

## COLLEGE POLICY

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<b>POLICY TYPE:</b>	Academic
<b>POLICY TITLE:</b>	Alternate Format Course Materials for Students with Disabilities
<b>POLICY NO.:</b>	ACAD-117
<b>RESPONSIBILITY:</b>	Vice-president, Academic and Vice-President, Student Affairs
<b>POLICY APPROVED BY:</b>	Durham College Leadership Team
<b>EFFECTIVE DATE:</b>	June 2010
<b>REVISED:</b>	
<b>REVIEW DATE:</b>	June 2013

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### Introduction

Consistent with the Durham College Accessibility Policy (ADMIN-203) as well as the Academic Accommodations for Students with Disabilities Policy (ADMIN-225) and its commitment to creating a campus community that is inclusive of all individuals, this document is designed to inform and guide in the provision of alternate format course materials for qualified students with disabilities.

### Purpose

The purpose of this policy is to establish standards for providing alternate format course materials for qualified students with disabilities.

### Definitions

Accessible course material – refers to course materials that limit the need for conversion to different formats to address the needs of students with disabilities.

Alternate format course materials – refer to course materials that need to be converted to accessible course material formats for students with disabilities.

Course materials – refer to digital, print, audio and/or visual resources used to support student learning, including, but not limited, to presentations, texts, videos, articles, assessment tools, websites, software, case studies, lectures, lecture notes, study guides and/or course outlines.

Disability – refers to the definition provided in the Ontario Human Rights Code, specifically: 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 co-ordination, 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; a condition of mental impairment or a developmental disability; a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language; a mental disorder or an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997 ('handicap').

Essential requirements – refer to the core competencies and academic integrity of a course/program and may include, but are not limited to, the knowledge and skills that must be acquired or demonstrated in order for a student to successfully meet the course/program learning objectives.

Undue hardship – refers to the definition provided in the Ontario Human Rights Code, specifically the consideration of cost, availability of outside sources of funding and health and safety requirements before determining what, if any, accommodation for students with disabilities is provided. There may be other factors that are relevant, including but not limited to, the degree to which an accommodation negatively impacts other students, staff and faculty.

### **Policy statements**

1. Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code and the Access for Ontarians with Disabilities Act.
2. Accommodations required by students with disabilities may include the provision of course material in alternate format. Provision shall be given except in situations of undue hardship.
3. The nature and extent of providing alternate format course materials will be consistent with and supportive of the essential requirements of courses and programs.
4. Alternate format course material will be provided in a timely manner that respects the independence and dignity of students with disabilities and encourages integration as well as equality of opportunity.
5. Professors and staff shall work collaboratively to select and/or develop accessible course materials.
6. Professors and staff will select the most accessible option when choosing instructional technologies.

### **Roles and responsibilities**

The vice-president, Academic and vice-president, Student Affairs are responsible for ensuring that the Alternate Format Course Materials for Students with Disabilities Policy is fully implemented.

A detailed description of roles and responsibilities relating to this policy is provided in the Alternate Format Course Materials for Students with Disabilities Procedure, which was under development in 2010.

### **Non-compliance implications**

Non-compliance with this policy may result in financial risk, legal costs and/or failure to achieve the college's mission.

### **Related procedures**

- Alternate Format Course Materials for Students with Disabilities Procedure – under development in 2010; and
- Durham College Course Outlines Procedure ACAD-108.1.

### **Related policies and directives**

- Accessibility for Ontarians with Disabilities Act 2005 (AODA);
- Canadian Charter of Rights and Freedoms;
- Durham College Accessibility Policy ADMIN-203;
- Durham College Academic Accommodations for Students with Disabilities Policy ADMN-225;

- Ontario Human Rights Code; and
- Ontario Regulation 429/07 (Accessibility Standards for Customer Service).