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Interpreter and Computerized Note Taker Guidelines and Procedures for Service Delivery

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Introduction

Mohawk College acknowledges the right of all individuals, including those with disabilities, to an equal opportunity to experience success in their academic and/or employment endeavours within the College. The College recognizes that making successful learning and employment outcomes accessible to students and employees, respectively, is a shared responsibility and commitment on the part of students and staff.

The services provided by Accessible Learning Services supports students to pursue their College education in a way which respects their dignity, encourages independence in their academic pursuits, and promotes full participation in the college community.

Accommodations and services will enable the student to participate in everyday activities. They are based on the unique needs of the student and the course requirements, and are intended to:

- Reduce or remove barriers to learning.
- Enable students with disabilities to demonstrate their mastery of the course content.
- “Level the playing field” for students with disabilities while maintaining the academic standards and objectives of the course and the College.

Mohawk College recognizes that Interpreters and Computerized Note Takers play an important role in the academic success of students who are Deaf or hard of hearing. Mohawk College adheres to the guidelines put in place by the College Committee on Disability Issues (CCDI). For more information please see the following link, <http://www.disabilityissues.ca/>.

Acknowledgments:

Development of this handbook was made possible by the research and writings of participants from Mohawk College, the College Committee on Disability Issues, Association of Visual Language Interpreters of Canada, George Brown College, St. Clair College, Conestoga College and Algonquin College.

Ethics, Academic Integrity and Confidentiality

Interpreters and Computerized Note Takers are expected to abide by the Association of Visual Language Interpreters of Canada (AVLIC) Code of Ethics and follow the Guidelines for Professional Conduct (Appendix A). Interpreters and Computerized Note Takers are to maintain high standards of professional conduct in their capacity and identity at all times during their assignments at the College.

Interpreters and Computerized Note Takers will uphold Mohawk College's Academic Honest Policy (Policy Number AC705) (Appendix J) which states that 'academic honesty is a fundamental guiding principle for all academic initiatives at Mohawk College. The College is committed to ensuring academic honesty in all activities associated with teaching and learning, research, administrative and consultative work. High standards of academic behaviour benefit all students and staff – past, present and future and preserve College values.' Students are responsible and accountable for personally upholding that integrity and for maintaining control of their own work at all times so that breaches of this policy are less likely to occur. Academic dishonesty will not be tolerated and students found guilty in any way will be disciplined in accordance with this policy. See www.mohawkcollege.ca for further elaboration on the policy.

Interpreters:

- The role of the Interpreter is to provide interpreting services to the best of their ability and not allow personal feelings to interfere in the interpreting process.
- When Interpreters socialize with professors / students outside of the classroom, the Interpreter should keep in mind the application of the code.
- All information about interpreting assignments is confidential, regardless of how inconsequential the information may seem. Nothing should be shared except: course/class information to prepare a substitute Interpreter or to enlighten the Case Manager of information pertaining to conflicts/difficulties/absences.

Computerized Note Takers:

- The role of the Computerized Note Taker is to act as scribe for the student in the classroom.
- The role may also involve asking questions and recording answers on behalf of the student.
- Computerized Note Takers shall keep all student and assignment related information strictly confidential.
- Computerized Note Takers shall not advise, interject personal opinions verbally or in the notes, nor counsel the student.
- All submitted work from the student must be the student's own. The Computerized Note Taker must uphold the rules around academic integrity.

AVLIC Code of Ethics, July 2000

The purpose of the Code of Ethics is to provide guidance for Interpreters, and has been adapted for Computerized Note Takers, to ensure quality of service for all persons involved. Adherence to the following tenets is essential for maintaining national standards; professional discretion must be exercised at all times.

1. Professional Accountability: accepting responsibility for professional decisions and actions
 - 1.1. Confidentiality
 - 1.2. Professional Conduct
 - 1.3. Scope of Practice
 - 1.4. Integrity of Service
2. Professional Competence: committing to provide quality professional service throughout one's practice
 - 2.1. Qualifications to Practice
 - 2.2. Faithfulness of Interpretation
3. Non-Discrimination: approaching professional service with respect and cultural sensitivity
 - 3.1. Non-Discrimination
 - 3.2. Communication Preferences
 - 3.3. Deaf Interpreters
4. Integrity in Professional Relationships: dealing honestly and fairly with consumers and colleagues
 - 4.1. Professional Relationships
 - 4.2. Impartiality
 - 4.3. Respect for Colleagues
 - 4.4. Support for Professional Associations
5. Integrity in Business Practices: dealing honestly and ethically in all business practices
 - 5.1. Business Practices
 - 5.2. Accurate Representation of Credentials
 - 5.3. Reimbursement for Services

©Association of Visual Language Interpreters of Canada (2000)

Qualifications

The following list outlines the preferred criteria for an Interpreter or Computerized Note Taker to be considered as a service provider with Accessible Learning Services.

Interpreters:

- Possess a diploma from a recognized ASL-English Interpreter Program or equivalency
- National and Provincial professional membership with AVLIC & OASLI
- Demonstrate competent interpreting skills by successfully completing a diagnostic assessment AVLIC
- Have at least five years interpreting experience, preferably in a post-secondary environment
- Demonstrate knowledge of the AVLIC Code of Ethics
- Certification from AVLIC or be in the process of acquiring certification is preferred
- Demonstrate competency in educational interpreting by becoming familiar with course content and materials

Computerized Note Takers:

- A graduate of a two year post secondary institution
- Have at least three years of note taking or related experience
- Have a keyboarding speed of a minimum 70 words per minute as per CCDI guidelines (a timed keyboarding test will be required)
- Have laptop, in good working order, with Microsoft Office 2007 or 2010 and have competent computer skills
- Ability to learn and summarize new subject matter quickly, including technical information
- Experience working with diverse populations, concentrating on Deaf and hard of hearing clients
- Knowledge and understanding of Deaf culture is desirable
- Have excellent interpersonal communication skills and problem solving abilities
- Have excellent spoken and written English language skills
- Be able to sustain prolonged concentration and take accurate notes

Professional Requirements

- Demonstrate a high degree of flexibility, maturity, patience and professionalism
- Hold active membership status in the provincial and national organizations
- Work as part of a team by attaining and maintaining good interpersonal relations
- Be willing to communicate all college related communication to and for students and faculty as needed
- Be familiar with learning resources, course subject material and the environment at the post-secondary level – actively engage in upgrading pertinent skills and knowledge
- Be able to articulate professional development goals and assist other service providers by:
 - Committing to improve the service you provide
 - Actively engaging in the upgrading of pertinent skills
 - Working with a mentor, reading professional journals and attending seminars and workshops

Service Provision Guidelines:

Interpreter Duties:

Accessible Learning Services contracts out interpreting services to qualified Interpreters. Candidates who wish to be included in the list of qualified Interpreters are asked to submit a professional portfolio, including resume and current listings of experiences and qualifications. After submissions are reviewed, those candidates who meet the eligibility criteria will be notified of their acceptance and placed on the qualified Interpreters' roster.

The purpose of the Interpreter is to provide ASL-English interpretation for Deaf and hard of hearing persons in classroom settings, meetings, workshops, and other similar environments where an Interpreter may be required. As a part of the role the Interpreter will:

- Deliver service in the communication style preferred by the student. Not censor or speak for the student.
- Provide an introduction at the beginning of the initial class in order to clarify the Interpreter's role to professors and students
- Arrive early for classes to ensure that there is no delay in service provision to the student.
- Familiarize self with any technical vocabulary prior to beginning an assignment. Interpreters can request course outlines, textbooks, access to online platforms, etc. from the Accessible Learning Services Case Manager or Coordinator. Class handouts can be requested directly from the professor.
- Discuss the best seating arrangements with the student, taking into consideration the correct lighting/window glare etc. where/when possible.
- Provide services only when the student is present and participating.
- Maintain confidentiality according to Mohawk College Policy and the AVLIC Code of Ethics.
- Inform the Coordinator and/or Case Manager of any changes made to the student's schedule.
- For classes or meetings longer than 2 hours in duration, two Interpreters are employed.

Interpreter Duties Continued:

- It is the Interpreter's responsibility to discuss, with the Coordinator, the provision of two Interpreters when required for shorter classes with heavy content when the professor is not willing to provide a break.
- Interpreters should maintain confidentiality with the student but be open to discussing any problems that may occur with the student and the Coordinator. It is the student's and the Interpreter's responsibility to report any class absences or extended periods of missed classes by the student to the Coordinator.
- In the event of absence, Interpreters are responsible for finding a replacement from the Mohawk College approved Interpreter list. The student, the Accessible Learning Service Case Manager and the Coordinator must be notified of this absence and provided with the contact information for the replacement Interpreter(s) using the Substitution Form (Appendix L).
- Mohawk College does not recommend that actual 'hand in the air' interpreting exceed 24 hours per week or 5 hours per day. If an Interpreter is teaming or working in a lab, where continuous interpreting is not required, they may choose to work more hours.
- In most cases, one Interpreter should be sufficient when providing clarification of exam questions. If the Interpreter feels a team approach is necessary he/she should consult with the Coordinator / Case Manager prior to the exam. The interpreting team can determine which Interpreter will work with the student during exams. It is important to note that during exams, the Interpreter will translate the written English test/exam questions into ASL. She/he will not divulge or reveal all or any part of the answer through the interpretation, and only where knowledge of content is being tested, not English.
- Not including regular and extended class schedules the Interpreter must have all student-related and other assignments pre-approved by the Coordinator. There may be times when an Interpreter is asked to interpret for on-campus extra-curricular events or for external community assignments. As these requests come in, the Coordinator will contact available and suitable Interpreters to fill the assignments.

Computerized Note Taker Duties:

This is a part-time position with flexible hours corresponding to the student(s) schedule. The purpose of the Computerized Note Taker is to provide text for Deaf and hard of hearing persons to read in classroom settings, meetings, workshops, and other similar environments where a Computerized Note Taker may be required. As a part of the role the Computerized Note Taker will:

- Attend classes to document conversations, lectures, discussions and other activities occurring in scheduled program hours using their laptop computer.
- Listen closely in order to provide all spoken communication onto their laptop computer. Everything that is heard will be captured in real time including: lectures, videotapes, questions/comments, presentations, group activities, and any other information relating to content or participant interaction.
- Arrive 15 minutes early to setup and be ready to begin at the start of each class. This time may be billed in addition to 15 minutes following each class to clean up the notes and pack up.
- Sit beside the student and close to the instructor to clearly hear and see all visual aids utilized by the instructor, such as the whiteboard/chalkboard/smartboard and any other media used during class.
- Environmental sounds, such as a knock on the door or a fire alarm, are also transcribed.
- Share email addresses and phone numbers with student for communication purposes.

Computerized Note Taker Duties Continued:

- Familiarize self with any technical vocabulary prior to beginning an assignment. Computerized Note Takers can request course outlines, textbooks, access to online platforms, etc. from the Accessible Learning Services Case Manager or Coordinator. Class handouts can be requested directly from the professor.
- Emphasize important points.
- Record only verbal material, it is the student's responsibility to get notes off the board.
- Share notes with any other student registered with Accessible Learning Services according to instructions received from Accessible Learning Services.
- Provide a complete set of classroom notes for the student within 24 hours of the class.
- Never act as a proctor for a test or exam.
- Never counsel, advise or interject personal opinions and always remain neutral.
- Keep all information confidential. Information regarding the student and their related services will be kept in strict confidence. There may be times when two Computerized Note Takers are required for a session; they will share information about the session to provide consistent quality of service.
- In the event of absence, Computerized Note Takers are responsible for finding a replacement from the Mohawk College approved Computerized Note Taker list. The student, the Accessible Learning Service Case Manager and the Coordinator must be notified of this absence and provided with the contact information for the replacement Computerized Note Taker(s) using the Substitution Form (Appendix L).

Teaming

Due to duration or intensity, some classes require two Interpreters / Computerized Note Takers. In such situations, both service providers are to act as a team, rotating responsibilities at pre-arranged intervals, and providing support and feedback to each other. Interpreters / Computerized Note Takers will serve at all times as either primary or support, and should not leave the assignment or take care of personal business at this time. Continuity is assured when both team members remain present and actively involved, thereby maintaining awareness of the context and content of the information being transmitted. Both team members are expected to arrive prior to the assignment and to stay until the end of the designated time. Any arrangements to the contrary should be discussed in advance with the Coordinator of Interpreter and Computerized Note Taker services.

Only one Interpreter / Computerized Note Taker needs to be present on test days, i.e. alternating team members or one team member taking all test days.

Attendance / Cancellations

- Provision of interpreting / Computerized note taking services is developed through discussion between the student and the student's Case Manager. All arrangements and/or changes to levels of service provision must be approved by the Coordinator / Case Manager. Any concerns about interpreting / Computerized note taking services should be directed to the Coordinator and / or Case Manager directly. Interpreter / Computerized note taking schedules must be approved by the Coordinator. This includes all one-off schedule changes requested by a student.
- If a scheduled shift must be missed, every effort should be made to find a replacement. It is the Interpreter's/ Computerized Note Taker's responsibility to ensure classes have coverage. Contact the Coordinator to inform of the replacement or to assist in obtaining a substitute from the Mohawk approved Interpreter/ Computerized Note Taker roster. Complete the Substitution Form and email to your replacement and the Case Manager and Coordinator. (See Appendix L)
- Once the Substitution Form has been completed by the scheduled Interpreter / Computerized Note Taker and emailed to the replacement, Coordinator and Case Manager the arrangement is considered binding.
- Every attempt will be made to notify Interpreters and Computerized Note Takers of cancellations of a class 48 hours in advance. Should a cancellation occur without 48 hours notice or if the student does not show up, the Interpreter / Computerized Note Taker will be paid 2 hours. If a class is rescheduled the Interpreter/ Computerized Note Taker will call for a replacement if unavailable for the rescheduled class.
- If the student is late, the Interpreter / Computerized Note Taker will wait 20 minutes for an hour class; 30 minutes for over 1 hour class prior to leaving, and will then notify the student's Accessible Learning Services Case Manager and Coordinator. If a student has 2 absences or is late for class, the Case Manager will follow up with the student and discuss the continuation of services.
- Interpreters and Computerized Note Takers employed by the College for the entire duration of the student's semester will be given 10 working days notice of cancellation. The term and continuation of the appointment is not guaranteed. For assignments less than a student's full semester, 48 hours notice of cancellation must be provided. It is important to note that if 48 hours notice of a cancellation is provided by the student or Professor, this time is not compensated.
- A 2 hour minimum will be paid on any particular day, however if there are other classes following on the same day, Interpreters and Computerized Note Takers are requested to bill for the exact number of hours worked.
- If a cancellation has been made, the Interpreter / Computerized Note Taker will be compensated for the cancelled time. During this period they are considered hired for Mohawk College and may be assigned to another student to fulfill the work for payment received.
- Any requests by the student for additional services need to have prior approval from the Coordinator and/or Accessible Learning Services Case Manager.

Inclement Weather: If the weather appears hazardous, please check the college website www.mohawkcollege.ca for information regarding class cancellations or college closure. Compensation is made only if the college is responsible for cancellations of less than 48 hours. If the Interpreter/Computerized Note Taker is unable to attend the assignments, inform the Coordinator as soon as possible. No compensation will be made.

Finding a Qualified Replacement

Interpreters and Computerized Note Takers will be provided with a Mohawk College approved Service Provider List. In the event of an absence the Interpreter / Computerized Note Taker is responsible for finding a qualified replacement from the College approved list. Once a replacement has been found an Interpreter/Computerized Note Taker Substitute Report Form (Appendix L) must be completed and submitted to the Coordinator, preferably two days in advance or as soon as possible. Once the Substitution Form has been completed by the scheduled Interpreter / Computerized Note Taker and emailed to the replacement, Coordinator and Case Manager the arrangement is considered binding.

Cell Phones & Personal Business

Responding to personal calls or texts during an assignment is not permitted. Service Providers should take care of personal business at times other than when on assignment. Cellular phones with audible rings and beeps should be turned off.

Appearance

Mohawk College is committed to providing all of its clients with quality customer service. This includes having service providers dress in a manner that reflects a business-like approach to our endeavours while providing students with appropriate role models. Although there is not an official 'dress code' for service providers at Mohawk College, Interpreters and Computerized Note Takers are encouraged to dress in appropriate and professional attire.

If Interpreters / Computerized Note Takers are required to wear course-specific safety equipment, i.e. lab coat or goggles, discuss this with the Coordinator or Case Manager. Accessible Learning Services may be able to provide some of this equipment.

First Class

During the first 15 minutes before class identify the student's language preference, seating arrangement, and preferred style of delivery of service and take the time to establish a rapport with the student. A copy of "Information for Faculty" (Appendix C & D) and "Information for Students" (Appendix E) package is distributed to each professor and the student, usually before the first class. The information packages outline the roles and responsibilities of the student, Interpreter/Computerized Note Taker and professor. If the Accessible Learning Services Coordinator is unable to meet with the faculty or student prior to class, the assigned Interpreter/Computerized Note Taker should be prepared to discuss the "Information for Faculty" sheet, while the student should be referred to the Coordinator / Case Manager.

Preparing for Classes

It is the responsibility of the Interpreter / Computerized Note Taker to request and collect outlines, materials, books and handouts and to familiarize themselves with the materials provided. Accessible Learning Services can assist by arranging for the purchase or copy of text books. Every effort should be made to use standardized signs and terminology for technical and specialized vocabulary, and to communicate such information to team members. If access to eLearn is required please contact the Coordinator / Case Manager to arrange access to the blended learning environment.

Working Conditions and Health & Safety Issues

Mohawk College values the health, safety and well being of students, staff / service providers and visitors to the college and is committed to providing a healthy and safe environment free from injury and occupational illness. Compliance with the *Occupational Health and Safety Act* and applicable Regulations is integral to all operations at the College. For more information please see www.mohawkcollege.ca/Assets/Policies/CR871.pdf (Appendix K).

The College supports and encourages safe and healthy working conditions for all Interpreters and Computerized Note Takers. Interpreters' actual 'hands in the air' interpreting time and Computerized Note Takers' typing time, should not exceed 24 hours per week with the exception of teaming. All signs of discomfort should be reported to the Coordinator. Stress is reduced when sufficient time is spent on course preparation.

Service providers are encouraged to maintain good health habits on a routine basis and are expected to do warm up exercises regularly stretching their shoulders, arms and fingers prior to working. Attention to diet, exercise and posture when seated or standing can help prevent syndromes associated with overuse. Just as an athlete warms up before engaging in physical activity and cools down afterward, Interpreters / Computerized Note Takers should physically prepare themselves with simple exercises for a few minutes before working, during the day, and at the end of the day.

Contact the Director of Accessible Learning Services and/or the Occupational Health and Safety Officer at the campus should an injury occur. See the link below for more details in regards to injury reporting.
<http://www.mohawkcollege.ca/Explore/jobs/currentjobopps/hrstaffservices/OHS.html>

Orientation / Training

- Interpreters / Computerized Note Takers will receive an orientation including the pertinent policies and procedures of the College.
- Online training program with certificate of completion to be emailed to Coordinator
- Certificate of Completion will be required to accept assignments and be included on the Qualified Interpreter / Computerized Note Taker roster.

Evaluation Process

Feedback will be requested from Interpreters / Computerized Note Takers and students once per semester (See Appendices D, E, F & G); however, feedback is welcome anytime throughout the year via Accessible Learning Services.

If services are not meeting the needs of the student, a meeting may be arranged between the service provider, the student and the Coordinator or Case Manager.

Conflict Resolution

If the student has difficulties that arise with an Interpreter / Computerized Note Taker, he/she should resolve the conflict by following the steps listed:

1. Speak with the Interpreter / Computerized Note Taker about the difficulties as soon as possible.
2. Contact his/her Accessible Learning Services Case Manager if still dissatisfied after meeting with the Interpreter / Computerized Note Taker.
3. Request another Interpreter / Computerized Note Taker if the service provider is not a good match for the student's learning success. The Coordinator will require reasonable time to resource another service provider.
4. Arrange a meeting with the student's Case Manager and/or Director of Accessible Learning Services should the situation continue to be unresolved.

If the Interpreter / Computerized Note Taker experiences difficulties with the assignment, he/she should resolve the difficulties by following the steps listed:

1. Address concerns with the student or instructor involved
2. Arrange a meeting with the Coordinator if still unresolved.
3. Arrange a meeting with the Director of Accessible Learning Services if further action is required.

If a student or Interpreter / Computerized Note Taker encounter any difficulty with faculty or the class room set up, they should request a meeting with the student's Case Manager.

Time Sheets & Payment

Interpreters:

- Hourly rate of pay for Interpreters is based on education and experience; hourly rate must include all taxes as applicable. Additional costs including mileage, parking, insurance or prep time are not covered by the College.
- Interpreters contracted by Mohawk College for the entire duration of a semester will be given 10 working days notice of cancellation. The term and continuation of the appointment is not guaranteed. For assignments less than a full semester, Interpreters will be given 48 hours notice of cancellation. It is important to note that if 48 hours notice of a cancellation is provided by the student or professor this time is not compensated.
- A 2 hour minimum will be paid on any particular day, however if there are other classes following on the same day, Interpreters are requested to bill for the exact number of classroom hours.
- Interpreters are requested to wait at least 20 minutes (for a 1 hour class) or 30 minutes (for 1 hour plus class) for a student, and then inform the Accessible Learning Service Coordinator and/or Case Manager immediately if the student does not attend classes. Interpreters should inform the Accessible Learning Service Coordinator and/or Case Manager if a student has 2 absences or is late for class so that the Case Manager can follow up with the student about the continuation of interpreting services.
- In most cases, one Interpreter should be sufficient when providing clarification of exam questions. If the Interpreter feels a team approach is necessary he/she should consult with the Accessible Learning Service Coordinator prior to the exam. The interpreting team can determine which Interpreter will work with the student during exams.
- Mohawk College requires that all external service providers paid through invoices have either a HST Registration Number or a signed "Small Traders Certificate" form on file. This will allow us to process your invoice(s) for payment for Sign Language Interpreting Services performed at the College.
- Interpreters' invoices are to be submitted monthly by the 10th day of the month following service provision and will be paid 30 days net. They can be submitted by e-mail to donna.james@mohawkcollege.ca.
- It is important to note that extracurricular activities at the College will be paid for through the particular department hosting the event. Planning for this and prior arrangement by the department is required.

Interpreters Tiered Rate of Pay:

Following the submission of an updated resume and completion of online modules the Coordinator will assign each Interpreter a Tier, based on education, qualification and experience.

- Tier 1 - \$40.00 / hour – Experience Interpreting at the College Level
- Tier 2 - \$45.00 / hour – Graduate of a Post-Secondary Interpreting Program
- Tier 3 - \$50.00 / hour – AVLIC Certified and/or Combination of Graduate of a Post-Secondary Interpreting Program & 3 years Experience Interpreting at the College Level

Computerized Note Takers:

- Hourly rate of pay for Computerized Note Takers is based on education and experience. An extra 15 minutes may be paid at the beginning of class for set-up, and at the end of class for editing. Additional costs including mileage, parking, insurance or prep time are not covered by the College.
- Computerized Note Takers contracted by Mohawk College for the entire duration of a semester will be given 10 working days notice of cancellation. For assignments less than a full semester, Computerized Note Takers will be given 48 hours notice of cancellation. It is important to note that if 48 hours notice of a cancellation is provided by the student or professor, this time is not compensated.
- A 2 hour minimum will be paid on any particular day, however if there are other classes following on the same day, Computerized Note Takers are requested to submit for exact number of classroom hours.
- Computerized Note Takers are requested to wait at least 20 minutes (for a 1 hour class) or 30 minutes (for 1 hour plus class) for a student, and then inform the Accessible Learning Service Coordinator and/or Case Manager immediately if the student does not attend classes. Computerized Note Takers should inform the Accessible Learning Service Coordinator and/or Case Manager if a student has 2 absences or is late for class so that the Case Manager can follow up with the student about the continuation of note taking services.
- Computerized Note Takers on a Mohawk College Part-Time Contract will submit Electronic Web Entry time sheets, or if paid through a bursary or sponsoring agency Expense Tracking Sheets will be submitted.
- It is important to note that extracurricular activities at the College will be paid for through the particular department hosting the event. Planning for this and prior arrangement by the department is required.

Computerized Note Takers Tiered Rate of Pay:

Following the submission of an updated resume and completion of online modules the Coordinator will assign each Computerized Note Taker a Tier, based on education, qualification and experience.

- Tier 1 - \$25.00 / hour – College diploma, 2 years of note taking experience and first semester of Computerized note taking at the College
- Tier 2 - \$30.00 / hour – Subsequent semesters based on evaluation

Appendix A ...1/6

AVLIC Code of Ethics & Guidelines for Professional Conduct

<http://www.avlic.ca/resources.php?coe>

ASSOCIATION OF VISUAL LANGUAGE INTERPRETERS OF CANADA

The Association of Visual Language Interpreters of Canada (AVLIC) expects its members¹ to maintain high standards of professional conduct in their capacity and identity as an interpreter. Members are required to abide by the Code of Ethics and follow the Guidelines for Professional Conduct as a condition of membership in the organization.

This document articulates ethical principles, values, and standards of conduct to guide all members of AVLIC in their pursuit of professional practice. It is intended to provide direction to interpreters for ethical and professional decision-making in their day-to-day work. The Code of Ethics and Guidelines for Professional Conduct is the mechanism by which the public is protected in the delivery of service.

VALUES UNDERLYING THE CODE OF ETHICS & GUIDELINES FOR PROFESSIONAL CONDUCT

AVLIC values:

- 1 **Professional accountability:** Accepting responsibility for professional decisions and actions.
- 2 **Professional competence:** Committing to provide quality professional service throughout one's practice.
- 3 **Non-discrimination:** Approaching professional service with respect and cultural sensitivity.
- 4 **Integrity in professional relationships:** Dealing honestly and fairly with consumers and colleagues.
- 5 **Integrity in business practices:** Dealing honestly and ethically in all business practices.

Members are to understand that each of these core values and accompanying sections are to be considered when making ethical and professional decisions in their capacity and identity as an interpreter. These values are of equal weight and importance.

Appendix A ... 2/6

Code of Ethics and Guidelines for Professional Conduct

1.0 PROFESSIONAL ACCOUNTABILITY: Interpreters accept responsibility for all professional decisions made and actions taken.

1.1 Confidentiality

- 1.1.1 Members will respect the privacy of consumers and hold in confidence all information obtained in the course of professional service. Members may be released from this obligation only with their consumers' authorization or when ordered by law.
- 1.1.2 Where necessary, a member may exchange pertinent information with a colleague in order to provide consistent quality of service. This will be done in a manner that protects the information and the consumers.
- 1.1.3 Members need to be aware that other professional codes of conduct may impact upon their work. In such circumstances, members will make appropriate professional decisions and conduct themselves in a manner befitting the setting and the profession.

1.2 Professional Conduct

- 1.2.1 Members will hold the needs of consumers primary when making professional decisions.
- 1.2.2 Members shall recognize that all work undertaken by them on an individual basis, whether pro bono or paid, will ultimately reflect the integrity of themselves and of the profession.
- 1.2.3 Members shall conduct themselves in a professional manner at all times. They shall not badger or coerce individuals or agencies to use their professional services.
- 1.2.4 Members shall take into account the limitations of their abilities, knowledge and the resources available to them prior to accepting work. They will remove themselves from a given setting when they realize an inability to provide professional service.
- 1.2.5 Members must be aware of personal circumstances or conflict of interest that might interfere with their effectiveness. They will refrain from conduct that can lead to substandard performance and/or harm to anyone including themselves and consumers.
- 1.2.6 Members are accountable to AVLIC and to their local chapter affiliate for their professional and ethical conduct. Further, members are responsible to discuss and resolve, in a professional manner, issues arising from breaches of ethical or professional conduct on the part of individual colleagues after they are observed. In the case where these breaches are potentially harmful to others or chronic, and attempts to resolve the issue have not been successful, such conduct should be reported to AVLIC and/or their local chapter affiliate in a manner directed by the appropriate grievance procedure.

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1.3 Scope of Practice

- 1.3.1 Members will refrain from using their professional role to perform other functions that lie beyond the scope of an interpreting assignment and the parameters of their professional duties. They will not counsel, advise, or interject personal opinions.
- 1.3.2 When functioning as part of a professional team (e.g., education, legal, medical and mental health settings) it is understood that members will limit their expertise to interpretation. In such settings, it may be appropriate for members to comment on the overall effectiveness of communication, the interpreting process and to suggest appropriate resources and referrals. This should be done only within the context of the professional team.
- 1.3.3 Members will refrain from manipulating work situations for personal benefit or gain. When working as independent contractors, members may promote their professional services within the scope of their practice. When working under the auspices of an agency or other employer, it is not ethical for the members to promote their professional services independent of the agency or employer.

1.4 Integrity of Service

Members will demonstrate sound professional judgment and accept responsibility for their decisions. Members will make every attempt to avoid situations that constitute a real or perceived conflict of interest. Members will ensure there is full disclosure to all parties should their ancillary interest be seen as a real or perceived conflict of interest.

2.0 PROFESSIONAL COMPETENCE: Interpreters provide the highest possible quality of service through all aspects of their professional practice.

2.1 Qualifications to Practice

Members will possess the knowledge and skills to support accurate and appropriate interpretation. It is recognized that members work in a range of settings and with a variety of consumers. This demands that members be adept at meeting the linguistic needs of consumers, the cultural dynamics of each situation, and the spirit and content of the discourse.

2.2 Faithfulness of Interpretation

Every interpretation shall be faithful to and render exactly the message of the source text. A faithful interpretation should not be confused with a literal interpretation. The fidelity of an interpretation includes an adaptation to make the form, the tone, and the deeper meaning of the source text felt in the target language and culture.

2.3 Accountability for Professional Competence

- 2.3.1 Members will accept full responsibility for the quality of their own work and will refrain from making inaccurate statements regarding their competence, education, experience or certification.
- 2.3.2 Members are responsible for properly preparing themselves for the work contracted.
- 2.3.3 Members will accept contracts for work only after determining they have the appropriate qualifications and can remain neutral throughout the assignment.

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2.4 Ongoing Professional Development

2.4.1 Members will incorporate current theoretical and applied knowledge, enhance that knowledge through continuing education throughout their professional careers and will strive for AVLIC certification.

2.4.2 Members will aim to be self-directed learners, pursuing educational opportunities which are relevant to their professional practice. This could include but is not limited to peer review, collegial consultation, mentoring and regular feedback regarding specific areas of skill development.

3.0 NON-DISCRIMINATION: Interpreters approach professional services with respect and cultural sensitivity towards all participants.

3.1 Non-discrimination

Members will respect the individuality, the right to self-determination, and the autonomy of the people with whom they work. They will not discriminate based on ethnicity, gender, age, disability, sexual orientation, religion, personal beliefs and practices, social status or any other factor.

3.2 Communication Preferences

Members will respect and use the form of communication preferred by those deaf and hard of hearing consumers for whom they provide service.

3.3 Deaf Interpreters

The services of a Deaf interpreter may be required when working with individuals who use regional sign dialects, non-standard signs, foreign sign languages, and those with emerging language use. They may also be used with individuals who have disabling conditions that impact on communication. Members will recognize the need for a Deaf interpreter and will ensure their inclusion as a part of the professional interpreting team.

4.0 INTEGRITY IN PROFESSIONAL RELATIONSHIPS: Interpreters deal honestly and fairly with consumers and colleagues while establishing and maintaining professional boundaries.

4.1 Professional Relationships

Members shall understand the difference between professional and social interactions. They will establish and maintain appropriate boundaries between themselves and consumers. Members will assume responsibility to ensure relationships with all parties involved are reasonable, fair and professional.

4.2 Impartiality

4.2.1 Members shall remain neutral, impartial, and objective. They will refrain from altering a message for political, religious, moral, or philosophical reasons, or any other biased or subjective consideration.

4.2.2 Should a member not be able to put aside personal biases or reactions which threaten impartiality, the member will examine options available to them. This may include not accepting the work or withdrawing their services from the assignment or contract.

Appendix A... 5/6

4.3 Respect for Colleagues

- 4.3.1 Members will act toward colleagues in a spirit of mutual cooperation, treating and portraying them to others with respect, courtesy, fairness and good faith, etc.
- 4.3.2 Members have a professional obligation to assist and encourage new interpreting practitioners in the profession.
- 4.3.3 Members shall not abuse the good faith of other members or be guilty of a breach of trust or the use of unfair tactics.

4.4 Support for Professional Associations

Members shall support AVLIC, its affiliates, and other organizations representing the profession and the Deaf community.

5.0 INTEGRITY IN BUSINESS RELATIONSHIPS: Interpreters establish and maintain professional boundaries with consumers and colleagues in a manner that is honest and fair.

5.1 Business Practices

- 5.1.1 Members will refrain from any unfair competition with their colleagues, including but not limited to: (a) engaging in comparative advertising (b) willfully undercutting; or (c) artificially inflating fees during times when market demand exceeds supply.
- 5.1.2 Members will conduct themselves in all phases of the interpreting situation in a manner befitting the profession, including negotiating work and contracts, obtaining suitable preparation material, and choice of attire and professional demeanor.
- 5.1.3 Members will honour professional commitments made when accepting work, and will follow through on their obligations. Members may not unilaterally terminate work or a contract unless they have fair and reasonable grounds to do so.
- 5.1.4 Members shall take reasonable care of material and/or property given to them by a consumer and may not lend such or use it for purposes other than those for which it was entrusted to them.

5.2 Accurate Representation of Credentials

- 5.2.1 Members shall not by any means engage in, nor allow the use of, statements that are false, misleading, incomplete, or likely to mislead consumers or members of the public.
- 5.2.2 Members will refrain from making inaccurate statements regarding their competence, education, experience or certification. Only members certified by AVLIC (COI) may use the term "certified" in printed, electronic, signed or oral transmission. This may include, but is not limited to, interpreter directories, business cards and forms, promotional materials, resumes or publications they have authored.

Appendix A... 6/6

5.3 Reimbursement for Services

- 5.3.1 Members will bill only for services provided. Members will negotiate fees, including cancellation policies, preferably in writing or contract form before service is provided. Members will be sensitive to professional and community norms when establishing fees for services.
- 5.3.2 Members may also provide bartered or pro bono service in situations where the profession of interpreting and the livelihood of other practitioners will not be threatened.

RATIFIED AT THE AVLIC JULY 2000 AGM

References Consulted

Association of Translators and Interpreters of Alberta Code of Ethics (draft, 1999). Unpublished.

Corey, Corey, & Callanan. (1993) Issues and ethics in the helping profession. Pacific Grove, CA: Brooks/Cole Publishing Company.

Humphrey, Janice (1999) Decisions, decisions. Amarillo, TX : H & H Publishers

Code of Ethics for Psychiatric Nurses Association of Canada. (February, 1998)

Camosum College Guidelines for Instructors, Victoria, B.C. (1997)

Code of Ethics: American Mental Health Counselors Association. (1997)

Code of Ethics: Society of Translators and Interpreters of British Columbia. (Fall, 1998)

Code of Ethics for the National Association of Social Workers, (revised 1990)

Appendix B

Pledge of Confidentiality for Interpreters and Computerized Note Takers

I _____, Banner / Student ID # _____

understand that it is expected that any person working with students within Accessible Learning Services will respect the strictest confidentiality in regards to any information obtained from, by, or about a student. This is a matter of both professional ethics as well as departmental policy. It is also a condition of participation in any departmental activity involving students.

I promise to hold in confidence all matters that come to my attention while working with students registered with Accessible Learning Services. The promise of confidentiality applies to both my assignment and after my assignment has terminated. I will not divulge any information learned about individual students, prospective students, groups of students, or staff, or any other information which could be seen as personal and private. Holding in confidence includes not divulging in any format and not conducting communications that are legitimate but that might be overheard by others. If a problem or concern arises, I will contact the Coordinator / Case Manager or his/her designate for assistance. If I break this statement of confidentiality, I am aware I may be terminated from my position with Accessible Learning Services.

Exemptions where information must be disclosed to an immediate supervisor or manager, with or without the student's consent and knowledge are in the following situations:

- When there is a need to eliminate or reduce a significant risk of serious bodily harm to the student, another individual or a group of persons.
- When there is knowledge or suspicion that a child who is presently under the age of 16 has been previously abused or is currently being abused, neglected or witnessing abuse.
- When ordered by law

As part of the assignment, it is expected that information about the student will be shared with the Accessibility Learning Services Coordinator / Case Manager or with a direct supervisor on an as needs basis. For any questions or concerns regarding the confidentiality of a student the Director of Accessible Learning Services shall be contacted.

I have read and understand and agree to the above information, this _____ day of _____, 20__

Name (print): _____

Signature: _____

Witness: _____

Appendix C

Information for Faculty: Interpreter

Mohawk College is committed to providing a safe and accessible environment for students with disabilities. Accommodating disabilities at the College is a shared responsibility between students, faculty, service providers and administration. The supports and services provided by Accessible Learning Services will allow students to pursue their College education in a way which respects their dignity, encourages independence in their academic pursuits, and promotes full participation in the college community.

Mohawk College recognizes that Interpreters play an important role in the academic success of students who are Deaf or hard of hearing. Mohawk College adheres to the guidelines put in place by the College Committee on Disability Issues (CCDI). For more information please see, <http://www.disabilityissues.ca/>.

- At the beginning of each semester, allow the student who is Deaf or hard of hearing the choice to introduce and explain the role of an Interpreter in the classroom.
- Maintain the same expectations for students who are Deaf or hard of hearing that you have for all students.
- When addressing a student who is Deaf or hard of hearing, speak directly to and facing him/her. Avoid using phrases addressed to the Interpreter. The Interpreter will interpret what is being said / signed.
- Avoid turning your back on the student while you are speaking.
- The interpreting process can only accommodate one person speaking at a time. Monitor class interactions and discussions making sure that everyone speaks clearly and in turn.
- Try to incorporate visual aids and look for closed captioned movies.
- Repeat questions originated by students in the class at large, rewording for clarity when necessary.
- Interpreters, as part of the teaching team, will require all materials (course outline, textbooks, notes, list of videotapes and their transcripts, etc.) in advance.
- In order to accommodate the student's visual needs, the Interpreters will position themselves close to the instructor, the board, and / or multi-media equipment. This provides the clearest line of sight.
- When captioned media is used, the Interpreter may still need to provide an interpretation for the purpose of full comprehension.
- Interpreting is a mentally and physically strenuous task. As a result, an Interpreter working alone will require a 10 minute break after every 50 minutes of interpreting.
- In order to ensure continuous provision of services, please consult with Coordinator of Interpreting Services, prior to any proposed schedule changes.
- If the student has not arrived within 20 minutes of the start of the scheduled class, the Interpreter will leave.
- Please ensure that you are familiar with the student's Confidential Academic Accommodation Plan (CAAP).
- Should you require interpreting services for any other student related situation, please contact Accessible Learning Services as much in advance as possible.
- If concerns arise regarding interpreting services, please speak with the classroom Interpreter before contacting Accessible Learning Services.

Appendix D

Information for Faculty: Computerized Note Taker

Mohawk College is committed to providing a safe and accessible environment for students with disabilities. Accommodating disabilities at the College is a shared responsibility between students, faculty, service providers and administration. The supports and services provided by Accessible Learning Services will allow students to pursue their College education in a way which respects their dignity, encourages independence in their academic pursuits, and promotes full participation in the college community.

Mohawk College recognizes that Computerized Note Takers play an important role in the academic success of students who are Deaf or hard of hearing. Mohawk College adheres to the guidelines put in place by the College Committee on Disability Issues (CCDI). For more information please see, <http://www.disabilityissues.ca/>.

- At the beginning of each semester, allow the student who is Deaf or hard of hearing the choice to introduce and explain the role of a Computerized Note Taker in the classroom.
- Maintain the same expectations for students who are Deaf or hard of hearing that you have for all students.
- When addressing a student who is Deaf or hard of hearing, speak directly to and facing him/her. The Computerized Note Taker will type what is being said.
- Do not say anything to the Computerized Note Taker in class that you do not want typed.
- The Computerized note taking process involves typing verbatim. Monitor class interactions and discussions making sure that everyone speaks clearly and in turn.
- Repeat questions originated by students in the class at large, rewording for clarity when necessary.
- Computerized Note Takers, as part of the teaching team, will require all materials (course outline, textbooks, notes, list of videotapes and their transcripts, etc.) in advance.
- The Computerized Note Taker will position themselves close to the student and be with in close proximity to the professor and visually comfortable position to the multi-media equipment.
- Typing verbatim is a mentally and physically strenuous task. As a result, a Computerized Note Taker working alone will require a 10 minute break after every 50 minutes of typing.
- In order to ensure continuous provision of services, please consult with Accessible Learning Services and the Coordinator of Computerized Note Taking Services, prior to any proposed schedule changes.
- If the student has not arrived within 20 minutes of the start of the regularly scheduled class, the Computerized Note Taker will leave.
- Please ensure that you are familiar with the student's Confidential Academic Accommodation Plan (CAAP).
- Should you require computerized note taking services for any other student related situation, please contact Accessible Learning Services as much in advance as possible.
- If concerns arise regarding computerized note taking services, please speak with the classroom Computerized Note Taker before contacting Accessible Learning Services.

Appendix E ...1/2

Information for Students: Using an Interpreter or Computerized Note Taker

Mohawk College recognizes that Interpreters and Computerized Note Takers play an important role in the academic success of students who are Deaf or hard of hearing. Mohawk College adheres to the guidelines put in place by the College Committee on Disability Issues (CCDI). For more information please see, <http://www.disabilityissues.ca/>.

Accessible Learning Services Case Manager: _____

Contact information: _____

- You must meet with your Accessible Learning Services Case Managers 4-6 weeks prior to semester start to arrange for early registration into course “blocks” and for agreed upon level of service delivery.
- Through the Interpreter Fund you can be provided with one service only, Interpreters or Computerized Note Takers.
- You are advised to meet with your Interpreter / Computerized Note Taker prior to semester start in order to identify your language preference and preferred style of service delivery.
- You must inform your Accessible Learning Services Case Manager and your Interpreter / Computerized Note Taker, by 7:00 am, if you will be late or absent from class that day. Alternatively, if you know you will be absent in advance, you should inform the Accessible Learning Services Case Manager and your Interpreter / Computerized Note Taker as soon as possible.
- If you are absent twice in a semester without prior notification and/or you are chronically late for class, service will be suspended until you meet with your Accessible Learning Services Case Manager.
- If required, it is your responsibility to arrange for one Interpreter / Computerized Note Taker to provide clarification of test questions. You must advise your Accessible Learning Services Case Manager of the arrangement. If you require an Interpreter / Computerized Note Taker during tests and exams, you should include this information when completing the online test booking form to ensure access to a separate room for testing.
- Requests for interpreting / computerized note taking services outside of the classroom must be discussed with the Accessible Learning Services Case Manager, and approved in advance.
- Students attending a Field, Clinical or Co-Op placement must discuss Interpreter / Computerized Note Taker requirements with the Accessible Learning Services Case Manager well in advance of the commencement of the placement. It is the student’s responsibility to inform his/her Field, Clinical or Co-Op placement that Interpreters or Computerized Note Takers are required.

Appendix E ...2/2

- Notes taken by the Computerized Note Taker are for your use only. Your Case Manager may approve the sharing of those notes with another student in class who is registered with Accessible Learning Services.
- Computerized Note Takers will not provide service if you are not there to attend class.
- If you do not understand a question ask the instructor for an explanation. Let the Interpreter / Computerized Note Taker know when you do not understand what they have signed or typed or have difficulty with the language used.
- The Interpreter or Computerized Note Taker will interpret or record the professor's lecture AND student discussions that are noticeable to others in the class. If you wish your conversations to be private let it be known, otherwise they will be interpreted or recorded.
- The Interpreter or Computerized Note Taker will try to accommodate your preference of where to stand / sit in class, but must be able to hear or see what is going on. The location must not interfere with ongoing class activity.
- Personal conversations with the Interpreter / Computerized Note Taker should not interrupt your class work and should take place outside of the class.
- It is up to the student, not the Computerized Note Taker, to record any blackboard / overhead / whiteboard or smartboard notes.
- As an adult learner you are responsible for your education. You must make sure that the services you are receiving are right for you. If you are having difficulties with any aspect of the interpreting or computerized note taking process and cannot resolve them on your own, speak with your Accessible Learning Services Case Manager as soon as possible. If an Interpreter or Computerized Note Taker is not the right match for your learning needs you may request another. A minimum of two weeks will be required for Accessible Learning Services to give notice to the current Interpreter / Computerized Note Taker and resource another.
- Please complete the Interpreter or Computerized Note Taker Feedback Form once a semester and return it to your Case Manager.

I acknowledge that I have read, understood and agree to follow the expectations outlined above.

Student Name: _____

Student Signature: _____

Date: _____

Case Manager Initials: _____

Appendix F

Student Feedback of Interpreter Services

Appendix G

Interpreter Feedback Form

Appendix H

Student Feedback of Computerized Note Taker

Appendix I

Computerized Note Taker Feedback Form

Appendix J ... 1/2

Mohawk Corporate Policy AC705: Academic Honesty

POLICY NUMBER:	AC705
POLICY TITLE:	Academic Honesty
OWNER:	Registrar
APPROVED BY:	Senior Leadership Team
EFFECTIVE:	July 23, 2008
REFERENCE:	

CORPORATE POLICY

BACKGROUND

Academic honesty is a fundamental guiding principle for all academic initiatives at Mohawk College. The College is committed to ensuring academic honesty in all activities associated with teaching and learning, research, administrative and consultative work. High standards of academic behaviour benefit all students and staff – past, present and future and preserve College values.

Definitions

Academic Dishonesty: In its broadest sense, academic dishonesty refers to any conscious, deliberate or reckless step or omission taken to obtain academic credit through deception and/or fraudulent means. Academic dishonesty, in whatever form, compromises the values of the College, undermines the credibility of credentials granted by the College and discourages students and staff who pursue their academic endeavours honestly. Academic dishonesty includes but is not limited to the following examples: misrepresentation of personal credentials of achievement, plagiarism, cheating on examinations or tests, passing the work of others off as your own, and undisclosed conflicts of interest.

Purpose: This policy outlines principles which support academic honesty and is intended to outline the expectations of academic honesty placed on all students and staff at the College. It outlines the penalties to be imposed for academic dishonesty by students.

Scope: This policy applies to all staff, applicants and students associated with Mohawk College.

Appendix J ... 2/2

POLICY STATEMENTS

1. All members of the Mohawk College community are responsible for ensuring the maintenance of an environment where academic integrity can flourish. In support of this, the College has committed to various strategies and guidelines for promoting academic integrity in the submission of written work and the writing of tests and examinations; these are identified in Appendix A of this policy. Additional strategies may be available in each department.
2. Allegations of academic dishonesty pertaining to any student will be investigated fully, according to fair and consistent principles and practices outlined in this policy.
3. Confirmed instances of academic dishonesty by students are subject to specific penalties (see Appendix A – P8.) which will be levied consistently and linked to both the severity and frequency of the offence.
4. To accommodate situations where a student disagrees with a decision that he/she is guilty of academic dishonesty or with the penalty that has been applied, the College maintains a two-level Appeal process:
 - An initial, informal process involving dialogue between college administrative staff and the student.
 - A more structured review by an Appeal Panel if the informal appeal process does not result in a satisfactory resolution.

This Appeals process (See Appendix B) will be applied consistently across the College in all departments and Schools.

POLICY REVISION DATE

ATTACHMENTS Appendix A – Procedures for Policy Implementation Appendix B – Student Appeals Procedures Attachment A – Academic Offences Form

For full policy see

www.mohawkcollege.ca/Assets/Policies/C705.pdf

Appendix K ... 1/2

Mohawk Corporate Policy CR871: Safety Policy

POLICY NUMBER: CR 871

POLICY TITLE: Safety Policy

OWNER: Vice President, Corporate Services

APPROVED BY: Senior Management Team

EFFECTIVE: July 15, 2010

BACKGROUND

Mohawk College values the health, safety and well being of students, staff and visitors to the college and is committed to providing a healthy and safe environment free from injury and occupational illness. Compliance with the *Occupational Health and Safety Act* and applicable Regulations is integral to all operations at the College.

Purpose: This policy addresses specific requirements for ensuring safe work practices and a safe working environment at the College.

Scope: This policy applies to all College employees, students engaged in activities that in a work environment would be covered under the *OHS Act*, and any contractors or subcontractors working on College property.

POLICY STATEMENTS

1. Ensuring a safe working environment and a safety-focused culture is addressed through a shared internal responsibility system requiring employer and employee dedication, accountability and effective decision-making.

- The Board of Governors collectively is the “employer” ultimately responsible for the maintenance of a healthy and safe College environment.
- The President is accountable to the Board of Governors for the College safety performance.
- Supervisory staff (Vice Presidents, Deans, Associate Deans, Directors, Managers and Supervisors) must ensure that the College meets its obligations under Sections 25, 26 and 27 of the *OHS Act*.
- Students share safety responsibilities, with the duty to follow all safety procedures and comply with the provisions of the Act and its regulations.

Appendix K ... 2/2

2. The *Occupational Health and Safety Act* and its Regulations will be used in the absence of specific Mohawk College occupational health and safety guidelines.
3. The College has an obligation to effectively communicate safety information and compliance responsibilities to staff, students and visitors. Authority for communicating safety information rests with the Senior Management Team through their respective reporting structures.
4. Willful violations of the OHSA, Regulations or College policies or procedures may result in disciplinary action including progressive discipline up to and including dismissal, depending on circumstances.
5. Contractors and subcontractors to the College are expected to work in compliance with the provisions of the Act and its regulations and any college occupational health and safety requirements while performing any work on College property. They are also responsible for ensuring compliance by their employees.

MONITORING

The Vice President, Corporate Services is responsible for due diligence in implementing the policy and monitoring its effectiveness according to the schedule established by Corporate Services or more frequently in response to feedback from the college community.

POLICY REVISION DATE

ATTACHMENTS

Appendix A - Procedures

SPECIFIC LINKS

For full policy see

<http://www.mohawkcollege.ca/Assets/Policies/CR871.pdf>

Appendix L - Interpreter / Computerized Note Taker Substitution Form

Interpreter/CNT: _____

Date submitted: _____

 Require Interpreter Substitute

 Require Computerized Note Taker Substitute

Name of Student Requiring Service: _____

Possible Substitutes		Date Contacted	Accepted (Y or N)
Name of Substitute			Select
Name of Substitute			Select
Name of Substitute			Select

Date of Required Substitution	
Campus	
Class Name	
Class Time	
Room Number	
Teacher	
Team Interpreter	

Comments, Preparatory Work Required for Class, Environmental Issues, Seating Preferences, etc.

 Advise the substitute 2 full working days in advance, and send a copy to accessiblelearningservices@mohawkcollege.ca

Appendix M

Interpreter Substitution Roster

To be distributed at the beginning of each semester.

Appendix N

Computerized Note Taker Substitution Roster

To be distributed at the beginning of each semester.