

CAMPUS
ACCESSIBILITY PLAN 2008/2009

YEAR SIX

**BROADENING THE DISABILITY SPECTRUM
AND DEVELOPING STANDARDS FOR CUSTOMER SERVICE**

SEPTEMBER 1, 2008

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INTRODUCTION

A collective review of Durham College and UOIT's Accessibility Plans of years past provides a convincing account of the institutions' progressive success in accomplishing their foundational commitment to creating a campus that is barrier free to individuals with disabilities. However, no measure could be considered more indicative of the extent to which accessibility has been realized than the institutions' seamless hosting of the 2008 Special Olympics Ontario Provincial Spring Games. The transformation of the campus into an Olympic Village which welcomed, housed, nurtured and nourished close to 1000 Special Olympics athletes, coaches and team managers combined provided the ultimate proof that Durham College and UOIT are fully accessible institutions. Had the Special Olympics been a test of the fortitude of the institutions' previous accessibility goals and objectives, it could be said that DC and UOIT passed with distinction.

Other accessibility highlights of 2007-08 include the hosting of the Healthy Athletes Expo for Special Olympics athletes, the inaugural intake of the Community Integration through Cooperative Education (CICE) program, and an Abilities Week visit from Canadian Armed Forces Major Corporal Paul Franklin who was recently disabled by a suicide bombing in Afghanistan.

In addition, 2007-08 marked the first full operational year of the newly built Athletic, Fitness and Health Centre with its state of the art accessibility features, full-service pharmacy and broad range of both traditional and alternative health services. A letter of thanks received from the Canadian Wheelchair Basketball Association who held their championship games in this new facility noted that better accommodations and facilities had not been experienced by the association in any previous camps or tournaments.

Reflecting on these events, it is clear that DC and UOIT have created a culture of accessibility that becomes increasingly entrenched each passing year. With such an environment of heightened awareness and sensitivity to accessibility established, it seems a logical next step to begin work towards broadening the institutions' awareness of disabilities beyond those that are primarily physical and hence visible in nature. Accordingly, this year's plan will undertake to raise awareness of "invisible" disabilities, such as conditions of psychiatric, developmental, medical and learning disabilities. In addition to raising awareness, the institutions will further aim to identify and remove classroom and campus barriers that may impede the social and learning success of individuals with these usually unseen and frequently misunderstood disabilities.

An additional goal of Accessibility Plan 2008-09 will be to address recently established ODA Accessibility Standards for Customer Service and to plan for the institutions' full compliance with these standards by the set 2010 target date.

The following pages will summarize accessibility achievements of the past year in each of the categories of Culture of Accessibility, Accessibility Partnerships, Accessibility Research, Self-Determination for Individuals with Disabilities and An Accessible Environment for Staff and Community. The present plan will further outline objectives toward the goals of the current planning year: *broadening awareness of the full spectrum of disabilities and developing standards for customer service.*

THE YEAR IN REVIEW: ACCESSIBILITY ACCOMPLISHMENTS 2007/08

In May, DC and UOIT hosted the 2008 Special Olympic Spring Games and its associated Healthy Athletes Expo. As host site and home base for athletes, managers, coaches and families, the event proved to be a real-life measure of the institutions' accessibility commitment. While the athletes celebrated their own personal victories, the games were an equally proud moment for DC and UOIT and while the event was a high spot in regards to accessibility, it was one among many significant achievements this past year.

The following accessibility accomplishments are organized according to the main objectives of the first five years of planning: the creation of a culture of accessibility; the building of accessibility partnerships; the development of in-house accessibility expertise; the promotion of self-determination for individuals with disabilities; and the creation of a campus environment that is accessible to staff and community.

1. Culture of Accessibility Achievements

"Will this help to create a more accessible campus?" This has become a standard response to any proposed initiative or expenditure at DC and UOIT. That this question has become a primary part of all planning processes signifies the extent to which accessibility concerns have become ingrained in the institutions' collective conscience.

Abilities Week

The second annual Abilities Week was held at DC and UOIT in January, 2008. This event, orchestrated by the Student Association and the Students for Equal Access Committee, is designed each year to promote a continued high level of awareness of individuals with disabilities, the life challenges they experience and the enormous potential they can offer. This year, the event featured a visit from Canadian Armed Forces Major Corporal Paul Franklin who lost both legs in a suicide bombing in Afghanistan. Corporal Franklin, a former medic, riveted a large audience of students, faculty and staff with his inspirational story about his life before and after his double leg amputation and the life lessons he has learned as a person with a disability.

Housed in the new gymnasium, the event also showcased 23 community agencies that provide services to people with disabilities. Organizations such as Autism Ontario, Career Dynamics, Computing by Voice and the March of Dimes set up exhibits that incorporated educational literature and information on their services and programs. As these displays were staffed by leaders in the field of accessibility in the Durham Region, the exhibition presented an excellent opportunity for participants to network and share stories of success.

Awareness, Training and Awards

A fundamental objective of the Accessibility Working Group is to ensure an educational environment wherein understanding, respect and sensitivity toward individuals with disabilities thrive. As part of this goal, the committee celebrates the innovative efforts of individuals who help to raise accessibility awareness on campus through the presentation of the annual Accessibility Advocate Award. This year's recipient was Lynn Connaty, the coordinator of the Community Integration through Cooperative Education (CICE) program. Lynn was honoured in January 2008 for being a devoted champion for the CICE program and for her tireless commitment to making college education accessible to individuals in the community with learning challenges. The great success of this program is largely owed to Lynn's ongoing dedication, passion and personal commitment.

Accessibility awareness continued to be advanced by the Centre for Students with Disabilities (CSD) and other Accessibility Committee members who coordinated sessions on Aspergers Syndrome and Hearing Disorders to large and receptive audiences this past year. Additionally, the Innovation Centre continues to include accessibility issues as part of their regular training offerings and have recently completed a face to face and online module on universal design for learning. *Accessibility Teaching Tips* has become a regular feature of the Innovation Centre's newsletters and workshops such as *Tips for Improving Accessibility in Learning* have been conducted. The Innovation Centre has worked to deliver the fundamental message that by making learning materials more accessible from the start, faculty and staff are improving the likelihood that *all* students will succeed, not just those with disabilities. In all of their efforts, the Innovation Centre has encouraged the creation of accessible materials from the outset of course and lesson planning and not just the modification of materials once it is required for a particular student in a particular classroom.

The Human Resources department has continued its work this past year to develop a professional development plan for accessibility that would provide comprehensive awareness training for all faculty and staff. Human Resources has also incorporated information on individuals with disabilities as a key component of training for all new full-time faculty.

A notable addition to the institutions' accessibility education and training initiatives is the Health Centre's (Counselling Services) *Connections* document; a seven-page guide designed to help faculty and staff recognize and deal with students who are experiencing difficulties in their studies due to temporary personal setbacks or other issues affecting their learning. The document includes information on student indicators that may suggest a need for a referral to Counselling Services such as mood and behaviour changes or ongoing difficulty in communication. The guide further outlines situations that would always require immediate referral such as the mention of suicide, harm to others, substance abuse and eating disorders. Through the use of case studies, the *Connections* guide outlines the process for intervening and making referrals to a counselor and provides suggestions for dealing with students who are reluctant to receive assistance. This comprehensive information booklet was developed in response to an increased need for support by faculty and staff in regards to recognizing and responding to challenging student behaviour and difficult classroom and campus situations.

Facilities, Technology and Campus Life

Reflecting the culture of accessibility that has been established at DC and UOIT, accessibility issues are now seamlessly addressed with each renovation or new construction project on the shared campuses. This past year, 36 door operators and 2 uni-slide doors were installed; 3 concrete exterior ramps and 2 interior ramps were built, and washrooms and elevators were upgraded to barrier free standards. Additionally, work began on the installation of proximity sensors in residence doorways and barrier-free units were fitted with automatic door openers, allowing doors to open with the swipe of a keycard. Further details of facility changes that occurred last year towards barrier removal are fully outlined in the *Accessibility Working Group Progress Report 2007-08* found in Appendix A.

In terms of technology needs, CSD committed \$5000.00 towards a TextHELP Read and Write site license that will allow for installation of this program on all campus computers and CSD has further accessed the Opt-in Program for students with disabilities not in a

mobile program but who would benefit from a laptop computer. This program which allows them to lease, rather than purchase computers through the Disability Bursary has proven to be a better option for students for whom a laptop would enhance their learning and yet are not registered in a mobile program. The Opt-in Program has shown to lead to more flexibility, efficiency and accountability in laptop service. Also, the mobile computing department has initiated procedures to ensure the installation of any assistive software that is required by a student in a mobile program and campus-wide, laptops have been upgraded to the larger screen T60 model. Finally, owed in part to publisher cooperation and in part to internal work, CSD now has 400 textbooks in e-format. In addition, the Library began conducting Information Literacy classes for CICE students and their educational assistants in the 2007-07 planning year.

Towards diversifying to meet the wide-ranging needs of its clients, the Campus Health Centre expanded its alternative medicine options this past year to include: chiropractic, massage, orthopedic, physiotherapy, athletic therapy, acupuncture and nutritional counseling services. Such attention to the various forms of individual need on campus and the publication of the aforementioned *Connections* document, points to the Health Centre's commitment to make life on campus healthful and comfortable for all students. The Health Centre further expresses this obligation in its efforts to ensure that all printed materials reflect not only individuals with visible disabilities but also captures the needs and challenges of individuals whose mental and physical health requirements are less obvious.

Finally, the CSD Test Centre has been expanded and an accessible computer lab now has 24 computers that are installed with assistive software. CSD in conjunction with IT Services has also successfully piloted online exam registration this past year which proved beneficial in terms of time and efficiency gains.

2. Partnership Achievements

The success of the 2008 Special Olympics Ontario Provincial Spring Games and the associated Athletes Expo at DC and UOIT was a testament to the institutions' ability to forge and support innovative accessibility partnerships; associations that ultimately serve to strengthen collective responsibility for increasing accessibility awareness and building a barrier free campus and community. The institutional pride that took root at being asked to host the event and then grew exponentially once the accomplishment had been realized, will function to inspire individual, group and departmental participation in future accessibility planning. The interdependence that was required for the coordination of this momentous event served to bolster cross-campus dialogue, support and cooperation and ultimately communal commitment to continued barrier removal.

The 2008 Special Olympics Ontario Provincial Spring Games

As noted in the Special Olympics 2007 Annual Report, "when people from all walks of life come together through Special Olympics whether as an athlete, coach, volunteer or even spectator, fears and misconceptions seem to fall away and people begin to realize that they really are more alike than different". Such it is how DC and UOIT's hosting of the Special Olympics in May 2008 not only built partnerships but also nourished the accessibility culture on campus; a culture that is not only about recognizing individual disabilities but about people working together for the collective success of all.

The event that culminated in DC and UOIT's hosting of the Special Olympics was dependant on extensive planning and coordination that included the recruiting and organizing of 800 community, student and staff volunteers, the raising of \$1 million by the fundraising committee led by Durham Region Deputy Chief, Chuck Mercier and Durham College employee, Elgin Knopp, and the creation of 30 subcommittees, over half of which were chaired by Durham College. Within the campus community itself, many departments were assigned to specific organizing committees; all areas of the college and university partnered to manage and choreograph this historic occasion.

Together, the Special Olympics Committee, the Durham Regional Police, DC and UOIT transformed the campus into an Olympic Village. Residence buildings served as lodging for 721 athletes, 165 coaches, and 12 team managers. The Campus Athletic Centre held the opening and closing ceremonies which involved approximately 3,000 people and registration occurred in the South Village. Athletes' and Coaches' breakfasts and dinners were served in the Residence Dining Hall and Campus Marketplace and in all, 15,000 meals were served. Families were received at the Campus Recreation and Wellness Centre as well as the Jubilee Pavilion and an Athlete's Dance Party was held on campus in Gyms 1 and 2. Three hundred people including the mayor, town councilors and representatives from local business were present at the VIP reception and countless community members attended the various athletic events on campus and throughout the community.

In addition to these ceremonial events, the campus was the host site for the Basketball and Powerlifting events which welcomed 180 and 26 athletes respectively.

Healthy Athletes Expo

The Healthy Athletes Expo, a two day event designed to improve the overall fitness and well-being of the Special Olympics athletes, was held May 8 – 10 on campus. It was the first time since the inception of the Spring Games that this expo took place prior to the games themselves.

During the Healthy Athletes event, Special Olympians participated in a variety of health screenings and services in a series of clinics conducted in a welcoming and fun environment. Specifically, athletes had access to six different health tests as part the expo: Opening Eyes which tested athletes' vision and provided approximately 400 pairs of eyeglasses in addition to protective goggles as necessary; Special Smiles which taught the importance of oral health and provided mouthguards as necessary; FUNfitness which assessed the athletes' general flexibility and provided simple exercise tools; Healthy Hearing which screened hearing acuity, created custom earplugs and made minor repairs to hearing aids; Fit Feet which examined the athletes' feet; and Health Promotion which promoted and reinforced good nutrition and healthy lifestyle choices.

As hosts for this event, DC and UOIT partnered with the Special Olympics Committee, the Durham Region School Boards and Community Living and further recruited, trained, and coordinated 180 student volunteers to provide the various health screenings in the institutions' state of the art facilities and labs. Volunteers from the health-care community including physicians, dentists, optometrists, audiologists and podiatrists from across Canada were also called upon to participate in this extraordinary program. A Vendor Marketplace was also set up as part of the event to exhibit local businesses, organizations, and agencies.

The Healthy Athletes Expo was regarded as an outstanding success and applauded as a best practice by representatives from Special Olympics International. In addition to the service provided the athletes, this partnership enterprise also helped to educate the professional community about the health needs and abilities of persons with intellectual and developmental disabilities and has led to the creation of a Healthy Athletes Database which will be used to track athletes' health and provide quantitative support to advocacy initiatives to raise health care standards for these individuals.

In consideration of the excellent experiential learning that participation in this Expo provided students, Durham College is exploring the prospect of building this health assessment event into their Health and Community Service programs in the future.

The Special Olympics and the Healthy Athletes Expo showed DC and UOIT to be leaders in the accessibility arena and institutions thoroughly committed to working amongst themselves and with community leaders at the local, provincial and national levels towards the removal of accessibility barriers and the creation of an accessibility culture on campus and in the community. The Games demonstrated how concern for accessibility acts as unifying thread that binds together the students, faculty, staff and administration of DC and UOIT in a single principled cause.

Community Integration Through Cooperative Education (CICE)

CICE is a two-year postsecondary program designed for individuals with intellectual disabilities or significant learning challenges. The goal of the program is to provide opportunities for these individuals to enhance their academic skills, develop vocational abilities, and to experience college life through modified course work and field placements. CICE is a result of two years of collaboration between the parent group ACCESS, Durham College and a community focus group of community and academic stakeholders. This initiative has arisen in direct response to an expressed need in the community and program development occurred in collaboration with Program Coordinators of similar initiatives at Humber, Lambton and Sault Colleges.

The CICE program welcomed its inaugural intake of 21 students in Sept. 2007. Twenty of these students as well as 20 new students are expected to be enrolled in the program as of September 2008. At that time the CICE staff will consist of 10 full time and 6 part time Educational Assistants, a full time Field Placement Officer and a full time Administrative Assistant.

The CICE program is oversubscribed and enrollment involves applicant interviews and a selection process. CICE students have integrated into many program areas at the college including Office Administration, Early Childhood Education, Fitness and Health Promotion, General Arts and Science, and Pre-Media.

Much time has been devoted this past year to developing the necessary operational policies and procedures and to educating the college community about this pioneering program. The success of the students is evidenced by their growth in maturity and confidence as well as improvements in academic, vocational and social skills. The community and the college alike have benefited from integrating these community members into college life through the CICE program.

Centre for Students with Disabilities (REACH)

The Centre for Students with Disabilities has continued to forge partnerships to support the needs of students with disabilities so that they may participate fully in all aspects of college life. In February, 2008 CSD hosted an Eastern Regions school-college-work initiative called *Making Connections: Supporting Students with Special Needs Regional Forum*. The event was co-facilitated by Trillium Lakelands District School Board and was designed to raise awareness of the supports available for students at the college, share post secondary educational expectations and generally help to promote a smooth transition from high school to college life for individuals with disabilities. Feedback from the 22 secondary school delegates present at the forum indicated that the event helped them to feel better equipped to prepare students and their parents for the college experience. Participants also indicated that they regarded *Making Connections* as an exceptional networking opportunity that would enable future collaboration.

In addition to this forum, CSD continues to deliver information sessions to Durham Region high schools, to survey students annually to increase understanding of their needs and how they might best be serviced, to update its Faculty Guide which supports professors in their classroom endeavours and to work with faculty to provide class materials in alternate formats whenever needed.

3. Accessibility Research Achievements

In 2005, DC and UOIT identified a need to advance accessibility research and in-house expertise in order to be better equipped to quantify accessibility needs and evaluate accessibility efforts. To date these research initiatives have been primarily realized through the development and implementation of the Centre for Students with Disabilities' Transition Program and related Student Homepage Research Project. This year, as in previous years, the Transitions Program's proposal for more funding to the Ministry of Training, Colleges and Universities was accepted ensuring the sustainability of the initiative. Also, the program which was originally designed to orient students with learning disabilities to post secondary education was expanded this past year to include all students with disabilities.

The Student Homepage Research project, wherein students' develop a personal website to introduce themselves and their particular needs to faculty and staff continues to operate successfully and to aid students in achieving their full potential in their learning and life at DC and UOIT.

Both the Transitions and the Homepage project were presented at provincial and national conferences this past year including the Canadian Association of Colleges and University Student Services (CACUSS) annual conference in Newfoundland in June 2008.

Finally, the CSD continues to collect and analyze data through their aforementioned Annual Student Survey. This survey is tracking the types of challenges that students experience, their satisfaction with the services within the CSD office ranging from the reception to the test centre and further asks for their suggestions for service improvement. The survey also requests student input into CSD procedures for communicating with faculty regarding the diagnoses of individual students.

4. Self-Determination for Individuals with Disabilities

In 2006, DC and UOIT turned their efforts toward empowering individuals with disabilities to develop their own plans for a successful post secondary experience. Since the establishment of this goal, DC and UOIT have been promoting self-determination through initiatives such as the Student Homepages project and the Students Association's Students for Equal Access Committee.

The Students for Equal Access Committee is a group of students who are interested in disability issues on campus. Formed in the fall of 2006 this committee, comprised mainly of students with disabilities, aims to raise awareness about the barriers experienced by individuals with disabilities. This year, the committee was involved in the organization of Abilities Week and also began plans to develop a survey that would invite all students to share the challenges that they encounter in their daily life at DC and UOIT. Once survey results are tabulated, the Students for Equal Access Committee will work towards developing solutions to the identified barriers.

Finally, the committee will also be joining a listserv through the National Educational Association of Disabled Students (NEADS) in Ottawa to connect with other similar groups throughout Canada with a view to sharing best practices, innovative ideas and successful initiatives.

5. Accessible Environment for Staff and Community

In the most recent planning year, DC and UOIT turned their accessibility planning efforts towards the needs of staff and the community. Efforts in 2006-07 have ensured that employees are fully accommodated and systems have been put in place to evaluate these accommodation procedures. Human Resources have added a statement to all promotional materials for in-house training events inviting individuals to note any required accommodation with the event coordinator and together, Human Resources and CSD have begun development on a policy that would support the communication of an informed and respectful process for staff with disabilities to request accommodations.

The Working Environment

DC and UOIT have taken steps this past year to create a campus work environment that is barrier-free for staff. In addition to having posted scent sensitivity signage in work areas, the Admissions and Recruitment department have investigated the ergonomics of staff workspace and have upgraded to ergonomic chairs.

To address noise issues in the library, group study rooms have been soundproofed and some seating areas have been replaced by individual study carrels.

Finally, work is underway with a consultant to conduct an accessibility audit in the coming year that would evaluate and report on the extent to which the accessibility needs of employees is being met by the institutions.

Health and Safety

Expanded services at the Health Centre on campus in the past year include the addition of chiropractic, massage, orthopedic, physiotherapy, athletic therapy, acupuncture services and nutritional counseling. These additional health services attend to both the traditional and non-traditional health needs of all individuals on campus and serve to promote the well-being of students, staff and faculty alike.

Community Collaboration

In November, 2007 Human Resources of DC and UOIT coordinated an event titled: *Open House: Employment Opportunities for People with Disabilities*. This initiative was developed to inform local outreach agencies and Durham Region Employment Network (DREN) of how their clients may be able to access employment opportunities at the college and university. The day long open house involved a breakfast presentation by HR staff, an in-depth look and practice navigation of the college and university websites, and a question and answer period. Additionally, the application process and job postings were reviewed and a complete tour of the facilities was conducted.

This event which welcomed and encouraged community partners to consider DC and UOIT when assisting their clients with employment placements, presented the institutions as approachable, accommodating and enthusiastic potential employers. The event was well received by all who attended.

6. Identifying and Removing Barriers Within Program Areas

An ongoing goal of each year's plan is to continue identifying and removing barriers to accessibility within program areas. In addition to those already highlighted above, the achievements of each program area are specified in the *Accessibility Working Group Progress Report 2007-08* found in Appendix A. The report details the many initiatives of the past year that have been developed and implemented both towards the realization of goals established in years past and specifically towards the 2007-08 goal of increasing campus accessibility for staff and the community at large.

2008/09 ACCESSIBILITY PLANNING OBJECTIVES

Now six years into its accessibility planning cycle, DC and UOIT have not only made extensive facility and program modifications to promote a barrier-free campus but have more importantly, changed the attitude of all who work, play and learn within the campus community. This attitude shift toward an accessibility culture has succeeded in securing a place for accessibility in the minds of all DC and UOIT community members. This change in the collective cognition of the institutions will ensure the sustainability of barrier removal efforts and ongoing behaviours that recognize accessibility first.

Changes on campus in recent years suggest an opportunity to reposition accessibility efforts; to rethink exactly what accessibility means. Indeed, the institutions have taken many steps towards recognizing the diverse nature of its students, faculty and staff and have implemented initiatives such as a Health and Safety Officer, a Diversity Office and an extensive Health and Counselling services centre to meet the range of needs that such diversity on campus presents. It is within the context of this growing open mindedness regarding diversity that DC and UOIT may expand their notion of "disability" and likewise broaden barrier-removal efforts.

Recent events, particularly in classrooms throughout the DC and UOIT campuses and campuses nationwide, indicate a seeming rise in disabilities that are not always obvious to the untrained eye. The Health Centre and Counselling Services *Connections* brochure highlighted above represents an official recognition of this relatively new need on campus

and it is this document that might be seen as the groundwork for a proposed expansion in the institutions' current conception of disability. With a strong knowledge and preparedness for working with physical disabilities in place, DC and UOIT are in a position to move toward greater understanding of invisible disabilities such as those that are behavioural, developmental, learning, psychiatric and cognitive in nature.

Further, the legislative context in which the institutions practice accessibility planning has changed. It is now a provincial requirement that all organizations comply with the new Accessibility Standards for Customer Service, Ontario Regulation 429/07 and as a designated public sector organization, DC and UOIT will be required to conform to customer service standards by January, 2010.

It is within this environment of changing educational and political priorities that DC and UOIT have identified accessibility planning objectives for the 2008-09 year.

Objective 1: Broadening the Disability Spectrum

A recent press release issued by the American Psychological Association titled *Dramatic Increases Seen In College Students' Mental Health Problems Over Last 13 Years* outlines the increasing complexity in the problems presented by college students (2003). The article notes that student problems such as difficulties in relationships and developmental issues as well as the more severe problems of depression, stress and anxiety, schizophrenia, and obsessive compulsive disorder are increasing in intensity and incidence. These wide ranging psychiatric disabilities can have difficult and sometimes unpredictable symptoms.

In addition to this rise in psychiatric disabilities, a growing number of students with learning disabilities are graduating from high schools and choosing to attend college or university. Today, there are more than 13,000 students in Ontario's colleges and universities who have diagnosed learning disabilities (Harrison & Mackay, 2006). Learning disabilities range in severity and may cause impairment in areas such as oral and written language, reading, mathematics, organization and social perception and interaction.

This increase in psychiatric and learning disabilities on college and university campuses nationwide is reflected on the shared DC and UOIT campus. This changing student landscape will require a change in procedures, policies, facilities and faculty and staff training. These changes however, must be preceded by increased awareness of the nature of these disabilities. The present plan proposes to increase awareness and understanding of these invisible disabilities in the 2008-09 planning year with a view to gaining greater insight into the challenges these disabilities present both for the individuals who have them and for the campus environment. Specifically, it will be the objective of the institutions this year to gain knowledge about psychiatric and learning disabilities and to increase understanding of the barriers individuals with these disabilities encounter at DC and UOIT. As information is gathered and greater insight is achieved, the institutions will progressively move toward identifying strategies, policies, procedures and initiatives to alleviate the barriers for these individuals and to plan for the sometimes problematic social and educational consequences that these disabilities may bring about.

Objective 2: Responding to Accessibility Standards for Customer Service

On January 1, 2008, the Accessibility Standards for Customer Service came into force. All providers of goods and/or services and who have one or more employees in Ontario are required to comply with these standards when it comes to providing services to the public. The following is a summary of requirements:

- Establish policies and procedures for providing goods or services to people with disabilities.
- Use reasonable efforts to ensure that practices are consistent with the core principles of independence, dignity, integration and equality of opportunity.
- Set a policy on allowing people to use their own personal assistive devices to access goods and services.
- Communicate with a person with a disability in a manner that takes into account his or her disability.
- Allow people with disabilities to be accompanied by their guide dog or service animal in those areas that are open to the public, unless the animal is excluded by another law. If a service animal is excluded by law, use other measures to provide services to the person with a disability.
- Permit people with disabilities who use a support person to bring that person with them while accessing goods or services in premises open to the public.
- Where admission fees are charged, provide notice ahead of time on what admission if any, would be charged for a support person.
- Provide notice when facilities that people with disabilities rely on are temporarily disrupted.
- Train staff, volunteers and contractors on a number of topics outlined in the customer service standard.
- Train individuals who are involved in the development of policies and procedures on a number of topics outlined in the customer service standard.
- Establish a process for people to provide feedback on how goods or services are provided to people with disabilities and a process for how feedback will be considered and responded to.

From these general requirements stem the following questions for DC and UOIT:

- How are the guiding principles of dignity, independence, integrity, and equal opportunity to be interpreted? How will they be applied?
- What policies, practices and procedures must be developed? How will they comply with the guiding principles?
- What training must be provided and to whom?
- What type of feedback process will be developed? What will be the process for responding to feedback received?
- What documents will the institutions be required to prepare under the standards and in what format will they be presented?

Accordingly, DC and UOIT will set as a goal for this year's accessibility plan to gain greater insight into these standards, to track the questions they raise, and to begin work towards their fulfillment. The institutions will aim to conduct a campus-wide investigation into the current status of these requirements and the scope of work to be done to meet full compliance by January 2010. This year's work will include the construction of a proposed project timeline that outlines sub goals, their proposed completion date and the individual or department responsible.

Both of the objectives for the present accessibility planning year call for reflection on the current membership of the Accessibility Working Group and the possible diversification of the interests presented therein. With expertise on learning disabilities well represented, community and campus experience in the areas of psychiatric disabilities, customer service and policy development may be recruited in order to better ensure the successful attainment of the 2008-09 accessibility planning goals.

Objective 3: Program Area Goals

In order to ensure that program areas continue to make progress in their barrier identification and removal plans, each area has identified accessibility goals for the 2008-09 year. These goals, as they have been set out by individual program areas, are captured in the *2008-09 Accessibility Plan Goals* document found in Appendix B.

COMMUNICATION OF 2008 ACCESSIBILITY PLAN

By the time of public posting on September 30, 2008, the draft Accessibility Plan 2008 will have been approved by the membership of the Accessibility Working Group and the Leadership Teams of Durham College and UOIT.

The final plan will reside with the Accessibility Working Group who will be responsible for overseeing its implementation and evaluation.

References

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APPENDIX A

**ACCESSIBILITY PLAN 2007/2008
FINAL PROGRESS REPORT**

AS OF AUGUST 31, 2008

ACCESSIBILITY 2007/2008 FINAL PROGRESS REPORT

AUGUST 31, 2008

Initiative	Who	Completed	Progress to Date/Planned Adjustments
1. ACCESSIBLE ENVIRONMENT FOR STAFF:			
A. <u>Human Resources:</u>			
<ul style="list-style-type: none"> Continue to distribute an employment equity survey to all new hires. 	Human Resources	DC/VOIT Completed	Process completed – routine procedure in place.
<ul style="list-style-type: none"> Conduct Employment Equity Systems Review. 	Human Resources	VOIT WIP	In the final stages of the review.
<ul style="list-style-type: none"> Continue to work on our PD plan for accessibility during the next year to provide awareness training. 	Human Resources	DC/VOIT WIP	Researching training for Customer Service Standard Compliance (Ministry of Community and Social Services).
<ul style="list-style-type: none"> Ensure that accessibility is covered as part of the new full-time faculty development program. 	Human Resources	DC Completed	Tour of Centre for Students with Disabilities is now part of all new faculty orientation sessions. Procedure in place.
<ul style="list-style-type: none"> Assist Accessibility Committee by providing information re awareness sessions for staff, e.g. Asperger's Syndrome. 	CSD	Completed	Awareness session presented by a student with Asperger's Syndrome was developed and delivered to a fully-packed room. Further awareness sessions are in discussion.
<ul style="list-style-type: none"> Scent sensitivity awareness and accommodation. 	DC Admissions & Recruitment / HR / Health & Safety	Ongoing with HR	Signage posted in work area. HR has been contacted for additional information and a suggestion made for college wide awareness.
<ul style="list-style-type: none"> Work with Human Resources on employee accessibility and accommodation requirements; put accommodation in place and evaluate the effectiveness of these efforts. 	DC Admissions & Recruitment / Human Resources	Completed	Accommodation successfully implemented.

Initiative	Who	Completed	Progress to Date/Planned Adjustments
B. <u>Technology</u>:			
<ul style="list-style-type: none"> Conduct on-going website accessibility checks and education to CMS users during initial training. 	C + M	WIP	Education to CMS users on-going; audit to be conducted Summer 2008.
<ul style="list-style-type: none"> Support the launch for ezRecruit version 2 for Durham College which meets a higher level of accessibility. 	C + M	Completed	Project completed.
<ul style="list-style-type: none"> Assist faculty to provide class materials in alternate formats for their students. 	CSD	Completed	A CSD technician provides class materials in alternate format – production is on-going.
<ul style="list-style-type: none"> Investigate the purchasing of site licenses for Assistive Technology to improve access for all individuals on campus with print disabilities. 	CSD / Mobile Computing	Completed	A \$5,000 CSD purchase for TextHELP Read and Write site license allows for installation on all campus computers. Discussions with ITS to share cost of future site licenses are on-going. Mobile Computing has ensured the installations of any assistive software required by a student in the Mobile Program.
<ul style="list-style-type: none"> Install reading software in open labs such as the LSC. 	LSC/I.T.	Completed	ITS has upgraded the LSC lab in an effort to allow for the installation of TextHELP reading and writing software which is on-going
<ul style="list-style-type: none"> Upgrade mobile computing laptop technology to a model with a larger screen. 	Mobile Computing	Completed	New T60 laptop with a wider screen has been deployed.
<ul style="list-style-type: none"> Provide laptops to students with disabilities for exams where needed. 	Mobile Computing	Deferred	Currently being reviewed.
<ul style="list-style-type: none"> Provide facilities for speedy imaging and knowledgeable staffing to assist with assistive software technology deployment. 	Mobile Computing	Completed	Process in place for readily available staff assistance from I.T. Services.
<ul style="list-style-type: none"> Review technology deployment plans to ensure accessibility issues are addressed. 	Mobile Computing	Completed	Deployment area to be enlarged to accommodate increased traffic and mobility issues.

Initiative	Who	Completed	Progress to Date/Planned Adjustments
<ul style="list-style-type: none"> Investigate and implement software for video captioning for projects developed in the Centre. 	Innovation Centre	WIP	Have tested a program called Captionate for FLV files as recommended by Adobe. It is somewhat effective, but still looking for a better product.
<ul style="list-style-type: none"> Investigate a process to allow for any required accommodation during in-house training sessions. 	Human Resources	DC Completed	On promotional documents for in-house training sessions sponsored by Human Resources, a statement will be included asking those who require accommodation to contact the coordinator of the event.
C. <u>The Working Environment:</u>			
<ul style="list-style-type: none"> Investigate ergonomically sound work space for Admissions and Recruitment staff. 	DC Admissions And Recruitment	Completed	Recommendations implemented; ergonomic chairs have been ordered and were delivered the end of March.
<ul style="list-style-type: none"> Investigate accessible work environments in the Library regarding such issues as noise and ergonomics 	Library	Completed	Group Study Rooms have been soundproofed. Some soft seating has been replaced by individual study carrels to address noise issue.
<ul style="list-style-type: none"> Support the continued development, implementation and communication of an informed and respectful procedure for staff with disabilities to request and access disability accommodation. 	CSD / HR	On-going	CSD continues to support a written policy to be communicated to all staff.
<ul style="list-style-type: none"> Establish a central fund and policy for accommodation. 	Human Resources	WIP	Durham College Leadership Team will review this possibility.
<ul style="list-style-type: none"> Conduct a review of accessibility issues in SA Service Centre. 	SA	Completed	Review completed and will be reported to the Accessibility Committee for further action.

Initiative	Who	Completed	Progress to Date/Planned Adjustments
D. <u>Health & Safety:</u>			
<ul style="list-style-type: none"> Develop an ergonomic program available for all staff. 	Human Resources	DC/UOIT Completed	There is a current ergonomic program in place through the Health and Safety Officer.
<ul style="list-style-type: none"> Conduct an Accessibility Audit related to employee accessibility. 	Human Resources	DC WIP	Plan to work with a consultant to conduct an audit in 2008/09.
<ul style="list-style-type: none"> Provide expanded services for alternative medicine. 	Campus Health Centre	Completed	Added Chiropractic, Massage, Orthotic, Physiotherapy, Athletic therapy and Acupuncture services plus Nutritional Counselling.
<ul style="list-style-type: none"> Communicate new on-site pharmacy service available this fall. 	Campus Health Centre	Completed	New Pharmacy featured in our Weekly Report sent out to our campus community and also featured in the AFHC Expansion Bulletin #3.
<ul style="list-style-type: none"> Ensure all written pamphlets and health information reflect disability issues and client diversity. 	Campus Health Centre	Completed	CHC one-page information flyers reflect these issues. A guide called Connections (Identifying and referring students who are experiencing difficulty) was produced to aid Faculty and Staff.
<ul style="list-style-type: none"> Provide Treatment room for students with disabilities for their special requirements. 	Campus Health Centre	Completed	Room with an electronic bed is now available to accommodate special requirements.
<ul style="list-style-type: none"> Promote new FLEX Centre and its fully accessible equipment. 	Athletics	Completed	Part #4 of the AFHC Expansion Bulletin featured Accessibility in the new FLEX Centre. All tours of the FLEX Centre promote our fully accessible equipment.
2. AN ACCESSIBLE COMMUNITY CAMPUS:			
A. <u>Facilities and Campus Events:</u>			
<ul style="list-style-type: none"> Ensure all necessary arrangements are in place for accessibility to campus events or functions and communicate arrangements as appropriate 	C + M	Completed	Process completed.
<ul style="list-style-type: none"> In collaboration with the Reach Office, update and upgrade the current and future accessibility software in the Library 	Library	Completed	Large screen monitor which is laptop compatible has been installed in the Library Accessibility Room. SAM software has been installed. Liaised with Trent in Oshawa Disabilities Services Advisor to coordinate services to this group.

Initiative	Who	Completed	Progress to Date/Planned Adjustments
<ul style="list-style-type: none"> Expand CSD Test Centre 	CSD/Facilities /IT	Completed	Room construction completed.
<ul style="list-style-type: none"> Develop a fully Accessible Computer Lab 	CSD/Facilities /IT	Completed	Computers have been installed.
<ul style="list-style-type: none"> Provide assistive software in Whitby Campus Computer Commons. 	CSD/ITS/ Whitby	WIP	CSD and ITS met to discuss requirements. CSD submitted requirements and is waiting for installation.
<ul style="list-style-type: none"> Pilot online exam registration for college students with disabilities. 	CSD/ITS	Completed	Successfully piloted college and university online exam registration which reduced time, effort, and errors in exam registration by students.
<ul style="list-style-type: none"> Initiate the Opt-in Program. 	CSD	Completed	Leasing rather than purchasing computers through the Disability Bursary has been a better alternative for some students (e.g. provides more efficient and accountable service).
<ul style="list-style-type: none"> Ensure interlocking brick walkway leading to Student Centre is in good shape. 	SA/SC/ Facilities	Completed	Area is reviewed and repaired annually.
<ul style="list-style-type: none"> Identify facilities accessibility projects, prioritize, allocate budget and implement this year. 	Facilities	On-going	<p>Accessibility projects have been identified, prioritized and a budget has been allocated. The following projects have been completed:</p> <ul style="list-style-type: none"> - installation of 36 door operators and 2 uni-slide doors - installation of 3 exterior concrete ramps and 2 interior ramps - upgraded F-wing elevator to barrier free standards - upgraded 2 washrooms to barrier free standards.
<ul style="list-style-type: none"> Review/incorporate accessibility requirements as part of the renovation/new construction process. 	Facilities	Completed	Process in place.
<ul style="list-style-type: none"> Install Proximity sensors that will interact with keycards to allow students to open doors automatically. 	Residence	Completed	Project completed March 31/08.
<ul style="list-style-type: none"> Install automatic door openers on the 1st and 2nd floor Barrier-Free units to allow students to have their doors open automatically with a swipe of their keycards. 	Residence	Completed	Project completed March 31/08.

Initiative	Who	Completed	Progress to Date/Planned Adjustments
<ul style="list-style-type: none"> Implement specific changes to Barrier-Free units. 	Residence	Completed	Shelving moved after students moved out; completed by May 15/08.
B. <u>Community Collaboration:</u>			
<ul style="list-style-type: none"> 2008 Special Olympics Spring Games 	MG	Completed	The Healthy Athletes Program held May 8 -12/08 was extremely successful. Special Olympics held May 28 – June 1/08 was a tremendous success for 1,000 athletes, over 800 volunteers and Community members. Identified as a best practice by SO Ontario.
<ul style="list-style-type: none"> Provide support for the 2008 Special Olympics Spring Games 	All service Departments	Completed	Shared Services assumed a leadership role in more than half of the SO committees. Staff said they felt pride in their roles in the S.O..
<ul style="list-style-type: none"> Residence host for the 2008 Special Olympics Spring Games. 	Residence	Completed	Rave reviews about the facilities, service and accessibility of our Residence and our campus.
<ul style="list-style-type: none"> Games host for the 2008 Special Olympics Spring Games 	Athletic Complex	Completed	Our campus and new gym provided a true Athletes Village with state-of-the-art equipment and facilities for ceremonies and competitions.
<ul style="list-style-type: none"> Provide accommodation for the Canadian Wheelchair Basketball Championships. 	Residence	Completed	The athletes were very pleased with their accommodations and the exceptional level of services provided.
<ul style="list-style-type: none"> Host the Canadian Wheelchair Basketball Championships 	Athletic Complex	Completed	Received a letter of thanks and appreciation from the Association stating they had never found better accommodations and facilities in any previous camps or tournaments they had attended. Also hosted the National Team Training Camp in August.
<ul style="list-style-type: none"> Promote the new AFHC expansion, including easy accessibility gates for wheelchair access, built-in elevator, accessible showers, and fitness centre with easy to access equipment by wheelchair users. 	Athletic Complex	Completed	All tours of the facility are given in-depth coverage of the high level of accessibility provisions and services.
<ul style="list-style-type: none"> Working with Workforce Development Board to promote Employer Accessibility Workshop in Port Hope 	Port Hope Campus	WIP	On-going

Initiative	Who	Completed	Progress to Date/Planned Adjustments
<ul style="list-style-type: none"> Job Developers promote community resources to assist employers in addressing accommodations & accessibility for potential employees 	Port Hope/ Uxbridge/Oshawa Job Connect	On-going	On-going
<ul style="list-style-type: none"> RC staff are referring job seeking clients with challenges to ODSP, LiNDR & Assistive Devices Canada 	CERC's & Job Connect – all sites	On-going	In addition, clients are being referred to DREN, CHS, crisis services, Ontario mental health, and NLVS referrals to Meta
<ul style="list-style-type: none"> Workshops – advertise accommodations when promoting 	CERC's & Job Connect – all sites	On-going	When advertising we highlight wheelchair accessibility to our CERC and Disabled Parking availability.
<ul style="list-style-type: none"> Participate in Accessibility Trade Fair – Uxbridge/Scugog 	Port Perry CERC/Uxbridge Campus	Deferred	Trade Fairs cancelled; plan to participate next year if they are rescheduled.
<ul style="list-style-type: none"> Collaboration/communication with local school boards to improve transition to post secondary. 	CSD	Completed	CSD delivered information sessions to high schools as requested and continues to do so. CSD hosted Eastern Region school-college-work initiative “Making Connections – Supporting Students with Disabilities”.
<ul style="list-style-type: none"> Develop and promote to the community a “Transition Program” for all students with disabilities planning to attend PS in fall 2008. 	CSD	Completed	Transition Program expanded to include all students with disabilities - delivered August 2008.
<ul style="list-style-type: none"> Include research on assessing and improving Emotional Intelligence among students participating in the CSD Transition program in collaboration with faculty at Trent University. 	CSD	Completed	Measurement tool was obtained from Trent and curriculum developed and delivered in Transition Program. The reading level and vocabulary required for this tool was found to be too difficult for this group so the tool itself became unusable. This program and associated “Homepages” research project was presented at both provincial and national conferences and has again been accepted to present at Cacuss in Newfoundland in June 2008.
<ul style="list-style-type: none"> Liaise with an organization representing persons with disabilities to promote job opportunities. 	Human Resources	Completed	Human Resources hosted an Open House – Employment Opportunities for People with Disabilities – November 1, 2007

Initiative	Who	Completed	Progress to Date/Planned Adjustments
<ul style="list-style-type: none"> Promote disability awareness through Abilities Week. 	SA	Completed	The SA promoted a session featuring Canadian Armed Forces Major Corporal Paul Franklin who lost both legs in a suicide bombing in Afghanistan. He spoke about his life leading up to the incident and life after as a person with a disability. There was also a showcase 22 exhibitors who provide services to people with disabilities in the community.
<ul style="list-style-type: none"> Investigate program requirements from an accessibility perspective to inform the general public. 	DC Admissions & Recruitment	WIP	Review of program requirements underway.
<ul style="list-style-type: none"> Promote Provincial CIP, Open House event. 	DC Admissions & Recruitment	On-going	Promotion of these annual events is on-going.
3. OTHER:			
<ul style="list-style-type: none"> Summer Jobs Program – promote use of Accommodations subsidy offered through Job Connect/Summer Jobs Service. 	Port Hope/ Oshawa/ Uxbridge Job Connect/ SJS	Completed	Advertising started in March.
<ul style="list-style-type: none"> Continue to expand the Library's collection of resources to ensure student success both in school and after graduation 	Library	On-going	On-going
<ul style="list-style-type: none"> Conduct Library Information Literacy classes for CICE EA's and students 	Library	Completed	Classes will be offered each term as requested by Faculty/EA's.
<ul style="list-style-type: none"> Continue to include accessibility issues in training sessions. 	Innovation Centre	Completed	Completed a plan for a face-to-face and online module on universal design for learning.
<ul style="list-style-type: none"> Print an accessibility teaching tip in each Catalyst newsletter 	Innovation Centre	Completed	Teaching tips for accessibility are included in each newsletter.
<ul style="list-style-type: none"> Continue to expand our knowledge of accessibility issues. 	Innovation Centre	On-going	The centre continually explores new products and issues surrounding teaching and technology.

Initiative	Who	Completed	Progress to Date/Planned Adjustments
<ul style="list-style-type: none"> Continue to work with students through the Students for Equal Access Committee to advocate for removal of barriers and to promote disability awareness. 	SA	On-going	Three major goals for the next academic school year have been identified: conduct a survey of students to find out what barriers they encounter on campus; raise the level of awareness about disabilities through a marketing campaign; and, establish a network with other GTA schools that have similar committees to share information and provide a stronger advocacy “voice”.

APPENDIX B

ACCESSIBILITY PLAN GOALS 2008-2009

AS OF SEPTEMBER 1, 2008

ACCESSIBILITY PLAN 2008/2009 GOALS

Initiative	Department	Completed	Progress to Date/Planned Adjustments
1. CUSTOMER SERVICE STANDARDS TRAINING:			
<ul style="list-style-type: none"> Research customer service training programs for all campus employees 	Human Resources		
<ul style="list-style-type: none"> Develop a communication plan to increase awareness to all campus employees on the AODA and the Customer Service Standards 	Human Resources		
<ul style="list-style-type: none"> Provide customer service training to all campus employees beginning the Spring 2009. Alternate format of training will be provided (workshops, online, train the trainer) 	Human Resources		
<ul style="list-style-type: none"> Research options and conduct a campus accessibility audit 	Human Resources		
<ul style="list-style-type: none"> Develop a plan to deliver campus Customer Service Training Program 	HR/CSD		
<ul style="list-style-type: none"> Develop a faculty tool on "How to develop accessible on-line materials/ programs" 	CSD		
<ul style="list-style-type: none"> Take part in service training activities provided on campus 	CSD/LSC		

ACCESSIBILITY PLAN 2008/2009 GOALS

Initiative	Department	Completed	Progress to Date/Planned Adjustments
<ul style="list-style-type: none"> Support HR in the development of a policy for accommodating staff 	CSD/HR		
<ul style="list-style-type: none"> Conduct a review of the service standards as it pertains to the Office of the Registrar 	DC Registrars Office/ HR		
<ul style="list-style-type: none"> Partner with Human Resources to develop appropriate training plans and programs for staff in the Office of the Registrar 	DC Registrars Office/HR		
<ul style="list-style-type: none"> Reference staff to attend Making Your Library Accessible to People with Disabilities workshops at OLA and OLITA 	Library		
<ul style="list-style-type: none"> Establish practice of verifying that the Library's automatic door openers are functioning daily 	Library		
<ul style="list-style-type: none"> Inform Librarians about PowerPoint accessibility issues when doing class preparation 	Library		
<ul style="list-style-type: none"> Conduct a review of the service standards as they pertain to the School of Continuing Education 	Continuing Education		
<ul style="list-style-type: none"> Supplement HR training with meetings and workshops related to new service standards 	Continuing Education		

ACCESSIBILITY PLAN 2008/2009 GOALS

Initiative	Department	Completed	Progress to Date/Planned Adjustments
<ul style="list-style-type: none"> • Create an online feedback form 	Continuing Education		
<ul style="list-style-type: none"> • Review existing student evaluation forms to ensure new customer service standards are addressed 	Continuing Education		
<ul style="list-style-type: none"> • Incorporate the Accessibility Plan and requirements into our Schools' ISO Policies and Procedures 	Whitby		
<ul style="list-style-type: none"> • Ensure Front Line Staff have a sound knowledge of accessibility requirements 	Whitby		
<ul style="list-style-type: none"> • Implement achievable and measureable Standards 	Whitby		
<ul style="list-style-type: none"> • 			
<ul style="list-style-type: none"> • 			
<ul style="list-style-type: none"> • 			

ACCESSIBILITY PLAN 2008/2009 GOALS

Initiative	Department	Completed	Progress to Date/Planned Adjustments
2. RAISING DIVERSITY AWARENESS & EDUCATION:			
<ul style="list-style-type: none"> • Deliver awareness sessions on campus 	<p align="center">CSD</p>		
<ul style="list-style-type: none"> • Serve as advisory to Student Association for developing Abilities Week 	<p align="center">CSD</p>		
<ul style="list-style-type: none"> • Conduct a poster/email campaign on invisible disabilities 	<p align="center">CSD</p>		
<ul style="list-style-type: none"> • Share CSD statistics and tips in the Daily Message 	<p align="center">CSD</p>		
<ul style="list-style-type: none"> • Provide large screen monitor for visually impaired in the LSC lab 	<p align="center">LSC</p>		
<ul style="list-style-type: none"> • To prepare all campus employees for the Customer Service Standards training, a communication plan will be rolled out to increase employee awareness of the AODA and the new standards 	<p align="center">Human Resources / Internal Communic.</p>		

ACCESSIBILITY PLAN 2008/2009 GOALS

Initiative	Department	Completed	Progress to Date/Planned Adjustments
<ul style="list-style-type: none"> • Provide an article in the Daily Report and Weekly Report about how to be mindful of disabilities when organizing events, meetings, training, etc. 	Human Resources / CSD		
<ul style="list-style-type: none"> • Program events for Abilities Week and work with Students for Equal Access Committee to elevate awareness about disabilities 	SA		
<ul style="list-style-type: none"> • Review our literature (electronic, print) for diversity inclusion and awareness 	Admissions/ Recruitment/ C & M		
<ul style="list-style-type: none"> • Review and update recruitment presentation for diversity inclusion, awareness and promotion of on campus services 	Admissions/ Recruitment/ C & M		
<ul style="list-style-type: none"> • Create binder with Accessibility Information for new Library staff training 	Library		
<ul style="list-style-type: none"> • Expand the Library's resources to include books about disabilities and accessibility 	Library		
<ul style="list-style-type: none"> • Partner with CSD to provide training to Residence staff on accessibility issues and accommodations. 	Residence/ CSD		
<ul style="list-style-type: none"> • Provide seminars to raise awareness amongst students 	Residence/ Res Life		

ACCESSIBILITY PLAN 2008/2009 GOALS

Initiative	Department	Completed	Progress to Date/Planned Adjustments
<ul style="list-style-type: none"> • Provide peripherals to increase the accessibility of our laptops for faculty members 	Innovation Centre		
<ul style="list-style-type: none"> • Ensure materials created are available in different formats 	Innovation Centre		
<ul style="list-style-type: none"> • Provide faculty training in the accessible classroom and universal design for learning. 	Innovation Centre		
<ul style="list-style-type: none"> • Include accessibility tips in our newsletters and blogs. 	Innovation Centre		
<ul style="list-style-type: none"> • Research technical tools that improve accessibility i.e. captioning software. 	Innovation Centre		
<ul style="list-style-type: none"> • Ensure accessibility concerns are addressed when helping faculty to create learning materials and when working on projects for faculty material. 	Innovation Centre		
<ul style="list-style-type: none"> • Ensure accessibility issues are addressed during all training and workshops. 	Innovation Centre		
<ul style="list-style-type: none"> • Consult with Financial Aid to develop a plan to simplify the OSAP application and pick-up process for CICE students 	CICE/ Financial Aid		
<ul style="list-style-type: none"> • Work with the Student Association to develop the Perfect Pals program 	CICE/ SA		

ACCESSIBILITY PLAN 2008/2009 GOALS

Initiative	Department	Completed	Progress to Date/Planned Adjustments
<ul style="list-style-type: none"> • Develop an evening information session to present information about the CICE program to members of the community 	CICE		
<ul style="list-style-type: none"> • On-going accessibility tips and other pertinent information discussed at Accessibility Committee meetings to be posted to the Intranet (Daily/Weekly Reports) 	Chair D. Walters		
<ul style="list-style-type: none"> • Explore any software or IT innovations that enhance delivery of training for students with disabilities 	Whitby		
<ul style="list-style-type: none"> • Incorporate accessibility training into orientation for new Whitby employees 	Whitby		
<ul style="list-style-type: none"> • Increase customer awareness by providing proper signage 	Whitby/ Comm & Mktg		
<ul style="list-style-type: none"> • Partner with Innovation Centre to develop training sessions that meet the needs of Continuing Education faculty (e.g. evenings, weekends and online) 	Continuing Education / Innovation Centre		
<ul style="list-style-type: none"> • Create a binder of accessibility information for our front desk and for new staff 	Continuing Education		
<ul style="list-style-type: none"> • Add discussion topics related to “invisible” disabilities to all regular staff meetings 	Continuing Education		

ACCESSIBILITY PLAN 2008/2009 GOALS

Initiative	Department	Completed	Progress to Date/Planned Adjustments
<ul style="list-style-type: none"> • Campus Health Centre to participate in Abilities week 	CHC		
<ul style="list-style-type: none"> • Feature the Connections booklet in the Daily/Weekly Report periodically throughout the year and make it available to all new staff 	CHC		
<ul style="list-style-type: none"> • In collaboration with the Sexual Health Resource Centre, develop brochures on sexual health issues specific to disabilities, i.e. CP, MS and others 	CHC/ SHRC		
<ul style="list-style-type: none"> • Incorporate sexual health issues specific to disabilities in the Sexual Health Resource Centre training manual 	CHC/ SHRC		
<ul style="list-style-type: none"> • Working with Canadian Mental Health Association to host a provincial conference to raise awareness of invisible disabilities in Mental Health 	CHC/ Campus Conf Centre/ Externals		Campus Health Centre, The Canadian Cancer Society, Lakeridge Health Oshawa and other prominent health organizations to promote awareness and education. The theme is hope and recovery and the conference is anticipated to take place in summer 2009 on campus.
<ul style="list-style-type: none"> • Develop and implement a Student At Risk protocol to assist staff when dealing with students with hidden disabilities 	Campus Safety/Student Rights		
<ul style="list-style-type: none"> • Deliver staff workshop to develop strategies to assist in dealing with students with hidden disabilities 	Campus Safety/ Diversity/ CHC		

ACCESSIBILITY PLAN 2008/2009 GOALS

Initiative	Department	Completed	Progress to Date/Planned Adjustments
3. OTHER:			
<ul style="list-style-type: none"> Increase RAM in LSC lab to be able to manage assistive software 	LSC		
<ul style="list-style-type: none"> Collaborate with the Residence and Community Agency to investigate possibility of on campus 24/7 Attendant Care 	CSD/Res		
<ul style="list-style-type: none"> Improve access to CSD and LSC services in Whitby and other satellite campuses 	CSD		
<ul style="list-style-type: none"> Install assistive software in LSC and Whitby labs 	CSD/LSC		
<ul style="list-style-type: none"> Request provision of accessible doors and floors in the Women's Centre 	SA/Facilities		
<ul style="list-style-type: none"> Offer free taxi rides for students with physical disabilities living in the Region of Durham who wish to attend SA events 	SA		
<ul style="list-style-type: none"> Develop Library webpage Online Help through MSN chat 	Library		
<ul style="list-style-type: none"> Provide accessible tables (wheelchair areas) in Dining Hall 	Residence		

ACCESSIBILITY PLAN 2008/2009 GOALS

Initiative	Department	Completed	Progress to Date/Planned Adjustments
<ul style="list-style-type: none"> • Install ramp and electronic door opener at Simcoe Village (back patio) 	Residence		
<ul style="list-style-type: none"> • Ensure Accessibility information is included in all marketing materials & advertising 	Community Employment Resource Services		
<ul style="list-style-type: none"> • Promote to employers the availability of resources to assist them in addressing accommodations to/for potential employees 	Community Employment Resource Services		
<ul style="list-style-type: none"> • Ensure all staff continue to refer job seeking clients with self identified challenges to community supports (LiNDR, ODSP, Assistive Devices Canada) 	Community Employment Resource Services		
<ul style="list-style-type: none"> • Ensure Innovation Centre signage is appropriate 	Innovation Centre		
<ul style="list-style-type: none"> • Ensure access by providing accessible door openers to the following areas: Administration, BIDS, and from Student Services to the Lecture Theatre. 	Whitby / Facilities		
<ul style="list-style-type: none"> • 			
<ul style="list-style-type: none"> • 			

**APPENDIX C
ACCESSIBILITY WORKING GROUP**

Dan Walters, Chair
Maureen Wideman, Past Chair
Margaret Greenley, Advisor

Andrea Bell, Centre for Students with Disabilities
Beth Partlow, UOIT Human Resources
Chris Haze, Residences
Colleen McKay, UOIT Research/Grants
Craig Cameron, Trent University
Deborah Kinkaid, Admin Services; Linda Craig (alternate)
Don Murdock, Faculty, Whitby Campus
Doug Lucyk, Facilities
Doug Moon, UOIT Faculty of Science
John Easton, UOIT Faculty of Science (alternate)
Greg Snow, Student Association, VP Durham College
Helen Labine, Library; Trish Johns-Wilson (alternate)
Janice MacMillan, Human Resources
Joanne Wolf, Human Resources
Kathryn Bremner, Student Association
Kathy Lazenby, Campus Health Centre
Kelly Bailey, Human Resources
Ken Robb, Human Resources
Kim Lutes-McKay, Community Employment Resource Services
Lauren Barker, Communications & Marketing; Michelle Roebuck (alternate)
Lynn Connaty, Faculty, CICE Program
Mark Hatt, Student Association, VP Satellites
Marlene Mullings-Black, Faculty of Energy Systems & Nuclear Science
Moreen Tapper, DC Registration & Admissions, Melissa Brown (alternate)
Nancy Martin, Continuing Education
Ralph Aprile, Facilities/Ancillary Services
Rhonda Christian, Career Employment
Robyn Runstedler, Student Representative
Sharon Loverock, Faculty of Education
Shirley Whillans, Student Affairs
Stephanie Smith, Residence; Gabrielle Hojka (alternate)
Tanya Fellows, Telecommunications
Willona Blanche, Centre for Students with Disabilities / Learner Support Centre

Community Members:

Edie Forsyth