

Student Accommodations

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PURPOSE

This policy establishes the principles and procedures by which Coquitlam College (the College) provides reasonable accommodations to support the full participation of students with disabilities throughout their time at the College.

SCOPE

This policy applies to:

- All students with disabilities throughout their academic relationship with the College; and
- All College employees are responsible for supporting and implementing accommodations.

POLICY STATEMENTS

1. The College is committed to creating an inclusive learning environment by identifying, removing, and preventing barriers to access for students with disabilities.
2. The College recognizes its obligations under the *BC Human Rights Code* and the *Accessible BC Act* to accommodate students with disabilities or other protected characteristics to the point of undue hardship.
3. Accommodations will be developed through an individualized, consultative and adaptive process involving the student, College employees and, where appropriate, external parties.
4. The Accommodation process will uphold students' dignity, privacy, autonomy, and inclusion while ensuring academic integrity.
5. The duty to accommodate is ongoing and responsive to changes in a student's condition or academic context.
6. Students are expected to participate in the accommodation process honestly and responsibly and to use approved accommodations only as outlined in their Accommodation Plan. Misrepresentation of information or misuse of accommodations may result in a review of the Accommodation Plan and may be addressed under the Student Academic Responsibility Policy or other applicable College policies.
7. Accommodations must not compromise the essential requirements or learning outcomes of a course or program.
8. The College and all parties involved will respect student privacy and handle sensitive information in accordance with applicable legislation and internal policies.

9. For students in the College's high school program, the College will comply with the Educational Standards Order and other applicable legal requirements for developing, implementing, and reviewing Individual Education Plans.

PROCEDURES

10. The purpose of an accommodation is to remove or reduce barriers to full participation in learning. The emphasis is on access, not outcome.
11. The College is responsible for:
 - a. Providing an inclusive and accessible learning environment;
 - b. Ensuring admission decisions are not based on disability;
 - c. Educating employees about their duties under human rights legislation;
 - d. Implementing reasonable accommodations in a timely manner;
 - e. Providing a fair process for accommodation requests and appeals; and
 - f. Clearly communicating the availability of accommodations.
12. Academic Advising is responsible for coordinating and managing the student accommodation process. This includes:
 - a. Receiving and reviewing accommodation requests and supporting documentation for completeness and relevance;
 - b. Conducting the intake process with the student to understand functional impacts and barriers to participation;
 - c. Consulting with relevant internal or external supports as appropriate, to identify reasonable and academically appropriate accommodations;
 - d. Drafting, finalizing, and communicating the Accommodation Plan to the student and relevant instructors;
 - e. Assisting instructors and students with program-level adjustments and academic planning related to approved accommodations; and
 - f. Monitoring the effectiveness of accommodations and initiating adjustments to the Accommodations Plan as needed;
 - g. Responding to implementation questions from instructors and staff; and
 - h. Maintaining secure and confidential records of Accommodation Plans and related communications.
13. Instructors are responsible for:
 - a. Implementing accommodations as directed in the Accommodation Plan;
 - b. Maintaining academic standards;
 - c. Contacting Academic Advising with questions or concerns; and
 - d. Not altering Accommodation Plans or negotiating changes directly with students.
14. Students are responsible for:
 - a. Initiating the accommodation process in a timely manner;
 - b. Providing complete and credible documentation from qualified professionals;
 - c. Engaging in the process in good faith;

- d. Following the timelines and terms outlined in the Accommodation Plan; and
- e. Notifying the College of changes in their needs or condition.

Accommodation Request Process

- 15. Students seeking accommodation must submit a request and supporting documentation to Academic Advising as soon as the need is known.
- 16. Academic Advising will review the request and documentation for completeness and alignment with policy requirements. Students who do not yet have documentation may be provided interim accommodations based on available information while required documentation is being obtained.
- 17. Academic Advising will meet with the student and, where appropriate, relevant internal or external supports to inform the development of an Accommodation Plan. These discussions may include:
 - a. reviewing functional impacts and barriers to participation;
 - b. discussing possible accommodations and expectations; and
 - c. explaining roles, responsibilities, and timelines.
 - d.
- 18. Academic Advising will draft the Accommodation Plan. The student will review and consent to the final Accommodation Plan prior to implementation.

Interim Accommodation

- 19. Students experiencing barriers to participation but without documentation may consult with Academic Advising.
- 20. While documentation is pending, Academic Advising may approve and implement interim accommodations based on available information.
- 21. Approved interim accommodations will be documented and communicated in writing to the student and relevant instructors.
- 22. Interim Accommodations will be reviewed once documentation is received and may be discontinued or transitioned into a formal Accommodation Plan.

Implementing the Accommodation Plan

- 23. Academic Advising will communicate the approved Accommodation Plan in writing to the student and relevant instructors. Instructors are informed only of required accommodations, not medical details.
- 24. Instructors implement the accommodations as directed in the Accommodation Plan, with support from Academic Advising.

Monitoring & Review

- 25. Academic Advising will follow up with students and instructors at least once per semester, or more frequently as required, to assess the effectiveness of accommodations and determine whether any adjustments are needed.
- 26. Academic Advising may consult with internal or external supports as needed if a student's needs or circumstances change.
- 27. Students must notify Academic Advising as soon as possible of any changes in needs or barriers.
- 28. Accommodation Plans will be reviewed annually, or sooner if the student's needs or circumstances change.

For High School Students

29. In accordance with the Educational Standards Order (ESO), Individual Education Plans (IEPs) will be initiated when a student is identified as requiring supports. IEPs will be developed, implemented, and reviewed in a manner consistent with the ESO, including consultation with parents/guardians, secure management of student records, and reviewed at least once annually.
30. Placement decisions for high school students will prioritize full participation in regular classes with same-age peers, with appropriate supports.
31. Concerns or disputes regarding an IEP or accommodations will be addressed under the College's Procedural Fairness & Appeals Policy (3.1.3).

Documentation

32. Documentation must come from a qualified professional (e.g. licensed medical practitioner, registered psychologist) with expertise related to the disability.
33. Documentation must:
 - a. Be issued within the last five (5) years;
 - b. Confirm the presence of a disability;
 - c. Outline the functional limitations; and
 - d. Describe the impact in an educational setting.
34. The College may request additional information if clarification is needed.
35. Students are responsible for any costs associated with testing or obtaining documentation.
36. Documentation will be securely stored in Academic Advising, with access provided only to employees who require it to fulfil their duties under this policy.

Timelines

37. Students should submit requests for accommodation at least six (6) weeks before the start of a course or academic activity.
38. Students who acquire a disability during their studies must request accommodation as soon as the need becomes known.
39. Requests made less than six (6) weeks before a course or activity may not be accommodated in the current term.

Immediate or Short-Term Accommodations

40. The College recognizes that students may experience unexpected or time-sensitive circumstances that create an immediate barrier to academic participation but may not require a long-term Accommodation Plan. Examples include, but are not limited to:
 - pregnancy-related needs, medical restrictions, post-partum recovery, or newborn care responsibilities, which may later require extended accommodation or, for international students, an Authorized Leave of Absence;
 - short-term illness or injury (e.g., concussion, broken limb, temporary mobility limitations);
 - sudden changes in health status;
 - acute mental-health events;
 - short-term caregiving responsibilities; or
 - significant personal circumstances that affect immediate academic participation.

41. Students requiring an immediate or short-term accommodation should contact Academic Advising as soon as the need is known. Documentation may be requested depending on the nature and duration of the request.
42. Academic Advising will assess the request and coordinate temporary academic adjustments in consultation with the student and the relevant instructor(s). Adjustments may include, but are not limited to:
 - a. short-term flexibility with attendance or participation requirements;
 - b. rescheduling of tests, exams, or assessments;
 - c. temporary adjustments to course expectations or deadlines;
 - d. provision of alternative formats or methods of participation where feasible; or
 - e. consultation with Health & Wellness and other relevant internal or external supports, as appropriate, to determine whether ongoing or formal accommodation may be required.
43. Academic Advising will document and communicate approved immediate or short-term accommodations in writing to the student and relevant instructors.
44. Immediate or short-term accommodations normally remain in place for a defined period (e.g., up to six weeks), after which they may expire, be extended, or transition into a formal Accommodation Plan or, for international students, an Authorized Leave of Absence if the barrier is ongoing.
45. Instructors must not negotiate or deny immediate accommodation requests directly with students. Concerns or questions must be referred to Academic Advising.
46. Pregnancy-related needs will be accommodated in accordance with the BC Human Rights Code, including academic adjustments necessary to support full participation during pregnancy, post-partum recovery, and newborn care responsibilities, unless doing so would cause undue hardship or compromise essential course or program requirements.

Appeals

47. Students who believe a decision regarding their accommodation request was unfair, failed to consider relevant information, or that an approved Accommodation Plan has not been properly implemented may submit a written appeal to the President within ten (10) business days of receiving the decision or becoming aware of the concern. The appeal must clearly state the grounds for reconsideration and include any supporting documentation.
48. The President will review the appeal, consult with relevant parties as needed, and determine the outcome. The President may designate another senior administrator to consider the appeal if appropriate.
49. A written decision will be provided within a reasonable timeframe. The decision of the President's or designate is final.

DEFINITIONS

Accommodation Plan: A written document outlining the individualized strategies designed to reduce barriers to access.

College Relationship: This begins upon submission of an application and continues until three months after the student has completed a course or program.

Educational Standards Order (ESO): A Ministerial Order under the Independent School Act that sets standards for independent schools, including requirements for IEPs for students with disabilities or diverse abilities.

Employee: An individual who is employed by the College on a full-time, part-time, permanent, temporary or contract basis.

Essential Requirement: Course or program elements that must be met to achieve intended learning outcomes.

Functional Impact: How a disability limits academic or related activities.

Individual Education Plan (IEP): A written plan required under the ESO for eligible high school students, developed as soon as practical after identification, reviewed at least annually, and including goals, services, adaptations and/or modifications, and evidence of parent/guardian consultation.

Learning Environment: Any context where students engage in learning or College-supported activities.

Reasonable Accommodation: A modification to the educational environment that allows equal access without compromising essential requirements or causing undue hardship.

Student: An individual with a student number issued by the College.

RELATED RESOURCES

- [Diversity and Inclusiveness Policy 1.4.1](#)
- [Examinations Policy 2.3.1](#)
- [Student Academic Responsibility Policy 2.2.1](#)
- [Personal Information and Protection of Privacy Policy 1.2.1](#)
- [Prevention of Bullying and Harassment Policy 3.1.4](#)
- [Accessible British Columbia Act](#), SBC 2021, c 19
- [Human Rights Code](#), RSBC 1996, c 210
- [Personal Information Protection Act](#), SBC 2003, c 63