



<b>Policy Number:</b>	<b>SS-3201-2013</b>
<b>Policy Title:</b>	<b>Academic Accommodation for Students with Disabilities</b>
<b>Policy Owner:</b>	<b>Dean of Students</b>
<b>Effective Date:</b>	<b>December 2013</b>
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### 1. Purpose

Mohawk College recognizes that inclusive design is respectful of the dignity of persons with disabilities. The purpose of this policy is to inform and guide the provision of reasonable academic accommodations for students with disabilities. The College will support students with disabilities to meet the essential requirements of Mohawk's courses and programs in accordance with the Ontario Human Rights Code (OHRC) and the Accessibility for Ontarians with Disabilities Act (AODA) and associated Integrated Accessibility Standards.

### 2. Application and Scope

This policy applies to academic accommodation planning for all Mohawk College students with temporary or permanent disabilities, who self-identify and register with Accessible Learning Services (ALS. This policy also provides support to faculty and staff responding to accommodation requirements within the overall framework of the AODA and the College's Accessibility (AODA) Policy.)

### 3. Definitions

**"Academic accommodations"** are educational practices, systems and support services designed to accommodate functional challenges due to a disability.

**"Accessible"** is defined as any services or goods that are capable of being easily understood or appreciated; easy to get at; capable of being reached, or entered; attainable.

**"Disability"** is defined by the Ontario Human Rights Code. However, the Code does not list the particular conditions that may be considered a disability, but instead the Code defines disability more broadly. In the Code, "disability" means:

(a) Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;

(b) A condition of mental impairment or a developmental disability;

(c) A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;

(d) A mental disorder; or

(e) An injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997.

Disabilities may be permanent or temporary in nature.

**“Essential requirements”** of a course / program may include, but are not limited to, the knowledge and skills which must be acquired and / or demonstrated in order for a student to successfully meet the learning objectives of a course / program.

**“Reasonable accommodations”** are accommodations which do not impose undue hardship on the College in the form of significant changes to the fundamental nature of the learning outcomes and / or academic standards or integrity of a program.

**“Significant alteration”** refers to any change to a course, program or employment requirement that modifies its fundamental nature to the extent that it becomes different in meaning and / or intent.

**“Self-identification”** occurs when a student identifies their disability or disabilities to Accessible Learning Services staff. Self-identification is confidential and the release of personal information is subject to Section 39(2) of the *Freedom of Information and Protection of Privacy Act*. Disclosure of a diagnosis is not required in order to receive academic accommodations.

**“Undue hardship”** is defined by the Ontario Human Rights Code, as special or specified circumstances that partially or fully exempt a person / organization from performance of a legal obligation so as to avoid an unreasonable or disproportionate burden or obstacle. It is an obligation which is not in proportion to the reciprocal cost or benefit of the request. The OHRC prescribes three factors that are to be considered in assessing whether a requested accommodation would cause undue hardship. These are: cost; availability of outside sources of funding; and, health and safety requirements. There may be other factors that are relevant, including, but not limited to, the degree that an accommodation negatively impacts other students and employees. Concrete evidence is required to establish undue hardship.

**Universal Design for Learning (UDL)** encompasses the principles of Universal Design (UD) and Universal Instructional Design (UID). UDL involves designing products and spaces so that they can be used by the widest range of people possible. UID and UDL are processes that involve consideration for the potential needs of all learners when designing and delivering instruction as well as a means for identifying and eliminating unnecessary barriers to teaching and learning while maintaining academic rigor. This process is all-encompassing of the full range of human diversity with respect to ability, language, culture, gender, age and other forms of human difference.

## **4. Principles**

### **4.1 Accessibility**

Mohawk College is committed to standards of accessibility in keeping with Provincial Legislation by providing goods services and an environment that removes barriers physically and in accessing or understanding information.

### **4.2 Dignity**

Mohawk College will respect the dignity of students with disabilities, encourage the principles of universal design for learning in the teaching and learning environment, and take into consideration the *Accessibility for Ontarians with Disabilities Act (2005)* and the *Ontario Human Rights Commission: Guidelines on accessible education (2009)*.

### **4.3 Individualization & Inclusion**

Accommodation is a means of preventing and removing barriers that impede students with disabilities from participating fully in the educational environment in a way that is responsive to their own unique circumstances.

### **4.4 Confidentiality**

Mohawk College will respect the privacy of all persons concerning self-disclosed information in accordance with the College's guidelines on Access to Information and Protection of Privacy and Accessible Learning Services' Confidentiality Agreement.

## **5. Accountability and Compliance:**

### **5.1 Accountability Framework**

This policy has been approved by the Senior Leadership Team.

### **5.2 Compliance**

The Dean of Students is responsible for monitoring the effectiveness of this Policy and associated procedures, and initiating review of the Policy on a 3 year cycle, or as determined by the legislation.

All members of the Mohawk Executive Group and Senior Leadership team are responsible for fostering and championing an accessible environment.

All College employees have responsibility for ensuring the ongoing development of an accessible, open and supportive learning environment.

### **5.3 Noncompliance**

Failure to comply with applicable legislation and accommodations may lead to legal ramifications; a complainant has the legal right to file an application with the Human Rights Tribunal of Ontario (the "HRTO") when a failure to accommodate is claimed. The HRTO has broad remedial powers if there is a finding of a breach of the Code.

## **6. Roles and Responsibilities**

### **6.1 College**

**6.1.1** Students with disabilities must have equal access to all College programs and services.

**6.1.2** In the admission and selection process, no greater onus of proof with respect to capability should be required from a student with a disability than is required of other students.

**6.1.3** Assessment of students with disabilities for admissibility is to be based on present functional ability and cannot be influenced by expected future deterioration or employment possibilities.

**6.1.4** Students with disabilities are to be provided assistance and accommodations on an individual basis.

**6.1.5** Once accepted to a program, students with disabilities are deemed to be capable of fulfilling the essential requirements of the program if provided with reasonable accommodations and services.

### **6.2 Students**

**6.2.1** Students with disabilities who require accommodation shall, in a timely manner (preferably before the start of the semester), self-identify and provide the appropriate medical and/or psychological documentation to the College's Accessible Learning Services (ALS). ALS needs sufficient information to reasonably evaluate and respond to student requests for accommodation. For this reason, students are required to provide documentation noting the impact of their disability, their needs and restrictions. Students may request interim accommodations for mental health disabilities pending receipt of medical documentation.

**6.2.2** Students are not required to present documentation of disability to College employees beyond ALS; however, at times throughout the accommodation process a student may choose to disclose such information. All personal information disclosed to such employees shall be governed by Mohawk College's Privacy and Legal Statements.

**6.2.3** Students will meet with their Accessibility Counsellor to prepare a Confidential Academic Accommodation Plan (CAAP) each academic year. The CAAP will verify that the student is receiving services and support from ALS, is entitled to accommodation, and outlines the proposed accommodations.

**6.2.4** Students are advised to meet with their professors early in the term to discuss course design and accommodations they may need to ensure equal access to learning. Students are responsible for updating and providing their CAAP to each professor. Students may request that ALS facilitate the distribution of their CAAP to appropriate

professors. The CAAP represents a partnership between ALS, the student and the professor. The accommodations outlined on the CAAP should be mutually agreed upon as ALS, students, and their professors work together to implement the CAAP accommodations.

### **6.3 Accessible Learning Services (ALS)**

**6.3.1** ALS is responsible for facilitating services to students with disabilities in order to provide equal opportunities to access programs, and to demonstrate their abilities while meeting program requirements and achieving specific learning outcomes.

**6.3.2** ALS is responsible for the provision of services to students with disabilities, and in doing so, fulfills the obligations as described in the legislative initiatives to provide "fair and equal access." The purpose of these services is two-fold:

- To provide supports that improve the educational development of students with disabilities; and
- To eliminate barriers to accessibility, both physical and academic, through consultation and professional development activities for faculty and staff.

**6.3.3** ALS will work in co-operation with a student and the student's professors to identify the essential requirements of courses, and to determine the most suitable method of accommodation that will provide the student with the best possible opportunity to meet those requirements. ALS personnel will facilitate distribution of students' CAAPs to faculty, as requested by the student.

**6.3.4** ALS, with the support of the Centre for Teaching and Learning, is responsible for providing professional development opportunities for College faculty and staff in support of education and awareness of students with disabilities in the teaching and learning environment.

### **6.4 Faculty**

**6.4.1** Faculty will support and follow the approved accommodations on the CAAP. The purpose of the CAAP is to enable students to meet the essential requirements of courses within their academic program.

**6.4.2** In exceptional circumstances, with the approval of the program or course Associate Dean, modifications or substitutions of courses may be made, as long as the learning outcomes are met. Accommodations will not undermine or compromise the learning outcomes of a course or program. Significant alterations or modifications to programs or courses will not be required unless approved by the Associate Dean.

**6.4.3** In the event of a disagreement between the professor(s) and ALS regarding an accommodation noted on a CAAP, the accommodation in dispute must remain in place and in effect until the disagreement is resolved. If issues remain unresolved, the Associate Dean of the academic school and Director, Accessible Learning Services will determine a final resolution. Should agreement not be reached, the issue will be

moved to the Academic Dean and Dean of Students to approach resolution. The final decision resides with the Dean of Students in consultation with Vice President, Legal Counsel as required.

## **7. Policy Revision Date**

### **7.1 Revision Date**

February 2020

### **7.2 Responsibility**

The Dean of Students will review this policy every three years or earlier as required.

## **8. Attachments**

Appendix A- Academic Accommodation Procedure

Appendix B - Alternate Format Procedure

## **9. Specific Links**

GC-4300-2013 Accessibility (AODA) Policy

GC-4301-1982 Human Rights Policy

Guide to Disability Documentation

The Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

The Accessibility for Ontarians with Disabilities Act – Integrated Accessibility Standards

Freedom of Information and Protection of Privacy Act

The Ontario Human Rights Code

The Ontario Human Rights Commission: Guidelines on accessible education (2009)

Confidential Academic Accommodation Plan (CAAP) Student Guidelines

Confidential Intake Form

Medical Documentation Form

For specific information regarding the academic accommodation registration procedures, please visit ALS at

<http://www.mohawkcollege.ca/student-services/AccessibleLearningServices.html>.



## **Appendix A Academic Accommodation Procedure**

Consideration for the individual will prevail. Employees and faculty will take all necessary steps, short of undue hardship, to ensure that any barriers to accessibility are removed.

It is recognized that there is a duty on the student to provide relevant and recent psychological, educational or medical documentation that substantiates the disclosed disability (Guide to Disability Documentation and Medical Documentation Form). Through the documentation, it should be evident that academic accommodations are required to support the learning experience for the student.

The College is concerned with protecting the privacy and confidentiality of students with disabilities. At the same time, Mohawk College requires sufficient information to reasonably evaluate and respond to a student's request for accommodation. For this reason, students are required to provide information confirming a permanent or temporary disability. Documentation outlining the functional limitations of disability is required. Assistance will be provided to students who require interim accommodation pending receipt of appropriate documentation.

The College will consider requests for retroactive accommodation on a case-by-case basis.

At times the accommodation process may require that the student disclose such information to staff outside of the Accessible Learning Services department in order for other College employees to provide necessary accommodations effectively (i.e. health and safety concerns). All personal information disclosed to such staff shall be governed by the Mohawk College Access to Information and Protection of Privacy guidelines.

### **Procedure**

**1.1** To ensure a successful learning environment for students with disabilities, the College will provide a range of accommodations that includes, but are not limited to the following:

- Alternative testing accommodations including, but not limited to extra test time; testing in a separate room; access to a computer; adaptive technology and alternative format.
- Classroom accommodations including, but not limited to digital recording of lectures; access to lecture materials; class breaks; preferential seating; lifting restrictions; access to a Learning Strategist; use of an Educational Assistant, Interpreter, Computerized Note Taker or Peer Note Taker.
- Supports for students with disabilities in programs where field, clinical or work placements are a component.

**1.2** To respond to the varying needs of students with disabilities and to facilitate integration into the Mohawk College environment, Accessible Learning Services (ALS) has identified the following essential steps.

The student must:

- Identify to ALS that they have a disability. Identification can be accomplished through self-referral, or referral from the community or a College staff member.
- Provide documentation or be in the process of providing documentation to support the need for accommodation of a disability, including documentation received from school boards or a regulated health care practitioner. The documentation should confirm that the student has a disability and should clearly outline the impact of the disability in an academic setting. Disclosure of a DSM diagnosis is not required in order to receive academic accommodations. A DSM diagnosis will only be requested in rare circumstances such as where a student's needs are complex, challenging or unclear and more information is needed or where the information clearly relates to the accommodation being sought.
- Work collaboratively with an Accessibility Counsellor to develop a current Confidential Academic Accommodation Plan (CAAP).
- Distribute the CAAP with the assistance of ALS personnel, as requested and make arrangements for appropriate accommodations (e.g., booking alternative test / examination procedures, arranging for alternative formats of texts and learning materials, etc.)

### **1.3 Confidential Academic Accommodation Plan (CAAP)**

**1.3.1** The CAAP serves as the reference for the provision of the accommodations to be provided to the student in the academic learning environment. It is updated every academic year by Accessible Learning Services staff in collaboration with the student, or more frequently if the student's learning needs change during the semesters. The CAAP will:

- Outline recommendations under some or all of the categories identified in 5.2 above;
- Identify the student's responsibilities regarding distribution of the CAAP, and his/her responsibilities associated with test and exam arrangements, and the use of recommended accommodations (i.e., memory aids / formula sheets, digital recordings);
- Outline faculty responsibilities regarding test and exams, academic accommodations, and the use of and disposal of the CAAP at the end of the semester, including the requirement for confidentiality.

**1.3.2** Copies of the CAAP will be e-mailed using their Mohawk College account MOCmotion directly to the student and Program Coordinator and / or Clinical Field Placement Coordinator (as appropriate). The same process applies for classroom-based training, blended learning or through distance learning delivered by either the day program or the Continuing Education division.



**1.3.3** For Distance Education courses, the Ontario Learn Coordinator is responsible for sending the CAAP to the respective academic locations where the students will be accommodated for testing purposes.

**1.3.4** The student receives a copy via their Mohawk College email account and is responsible for e-mailing the CAAP, with the assistance of ALS personnel, as requested, to the faculty involved in their classes that semester. Where necessary, the student and ALS staff may discuss the academic accommodations directly with faculty to support a process of respectful communication regarding the student's accommodations.

**1.3.5** In cases where additional intervention is required, the Accessibility Counsellor will make every effort to contact the Associate Dean, Program Coordinator and/or Clinical Field Placement Coordinator or Program Manager and relevant faculty directly, prior to class or course start up to discuss the recommendations outlined in the CAAP.

#### **1.4 Alternative Test / Examination Procedures**

The "Alternative Test / Examination Procedures" requirements must be attached to all CAAPs. Specific procedures are in place for each campus and are available online. If this document is missing from the CAAP, the faculty member should contact the Accessibility Counsellor well in advance of any test or examination to discuss his / her responsibilities associated with this testing accommodation.

#### **1.5 Pre-Admission Testing**

When consulted about offering and / or arranging pre-admission testing (i.e., Mature Applicant Testing, Health Occupation Aptitude Examination), Admissions staff should ask whether the applicant requires testing accommodation as the result of a disability. If the applicant discloses the presence of a disability or indicates that he / she suspects a disability and / or has received testing accommodations previously, admissions staff should refer the applicant to Accessible Learning Services to arrange an appointment with an Accessibility Counsellor. Assessment staff should not request information about the nature of the disability or the nature of any previous testing accommodation. If the Accessibility Counsellor determines that testing accommodations are required, he / she will apply the standard ALS procedures.

#### **1.6 Assessments for Success**

Assessments for Success staff are responsible for referring students who require testing accommodations to Accessible Learning Services. Following review of the students' accommodation needs, the Accessibility Counsellors will provide students with a referral appropriate to the type of accommodation required. The Assessment for Success will be handled either by the Assessment for Success office or the Alternative Testing Centre, as appropriate.

#### **1.7 Transition to Placement**

Accessible Learning Services provides a range of supports to assist students with disabilities to make an appropriate transition to placement and to effectively use strategies to support learning in these settings. These services may include working with the Accessibility Counsellor, Program Faculty, Placement Coordinator and / or the Placement Liaison and site representative as appropriate. ALS, the Academic School and the student will work in

partnership with field, clinical or work placement staff to ensure ongoing monitoring and support during the field, clinical, or work placement.



## **Appendix B Alternate Format Procedure**

In accordance with the Accessible Customer Service Standard, a regulation under the *Accessibility for Ontarians with Disabilities Act, 2005*, Mohawk College is required to provide information, services and education in an equitable and accessible manner.

Mohawk is committed to providing information, resources and communications in formats that are accessible to all students, staff, faculty and the general public. It is the policy of the institution to ensure equitable access to information and to provide, in a timely manner upon request, any text, document or multimedia resource to which an individual would normally have access in an alternate format.

### **Definitions**

**“Alternate format”** refers to the transcription or conversion of information in one format into another in order to make the content accessible, the most common conversion being the creation of electronic versions of print material. (Other examples of alternate formats include print to Braille or audio, large print, and transcription of video material.)

**“Instructional materials”** covered by this policy would include, but is not limited to, resources such as: course textbooks / e-books, course packs, course outlines / syllabi, class handouts, lists of required and recommended readings, assignment information, grading rubrics, tests or exam materials, audiovisual / multimedia materials, online course content and resources, and e-learning platform tools.

**“Verified print disability”** occurs when a student has their need for alternate format accommodation verified through the Accessible Learning Services. Eligibility for alternate format service is determined by the student’s Accessibility Counsellor upon review of professional disability documentation provided by the student.

### **1. Procedure**

#### **1.1 General**

- Information made available by Mohawk College through the web must be in compliance with prescribed web accessibility standards.
- Upon request and within reason, those unable to access information posted on the institution’s websites, whether students, employees or members of the general public, will be provided with the specified information in a format that meets their accessibility needs.
- Mohawk shall ensure that adaptive technology is available as required at all campuses, enabling students with print disabilities to access course material for study and for disability related testing purposes.
- Provision of materials in alternate format must be in compliance with copyright legislation and such materials are intended only for the use of the person who requires

and has requested them. Further reproduction, distribution or sale is an infringement of copyright.

## **1.2 Academic Areas**

- Instructional materials produced and distributed for teaching purposes will be created in an accessible, electronic format and provided, in a timely manner upon request, to students with verified print disabilities, and audiovisual materials created and presented for instructional purposes, whether in-class or online, must be captioned.
- Departments and instructors are responsible for ensuring that third-party-created content or audiovisual materials used for instructional purposes are available in an accessible format in accordance with copyright regulations.
- Reasonable effort should be made by instructors to select/order required course texts as prescribed by recognized deadline dates to allow sufficient time for students with print disabilities to acquire texts for conversion to alternate format.
- Online course materials mounted on the institution's Learning Management System (LMS) must be in an accessible format or be provided with an alternate format option.

## **1.3 Library**

- Students requiring electronic format of portions of books or journals held by the Library can request that materials be scanned and converted. Upon request, the Library will also provide in captioned format commercial DVD or video holdings that are required course materials.
- In converting library holdings to accessible formats, priority will be given to those materials that are specifically designated as required or recommended course resources. Other resources (i.e., materials that a student has selected independently for the purpose of writing an essay or completing an assignment), will be converted to accessible format as resources permit.
- Multimedia/video resources purchased and made accessible through the Library must be captioned or captionable, and in acquisitions of books, journals/periodicals, etc., preference will be given to purchasing resources available in an e-text format.
- The library will only produce alternate / accessible format materials in cases where materials are not already available in an accessible format.

## **2. Types of Alternative Format Produced**

### **2.1 Print Material**

Print material is converted into the following alternative formats:

- Digital/Electronic (MS Word, PDF, HTML, Plain Text)
- Large Print Paper Copies
- Kurzweil
- MP3
- Braille

### **2.2 Video Material**

Alternative format is produced for video material in the form of closed captioning.

### **3. Production of Alternative Format**

For all alternative format production the student will meet with their Accessibility Counsellor (AC) to identify the need for alternative format. This will be identified on the student's CAAP.

The student will provide a copy of their CAAP to all of their professors. The student's AC may also contact the student's professors directly to connect them with the appropriate staff members who can assist them with any alternative format production/accommodation concerns they may have, and let them know about the need, procedure, and timeline for alternative format accommodations, see the Timelines for Providing Alternative Format section below.

ALS staff will work with students, staff, faculty, and external sources to meet the student's alternative format accommodation needs in a timely manner.

### **4. Textbooks/Custom Courseware**

The student's AC will contact the ALS Technician or ALS Program Support personnel via email to provide approval for the alternative format as well as the format being requested. The student will be referred by their AC to the ALS Technician or ALS Program Support personnel who will:

- a) Create and process the electronic Request for Alternative Format Form with the student and either make a copy of their receipts or fills out an electronic Proof of Ownership form, in cases where the student does not have receipts
- b) Request permissions and/or materials from any external sources, where necessary
- c) Convert the material into the required alternative format, where needed

The student is provided with the converted material after signing the Alternative Format Production Agreement or the agreement provided by the publisher/other sources.

### **5. Other Course Materials (Print)**

Upon reviewing a CAAP and noticing that there is an accommodation for alternative format, the professor will review and provide any course material that is not in alternative format to the ALS Technician or ALS program support personnel who will convert the material into the required alternative format and return to the professor electronically.

### **6. Other Course Materials (Video)**

- The professor will review the student's CAAP and notice that the need for video material with closed captioning is required
- The professor will list all video material used that does not have closed captioning and decide whether to change or eliminate the material
- The professor will request support from a librarian who can provide the following services:
  - a) Seek permission from the video rights holder(s) for closed captioning (the library will maintain a file of permissions sought and received)
  - b) Work with the professor to identify alternate videos that meet the learning objectives and come with closed captioning

- If closed captioning of any video is required and if the videos are either library materials or closed captioning permission has been obtained, the librarian will contact the ALS Technician to complete the captioning. The professor will provide the necessary student information
- Upon completion, the captioned DVD or digital file will be returned to the library and the professor will be notified that the video is ready

## **7. Tests/Exams**

- When booking tests/exams online the student will identify that an alternative format version of their test/exam is required
- Staff in the Mohawk Testing Centre (room A124 at the Fennell campus), will provide the ALS Technician or ALS Program Support Personnel with a copy of either the print or electronic test/exam for conversion into the required alternative format
- The ALS Technician or ALS Program Support Personnel will convert the test/exam into the required alternative format and provide the Mohawk Testing Centre staff with the converted material

Note: See the Producing Alternative Format of Tests/Exams during Exam Periods section below.

## **8. Timelines for Providing Alternative Format**

Requests for alternate formatting of textbooks/custom courseware should be made as soon as possible.

### **8.1 Textbooks/Custom Coursework**

The timeline for producing textbooks/custom courseware in alternative format varies widely based on several variables:

- Current volume of alternative format requests
- Availability of digital versions of the textbook/custom coursework from the copyright holder
- Previous alternative format production
- External sources such as the Alternative Education Resources for Ontarians (AERO) program and AccessText Network
- Directly from the publisher
- Other sources
- The type of alternative format required, MP3 formats take considerably more time than creating MS Word formats
- The need to cut a book open, scan it in manually, convert it, and have it re-bound

### **8.2 Other Course Material (Print)**

We require course material 4 weeks in advance to convert it into the required alternative format. Emergency jobs can be completed in as little as 24 hours however, delays in production may occur due to the late nature of the request.

### **8.3 Other Course Material (Video)**

The timeline for producing closed captions for video content is typically 3 business days through CaptionSync. Emergency jobs can be completed in as little as 24 hours however, delays in production may occur due to the late nature of the request.

#### **8.4 Tests/Exams**

According to the Online Test Booking Procedure, tests/exams are required to be booked at least 7 days ahead of when they are to be written. This gives enough time to obtain the test/exam from the professor and convert it into any required alternative format. Most alternative format production for tests/exams is done a day before the test/exam is to be written but there are some cases where the test/exam is not delivered until the day it is to be written. In these cases there may sometimes be a delay in the students start time due to test/exam conversion.

#### **9. Alternative Format Production Agreement**

Below is the email message template that should be used when sending alternative format to students electronically which includes the Alternative Format Production Agreement.

Hi (student name),

Please find your (title and edition) attached.

By downloading this material you acknowledge and agree to the following:

- You will not make any copies and/or further distribute the Alternative Format provided by Accessible Learning Services at Mohawk College. If at any time you no longer own a legal copy, print or other, of this material; you will destroy the Alternative Format;
- Copying and/or distributing copyrighted material, without the proper permissions from the copyright owner, and/or possessing the Alternative Format while not owning a legal copy, print or other, of this material:
  - Is a violation of domestic and international copyright law;
  - Violates both Mohawk College policy and Mohawk College's agreement(s) with, and possibly jeopardizes Mohawk College's ability to access Alternative Formats from, publishers, publishing groups, and other sources; and
  - May jeopardize my future access to Alternative Format through Accessible Learning Services at Mohawk College.

#### **10. Producing Alternative Format of Tests/Exams during Exam Periods**

During exam periods, tests/exams requiring conversion into alternative format should be provided to the ALS Technician or ALS Program Support Personnel the business day before the tests/exams are to be written. For example, tests/exams being written on Thursday should be provided to the ALS Technician or ALS Program Support Personnel on Wednesday. Emergency conversions can be facilitated on the day the test/exam is to be written but may sometimes cause delays in the students start time due to test/exam conversion.