



**Durham College**

**Accessibility Plan 2010-2011**

**Year Eight**

**Teaching and Learning in an Accessible Environment**

## Table of Contents

<b>Introduction</b> .....	<b>3</b>
<b>The Year in Review: Accessibility Achievements of 2009-2010</b> .....	<b>5</b>
<b>Accessibility Standards for Customer Service</b> .....	<b>5</b>
Policy .....	5
Training .....	5
Feedback .....	6
Documentation and Reporting .....	6
<b>Other Achievements</b> .....	<b>7</b>
Culture of Accessibility .....	7
Partnerships .....	8
Research .....	9
Self Determination .....	9
Environment .....	10
Broadening the Disability Spectrum .....	10
<b>Looking Forward: Accessibility Objectives for 2010-2011</b> .....	<b>12</b>
Objective 1: Preparing for Compliance with New AODA Standards .....	12
Objective 2: Mental Health on Campus .....	13
Objective 3: Accessible Teaching and Learning .....	14
<b>Communication of the 2010-2011 Accessibility Plan</b> .....	<b>16</b>
<b>Appendix A</b> Customer Service Accessibility Report .....	<b>18</b>
<b>Appendix B</b> Accessibility Plan 2009-2010 Progress Report .....	<b>21</b>
<b>Appendix C</b> Recommendations from A Report on Student and Staff Perception: A Needs Analysis on Mental Health Services at Durham College and the University of Ontario Institute of Technology .....	<b>33</b>
<b>Appendix D</b> Accessibility Working Group Members .....	<b>34</b>

## Introduction

In 2008, the first of a series of standards issued under the Accessibility for Ontarians with Disabilities Act (AODA) became law. The Standards for Customer Service were designed to ensure that all businesses and organizations in Ontario that provide goods and services to third parties do so with equal access for individuals with disabilities.

Accordingly, the accessibility planning efforts of Durham College over the past year have been largely devoted to ensuring campus compliance with these provincially mandated rules regarding customer service policies and practices. The implementation of these guidelines was greatly facilitated by the infrastructure and mind-set that seven years of commitment to accessibility planning have established on the college campus. With an active Accessibility Working Group that includes membership from a variety of departments and a collective accessibility culture already in place, the AODA Customer Service Standard was adopted by Durham College. Policy development, feedback and documentation processes were all initiated and executed in advance of the March 31, 2010 AODA deadline.

While the work of implementing AODA Customer Service Standards framed accessibility efforts in the 2009-2010 planning year, mental health concerns on campus also emerged as a significant priority for the institution. Of the 601 students registered with the Centre for Students with Disabilities in 2009, 107 presented with psychiatric disability profiles. Campus Health Centre statistics show mental health disabled individuals to be the fastest growing target group on campus. In order to gain a better understanding of this need, the Campus Health Centre issued a comprehensive campus Mental Health Report and hired an additional counsellor. Fittingly, campus psychiatric nurse Alice-Mary Harvey was honored with the 2009-2010 Accessibility Advocate Award for championing this cause and advocating for the students she serves. The issue of mental health continues to be a priority for the college and as noted below, response to mental health needs on campus will feature as a primary objective in the 2010-2011 planning year.

Durham College was duly recognized for its excellence in the area of accessibility by the larger community on three occasions this past year. First, it was chosen to be the host site for the Durham Region Accessibility Expo which was held in the Campus Recreation and Wellness Centre on June 17, 2010. This honour affirms the college's status as barrier free and fully accessible to the larger community. Additionally, Durham College and UOIT were acknowledged by the Ministry of Community and Social Services who chose to feature the institutions in their video series on best practices in the area of accessibility planning. Finally, former CICE students accepted the community living Oshawa/Clarington 2009 Inclusion Award on behalf of Durham College and the CICE program itself was awarded the 2010 Innovation award at the EmployABILITY Awards Program and Gala hosted by the Durham Region Employment Network (DREN).

It is perhaps the seemingly small events of the past year that best illustrate Durham College's abiding commitment to accessibility. From the tangible construction of an accessible washroom that is equipped with facilities for attendant care to the intangible institutional pride at having Durham College graduate and Accessibility Advocate Award recipient, John Draper deliver a Keynote Address at events, such as this year's Association of Canadian Community College's (ACCC) National Conference and Durham College's VP Academic Kick Off celebration, it is these everyday measures of success that mark the ongoing, ever-progressive transformation of

campus facilities and the transformative impact that an accessible campus conscience can have on individual lives.

The objectives of the current Accessibility Plan are threefold: continued work towards the three new AODA standards of Information and Communication, Transportation, and Employment; continued response to mental health issues on campus; and increased accessibility in the area of teaching and learning. These objectives mirror the college's 2010-2011 Business Plan which commits to operational excellence that includes meeting compliance requirements set out through the AODA, equal access and diversity in learning and increased integration of instructional technology to enhance student engagement and improve accessibility (Durham College Business Plan, 2010-2011). The merging objectives of Durham College's Accessibility Plan with the values and deliverables of its Business Plan, illustrates the entrenchment of accessibility at all levels of institutional operation.

This plan will summarize the achievements of the institution towards meeting the accessibility goals of 2009-2010 as well as progress made with regards to ongoing accessibility objectives of previous years. The former focuses on the implementation of Customer Service Standards and the latter include the creation of an accessible campus culture, the building of partnerships in the name of accessibility, accessibility research, promoting self determination for individuals with disabilities, building an accessible campus work environment and broadening the disability spectrum on the campus community. Finally, the 2010-2011 Accessibility Plan will issue Durham College's accessibility objectives for the current year and outline a plan for its communication, governance and implementation.

## THE YEAR IN REVIEW: ACCESSIBILITY ACCOMPLISHMENTS OF 2009-2010

### Toward the Goals of the 2009-2010 Planning Year: AODA Customer Service Standards

The culture of accessibility that has been created at Durham College allowed the institution to move quickly and efficiently on the implementation of the AODA Customer Service Standards. The work undertaken by the institution towards ensuring fully accessible customer service practices highlighted the fact that accessibility has become everyone's business at Durham College.

The AODA guidelines outlined four areas for customer service compliance: Policy Development, Training, Feedback Processes, and Documentation and Reporting. Subcommittees were created to address the issues related to each of these areas of compliance and work began in the fall towards reporting to the Ministry of Community and Social Service by the March 31, 2010 deadline.

#### 1. Policy Development

Durham College's existing Accessibility Policy which was originally adopted in November 2008 was amended to ensure full compliance with the AODA Customer Service Standards. Specifically the policy was tailored such that it addressed customer service in the following areas: recognition of the core principles of independence, dignity, integration and equality of opportunity; the use of personal assistive devices to access goods and services; communication; the issue of service animals and support persons; issues regarding disruption of service; training; feedback processes and documentation. All college departments reviewed the amended policy to ensure that their own departmental policies and procedures were compliant and consequently new policies and procedures were developed. Namely, the *Alternate Format Course Materials for Students with Disabilities* policy was developed by the Academic department, *Notice of Service Disruption* procedure was developed by the Finance department, *Academic Accommodation for Students with Disabilities* policy was developed by the Centre for Students with Disabilities and the Academic department and *Accessible Services Feedback* procedure is being developed by the Durham College Leadership Team. Additionally, a *Notice of Elevator Disruption* procedure has been initiated by the Facilities department with plans for completion this fall.

#### 2. Training for Customer Service Standards

The Customer Service Standards require that training be provided to all those who deal with the public and/or participate in developing policy, practices and procedures related to the provision of goods or services to the public. Durham College developed a training program that included both in-house and on-line sessions. This program included training on issues such as how to interact and communicate with individuals with disabilities, how to interact with persons who use an assistive device or require the assistance of a service animal or support person, how to use equipment and devices available to help with the provision of goods or services to a person with a disability and what to do in the event that a person with a disability is having difficulty accessing goods or services. In-person training was conducted following a Train-the-Trainer model.

Academic employees received training prior to start-up of the 2009-2010 academic year and new staff were trained, and will continue to be trained, as part of the orientation process. Certificates were provided to individuals who completed training and their completion status was

noted on personnel records. In all, as of June 2010, Customer Service Training was delivered to over 860 full-time, part-time, contract employees and faculty at Durham College.

In addition to training that was specifically developed in response to Customer Service Standards, the Innovation Centre continued to offer workshops to Durham College faculty and staff on accessibility issues. Sessions titled *The Accessible Classroom*, *Making Your Documents Accessible* and *Universal Design for Learning* were delivered. An online learning module entitled *Empowering Diversity in the Classroom* was available to all faculty and staff and delivered as a professional development course to colleges in the Ontario Eastern Region. Twenty-five faculty members from around the province enrolled in this Innovation Centre online course.

### 3. Feedback Processes

The “You Speak, We Act” feedback program at Durham College was established in 2004 to provide students with a vehicle to comment on any aspect of their college experience including those related to accessibility. In addition to this existing initiative which can be accessed online and in-person around campus, additional procedures designed to obtain feedback regarding accessibility issues were developed this past year. Accessibility feedback was enabled through the creation of a dedicated email address, phone line, and in-person and written feedback processes were instated. Accessibility queries are sent to the office of the Vice President, Student Affairs where they will be responded to within 10 business days. Accessibility feedback is being tracked as part of the reporting process to the Ministry of Community and Social Services.

The effectiveness of feedback processes was illustrated this past year when the Students for Equal Access (SEA) committee conducted an internal audit of services on campus to ensure compliance with the Facility Accessibility Design Standards that were adopted by the City of Oshawa. The resulting report was presented to the Accessibility Working Group and elicited a timely and productive response from the office of Vice President, Student Affairs. This internal accessibility audit and resulting dialogue between students, the Accessibility Working Group and the administration exemplifies the culture of accessibility that has been established on campus, the possibilities that empowered students allow, and the transparency of accessibility feedback processes.

### 4. Documentation and Reporting

Durham College submitted a report to the Ministry of Community and Social Services on March 25, 2010 (See Appendix A). This report confirmed the institution’s full compliance with all of the required Customer Service Standards including those of policy development, training, issues regarding service animals and support persons, disruptions to services, feedback processes and documentation. All policies and procedures related to Customer Service Standards are available upon request in both traditional and alternative formats.

## Other Achievements

Since the inception of Accessibility Planning in 2003, Durham College has identified broad goals in each of its annual Accessibility Plans that serve to frame the work of the coming year. These past goals include: establishing a culture of accessibility on campus, building accessibility partnerships, conducting accessibility research, promoting self-determination for individuals with accessibility building an accessible work and play environment and broadening awareness of the full disability spectrum. In addition to the new accessibility objectives that are developed each year, these established objectives of years past continue to underlie and inspire the college's accessibility efforts.

### Culture of Accessibility

Accessibility Advocate Award. This award was established by the Accessibility Working Group to recognize leaders on the campus community who demonstrate best practices and superior effort in offering their services to individuals with disabilities. In 2009-2010, the recipient of the Accessibility Advocate Award was Mary-Alice Harvey, a specialist in psychiatric health nursing who works with students in the Campus Health Centre. Mary-Alice was recognized for her tireless efforts toward removing barriers and stigmas that are associated with mental illness. Her work in the development of *Connections*, a guidebook that provides support to staff and faculty when encountering mental health issues in students, has helped to raise campus awareness regarding the recognition of mental illness, its prevalence on campus and the support that can be offered to individuals with this type of disability. Mary-Alice's day to day work alongside students has helped to promote equitable access to education and has positioned her as a leading advocate for mental health needs on campus.

Accessibility and Centre for Students with Disabilities Websites. Durham College's general website was updated to include new accessibility policies that were developed in accordance with the Customer Service standards. Additionally, the Centre for Students with Disabilities website was redesigned with improved user-friendly features and updated links to accessibility resources.

Durham Region Accessibility Expo. On June 17, 2010, Durham College and UOIT was the host site for the Durham Region Accessibility Expo. This event was initiated by regional and local Accessibility Advisory Committees and the Region of Durham Economic Development and Tourism Department. It featured motivational speakers such as Paul Rosen, a Paralympic Gold Medalist and the musical talent of Justin Hines. Also featured was an information session on the Accessibility for Ontarians with Disabilities Act, and an Accessibility Marketplace that featured over 100 exhibitors showcasing advanced assistive technologies and devices, community services and home health care products. The Ontario Lieutenant Governor, David Onley, was a keynote speaker who recognized the accessible accomplishments of Durham Region and profiled the importance of this mandate for individuals and the Ontario economy. The honour speaks both to the accessibility of the Recreation and Wellness Centre and to the accessibility of the campus in general. This host site privilege exemplifies the institution's role as an accessibility leader in the community it serves.

Ministry of Community and Social Services Best Practices Video and ASAP Award. Durham College and UOIT were chosen by the Ministry of Community and Social Services (MCSS) to highlight campus initiatives to support accessibility. In their new online video series designed to highlight the work of provincial businesses and organizations that have done exceptional work in

breaking down barriers for individuals with disabilities, the institutions will be featured as a best practice in the realm of education. For her work in facilitating this video production, Meghan Houghton, the director of the Centre for Students with Disabilities, was honoured with the ASAP award. This is an award granted by the Communications and Marketing Branch of MCSS which pays tribute to individuals who have gone above and beyond the call of duty to help the Ministry provide excellent service. Meghan was recognized for having managed numerous logistical and scheduling challenges in the coordination of the video shoot for MCSS.

## Partnerships

Association of Canadian Community Colleges Conference. John Draper, a Durham College graduate and former recipient of the Accessibility Advocate Award achieved national recognition as a Keynote Speaker at the Association of Canadian Community Colleges Conference (ACCC) in Niagara Falls in June 2010. This conference, which hosts over 800 delegates from Canada and around the world, showcased John's achievements in building communities that are fully accessible to individuals with disabilities. In conference materials, John was listed as both a Journalist and a Graduate of Durham College. Mr. Draper is an example of an individual who is making a difference in the world.

Centre for Students with Disabilities. The Centre for Students with Disabilities (CSD) engaged in many campus and community partnerships to promote accessibility this past planning year. On campus, CSD participated in a variety of events including "Get Connected", Durham College Student Family Day, Staff Start Up and community open house events. Additionally, CSD partnered with Student Academic Learning Services to share staff for invigilation and reading and scribing services to students with exam accommodations. The Centre for Students with Disabilities also engaged work-study students to assist with alternate format research and production and the centre successfully collaborated with publishers to develop protocols for each to supply e-formats for student textbooks. This partnership with publishers produced over 685 e-formatted books for students at Durham College and UOIT.

Post-secondary partnerships were cultivated as staff from the CSD worked with high school disability services and coordinated presentations to five local high schools throughout the year. These presentations served to reach over 140 students with disabilities who are considering college education as well as their teachers and families. Additionally, CSD presented to three Eastern Region School Boards, establishing partnerships with the heads of Special Education at the high schools therein represented.

The Centre for Students with Disabilities continued their presentations to faculty and staff on supporting students with disabilities using their CSD developed *Faculty Guide* as a resource.

Community Integration through Cooperative Education. CICE completed its third year at Durham College in April 2010. Students in this two year oversubscribed program continued to integrate into many areas throughout the college. Academically, CICE will be expanding into three more program areas for the 2010-2011 academic year: Child and Youth Worker, Culinary Skills and Hospitality Management/Hotel and Restaurant. Expansion of program availability is of significant benefit to current and future students to the program.

CICE students participated in field placements in various departments within the college and with diverse employers throughout the community. These employment experiences provided



experiential learning opportunities for CICE students and laid the groundwork for valuable partnerships within the business community.

CICE staff attended a CICE provincial workshop in May and participated in various PD opportunities to ensure a quality service to CICE students. Highlights of the 2009-2010 include the introduction of the Perfect Pals program, exposure through news coverage on CTV noon news, various media articles and the convocation of CICE's second cohort. Former CICE students accepted the community living Oshawa/Clarington 2009 Inclusion Award on behalf of Durham College and the CICE program itself was awarded the 2010 Innovation award at the EmployABILITY Awards Program and Gala hosted by the Durham Region Employment Network (DREN).

Ministry of Community and Social Services. As mentioned above, the ministry that is responsible for the government's efforts to improve accessibility and inclusiveness for people with disabilities, began work on the production of videos to feature organizations and businesses across Ontario that are making a difference in accessibility initiatives. In the area of education, MCSS chose Durham College and UOIT as an example of a campus that is committed to providing a barrier-free environment and is making a difference for individuals with disabilities. The resulting ASAP award that was granted to CSD Director, Meghan Houghton (discussed above) validates the positive experience MCSS had in partnering with Durham College and UOIT on this initiative and paves the way for future collaboration.

## Research

Mental Health Needs Analysis. National studies show that the number of students with mental health disabilities now attending colleges and universities is increasing. While this is indicative of increased services and support for these individuals, it also invites questions regarding the capacity of post-secondary institutions to continue to meet the challenge of serving students with mental health concerns. Campus incidences amidst national statistics regarding mental health among post secondary students, led CHC to issue a comprehensive study of mental health issues on campus. The resulting report titled: *A Report on Student and Staff Perception: A Needs Analysis on Mental Health Services at Durham College and University of Ontario Institute of Technology*, indicate that mental health challenges on campus are becoming more common, more complex and more challenging and that there is a growing need to develop systems and strategies to deal with mental health disabilities more effectively. This report will serve both as a foundation and a catalyst for the mental health objectives of the current plan.

## Self Determination

Eli-Lilly Moving Lives Forward Scholarship. Durham College student, Kaitlin Coupland was honoured this past year with the Eli-Lilly Moving Lives Forward Scholarship. This award, valued at \$2000 recognizes individuals with mental illnesses who are moving forward with educational attainment in order to fulfill their individual potential. Kaitlin, a third year Legal Administration student, sought out many campus resources including the Campus Health Centre and the Centre for Students with Disabilities as she engaged in her academic pursuits. Kaitlin exemplifies what is possible when internal motivation and external supports and services combine to provide barrier-free conditions for individual success.

Students for Equal Access. Established in 2006, Students for Equal Access (SEA) continues to play an important role in examining and improving accessibility at Durham College. This past year, SEA organized a speaker series as part of their ongoing effort to raise accessibility awareness on campus. This series featured Dr. Kathryn Woodcock, Ryerson University Associate Professor who is deaf, and specializes in teaching, researching, and consulting in the areas of human factors and ergonomics. Also featured was Eric Flemming, a Durham College Alumnus and a former paralympian. Students for Equal Access continues to advocate on behalf of students with disabilities and as noted above, their accessibility audit generated productive dialogue that instigated an action plan for barrier removal projects across campus.

Transitions. Self determination for individuals with disabilities continues to be supported at Durham College through the ongoing Transitions program. This program, designed to assist students in bridging their high school and post secondary educational experiences. The Transitions program helps students to gain a better understanding of their disability, their rights and responsibilities and trains them in creating a personal webpage about their disability for their professors. The delivery of the non-LD Transitions program that began in summer 2009 received much positive feedback and a new Transitions program designed to meet the specific needs of students with Asperger's syndrome program was established. In the summer of 2010, three separate Transitions programs were delivered addressing the needs of learning disabled, non-learning disabled and Asperger's syndrome populations.

## Environment

Accessible Washroom. A washroom in the South Wing was re-designed by the Centre for Students with Disabilities and renovated to include a built-in Hoer lift and treatment bed in order to service students who require treatments and or/assistance with attendant care while on campus. Plans are underway for a new accessible washroom at the Whitby campus.

Building and Renovations. Accessibility considerations have become a built-in part of all building projects at Durham College. In some building and renovation initiatives, such as the new Student Services building, an architect focused on the design and development stage to ensure barrier-free construction. Highlights of accessibility construction in the past year include the installation of a second elevator to the Gordon Willey building third floor, chemistry labs which have been adapted with accessible lab stations and the design of an accessible pedestrian crossing for the campus at the intersection of Founders Drive and Commencement Drive to be implemented by September 2010.

## Broadening Disability Spectrum

Mental Health Needs Analysis. As indicated above, the Campus Health Centre conducted research into student and staff perceptions regarding mental health issues on campus and the services that support mental health. This needs analysis confirmed that the student body of Durham College is facing increasingly varied and complex mental health challenges. This research will support future initiatives related to mental health on campus.

Disability Awareness Poster Campaign. Durham College continued to raise awareness of the broad spectrum of disabilities through its Disability Awareness poster campaign. These posters, that feature photos of students with both visible and non-visible disabilities such as spina bifida,

visual impairments, learning disorders, depression and anxiety and the question “Would you treat me differently if you knew I had a disability?”, continued to be on display in faculty offices, bus stops and in high schools throughout the local community. Planning for the second phase of this poster campaign is currently underway and will align with accessibility objectives for the 2010-2011 academic year.

### Teaching and Learning

Dr. Wendy Stanyon, 3rd Year BScN Coordinator, Assistant Professor with the Faculty of Health Sciences at UOIT has developed Mindbook, a UOIT and Durham College campus-wide initiative, which will be used as a mental health awareness resource for students, staff, faculty and administrators at both institutions. Mindbook is an interactive online resource designed collaboratively by UOIT and Durham College to promote mental health awareness on campus. Dr. Stanyon will be presenting Mindbook at the Ministry of Training, Colleges, and Universities Mental Health summit in fall 2010.

### 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 outlined in the *Accessibility Working Group Progress Report 2009-10* found in Appendix B. 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 2009-10 goals pertaining to AODA Customer Service Standards.

## LOOKING FORWARD: ACCESSIBILITY OBJECTIVES FOR 2010-2011

Accessibility planning at Durham College for the coming year will continue to focus on the standards being developed under the Accessibility for Ontarians with Disabilities Act, 2005. The *Final Proposed Standard for Accessible Information and Communications* was published in April 2009 and the *Final Proposed Standard for Employment Accessibility* was published August 2009. In anticipation of these proposed standards becoming law in the upcoming year, the first accessibility objective of the 2010-2011 year will be to prepare for compliance with these standards. Second, the college will continue to investigate and respond to the needs of an ever-growing population of individuals with mental health disabilities on campus. As its final objective for the current planning year, Durham College will concentrate on improving accessibility in the areas of teaching and learning.

### Objective 1: Preparing for Compliance with New AODA Standards

Background. It is expected that three new AODA standards will become law in the 2010-2011 planning year. The government intends to integrate the Information and Communications, Employment, and Transportation standards. First, the proposed Information and Communications Standard sets forth guidelines to ensure that all information and methods of communication to and from an individual are designed to be accessible to persons with disabilities. Second, the proposed Employment Accessibility Standard was developed to facilitate the achievement of accessible employment for individuals with disabilities. Third, the Transportation Standard will provide a variety of accessible public transportation options for persons with disabilities.

Information and Communications Standards. This standard specifies requirements to prevent and remove barriers to persons with disabilities when creating, procuring, conveying, receiving or distributing information and communications to and from persons with disabilities (*Proposed Accessible Information and Communications Standard*, 2009). The proposed standard will require the college to follow guidelines in the areas of: policy, training, emergency and public safety information, technical requirements, health, education, and libraries.

Employment Accessibility Standard. This standard specifies requirements regarding policies and procedures for the identification, removal and prevention of barriers across all stages of the employment life cycle for persons with disabilities. This proposed standard will require the college to follow guidelines pertaining to policy, training, retention and recruitment, assessment selection and hiring.

Transportation Standard. This standard specifies requirements aimed to make it easier for people to travel in Ontario, including people with disabilities, older Ontarians and families traveling with children. This proposed standard will require the college to follow recommended guidelines in support of accessible transportation options for our campus community.

AODA Standards Compliance Goals: Once these standards are established as law, the Ministry of Community and Social Services will issue guidelines for organizational compliance. In this planning year, Durham College will set the following goals with regards to compliance with the upcoming AODA standards:

- a. Identify Expectations. As a first step toward compliance with the new AODA standards, the requirements of each must be clearly delineated. As with the Customer Service

Standards, it is anticipated that guidelines to support this work will be forthcoming from MCSS.

- b. Assign Leadership and Responsibility. Once the expectations of each standard are clearly defined, departments and/or individuals will be assigned responsibility for leading investigation into the impact of each requirement on existing institutional policies and procedures.
- c. Create Working Group Subcommittees. To implement the work required to comply with the upcoming AODA standards.

## **Objective 2: Mental Health on Campus**

Background. In September of 2009, the Campus Health Centre (CHC) published a report titled: *Report on Student and Staff Perception: A Needs Analysis of Mental Health Services at Durham College and University of Ontario Institute of Technology (UOIT)*. The key objectives of this study were to identify the mental health challenges students were facing, the resources they use to address these challenges, and any shortcomings of the service model currently available to students with mental health needs. This study found that mental health disabilities were reported more frequently by students than either learning or physical disabilities. Further, all staff and faculty that were interviewed shared the view that mental illness is increasing among students. CHC statistics support the rising incidence of mental health challenges. In September 2008, 111 students were accessing counselling services and one year later, September 2009, 206 students had been seen by CHC counsellors. This represents a near 100% increase in the use of counselling services over one year. The Centre for Students with Disabilities charted a similar increase in the number of students with mental health diagnoses; seeing 72 students in the 2005-2006 year and 155 in the 2008-2009 academic year. These CSD figures represent an increase in mental health diagnoses of over 100% over 3 years.

In addition to the rising incidence of mental illness, there is a rising concern for the safety of individuals who are affected as well as concern for the safety of the campus community. In September 2009 alone, 8 students had been seen by CHC counsellors for suicidal ideation or threats and the CHC report above found that of the 635 students surveyed, 20% indicated that they had thought about suicide (CHC, 2009).

Finally, this report raised concerns regarding both the awareness and availability of services on campus. Of the 74% of students who reported feeling overwhelmed at the time of the CHC study, only 5% sought counselling services on campus. Moreover, even with only 5% seeking support, wait times exceeded two weeks to see a mental health professional on campus. Currently there are two counsellors and one mental health nurse to service over 14,000 students at Durham College and UOIT. Counselling is not available in the evening or on weekends and Durham Region is simultaneously experiencing a shortage of family doctors.

Goals: In reflection of these issues, Durham College will set the following goals with regards to mental health on campus:

- a. Mental Health Awareness Initiative. Promoting a comprehensive understanding and appreciation for this disability is a necessary foundation for success in mental health planning. As part of this goal, CSD will work to continue the second phase of its poster campaign that will feature faculty members with mental health disabilities. This

awareness initiative may further involve mental health training for staff, faculty, security and CERT (Campus Emergency Response Team). This training may use the already published CHC *Connections* document as an information source. Specific awareness initiatives are outlined in the recommendations of the CHC report in Appendix C.

- b. Development of a comprehensive, integrated system to service mental health on campus. Students currently access mental health services through many different entry points (i.e. faculty, disability services, staff, security, counselling). It is important that these systems are integrated to ensure consistent, appropriate, and timely response to student's needs.
- c. Create and consolidate community partnerships. Continued work with existing community partners in mental health and the creation of new partnerships in this area will help to provide support to current campus services.
- d. Peer crisis service. The establishment of a peer crisis service that is staffed with trained volunteers would provide an option for students in crisis who are unable to see a mental health professional or are otherwise unsure of where to turn for help.
- e. Procurement of additional resources on campus. As the complexity and severity of mental health disabilities grows on campus, there is an increasing need for psychiatric services in addition to expanded counselling services that may include an on-call counsellor who could respond to students needs outside of business hours.

### **Objective 3: Accessible Teaching and Learning**

Background. In their Accessibility Fund Annual Report, the Centre for Students with Disabilities noted a 16% increase in the number of students with disabilities with a total of 673 students being accommodated for disabilities in 2009-2010. This number is up from 563 in 2008-2009 (CSD, 2010). The growing number of students with disabilities attending Durham College is a reflection of the increase in disability awareness and services at both the secondary and post secondary levels to support this population of students and as such, may be regarded as a positive occurrence. However, one consequence of these increasing numbers is a need for increased faculty awareness regarding how to provide support for individuals with disabilities in the classroom and also how to deliver curriculum in accessible formats. Accordingly, Durham College's goals with regards to increasing accessibility in the classroom will focus on developing policy and training programs to increase faculty awareness and responsibility for meeting the needs of students with disabilities.

Goals. In reflection of these issues, Durham College will set the following goals for accessible teaching and learning:

- a) Faculty Training. In order to ensure that individuals with disabilities are experiencing barrier-free learning in the classroom, a plan for training to promote faculty awareness of the spectrum of disabilities, their respective challenges and how to provide classroom support will be initiated. This training will involve instruction on how to ensure that course content is not being delivered in ways that is restrictive to some students. For example, videos without closed captions present a barrier to students with hearing impairments.

- b) Education. In order to increase awareness and educate students, staff, faculty and administrators on mental health disabilities, Durham College will implement Mindbook, an interactive, online resource developed by Dr. Wendy Stanyon and designed collaboratively by UOIT and Durham College to promote mental health awareness on campus.
  
- c) Policy Development. To ensure that curriculum is delivered in a way that is accessible to all students, Durham College will explore the possibility of creating additional policies and procedures regarding curriculum development and delivery. Such policies and procedures would support the principles of Universal Instructional Design.

## **COMMUNICATION OF THE 2010-2011 ACCESSIBILITY PLAN**

By the time of public posting on September 30, 2010, the draft 2010-2011 Accessibility Plan will have been approved by the membership of the Accessibility Working Group, the Durham College Leadership Team, and the Durham College Board of Governors.

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



## References

Campus Health Centre. (2009). A Report on Student and Staff Perception: A Needs Analysis on Mental Health Services at Durham College and the University of Ontario Institute of Technology

Centre for Students with Disabilities (2010). Durham College 2009-2010 Accessibility Fund Annual Report.

Durham College. (2010). Durham College Business Plan 2010-2011. Approved by Durham College Board of Governors.

Ministry of Community and Social Services, (2009). Accessibility for Ontarians with Disabilities Act, Final Proposed Information and Communication Standard. IC-SDC File #: N134R4.

Ministry of Community and Social Services. (2009). Accessibility for Ontarians with Disabilities Act, Final Proposed Employment Accessibility Standard. EA-SDC File #: N168.

## APPENDIX A

### CUSTOMER SERVICE ACCESSIBILITY REPORT

Following are the 13 questions required to complete the Accessibility Report due on March 31, 2010.

1. a) Does your organization have policies, practices and procedures on providing goods or services to people with disabilities? [s. 3(1)] YES

Comment: Durham College's institutional policies have been developed and related procedures and practices for specific areas are under review to ensure consistency with the AODA Customer Service standards.

b) Does your organization use reasonable efforts to ensure that these policies are consistent with the principles of independence, dignity, integration and equality of opportunity? [s.3(2)] YES

2. Do your organization's policies address the use of assistive devices by people with disabilities to access your organization's goods or services, or any available alternative measures that enable them to do so? [s. 3(3)] YES

3. Do your organization's policies, practices and procedures require your organization to take a person's disability into account when communicating with the person? [s. 3(4)] YES

4. Do members of the public or other third parties have access to premises that your organization owns or operates? [s. 4(1)] If no, then skip to question 7 below. YES

5. a) Does your organization permit people with disabilities to keep their service animals with them on the parts of your premises that are open to the public or other third parties, except where the animal is excluded by law, and is this included in your policies, practices and procedures? [s.4(2) & (7)] YES

Comment: Durham College's Accessibility policy does permit persons with disabilities to keep their service animals with them in areas that are open to the public or other third parties. Other related procedures and practices are under review to ensure consistency with the AODA Customer Service standards.

b) If a service animal is excluded by law from your premises, does your organization ensure that alternate measures are available to enable the person to access your goods or services? [s. 4(3)] YES

Comment: Durham College's institutional policies ensure that alternate measures will be made for persons with disabilities to access goods and services if a service animal is excluded by law from a portion of the premises.

6. Does your organization permit people with disabilities to enter the parts of your premises that are open to the public or other third parties with their support person, and provide notice of any fee charged for the support person, and is this included in your policies, practices and procedures? [s. 4(4) (6) & (7)] YES

Comment: With regards to support persons, draft communications are in development to ensure

that alternate measures are available to enable the person(s) with disabilities have access to our goods and services. An internal communication is in development to advise all employees about the access requirements or alternate measures available as they pertain to support persons.

7. Does your organization post a notice at a conspicuous place on your premises, on your website, or by another reasonable method, of any temporary disruption in facilities or services that people with disabilities usually use to access your organization's goods or services, including the reason, duration and any alternatives available? [s. 5(1) (2) & (3)] YES

Comment: Durham College has developed a notice of disruption operational procedures. The college's accessibility website and main website will have an area dedicated to notice of services disruptions. Measures are currently in place to ensure temporary disruptions are clearly marked at the affected location(s).

8. Has your organization established and documented a process to receive and respond to feedback on how its goods or services are provided to people with disabilities, including actions that your organization will take when a complaint is received? [s. 7(1), (3) & (4)] YES

Comment: A formal communications procedure is in final stages of development and authorization to address all possible methods for providing feedback to the organization. Currently, on the website, the college accepts and logs feedback using the feedback button, available on every page of the site. The accessibility website also allows for feedback via [Youspeakweact@durhamcollege.ca](mailto:Youspeakweact@durhamcollege.ca) e-mail.

9. Does your organization make information about its feedback process readily available to the public, including how feedback may be provided (e.g. in person, by telephone, in writing, by email, on diskette or otherwise)? [s. 7(1) & (2)] YES

Comment: Durham College's current accessibility website provides individuals with access to the [Youspeakweact@durhamcollege.ca](mailto:Youspeakweact@durhamcollege.ca) e-mail in order to offer feedback on a variety of issues pertaining to the college and its facilities. The accessibility website will also list additional options and details of who to contact at the college to provide and receive feedback. Options to provide feedback will include an online feedback form, email, phone, in-person and in writing.

10. Does your organization ensure that the following people receive training about providing your goods or services to people with disabilities?

- Every person who deals with the public or other third parties on behalf of your organization; and
- Every person who participates in developing your organization's policies, practices and procedures on providing goods or services? [s. 6(1)] YES

11. Does this training include your organization's current policies, practices and procedures required under the Customer Service Standard and all the topics listed in section 6(2) of the standard? [s. 6(2) & (4)] YES

12. Does your organization have a written training policy that includes a summary of the contents of the training (per question 11 above) and details of when the training is to be provided, and does your organization keep records of the dates that training was provided and how many people were trained? [s. 6(5) & (6)] YES

13. Does your organization post a notice at a conspicuous place on your premises, on your website, or by another reasonable method, that the documents required by the Customer Service Standard are available upon request, and do you provide those documents in a format that takes a person's disability into account? [s. 8(1) & (2) & 9(1)] YES

Comment: Durham College updated accessibility website is in its final stages of development and will allow access to all documents required by the Customer Service Standards in standard formats. Alternative formats for persons with disabilities will be made available upon request.

**APPENDIX B**  
**ACCESSIBILITY PLAN 2009-2010 PROGRESS REPORT**

## ACCESSIBILITY PLAN 2009-2010 PROGRESS REPORT

Initiative	Department	Completed	Progress to Date/Planned Adjustments
<p><b>1. POLICY DEVELOPMENT - CUSTOMER SERVICE STANDARDS:</b></p>			
<ul style="list-style-type: none"> <li>• Amend our Accessibility institutional policy to outline the requirements for compliance with AODA Customer Service Standards.</li> </ul>	M. Greenley	Completed	<ul style="list-style-type: none"> <li>• Accessibility policy amended to include AODA Customer Service Standard requirements and was approved by Durham College Leadership Team in November 2009. The amended policy addresses the required areas under the Act that includes:               <ul style="list-style-type: none"> <li>- Communication;</li> <li>- Service Animals;</li> <li>- Support Persons;</li> <li>- Disruption in Service;</li> <li>- Training;</li> <li>- Feedback Process; and</li> <li>- Documentation</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Each department will review the updated Accessibility institutional policy and ensure that their department policies and procedures are compliant.</li> </ul>	ALL	Completed	<ul style="list-style-type: none"> <li>• All departments reviewed the updated Accessibility policy to ensure departmental policies and procedures are compliant.</li> <li>• Developed the following new policies and procedures to support the updated Accessibility policy:               <ul style="list-style-type: none"> <li>- Alternate Format Course Materials for Students with Disabilities policy developed by Academic department</li> <li>- Notice of Service Disruption procedure developed by Finance department</li> <li>- Notice of Elevator Disruption procedure under development by Facilities department</li> <li>- Academic Accommodation for Students with Disabilities policy developed by Centre for Students with Disabilities in conjunction with Academic department</li> <li>- Accessible Services Feedback procedure under development by the Durham College Leadership Team.</li> </ul> </li> </ul>

<b>2. TRAINING FOR CUSTOMER SERVICE STANDARDS:</b>			
<ul style="list-style-type: none"> <li>Customer service training for all current campus employees must be completed by January 1, 2010 and made available continually for new staff.</li> </ul>	<p>Human Resources</p>	<p>Completed</p> <p>Continue with some ongoing initiatives</p>	<p><b>Human Resources</b></p> <ul style="list-style-type: none"> <li>Developed in-house and online training sessions.</li> <li>Adopted a Train-the-trainer model and identified individuals to implement training.</li> <li>Delivered training for current DC academic employees before start-up and additional training will be implemented throughout the fall and winter of 2009-10.</li> <li>As of June 2010, delivered AODA Customer Services training to over 860 Durham College employees and faculty through the in-house and online training session.</li> <li>Provide training to new staff through the orientation process as well as the on-line tool.</li> <li>Continue to offer at least one seminar session per year while the on-line training tool is available to all new staff.</li> <li>Provide certificate to employees once they have completed the training and track completion on employees' personnel records.</li> <li>Developed an Accessibility information page on the Intranet Centre for Employees (ICE) site.</li> </ul> <p><b>Innovation Centre</b></p> <ul style="list-style-type: none"> <li>Delivers a number of accessibility workshops including: "The Accessible Classroom," "Making Your Documents Accessible" and "Universal Design for Learning."</li> <li>Developed an online learning module entitled, "Empowering Diversity in the Classroom" which touches on many aspects of diversity, including students with disabilities. This module is available on the Innovation Centre WebCT site and is available to all faculty and staff. This module was also delivered over four weeks as an online professional development course to Ontario Eastern Region Colleges. Approximately 25 faculty members from the province enrolled in the course.</li> </ul>

			<ul style="list-style-type: none"> <li>• Moving towards captioning or transcribing our library of multimedia resources.</li> <li>• Hired Office Administration student for transcribing/ captioning. We are also examining how to incorporate the transcription/captioning into our workflow process.</li> <li>• Investigating new tools and methods for improving our level of accessibility in our work.</li> </ul> <p><b>Durham College Corporate Training Services</b></p> <ul style="list-style-type: none"> <li>• Developed an AODA Customer Service Standards on-line training tool for internal and external customer training needs.</li> </ul> <p><b>Student Association (SA)</b></p> <ul style="list-style-type: none"> <li>• The SA staff and executive participated in online customer service training for the AODA.</li> </ul> <p><b>Campus Residences</b></p> <ul style="list-style-type: none"> <li>• Campus residence staff completed training.</li> <li>• Ongoing training is provided to new staff using a program Created by CLC central services.</li> <li>• Incorporated this training into our new staff orientation process.</li> </ul>
<b>3. ESTABLISH A FEEDBACK PROCESS:</b>			
<ul style="list-style-type: none"> <li>• Develop an institutional feedback process for complaints received about the delivery of goods and services to customers with a disability.</li> </ul>	M. Greenley	Completed	<ul style="list-style-type: none"> <li>• Developing a feedback procedure that encourages the public, staff, and students to provide feedback regarding accessibility.</li> <li>• Opportunity to provide feedback is available in alternate formats: in person, by phone, via email <a href="mailto:accessibility@durhamcollege.ca">accessibility@durhamcollege.ca</a> and on-line via the accessibility website. Response will be sent within 10 business days. Feedback will be tracked for ministerial report.</li> </ul>



<ul style="list-style-type: none"> <li>Develop action plans to address customer service accessibility complaints.</li> </ul>	ALL	Completed	<ul style="list-style-type: none"> <li>Communications and Marketing department developed an Accessibility Feedback online form. It will be made available through the Accessibility webpage.</li> <li>Communications and Marketing also receives customer feedback through the general website online feedback form and will answer the questions for the user if possible or will forward the message to the correct area.</li> <li>Academic department developed feedback process called "You Speak We Act" available both online and information centre drop boxes</li> <li>Continuing Education developed a complaints/compliments process that is available on paper and online through the department's webpage.</li> </ul> <p><b>Durham College and UOIT</b></p> <ul style="list-style-type: none"> <li>Residence provides alternate vehicles for feedback process.</li> <li>The Library developed a complaints and comments process; feedback can be submitted via phone, in person and e-mail. Links and numbers are available on the Library webpage. Responses are sent by the designated contact person when the individual provides their contact information. The Library also has a suggestions board and these print comments are answered and displayed.</li> </ul> <p><b>Student Association</b></p> <ul style="list-style-type: none"> <li>Students for Equal Access conducted several "mini audits" of departments on campus, presented a report regarding institutional space and facilities to ensure compliance with the accessibility requirements based on the Facility Accessibility Design Standards (FADS). FADS' mandate is to improve accessibility beyond the Ontario Building Code and had been adopted by the City of Oshawa.</li> </ul>
4. ESTABLISH DOCUMENTATION AND			

<b>REPORTING PROCEDURES:</b>			
<ul style="list-style-type: none"> <li>Develop institutional procedures as outlined in the AODA Customer Service Standards that provide documentation and reporting mechanisms for the Ministry in compliance with the publishing and availability of information supporting the delivery of goods or services.</li> </ul>	M. Greenley	Completed	<ul style="list-style-type: none"> <li>Established Accessibility feedback tracking and reporting procedures to meet Ministry requirements.</li> <li>Submitted Accessibility Report to ministry by March 31, 2010 deadline. (See <a href="#">Appendix A</a> for Ministry Report)</li> </ul>
<ul style="list-style-type: none"> <li>Implement the procedures developed for documentation and reporting.</li> </ul>	ALL	Ongoing	<ul style="list-style-type: none"> <li>Developed institutional and departmental tracking process to comply with ministry reporting requirements.</li> </ul> <p><b>Campus Library</b></p> <ul style="list-style-type: none"> <li>Responses to accessibility complaints or requests regarding accessibility services are copied to the Centre for Students with Disabilities.</li> </ul>
<b>5. ADDITIONAL ACCESSIBILITY INITIATIVES:</b>			
			<p><b>Communications and Marketing</b></p> <ul style="list-style-type: none"> <li>Updated website with new accessibility policy and plans</li> <li>Assisted with ensuring procedures re: event planning adhere to customer service standards</li> <li>Accessibility information being represented on all invitations and electronic invitations</li> <li>Drafting and sending campus-wide messages related to AODA standards (e.g. elevators in and out of service)</li> <li>Created accessibility versions of our campaign micro sites to ensure every user is able to view the content.</li> <li>Performed accessibility check on the website to ensure proper tags are being used for screen readers to be able to read the content correctly</li> <li>Adding access keys to the website for users with a visual impairment to be able to navigate easily through the website.</li> </ul>

			<p><b>Finance</b></p> <ul style="list-style-type: none"> <li>• Targeted Funds of \$200K in support of accessibility mandate for capital expenditures aimed to enhance accessibility at all Durham College campuses.</li> <li>• Capital expenditures include the following renovations: <ul style="list-style-type: none"> <li>- Installation of a second elevator to the Willey building third floor in order to create redundancy</li> <li>- An existing washroom in South Wing was renovated to provide an attendant care/ personal care washroom.</li> <li>- Renovated chemistry labs have been built with accessible lab stations.</li> </ul> </li> </ul> <p><b>Campus Facilities</b></p> <ul style="list-style-type: none"> <li>• Renovations at the Whitby campus include <ul style="list-style-type: none"> <li>- Installation of a new elevator to the 2nd floor.</li> <li>- Plans are underway for a second elevator is for the new addition giving us redundancy should one of the elevators not be operational.</li> <li>- Development of a new accessible washroom on the 2nd floor.</li> <li>- Power operated doors have also been installed at the main entrance and into the shop.</li> </ul> </li> <li>• In consultation with an accessibility consultant we have used a universal design approach in the design of the new student services building, renovations to existing space and the Whitby expansion, creating spaces that meet everyone's needs.</li> <li>• Designed an accessible pedestrian crossing for the campus at the intersection of Founders Dive and Commencement Drive. Implementation by September 2010.</li> </ul>
--	--	--	---

		<p><b>Information Technology Services</b></p> <ul style="list-style-type: none"> <li>• Provides technical support and upgrades to CSD Test Centres and labs.</li> <li>• Modified Media Services standards to meet existing AODA requirements and in many cases exceed the minimum standard.</li> </ul> <p><b>Durham College Academic</b></p> <p><b>Community Integration through Cooperative Education (CICE)</b></p> <ul style="list-style-type: none"> <li>• The Community Integration through Cooperative Education (CICE) program, a program for students with intellectual disabilities, completed its third year here at Durham College in April 2010. Students in the two year oversubscribed program continued integrating into many areas throughout the college. Academically, the program will be expanding into three more program areas for the 2010-2011 academic year. Child &amp; Youth Worker, Culinary Skills, and Hospitality Management/Hotel and Restaurant programs welcomed CICE students to their classrooms. Expansion of program availability is a huge asset to all 20 first year, 20 second year as well as future students of the program.</li> <li>• Students participated in field placements in various departments within the college and with diverse employers throughout the community. Employers provided experiential learning opportunities in their workplaces, which has created valuable partnerships within the business community.</li> <li>• CICE staff attended CICE provincial workshop in May and participated in various professional development opportunities to ensure a quality service to CICE students. CICE staff continues to support, collaborate and develop the program with passion and initiative.</li> <li>• CICE 2009-2010 program highlights include: <ul style="list-style-type: none"> <li>- Introduction of the Perfect Pals program;</li> <li>- Program exposure through the filming of the CTV noon news and various media articles;</li> <li>- Convocation of our second cohort and the acquisition of employment by former CICE graduates;</li> <li>- Former CICE students accepted the Community Living</li> </ul> </li> </ul>
--	--	---

			<p>Oshawa/Clarington 2009 'Inclusion Award' on behalf of Durham College.</p> <ul style="list-style-type: none"> <li>- In June 2010, the CICE program will be awarded the 2010 Innovation Award at the EmployABILITY Awards Program and Gala, put on by the Durham Region Employment Network (DREN).</li> </ul> <p><b>Continuing Education</b></p> <ul style="list-style-type: none"> <li>• Piloting an intensive customer service process; they are working on a public charter that details our specific commitments to customer service</li> <li>• Web pages are being revamped to make them easier to navigate and find information with fewer 'clicks'.</li> </ul> <p><b>Whitby Campus</b></p> <ul style="list-style-type: none"> <li>• Interpreters meet regularly students who are identified with learning disabilities.</li> <li>• Dean has been meeting regularly with CICE learning facilitators to identify programs that special needs students can register for;</li> <li>• Signage throughout the campus is also in Braille.</li> <li>• Disability advisor and adaptive technologist now on site one afternoon per week.</li> <li>• In September 2010, on-site disability services will be available for apprenticeship and postsecondary students.</li> </ul> <p><b>Student Affairs</b></p> <p><b>Centre for Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Durham College is investigating the creation of an accessible campus test centre. Research included visits to Georgian College and Humber College to identify best practices.</li> </ul>
--	--	--	--

			<p><b>Learner Support Centre</b></p> <ul style="list-style-type: none"> <li>Utilized accessible design features while developing new space, e.g. spacing of furniture, height of counters, electronic door openers.</li> <li>Ensured Q-matic system included visual and auditory information.</li> </ul> <p><b>Hired Career Services</b></p> <ul style="list-style-type: none"> <li>Worked with Centre for Students with Disabilities (CSD) staff to create accessible events and communication strategies.</li> <li>Developed a section dedicated to students with disabilities and their career development.</li> <li>Actively promotes employers with accessibility and diversity recruitment initiatives.</li> </ul> <p><b>Student Association (SA)</b></p> <ul style="list-style-type: none"> <li>The SA will pay for specialized transportation for students in Oshawa, Whitby, Port Perry, Ajax, Clarington, Pickering area with mobility issues wishing to attend SA events wherever possible.</li> </ul> <p><b>Students for Equal Access</b></p> <ul style="list-style-type: none"> <li>Organized a speaker series to raise the level of awareness of disability issues featuring Dr. Kathryn Woodcock, Ryerson University Associate Professor who is deaf, specializing in teaching, researching, and consulting in the areas of human factors and ergonomics. Also featured was Eric Flemming, a Durham College Alumnus and a former paralympian.</li> <li>Advocated on behalf of students with disabilities and also attended meetings and presented to the Accessibility Working Group Committee.</li> </ul>
--	--	--	---

		<p><b>Campus Residences</b></p> <ul style="list-style-type: none"> <li>• Provide accessible accommodations for students in South Village to support access to classes and services.</li> </ul> <p><b>Highlights and Community Initiatives</b></p> <ul style="list-style-type: none"> <li>• Campus Recreation and Wellness Centre was the host site for the Durham Region Accessibility Expo on June 17, 2010 which attracted over 100 local exhibitors.</li> <li>• Ontario's Lieutenant Governor, David Onley, attended the event as a keynote speaker. Other dignitaries and keynote speakers who presented at the event include: <ul style="list-style-type: none"> <li>- Roger Anderson, Durham Regional Chair</li> <li>- Robert Pio Hajjar, Motivational Speaker</li> <li>- Paul Rosen, Paralympic Gold Medalist</li> <li>- Justin Hines, Musician</li> </ul> </li> <li>• Ministry of Community and Social Services created a video profile of Durham College and UOIT highlighting our efforts to provide an inclusive and accessible education for our students.</li> <li>• Meghan Houghton, director Learning and Disability Services received the ASAP award from the Ministry of Community and Social Services in recognition of her significant contribution to the onsite coordination of the video. The ASAP award pays tribute to individuals who have gone above and beyond the call of duty to help the Communications and Marketing Branch provide excellent service.</li> <li>• John Draper, a graduate of Durham College, presented a keynote address at the Association of Canadian Community Colleges (ACCC) 2010 Conference and at Durham College's VPA kick-off event in September 2010. His remarks focused on achieving an accessible and inclusive College community.</li> <li>• Durham College Lords basketball players visited Ontario Shores in March. Players and patients participated in Hoop Night whereby the players provided instruction to patients and played a lively scrimmage.</li> <li>• Dr. Wendy Stanyon, 3rd Year BScN Coordinator, Assistant Professor with the Faculty of Health Sciences at UOIT has developed Mindbook, a UOIT and Durham College campus-wide initiative, which will be used as a mental health awareness resource</li> </ul>
--	--	---

			<p>for students, staff, faculty and administrators at both institutions. Mindbook is an interactive online resource designed collaboratively by UOIT and Durham College to promote mental health awareness on campus. Dr. Stanyon will be presenting Mindbook at the Ministry of Health and Long-Term Care's Mental Health summit in fall 2010.</p>
--	--	--	---



## **APPENDIX C**

### **RECOMMENDATIONS FROM A REPORT ON STUDENT AND STAFF PERCEPTION: A NEEDS ANALYSIS ON MENTAL HEALTH SERVICES AT DURHAM COLLEGE AND THE UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY**

- Expand student, family and public awareness via orientation, 'mycampus' email, pamphlets, and marketing
- Organize mental health awareness through student support groups
- Increase services into evening hours with more available drop-in appointments available to see counselors on campus
- Health education and promotion to students about depression, coping strategies, enhancing self-esteem and computerized cognitive behavior therapy (CCBT)
- Provide mandated professional development opportunities to staff, faculty and administrators to recognize students with mental health illnesses
- Offer anonymous web screening, telephone consultation, and online information
- Create a web-face where students can view the counselors, but the students remains unseen

## APPENDIX D

### ACCESSIBILITY WORKING GROUP MEMBERS

Donna Robbins, Co-Chair, Student Affairs, UOIT

Meghan Houghton, Co-Chair, Student Affairs, Durham College

Allan Angus, Student

Allison Hector-Alexander, Campus Diversity Office

Amanda Cappon, Campus Health Centre

Angela Wood, Campus Recreation and Wellness Centre

Anique Marie, Human Resources, Durham College

Brandon Carson, Communications, Marketing & External Relations, Durham College

Dan Walters, Faculty of Criminology, UOIT

Doug Lucyk, Campus Facilities

Helen Labine, Campus Library

Jay Lucas, UOIT student and chair, Student's for Equal Access

Karen Anderson, Community Integration through Co-operative Education program, Durham College

Kathryn Bremner, Student Association

Kathy Lazenby, Campus Health Centre

Kim Carr, Campus Safety and Security

Kirston Arbour, Centre for Students with Disabilities

Marc Athanas, Campus Residence

Margaret Greenley, Student Affairs, Durham College and UOIT

Mark Naylor, IT Services, UOIT

Mary Blanchard, Associate Vice President, Academic, Academic Planning

Matthew Norton, Communications & Marketing, UOIT

Maureen Wideman, Teaching and Learning Centre, UOIT

Melanie Brooks, SAVP, Durham College

Melissa Schultz, SAVP, Internal

Michelle Cole, Student Affairs, Durham College and UOIT

Nancy Martin, School of Continuing Education

Natasha McGlashan, Human Resources, UOIT

Ralph Aprile, Campus Facilities and Ancillary Services

Rhonda Christian, School of Interdisciplinary Studies & Employment Services

Sandy Odrowski, Innovation Centre, Durham College

Steve Zucker, IT Services, Durham College

Sue Moore, Whitby Campus, Durham College

Tanya Fellows, Telecommunications

Vivianne Sharpe, Office of the Associate Provost, UOIT

Community Members:

Edie Forsyth, Accessibility Experts Ltd  
Craig Cameron, Trent University