

Teacher Candidate Accommodation Policy

College of Education policy is aligned with the University of Saskatchewan's Academic Accommodation and Access for Students with Disability Policy:

[Access and Equity Services for Students](#)

[Students with Disabilities: Academic Accommodation and Access](#)

Accommodations for Education students also align with guiding principles from the *Duty to Accommodate* document prepared by the Saskatchewan School Boards Association (SSBA) and the Saskatchewan Teachers' Federation (STF) including considerations of responsiveness, fairness and equity, shared responsibility and respectful communication.

http://www.saskschoolboards.ca/employeerelations/resourceguides/Apr13_DutytoAccommodate_Guide_SSBA_STF.pdf

1. Principles

1.1. The Principles of **Duty to Accommodate** rest on a mission statement of fostering an accessible and welcoming campus including, by extension, field experiences/practica settings.

1.1.1. Duty to Accommodate is a legal obligation informed by The Saskatchewan Human Rights Commission. While the SHRC does not detail how the accommodation process will take place, the obligation to accommodate exists between the university and the student.

1.1.2. The university has the legal obligation to provide educational services in a non-discriminatory manner and to investigate what can be done to accommodate the identified medical restrictions of the student.

1.1.3. Accommodation does not require that the institution lower academic or non-academic standards to accommodate students with disabilities nor does it relieve the student of their responsibility to develop the essential skills and competencies expected of all students in the program/college.

1.1.4. "The university will take all measures short of undue hardship to the University to ensure that students with disabilities have access to the University and the opportunity to succeed in their programs of study...In some circumstances, the nature and degree of a disability may mean that no reasonable accommodation would enable an individual to perform the essential requirements of a course/program...Where no reasonable accommodation can be provided, the University may refuse admission or accommodations in order to preserve the academic integrity (meaning the essential requirements) of a course/program" (*Students with Disabilities: Academic Accommodation and Access*, U of S, 2011, p. 2).

2. Scope

2.1 This policy applies to all students with disabilities, determined by AES (Access and Equity Services) to qualify for accommodations, enrolled in the College of Education. Its implementation is the responsibility of all members of the Education community, including students, support staff, faculty, instructional staff, and staff at partner schools, and supported by the College leadership team. The College of Education is committed to meeting the requirements of this policy.

3. Non-compliance

3.1 Following due process, the University may take one or more of the following actions against anyone whose activities are in violation of any applicable legislation or of this policy:

3.1.1 In the case of students, this may involve disciplinary action under the [Regulations for Student Academic Misconduct](#) and/or [Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals](#).

3.1.2 In the case of employees, disciplinary action in accordance with the applicable collective agreement(s), up to and including termination, may be applied.

(see [Students with Disabilities: Academic Accommodation and Access](#))

4. Procedures

4.1. Responsiveness

4.1.1. Discussions around the duty to accommodate students with disabilities should be ongoing, evolving and collaborative. Support teams could include administrators, faculty, other instructors, staff, practicum and coop partners, with discussions prior to, and during, the practicum experience upon prior approval from teacher candidate.

4.2. Fairness and Equity

4.2.1. The uniqueness of disabilities supports the necessity of a case-by-case approach. This will require a commitment by all parties to provide accommodation and the flexibility by all parties working with the student to overcome any potential discriminatory effect.

4.3. Shared Responsibility

4.3.1. The provision for the accommodation process requires interdependent yet distinct responsibilities on the part of the student, Disability Services for Students, the College, faculty, staff, department heads, educational partners, and medical practitioners.

4.3.2 Communication with students related to accommodations processes and related expectations will occur through the Student Accommodation Handbook, posted on the College website, in addition to standard advising processes. Information related to Accommodations planning will be presented to incoming students.

4.3.3 Once a student has communicated to the Field Experiences Co-ordinator information regarding registration with AES and the subsequent need for accommodations related to upcoming student teaching or internship experiences, the Field Experience Co-ordinator or Field Officer should arrange a meeting with the student and AES as soon as possible to complete the Teacher Candidate Accommodation Plan for Field Experiences (see Appendix B). This is an evergreen document, designed for ongoing changes by the Associate Dean (Undergraduate) or designate, and available on the College website.

4.4 Respectful Communication

4.4.1 Respectful communication is underpinned by ethical behavior and professionalism.

4.4.2 Confidentiality related to medical documentation is supported through Access and Equity Services (AES) receiving and storing any related documents provided directly by the student; the College of Education is not responsible for collecting and storing medical documentation.

4.4.3 Timely provision of documentation by the student is required in order that processes for accommodation can be put into effect.

4.5 Responsibility for this policy rests with Dean (or Dean's designate).