Dental), the relevant Program Lead must also review the plan to ensure accommodations align with regulatory or certification requirements
3. Final Approval and Implementation
 - a. Once approved, the Campus Director meets with the student to review the finalized plan
 - b. The student signs an Acknowledgement of Accommodation Plan, confirming their understanding and agreement
 - c. Students may request a reassessment if the plan does not meet their needs or if their circumstances change

Required Documentation

Students must provide professional documentation from a qualified medical or psychological practitioner. Accepted documents include:

- Psycho-Educational or Psycho-Vocational Assessments
- Permanent Disability Program Application or equivalent reports

Documentation must include:

- A clear diagnosis and description of the disability
- Functional impacts within an academic setting
- Duration, stability, and/or expected progression
- Devices, treatments, or services used to mitigate impact
- Relevant medication or treatment details

Key Principles of Accommodation

Accommodations must:

- Be based on individual, documented needs
- Ensure the most integrated experience possible
- Not alter essential program requirements
- Not pose a safety risk to the individual or others
- Not impose undue hardship on the institution
- Not include personal services (e.g., personal aides, transportation)

Accommodations are based on documented individual needs.

- Allows most integrated experience possible.
- Reasonable accommodations do not compromise essential requirements of a course or program.
- Does not pose a threat to personal or public safety.
- Accommodations do not impose an undue hardship or administrative burden.
- Accommodations are not of a personal nature.