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Durham College Accessibility Plan 2011-2012

Year Nine

Institutionalizing Accessibility

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Introduction

The implementation of the AODA (Accessibility for Ontarians with Disabilities Act) Customer Service Standards and the new legislated Integrated Standards of Information and Communication, Employment and Transportation, has changed the nature of accessibility planning in Ontario. From the broad mandate of 2005 to develop an accessibility plan addressing barriers to individuals with disabilities, provincial organizations are now required to respond to increasingly more explicit accessibility guidelines in specific operational areas. In response to this evolution in legislation, this year marks a point in the accessibility planning process where Durham College will review, evaluate and reformulate its approach to planning to ensure institution-wide compliance with AODA standards.

To date, Durham College has succeeded in developing a campus-wide culture of accessibility; where planning is interdisciplinary and accessibility holds a priority position in the business, construction and academic endeavours of the institution. Accessibility initiatives of the past year sustain the trend of continuous improvement that has marked Durham College's Accessibility Plans since their inception eight years ago. The objectives of the 2010-2011 years were threefold: to prepare for new AODA Standards (now known as the Integrated Standards), to continue to plan for and respond to mental health issues on campus and to improve the accessibility of the teaching and learning environment. The present report will highlight the progress made toward each of these planning objectives.

Among the most notable achievements of 2010-2011 was the proclamation of Durham College as the annual recipient of the Accessibility Improvement Award given out by the City of Oshawa and the Oshawa Accessibility Advisory Committee. As this year's recipient, Durham College was recognized as a business that has taken extraordinary steps towards improving services and access to individuals with disabilities. This award combined with Durham College's successful bid to host a major event of the Para Pan Am games of 2015, affirms the institution's position as a leader in accessibility.

On campus, accessibility moved to a front and centre position in both a literal and figurative sense this past year with the movement of the Centre for Students with Disabilities (CSD) to a prominent location on the ground floor of the Gordon Willey building on the North campus, and the opening of

a new disability service area in Whitby. The new service at the Whitby campus co-located with a student adaptive technology labs provide “one stop” convenience for students. Services rendered from these offices now include: learning skills advising, accommodation issuing, transition support, disability counseling, advocacy, adaptive technology training, and alternate formatting for student textbooks. These changes increase the visibility of the CSD and serve to promote disability as part of the Durham College community. This assimilation was further advanced as the Campus Test Centre was amalgamated with the CSD testing centre to create a shared testing space with improved accessibility features. The integrated test facility ensures an equitable and accessible testing environment for Durham College students.

As established leaders in accessibility, Durham College is the first in Ontario to develop an Ontario College Graduate Certificate program in accessibility coordination to educate the accessibility leaders of tomorrow. This program, the only of its kind in the province, responds to the emerging need for professionals with specialized accessibility skills as AODA legislation becomes increasingly infused in the lives and business of Ontarians. The development of this innovative program at Durham College demonstrates the extent to which accessibility has become embedded in the campus conscience. Beyond planning its own barrier-free environment, the college now has the capacity to train individuals to plan for a barrier-free society.

The objectives of the Accessibility Plan 2011-2012 reflect the changing face of accessibility planning in Ontario and the college's expressed desire to ensure that the culture of accessibility that has been established becomes firmly entrenched in its policies and procedures; that the campus “mindset” of accessibility becomes institutionalized at each level of college operation. First, the college will evaluate the extent to which it has achieved compliance with the established Customer Service Standard with an aim of identifying any shortfalls in the policies, procedures, training, feedback mechanisms and communication strategies called for by this standard. Second, the college will plan for compliance with the new AODA Integrated Accessibility Regulation, to be phased in between 2011 and 2021, which sets out requirements for each of the Communication and Information, Employment and Transportation standards, as well as the general requirements that apply to all. Actions for this objective will include creating a master implementation plan that includes immediate consideration of the

integrated standard's earliest deliverables. Finally, to ensure the entrenchment of the accessibility culture at the operational level of the institution, the college will endeavour to create and implement an accessibility policy and procedure that outlines AODA considerations against which existing policies will be measured and new policies will be developed.

This plan will summarize Durham College's progress towards the accessibility objectives of 2010-2011 centering on preparation for the AODA standards, mental health on campus and accessible teaching and learning. Included in this report on accessibility progress to date will be a summary of achievements with regards to the ongoing objectives of previous planning years. Finally, the plan will outline the accessibility objectives for the 2011-2012 planning year; objectives which, as noted above, collectively aim to institutionalize accessibility at Durham College.

The Year in Review: Toward the Accessibility Goals of 2010-2011

In anticipation of the proposed AODA Standards of Information and Communication and Employment becoming law, the first objective of the 2010-2011 accessibility plan was to prepare for their compliance. The second objective was continued concerted attention to the needs of an ever-growing number of students with mental health disabilities and the final objective of the 2010-2011 plan was to develop and pursue initiatives to promote accessibility in the area of teaching and learning at the college. Progress made toward each of these 2010-2011 objectives is summarized below.

Objective 1: Preparation for AODA Standards: Information and Communication, Employment

It was expected that the AODA Standards of Information and Communication and Employment would become law in the 2010-2011 planning year and as such, the college developed goals that included identifying the expectations within these standards, assigning leadership and responsibility for executing the expectations and the creation of working subcommittees to lead compliance initiatives. However, over the course of the year, the Ministry of Community and Social Services developed an Integrated Accessibility Regulation that sets out requirements for each of the Information and Communication, Employment and Transportation standards as well as general requirements that apply to all. This Integrated Accessibility Regulation was filed on June 3, 2011.

In the interim, the college took specific steps toward preparing for the Integrated AODA Standards. Specifically, the Associate Vice President of Facilities and the Vice President of Student Affairs met with Access Oshawa to review the new construction on campus in light of the proposed Integrated Standards requirements. Further, Human Resources reviewed the proposed Integrated Standards and identified key stakeholders to be included in working subcommittees to be established once Ministry direction on the Integrated Standard is finalized and forwarded. Finally, Communications and Marketing and Information Technology Services (ITS) partnered to lead the development of an Institutional Feedback Process and its associated policy and procedures. This institution-wide feedback process

is a general requirement of the AODA legislation and will ultimately replace the You Speak, We Act feedback procedure currently in place.

Objective 2: Mental Health on Campus

A 2009 Campus Health Centre study titled *Report on Student and Staff Perception: A Needs Analysis of Mental Health Services at Durham College and University of Ontario Institute of Technology*, aimed to identify the mental health challenges of students, the resources they use to address these challenges and to the shortcomings in campus services for those with mental health needs. This study found that mental health disabilities were reported more frequently by students than either learning or physical disabilities. Statistics of the same year verified the rising incidence of mental illness among students. As a result of these findings, the college outlined five objectives for mental health in the 2010-2011 planning year: the development of an awareness initiative; the development of an integrated service system for mental health; creation and consolidation of community partnerships; the establishment of a peer crisis service; and the procurement of additional mental health resources on campus. The following achievements are organized according to these five objectives.

1. Mental Health Awareness

Poster Campaign - Phase 2: First launched in 2009, the poster campaign launched by CSD to highlight the “invisibility” of some disabilities continued during the past planning year and was expanded to the Whitby campus where an apprenticeship student was featured. These posters feature photos of students with disabilities such as spina bifida, visual impairments, learning disorders, depression and anxiety and pose the question: “Would you treat me differently if you knew I had a disability?” The presence of these posters on campus continues to heighten sensitivity to the often imperceptible disabilities on campus, including those related to mental health.

Lunch Presentation: The Campus Health Centre partnered with the Student Association to develop and deliver a lunch hour presentation to interested staff and students on mental health awareness.

Mental Health Awareness Day: On October 22, 2010, Durham College held a Mental Health Awareness Day on campus. The day was attended by 22 community organizations each of whom provided information to staff and students promoting awareness of mental illness. Member of Provincial Parliament, Christine Elliott attended the event and spoke of her commitment to providing mental health supports for the communities Whitby and Oshawa. The next Mental Health Day, which is now an annual commitment, will be on September 28, 2011. The theme and title of the upcoming event is "Mind your Body". The keynote speaker has yet to be announced.

Mental Health First Aid Training: This training program, designed to raise awareness regarding mental health and disseminate information on supporting those with mental health challenges, was provided over 3 days to college staff and students by Michael Condra of Queens University. The 3-day session was attended by 60 faculty and staff. This training program was well-received by those who attended and consideration is being given to offering it through Human Resources as a staff training initiative.

Mindsight: An innovative, interactive online resource to promote mental health awareness titled Mindsight was launched this past year across campus for all students, staff and faculty. In addition to promoting mental health awareness, this website is designed to eliminate stigma by educating individuals about common mental illnesses, support strategies, treatment options and community resources. Mindsight was created by Wendy Stanyon, Associate Professor in the Faculty of Health Sciences at UOIT in conjunction with Maureen Wideman and Chris Hinton of UOIT and Durham College respectively. A variety of mental health community experts also contributed to the project. At the time of printing, the site had been visited by 1049 individuals.

2. Integrated Mental Health Service System

Associate Deans Group: It was established this past year, that the existing Associate Deans Group would lead mental health initiatives and concerns from an academic perspective. It is the intention of this group to ensure that faculty, students and staff are working together to respond

to students needs regarding mental health. This group will seek to integrate services while maintaining the academic integrity of the curriculum.

3. Create and Maintain Community Partnerships

Campus Health Centre in the Community: The director of the Campus Health Centre (CHC), who is a member of Ontario Mental Health Community Advisory Group, represented Durham College on a panel discussion with post secondary health care providers and Ministry of Health and Long Term Care (MHLTC) representatives. Participation in this panel ensures that Durham College's voice is among those present during discussions regarding funding modes for the province's college and university mental health strategy.

Every Door is the Right Door: The CSD and the Campus Health Centre attended town hall meetings hosted by the MHLTC regarding mental health services in the province. Every Door is the Right Door is a 10-year strategy designed to transform mental health and addiction services in Ontario. CSD and CHC staff represented Durham College at this forum and gave input into the proposed provincial strategy.

Memorandums of Understanding with Community Providers: Durham College entered a Durham Community Wellness Partnership (DCWP) this past year to educate the Durham Community about mental and physical well being; share knowledge and expertise about health practices; and to organize Hope, Health and Humour Symposiums in the Durham community. Other members of this partnership include the Canadian Cancer Society, the Canadian Mental Health Association, Oshawa Community Health Centre and the Community Development Council of Durham. The partnership was effective as of January 1, 2011 and will be in effect until December 31, 2012 at which time the agreement will be reviewed and renewed.

Further, the Pregnancy Help Centre of Durham has been partnering with the Campus Health Centre to provide support for students. A Memorandum of Understanding has been developed with this group and

they will be participating in the upcoming Mental Health Day in September 2011.

4. Procurement of additional resources on campus: Initiatives were instituted to improve campus support for individuals with mental health concerns. First, the CHC extended their hours of service and added an additional mental health worker who provides outreach, health promotion and triage for students in need. Also, a mental health worker has been located in Residence buildings one day per week to increase availability to students living on campus who are experiencing mental health challenges.

Objective 3: Accessible Teaching and Learning

In their 2009-2010 Accessibility Fund Annual Report, the CSD noted a 16% increase from the prior planning year, in the number of students with disabilities attending the college. This increase in the number of students with disabilities calls for a greater awareness among faculty as to how to plan for the needs of these students including the delivery of curriculum in accessible formats. Accordingly, Durham College aimed to develop policy and training programs for faculty related to understanding and accommodating students with disabilities. The following are the initiatives of the past year that lent to this goal.

Universal Design for Learning: Work on this goal began with a Universal Design for Learning (UDL) task group, headed by the director of CAFÉ (Centre for Academic and Faculty Enrichment). The aim of this task group was to produce a discussion document detailing the ways that Durham College can accelerate the adoption of UDL. To date, this group has made a list of recommendations as yet to be approved which includes the possibility of inviting a UDL expert to campus in the fall to provide training to faculty.

Additionally the CAFÉ and the CSD collaborated to increase the general application of UDL by faculty. The provision of captioned media in the classroom and online courses was expanded and alternate format support for faculty was provided (See Alternate Format Policy below). To date, 11 faculty have received 2 hours of intensive UDL training. All new faculty will

be introduced to the concept of UDL through training that has been embedded in their orientation program.

Durham College's 2011-2012 Strategic Plan will develop a initiative to embrace UDL in academic activities by creating a repository of UDL materials on the CAFÉ website.

Alternate Format for Students with Disabilities Policy/Procedure: In addition to the *Accessibility Policy* and the *Academic Accommodations for Students with Disabilities Policy*, the college has most recently developed a policy to establish standards for providing alternate format course materials for students with disabilities. This policy and procedure titled *Alternate Format for Students with Disabilities*, reflects the college's continued commitment to create a teaching and learning environment that is inclusive to all individuals. Policy statements include the provision of alternate format for course materials to those students who need them in a timely manner that respects the dignity and independence of students with disabilities and encourages integration as well as quality of opportunity.

CSD Staff Training: Disability Counsellors at the CSD attended a 30 hour training session titled "Coaching Teens and College Students with ADHD". This training session which was facilitated by JST Coaching, a world-renowned organization that creates coaching programs for youth with ADHD (Attention Deficit Hyperactivity Disorder) was designed to assist staff in developing executive functioning coaching programs. Additionally, disability counsellors attended several conferences and training sessions over the course of the past year. These included: AHEAD (Association on Higher Education and Disability), CACUSS (Canadian Association for Colleges and Universities Student Services), the Geneva Centre Autism Conference, the Guelph Accessibility Conference, the IDIA (International Development Informatics Association) Conference, the CCDI (College Committee on Disability Issues) Conference, and the LASSA (Learning and Study Skills Association) session. The CSD participation in these national and international events and conferences helps to ensure that Durham College is up-to-date on the most current developments related to student disabilities and their associated learning needs.

Other Achievements by Yearly Themes

Every year since the inception of Accessibility Planning at Durham College in 2003, there is an overriding theme that drives and inspires planning efforts. Following is a list highlighting achievements of the 2010-2011 year organized according to these annual themes of years past.

Year One: Culture of Accessibility

Accessibility Advocate Award: This award was established by the Accessibility Working Group to recognize leaders within the campus community who demonstrate best practices and superior effort in offering their services to individuals with disabilities. The recipient of this award for the 2010-2011 year was the Early Childhood Education (ECE) Team that included Tracey Hull-Gosse, Janice Beechey, Susan Hartwell, Ann-Marie Ulrich, and Carolyn Willoughby Nancy McGuire, Cheryl Lovisa and Lisa West. This ECE team has been instrumental in ensuring inclusiveness to the Community Integration through Cooperative Education (CICE) students enrolled in the ECE program at Durham College. They have demonstrated accessibility leadership by ensuring the needs of CICE students are consistently met and further, by sharing their experiences with other faculty in the School of Health & Community Services. The team's accommodating and innovative approach to learning has contributed to Durham College's mission that the student experience comes first.

Accessibility Improvement Award: As noted earlier, Durham College was the 2010-2011 recipient of the Accessibility Improvement Award given out by the City of Oshawa and the Oshawa Accessibility Advisory Committee. This award recognizes organizations that have taken extraordinary steps towards improving services and access to individuals with disabilities. Durham College President, Vice President Student Affairs and the Director of CSD received the award for Durham College at the ceremony held in May.

Accessibility Working Group Terms of Reference: The Accessibility Working Group has been central to the ongoing accessibility efforts and the heart of the accessibility conscience at Durham College. A significant advancement was made this past year toward formalizing the work that this group performs. Namely, a Terms of Reference document was developed and approved that outlines the mandate of the group as being the primary

structure that gives direction to the accessibility efforts at the college. The Terms of Reference document further specifies the purpose, membership, responsibilities and decision making and reporting processes of the Accessibility Working Group.

Para Pan-American Games: Durham College was once again recognized for its status as a barrier-free environment in winning the bid to be a host site for a major event as part of the Para Pan-American Games in 2015. This honour reaffirms the college's barrier-free status as it recognizes Durham College's capacity to comfortably and competently host this international sporting event.

RESPECT Campaign: In Fall 2011, the Diversity Office of Durham College will launch its inaugural campus-wide RESPECT campaign. This campaign will promote conditions for a welcoming and inclusive campus environment. RESPECT will be orchestrated by an advisory committee and will involve a series of "respect events". By aiming to ensure that respect is an integral part of campus culture, this campaign will serve to build an environment where everyone on campus is valued; the essence of accessibility and inclusiveness. As summarized by the Vice President of College Affairs for the Student Association, "Respect means to me that I can look in the mirror and know I am an individual but I share a common bond with everyone else". The promotion of respect is a necessary foundation to all accessibility efforts on campus.

Year Two: Partnerships

Access Oshawa: Durham College worked in collaboration with Access Oshawa throughout the planning and construction of new buildings on campus. The Associate Vice President of Facilities, together with the Vice President of Student Affairs met with Access Oshawa to review blueprints for new buildings in light of accessibility standards.

Campus Partnerships: As the strength of the accessibility culture grows at Durham College, so do the internal partnerships that ensure the sustainability and life of accessibility planning. Among these campus partnerships is the collaborative work between the CAFÉ (Centre for Academic and Faculty Enrichment) and the CSD who have worked together to increase the application of Universal Design for Learning (UDL) principles

by faculty. Together, CAFÉ and CSD ensure that student needs are being met with regards to alternate format course materials.

Campus collaboration was further demonstrated by the endeavours of the Student Threat Assessment Team (STAT), a centralized body charged with developing safety procedures and protocol on campus, who worked with the CHC, Security, Residence and Student Rights and Responsibilities groups in the execution of their work to protect the rights of students, particularly those with mental health disabilities.

Central East Mental Health and Addictions Network: A CSD staff member represented Durham College on the newly formed Central East Mental Health and Addictions Network. This alliance increased the college's presence within Mental Health Services in the Durham Region and will serve to ensure that Durham College is kept current regarding the community services available for students who require outside referrals.

Community Outreach: Durham College has done considerable outreach in the past year including representatives from the CSD visiting regional high schools to promote the summer transition programs and to present to guidance counsellors on the accessibility services available at Durham College. The CSD director also delivered a presentation to the Oshawa City Council highlighting accessibility initiatives at the college.

Year Three: Research

Clockworks: This database was purchased and launched this past year in the CSD. At the time of writing, it was being used for statistical analysis, appointment booking, and online sign up for exams. One of the significant benefits of this technology is the enhanced ability to generate statistics and conduct in-house research. As the CSD serves Durham College and UOIT simultaneously, it is in a unique position to track and observe patterns of service among university and college students with disabilities. Durham College and UOIT are in a one of a kind position in Canada to conduct comparative analyses and the Clockworks database will facilitate and enhance these research opportunities.

In the Fall of 2011, returning students will be able to generate their own accommodation letters on-line. This database improves the efficiency of service to students and allows for improved statistical tracking which in turn facilitates more effective long-term planning. It also lends to the self-determination of individuals with disabilities as their capacity to access and utilize CSD services and process their own documentation is enhanced.

Determinants of Success Research: The CSD continued the Higher Education Quality Council of Ontario (HEQCO) funded research it began in 2009 that aims to examine and identify the determinants of success for students with learning disabilities and hyperactive disorder. Durham College received the largest amount of funding awarded among 19 such approved post-secondary projects. Results from this research will be published this year.

Year Four: Self Determination

Clockworks: Further to the benefits mentioned above, this new database dually serves to enhance self determination for students with disabilities. In addition to allowing students to book appointments and sign up for exams online, as of Fall 2011, students will also be able to self-generate their individual accommodation letters online.

Transitions Program: The Summer Transition Program was expanded this past year to include information specific to Nonverbal Learning Disabilities and Aspergers Syndrome. In addition to the annual two week program, the CSD hosted a one-day Spring Transition session for families and high school staff exploring the transition from high school to post secondary education with a particular interest in the services pertaining to Nonverbal Learning Disabilities and Aspergers Syndrome.

Year Four: Environment

Generally speaking, all new construction at Durham College is designed and developed in terms of accessibility. The college is now following the draft

AODA Standards for the Built Environment, yet to be legislated, for all new projects on all campuses.

CSD Space: The Centre for Students with Disabilities was relocated this past year to a first floor, prime location in the Gordon Willey Building. This move puts the CSD centre stage at Durham College as it increases the visibility of accessibility services and improves their availability to students. The new location of the CSD signals the priority position of accessibility at the college to the numerous students, staff, faculty and visitors who are now more likely than ever to encounter the centre.

Student Services Building: The Student Services building's blueprints were reviewed in collaboration with Access Oshawa, who thus provided feedback and recommendations for enhancements on the accessibility of the building's facilities. For instance, the new building includes two elevators, accessible washrooms and fully accessible pathways to the building's entrances.

Test Centre Integration: The Campus Testing Centre and testing services of CSD were integrated in the 2010-2011 year. This amalgamation of testing services on campus means that student testing needs will be served jointly; with students with disabilities working alongside their non-disabled peers.

Whitby CSD Expansion: This past year marked notable expansion to the CSD at the Whitby campus where CSD now has dedicated space and an adaptive technology computer lab. These improved services will advance accessibility at the Whitby campus and will allow students who require adaptive technology to complete their work on campus.

Year Six: Broadening the Disability Spectrum

Continued attention to mental health issues on campus and the expansion of the CSD Transitions program to include nonverbal Learning Disabilities and Aspergers Syndrome in the 2010-2011 year sustains the year six accessibility goal of broadening perceptions of what constitutes a "disability". The CSD aimed to increase awareness of Asperger's syndrome and its associated challenges by delivering a presentation on this disability to faculty.

Year Seven: Customer Service Standards

On March 10, 2010 Durham College submitted a report outlining their plan for compliance with the Customer Service Standards to the Ministry of Community and Social Services (MCSS). This report confirmed the college's compliance with the required Customer Service Standards including those pertaining to policy development, training, service animals, support persons, disruptions to services, feedback processes and documentation. All policies and procedures related to Customer Service Standards were made available upon request in both traditional and alternative formats. This report was received by MCSS who then confirmed that Durham College was in compliance of the requirements to date and no further documentation would be needed.

Initiatives of the past year, which continue to address Customer Service Standards include the development of an Institutional Feedback process and a specific Accessibility Feedback page on Durham College's website. Also, Communications and Marketing made changes this year to ensure that accessibility information is included on all event communications and Human Resources continued its AODA Customer Service Standards training program for faculty and staff. It is an objective of the current Accessibility Plan to thoroughly examine AODA Customer Service Standards to confirm areas of compliance and identify and improve upon any shortcomings with regards to the requirements set for by these standards.

Looking Forward: Accessibility Objectives for 2011-2012: Institutionalizing Accessibility

Durham College is entering its ninth year of accessibility planning. At the outset, the college aimed to create a culture of accessibility upon which the success of future accessibility planning would depend. The aim was to build an atmosphere that envelops the daily activities of campus life; a tone of inclusion, acceptance and respect for the individual differences of all who live, work, study and play on campus. The existence of such a culture is difficult to verify. Measures of an accessibility culture might include the extent to which accessibility issues are considered in discussions concerning college activities; or it might be measured by the number of accessibility initiatives the college commits to and the degree to which a barrier-free environment has been achieved. It might be reflected in the recognition that the college receives for the accessibility work it has accomplished. Certainly, it is captured in the achievements of the individuals with disabilities who experience success during their time on campus. Durham College has amassed many examples for each of these indicators of an accessibility culture. Evidence is documented in eight years of comprehensive plans and progress reports. At this point, as AODA legislation advances, Durham College will aim to increase the quantifiable nature of this culture. To move it from the atmosphere onto the desks of the staff, faculty, employees and students who steer life on campus. As such, the overriding theme of this year's plan is to standardize accessibility by developing a master plan that embeds it in the policies and procedures that drive daily operations at the college; to institutionalize, via well-orchestrated accessibility systems, the accessibility culture.

To achieve this, first the college will evaluate the extent to which it has achieved compliance with the established Customer Service Standard and identify any areas where shortfalls exist in the policies, procedures, training, feedback mechanisms and communication strategies called for by this standard. Second, the college will plan for the new AODA Integrated Accessibility Regulation which sets out requirements for each of the Communication and Information, Employment and Transportation standards, as well as the general requirements that apply to all. Actions for this objective will include the aforementioned master implementation plan that includes immediate consideration of the integrated standard's earliest deliverables. Finally, to ensure the entrenchment of the accessibility culture

at the operational level of the institution, the college will create and implement an Accessibility Policy and Procedure outlining accessibility considerations against which existing policies will be measured and new policies will be developed.

Objective 1: Review of AODA Customer Service Standard Compliance

Background: The AODA Standard of Customer Service was enacted in 2008. Since that time, the college has been working to ensure full compliance with this standard's requirements. A report was submitted to the Ministry of Community and Social Services and notice was received that no further reporting was required. This standard requires organizations to ensure accessible customer service through the areas of policy development, staff training, feedback procedures, communication methods and specific policy with regards to service animals, assistive devices and notice of service disruption. At this point, the college will review achievements, identify any gaps in compliance and develop initiatives to demonstrate continuous improvement in the area of customer service.

Goals:

1. Customer Service Standard Audit

This goal involves a full review of compliance with the Customer Service Standard in order to identify any areas that have not been fully addressed. This review will include extensive examination into initiatives in the areas of: policy development, faculty and staff training, feedback procedures and all information and communication methods.

2. Customer Service Improvement Plan

Following the completion of the Customer Service Standard audit, an improvement plan will be developed to first, address any shortcomings in compliance and second to ensure continuous progress and commitment to accessible customer service.

3. RESPECT Campaign Implementation

This campus-wide campaign is prepared to be launched in the Fall of 2011. The events and initiatives of this campaign, designed to ensure

that respect is an integral part of campus culture, will be reviewed and incorporated into the master accessibility plan of Objective 3 below.

4. *Review Navigating the Journey to Wellness: The Comprehensive Mental Health and Addictions Action Plan for Ontarians* report.

This report presented by the Ontario Legislative Assembly of Ontario, will be reviewed and a strategy will be developed to implement the recommendations within that pertain to Durham College.

Objective 2: Planning for Integrated AODA Standards

Background: The integrated standards harmonize requirements across the three standards of Information and Communication, Employment and Transportation and include specific requirements for each. Integrated Standards will be phased in between 2011 and 2021 and the AODA is developing tools and resource materials to assist organizations in meeting the requirements.

Information and Communication standards will ensure that people with disabilities access daily sources of information. This includes websites, public libraries, textbooks and public safety information. Public safety information will be required in alternate format such as large print starting January 1, 2012 and other requirements will be phased in over time. AODA resources for meeting this standard's requirements will be available in the Fall of 2011.

Employment standards will ensure that accessibility becomes a normal part of recruiting, hiring and communicating with employees who have a disability. Starting January 1, 2012, organizations will be required to provide their employees with disabilities with emergency response information that is tailored to their needs if the disability requires it. AODA resources to support organizations in meeting these standards will be available in the Fall of 2011.

Transportation standards focus on making transportation including buses, trains, subways, streetcars, taxis and ferries fully accessible. Busing standards will be particularly pertinent to the college and some requirements such as equal fares for all customers, making verbal pre-boarding and on-

board announcements, and providing courtesy seating came into effect July 1, 2011. Other requirements will be phased in over time.

Goals:

1. Master Accessibility Plan

The primary goal for this objective is to develop a master plan to prepare for the Integrated AODA standards; a roadmap for developing a broad understanding of this legislation and the steps necessary to reach compliance. This master plan will define the ways in which Durham College will meet AODA requirements and will aim to integrate existing and new initiatives into one overarching accessibility strategy. Specifically, traditional and new events such as Mental Health Awareness Day and the RESPECT Campaign respectively, will be reframed according to where and how they respond to AODA legislation. This master plan that is organized according to AODA compliance will ultimately reformulate and redefine the current process and format for accessibility planning.

This plan will first aim to comply with the general requirements of the integrated standards that include:

- Developing accessibility policies and plans and a statement of organizational commitment that is available to the public in accessible format;
- Development of an accessibility plan that addresses integrated standards by 2013 that is posted online and available in alternate formats to be reviewed and updated every 5 years in consultation with people with disabilities;
- Including accessibility in any transactions of purchasing goods or services;
- Including accessibility features at any self-service kiosks; and
- Ensuring that training in regards to the AODA standards is provided to all employees and volunteers, all persons who participate in developing the organization's policies and all other persons who provide goods, services, or facilities on behalf of the organization.

Further to these general requirements, the master plan will set out to examine the specific requirements of each of the standards and chart

their respective projected dates for compliance. Specific objectives involved in the development of a master plan are outlined below:

1a. Identify Roles of Leadership, Faculty and Staff

The roles and responsibilities of the leadership, faculty and staff at Durham College as they relate to the AODA standards will be outlined and approved.

1b. Develop Awareness and Training Plan

A plan to develop campus awareness and staff and faculty training on the AODA Integrated standards and Durham College's Master Accessibility Plan will be developed.

1c. Durham College AODA Coordinator

Investigation into the requirements and funding for the recruitment of Durham College AODA Coordinator will be undertaken.

1d. Plan for UDL Implementation

As identified in the Durham College 2011-2012 Strategic Plan, the leadership team will develop a plan to implement UDL into academic activities. This will involve identifying the requirements and funding needed for a dedicated UDL specialist in the Centre for Academic and Faculty Enrichment (CAFÉ) and the development of a UDL training session for all faculty.

Objective 3: Accessibility Policy and Procedure

Background: A formalization of the accessibility culture via documented policy would ensure that the accessibility atmosphere at Durham College becomes rooted in everyday practices. This "formalization" of the accessibility culture has already begun in the past year with the development of Terms of Reference for the Accessibility Working Group, the policy on Alternate Format Course Material for Students with Disabilities and a Notice of Service Disruption policy. To ensure that existing and new policies and procedures incorporate accessibility considerations, an Accessibility Policy and Procedure that outlines accessibility considerations dictated by the AODA standards will be developed against which existing

policies and procedures will be evaluated and new policies and procedures will be created.

Goals:

1. Policy and Procedure Development

The college will create and approve a procedural guide that includes a list of requirements, developed in accordance with the AODA standards, to be used during the creation of new policies and procedures to ensure systematic AODA compliance. Moreover, the procedure may be used as a check against which existing policies and procedures can be measured.

Communication of the 2011-2012 Accessibility Plan

By the time of public posting on September 30, 2011, the draft Accessibility Plan 2011-2012 will have been approved by the membership of the Accessibility Working Group and the Durham College Leadership Team and reviewed by 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

Durham College. (2011). Durham College Strategic Plan 2011-2012. Approved by Durham College Board of Governors.

Final: Approved by the Durham College Leadership Team on August 24, 2011
Consented by the Durham College Board of Governors on September 14, 2011

Appendix A
Accessibility Plan 2010-2011 Progress Report

Objective 1: Preparing for Compliance with New AODA Standards

Goals: 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:

Initiative	Department	Status	Progress to Date/Planned Adjustments
<p>1. 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.</p>	All	Outstanding	<p>Integrated Accessibility Standards include Employment, Information and Communications, and Transportation Standards.</p> <p>Ministry announced the Integrated AODA Standards will be in effect as of July 1, 2011.</p> <p>Please review the details of the Integrated Accessibility Standard Regulations.</p> <p>Work is continuing on the Built Environment Standard.</p>
	Facilities and Student Affairs	Completed	Ralph April and Margaret Greenley attended a meeting/discussion with Access Oshawa to review accessibility standards within the new buildings

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	Human Resources and Student Affairs	Ongoing	Human Resources reviewed the proposed Integrated Accessibility Standards and have begun to identify the key stakeholders to be included in the sub-committees.
2. 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.	DCLT	Outstanding	Ministry announced Integrated Accessibility Standards will be in effect as of July 1, 2011. Please review the details of the Integrated Accessibility Standard Regulations . Communications and Marketing and ITS will jointly develop an Institutional Feedback Procedure.
3. Create Working Group Subcommittees. To implement the work required to comply with the upcoming AODA standards.	DCLT, Human Resources and Student Affairs	Outstanding	Human Resources have identified the representation required for the subcommittees.

Objective 2: Mental Health on Campus

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

Initiative	Department	Status	Progress to Date/Planned Adjustments
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<p>4. 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.</p>	Communications and Marketing	Completed	Communications and Marketing completed a Disability posters campaign, including photography.
	Campus Health Centre (CHC)	Completed: Feb 27, 28, 29, 2011	A three-day Mental Health First Aid Training program was provided to the College staff and students. A total of 52 staff and CERT Team members took part in the 2 day program and 11 staff in the 1 day program.
	CHC	Completed	Provided Mental Health Awareness Day (Oct 22) with 22 community partners profiling services and Dr. Ted Jablonski presenting a training session on Seasonal Affective Disorder (SAD)
	Student Affairs and Wendy Stanyon	Completed	Launched Mindsight survey to staff, faculty and students.
	CHC Counseling Department	Completed	Provided outreach work during evening hours, within the residences, offering information on mental health services available to student on campus.
<p>5. 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.</p>	Academic Schools	Ongoing	<p>The Associate Deans group has been designated to provide leadership regarding an integrated approach to this issue from an academic perspective.</p> <p>This issue will be a standing item on their monthly meetings to ensure that the Faculty group, the</p>

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<p>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.</p>			<p>students, and the mental health practitioners are working together to respond to students' needs while maintaining the academic integrity of the curriculum.</p>
<p>6. 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.</p>	<p>CHC</p>	<p>Completed December 6, 2010</p>	<p>Developed Memorandums of Understanding, regarding services provided on-site, with two additional community healthcare provider/partnerships on-site: Durham Pregnancy Help Centre and Oshawa Psychological Services.</p>
	<p>CHC</p>	<p>Completed Oct 2011</p>	<p>Partnered with Your SA Student Association in providing a lunch hour presentation on mental health awareness.</p> <p>Active participation on the STAT team in advocacy role for students with mental health and behavioral issues.</p>
	<p>CHC/HR/CSD</p>	<p>Completed Feb 2011</p>	<p>Campus Health Centre, Human Resources, and the Centre for Students with Disabilities (CSD) departments partnered to provide a 3 day interactive workshop entitled "First Aid Mental Health", bringing awareness to mental health issues, decreasing the stigma about mental health and training staff to assist students and staff with mental health issues. Attendance by 52 staff, employees, faculty, residence staff and CERT</p>

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			student members.
	CHC	Ongoing	Kathy Lazenby, Director of Campus Health Services, is a member of Ontario Mental Health community Advisory Group representing Durham College, and recently participated on a panel of post-secondary health care providers with MHLTC representative regarding funding models for college and university medical clinics and mental health strategies.
	CHC Counselling department	Completed April 2011	Provided quality placement within the counselling department for one (1) OSIE Master's level student (September- May, 2011)
	CHC Counseling department	Completed March 2011	Provided outreach work during evening hours, within the residences, offering information on mental health services available to students on campus.
	Department of Athletics	Completed March 2011	Hosted Honorable David C. Onley, Lt. Governor of Ontario, for a tour of the Campus Recreation and Wellness Centre (CRWC) and to take part in the Opening Ceremonies of the 2011 Canadian College Athletic Association (CCAA) National Basketball Championships.

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	Department of Athletics	Ongoing	Received positive reviews from various organizations regarding the accessibility of the facility and customer service provided by staff.
		Completed	Hosted Canadian wheelchair basketball national training camps where participants use campus' residences, dining halls and athletic facilities. Hosted Ontario rugby training and selection camps.
	Department of Athletics	Ongoing	The CRWC provides students, staff and visitors a highly accessible, state of the art fitness and recreation opportunity. From initial planning to completion, the design of the CRWC maintained full accessibility for all as one of its prime goals. The focus on equal access for all includes the 'Flex' (fitness training facility) which has several accessible pieces of equipment and stations for wheelchair users, a fully accessible indoor running track, accessible gates and counters at all entrances and reception desks, enhanced paths and doorways and accessible change rooms including showers. Continuing from the CRWC official opening in September 2007, accessibility continues to be a focus.
	Department of Athletics	Upcoming	Successfully won the bid to be a host site for a major event as part of the Para Pan-American Games in 2015.
7. Procurement of additional resources on campus. As the complexity and severity of mental health disabilities grows on campus, there is an	CHC Counselling Department	Completed September 2010	Increased the interdisciplinary counselling services with the addition of a Mental Health Worker who provides outreach, health promotion, and triage.

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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.			
	Varsity Athletic Therapy department	Completed September 2010	Supported Athletic Therapy staff in the development of "Closed Head Injury Protocol" and implemented this protocol with all varsity athletes and coaches.

Objective 3: Accessible Teaching and Learning

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

Initiative	Department	Status	Progress to Date/Planned Adjustments
1. 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	C.A.F.E. and Centre for Students with Disabilities	Ongoing	Strengthened Collaboration: As part of the C.A.F.E.'s initiative to increase the application of Universal Design for Learning by faculty, the CSD has worked with the C.A.F.E. on the provision of captioned media in the classroom and online courses. C.A.F.E. expanded alternate format support for faculty. The CSD will continue to provide alternate format course material to students to address inaccessible print material. A short-term Universal Design for Learning (UDL) task group has been struck with the intention of producing a discussion document detailing ways

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<p>in ways that is restrictive to some students. For example, videos without closed captions present a barrier to students with hearing impairments.</p>			<p>that Durham College can accelerate the adoption of UDL.</p> <p>C.A.F.E. is examining its available online resources to ensure they are up to date.</p>
<p>2. Education. In order to increase awareness and educate students, staff, faculty and administrators on mental health disabilities, Durham College will implement Mindsight, an interactive, online resource, co-developed by Dr. Wendy Stanyon of UOIT and the Center for Academic and Faculty Enrichment of Durham College to promote mental health awareness on campus.</p>	<p>C.A.F.E.</p>	<p>Feb 2011 and ongoing</p>	<p>Mindsight was initially the focus of an ethically approved research project with faculty and staff as subjects to validate its effectiveness.</p> <p>Mindsight has since been launched across campus for all students, staff, and faculty with participation so far at 1049 visitors over 1741 visits.</p> <p>Mindsight has generated significant interest in industry with requests for company-specific versions.</p>
<p>3. 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.</p>	<p>Centre for Students with Disabilities</p>	<p>Jan 2011</p>	<p>CSD contributed to the development of an Alternate Format Course Materials for Students with Disabilities procedure. This was developed to support the implementation of the policy of the same name.</p>

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<p>Other 2010-2011 Accomplishments/Updates</p> <p>List all other accomplishments, updates, initiatives, and/or project status relating to accessibility that cannot be captured within the objectives noted above.</p>			
Initiative	Department	Status	Progress to Date/Planned Adjustments
Developed Terms of Reference document.	Accessibility Working Group	Completed	The Accessibility Working Group formalized its mandate with the creation a Terms of Reference document in November 2010.
Continued fulfillment of AODA Customer Services Standards.	Communications and Marketing (C&M)	Ongoing	C&M has included accessibility information on event communications as part of their regular process.
	Human Resources	Ongoing	HR continues to provide AODA training to its employees to meet the compliance of the Standard.
	Student Affairs, C&M, and CSD	Completed	Completed the Accessibility Feedback Form, which was uploaded on Durham College's institutional Accessibility website for student, staff, and visitor comments.
	Student Affairs and Facilities	Completed	Margaret Greenley and Ralph Aprile presented to the Oshawa Accessibility Advisory Committee, Build Environment Sub Committee.

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	Facilities and Finance	Completed	Developed the Notice of Service Disruption Procedure.
	Student Association	Completed	Reconfigured the executive offices in the Student Centre to ensure physical accessibility.
	Centre for Students with Disabilities (CSD)	Completed and ongoing service	<p>Instituted the Whitby service model for the 2010-2011 academic year.</p> <p>Optimized Funding through the First Generation project and SAWD funding in order to provide full service to students for both learning and disability related needs. Students had access to disability staff and a learning specialist on an on-going basis.</p> <p>Introduced an adaptive technology lab on the Whitby campus for students with disabilities, and software licenses were extended to include the Whitby campus. Classroom visits, meetings with faculty, service fairs and posters/ publications have been effective means of building awareness on campus of our services. The new student service area will enhance access to our services further.</p>
CSD Transition Program for Students with Non-Verbal Learning Disorders and Asperger's Syndrome	CSD	Completed Aug. 2010	Identified specific needs of students with non-verbal learning disorders and Asperger's Syndrome with regards to the transition from high-school to post-secondary. The 5 day program was developed and offered for the first time in Aug. 2010. The program was a success and will continue to be offered on annual basis.

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Increased Disability Support Services at the Whitby Campus	CSD	Completed Sept. 2010	Identified an increase in need for disability support services at the Whitby Campus. The CSD hired two staff (working 24hrs each per week) to service this need. Positions included a Disability Advisor and a Learning Skills Advisor/Adaptive Technologist). These positions are proving to be invaluable in addressing the complexity of student needs.
Central East Mental Health and Addictions Network	CSD	Ongoing September 2010	CSD staff member is representing Durham College on this newly formed committee. This will increase our presence within Mental Health Services in Durham Region and ensure we are up to date on the services available for students who require referrals.
CSD Move to New Location	CSD and Facilities	Completed December 2010	Worked closely with administration and Facilities to move to SW116. This move supports the institutions' goal to raise the profile of disability issues on campus.
CSD Presentation on Asperger's Syndrome to Durham College Faculty	CSD	Completed Fall 2010	CSD staff provided a presentation on Asperger's Syndrome to Durham College faculty, focusing on how faculty can support the learning needs of this student population.
Clockwork Database Implementation	CSD	Ongoing	<p>Installed Clockwork, a comprehensive database which has been designed to support the daily operations of Disability Offices at post-secondary institutions. Clockwork interfaces with My Campus and Banner.</p> <p>Clockwork improves the efficiency of service to students and allows for improved statistical tracking to facilitate more effective long-term planning.</p>

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			Clockwork has functions that have not yet been utilized – CSD staff will be working to maximize on the functions available in the coming year.
Increased Access to Accessible Software	CSD	Fall 2010/ In-progress	Worked with outside vendors and ITS to acquire a site license as well as home user license for Read & Write assistive software. Students are making use of this support. We have networking capabilities for JAWS, Kurzweil and Zoomtext and have the ability to deploy the software across the institution. This is in-progress with ITS.
Test Centre Alignment	CSD and Campus Test Centre	In-progress	CSD collaborated with the Campus Test Centre to create a shared testing space to address the needs of all students. The new Test Centre will include increased accessibility features to ensure that students can be accommodated in an equitable manner. Test Centre will open in June 2011.
Whitby CSD Adaptive Technology Lab	CSD	In-progress	CSD will have an Adaptive Technology Computer Lab at the Whitby Campus by the end of April 2011. This will assist students who require specialized software to have an equitable opportunity to complete academic work while on campus.
Expand Library's print resources	Campus Library	Ongoing	Ongoing ordering of books to support the Accessibility & Developmental Service Worker programs. Ordered additional books about Mental Health

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Text-to- speech feature in Electronic Periodical Databases	Campus Library	Completed	Several of our subscription databases now have a Text-to-Periodical Databases speech features.
Recognition and Awards	City of Oshawa	May 2011	<p>Durham College honoured recipient of the City of Oshawa’s Accessibility Improvement Award for improving accessibility for people with disabilities in Oshawa. Don Lovisa, Margaret Greenley, and Meghan accepted the award at the Oshawa City Council Meeting May 10, 2011.</p> <p>Meghan Houghton, Director of Learning and Disability Services provided a presentation to Oshawa City Council on <i>Educational Accessibility at Durham College and UOIT</i>.</p> <p>Margaret Greenley is a member of the <i>Together We Rock!</i> Advisory Team, promoting learning and leadership by building accessible and inclusive schools and communities.</p>

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Appendix B

2010-2011 Accessibility Working Group Members

Meghan Houghton, Chair, Student Affairs, Durham College

Karen Anderson, Community Integration through Co-operative Education program

Allan Angus, Student

Ralph Aprile, Campus Facilities and Ancillary Services

Kirston Arbour, Centre for Students with Disabilities

Marc Athanas, Campus Residence

Kelly Bailey, Human Resources

Kathryn Bremner, Student Association

Maureen Calhoun, Faculty, School of Science and Engineering Technology

Amanda Cappon, Campus Health Centre

Kim Carr, Campus Safety

Shelly Chard, Whitby Campus

Rhonda Christian, School of Interdisciplinary Studies & Employment Services

Michelle Cole, Student Affairs

Catherine Drea, UOIT Representative

Tanya Fellows, Telecommunications

Margaret Greenley, Student Affairs

Allison Hector-Alexander, Student Affairs

Lesley Kalman, Communications, Marketing and External Relations

Helen Labine, Campus Library

Kathy Lazenby, Campus Health Centre

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

Nancy Martin, School of Continuing Education

Sandy Odrowski, CAFÉ

Maureen Wideman, UOIT Representative

Angela Wood, Campus Recreation and Wellness Centre

Steve Zucker, IT Services

Community Members:

Craig Cameron, Trent University

Edie Forsyth, Accessibility Experts Ltd

Tina Murray, Trent University