



# ONTARIO COLLEGE OF ART & DESIGN

## ACCESSIBILITY PLAN

September 2005 to August 2006

Prepared in accordance with the *Ontarians with Disabilities Act, 2001*

**Ontario College of Art & Design  
Accessibility Planning**

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## Introduction

In December 2001, the Ontario legislature passed the *Ontarians with Disabilities Act* (ODA). The ODA was designed to improve opportunities for person with disabilities and to provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the province. According to Statistics Canada, some 1.5 million persons in Ontario or 13.5% of the population have disabilities. It is estimated that by 2020, approximately 20% of people in Ontario will have a disability.

The full text of the ODA is available at [www.gov.on.ca/citizenship/accessibility/english/act2001.tm](http://www.gov.on.ca/citizenship/accessibility/english/act2001.tm).

With the implementation of the ODA, all universities are required to prepare annual accessibility plans, consult with persons with disabilities in the preparation of the plans, and make these plans available to the public. No additional funding was provided to universities to facilitate implementation of the plan.

NOTE: The *Accessibility for Ontarians with Disabilities Act (AODA)* received Royal assent on June 13, 2005. This new legislation will continue the objectives set out by the former *Ontarians with Disabilities Act, 2001*. Through a formalized standards development process, the AODA will extend its reach to bring uniformity in services, policies, and practices across all sectors, making Ontario barrier-free for persons with disabilities. The AODA mandates organizations previously identified by the ODA continue to prepare and make public Annual Accessibility Plans.

This is the third accessibility plan to be prepared on behalf of the Ontario College of Art & Design. The 2003-2004 and 2004-2005 are available at <http://ww.ocad.ca>.

## Objectives

The purpose of an accessibility plan is to document barriers to accessibility that have been removed to date and identify those barriers that will be removed in the coming year. A plan must also identify how the barriers will be removed and present a plan for identifying and removing barriers in the future, and preventing the development of new barriers. Plans must be made public and accessible to allow for input from the broader community.

## Commitment to Accessibility Planning

With the formation of the Accessibility Planning Committee in 2003, the Ontario College of Art & Design has committed itself to meeting its obligations under the Act, as well as to achieving the following goals:

- The continual improvement of access to school premises, facilities, and services for students, staff and faculty with disabilities;

- The participation of people with disabilities in the development and review of its annual access plans; and
- The provision of quality services to all students, staff, and members of the community with disabilities.

Accessibility Planning Committee (see membership listing, Appendix A on page 6)

Meetings were held monthly from October 2005 to June 2006.

### Roles and Responsibilities

1. Conduct inquiries regarding potential and actual barriers to people with disabilities in all facilities, regulations, policies, programs, practices and services offered by OCAD.
2. Identify facilities, regulations, policies, programs, practices and services that cause, or may cause, barriers to people with disabilities.
3. Prioritize and specify barriers that will be removed or otherwise modified in the coming year within the limits of the financial and human resources available.
4. Describe how these barriers will be removed or prevented.
5. Prepare an annual report on these activities, and subject to approval by the Board of Governors, make an Annual Accessibility Plan available to the public.

### Working Groups

Working Group Leaders held consultation meetings with all interested participants and led discussions on the 7 general categories initially set out by the Council of Ontario Universities ODA Task Force in 2002. Group Leaders reported back to the full Committee for further discussion and recommendations.

1. Publications & Information Resources	<b>Jill Patrick</b> , Director, Library Services
2. Equipment & Adaptive Technology	<b>Alastair MacLeod</b> , Director, IT Services
3. Physical Facilities	<b>Doreen Balabanoff</b> , Assistant Dean, First Year, Faculty of Design
3. Human Resource Issues	<b>Nicky Davis</b> , Director, Human Resources
5. Awareness Programs for Faculty & Staff	<b>Nicky Davis</b> , Director, Human Resources
6. Academic Services & Policies for Students with Disabilities	<b>Susanne Seinader</b> , Coordinator, Centre for Students with Disabilities <b>Cathy Berry</b> , Learning Strategist
7. Non-Academic Student Support Services	<b>Josephine Polera</b> , Director, Student Services

## **Review and Monitoring Process**

During the past year, the Ontario College of Art & Design Accessibility Planning Committee continued to meet monthly. One of the many challenges faced by this University, and by other universities, in preparing an annual accessibility plan is the deadline mandated by the ODA. Annual Accessibility Plans are to be made available to the public by September 30<sup>th</sup> each year. This does not fit with the fiscal year of universities and makes it difficult to commit to projects for the upcoming year. It is likely that this will be raised as an issue with the Accessibility Directorate in the near future. However, in an attempt to address this challenge, it is proposed that this plan be considered a work in progress that will continue to be updated as the year progresses.

## **Communication of the Plan**

The Ontario College of Art & Design Accessibility Plans are available at <http://www.ocad.ca>. Paper copies are available at the Dorothy H. Hoover Library, 113 McCaul Street. We welcome and encourage participation, ideas and partnerships to create and support inclusive and accessible learning, teaching and working environments for all.

## **Complaints Process**

As a complaints process, the following incorporates existing practices in both academic and non-academic arena. Anyone wishing to raise a concern under the Ontario College of Art & Design Accessibility Plan should contact:

Josephine Polera  
Director, Student Services  
Coordinator, Accessibility Planning Committee  
Ontario College of Art & Design  
100 McCaul Street, Toronto, Ontario M5T 1W1  
T 416-977-6000, x285  
F 416-977-4201  
E [jpolera@ocad.ca](mailto:jpolera@ocad.ca)

The Coordinator, Accessibility Planning Committee will then forward the concern to the relevant department on campus with responsibility for addressing that concern. The department will report back to the Coordinator within 10 working days as to their response to the concern and, if need be, provide a timeline in which the concern can be addressed.

The Coordinator will then contact the complainant and report on the manner and timeline in which the Ontario College of Art & Design will address their concern.

The Coordinator will keep all complaints/concerns reported to the office under this process and will provide an annual reporting of these concerns to the University Accessibility Planning Committee.

## Appendix A

### Accessibility Planning Committee – Membership

Coordinator: Josephine Polera, Director, Student Services  
 Secretary: Susan Kemp

DEPARTMENT	MEMBER As of June 2006	CONTACT INFORMATION
Admissions & Recruitment, Director	Jan Sage	Ext. 236 <a href="mailto:jsage@ocad.ca">jsage@ocad.ca</a>
Centre for Advising & Campus Life, Advisor	Linda Bellamy	Ext. 307 <a href="mailto:lbellamy@oca.ca">lbellamy@oca.ca</a>
Centre for Students with Disabilities, Coordinator	David Greig	Ext. 288 <a href="mailto:dgreig@ocad.ca">dgreig@ocad.ca</a>
Centre for Students with Disabilities, Learning Strategist	Cathy Berry	Ext. 287 <a href="mailto:cberry@ocad.ca">cberry@ocad.ca</a>
Communications, Director	Laura Matthews	Ext. 222 <a href="mailto:lmattews@ocad.ca">lmattews@ocad.ca</a>
Facilities Planning & Management, Manager, Building Projects	Rob Pyke	Ext. 620 <a href="mailto:rpyke@ocad.ca">rpyke@ocad.ca</a>
Faculty of Art	Vacant	
Faculty of Design, Assistant Dean, Assistant Professor	Doreen Balabanoff	Ext. 386 <a href="mailto:dbalabanoff@ocad.ca">dbalabanoff@ocad.ca</a>
Faculty of Design, Teaching Faculty, First Year Design	Howard Gerry (Sept. 2006)	VM 1725 <a href="mailto:hgerry@ocad.ca">hgerry@ocad.ca</a>
Faculty of Liberal Studies	Marie-Josée, Therrien	Ext. 249 Faculty of Liberal Studies office
Financial Aid & Awards Office, Manager	Kelly Dickinson	Ext. 346 <a href="mailto:kdickinson@ocad.ca">kdickinson@ocad.ca</a>
Health & Safety, Manager	Ted Rickard	Ext. 615 <a href="mailto:trickard@ocad.ca">trickard@ocad.ca</a>
Human Resources, Director	Nicky Davis	Ext. 251 <a href="mailto:ndavis@ocad.ca">ndavis@ocad.ca</a>
IT Services, Director	Alastair MacLeod	Ext. 242 <a href="mailto:amacleod@ocad.ca">amacleod@ocad.ca</a>
IT Services, Laptop Program Project Manager	Michael Desjardins	Ext. 477 <a href="mailto:mdesjardins@ocad.ca">mdesjardins@ocad.ca</a>
Library & Audio Visual Services, Director	Jill Patrick	Ext. 348 <a href="mailto:jpatrick@ocad.ca">jpatrick@ocad.ca</a>
OPSEU, staff rep, Student Services Administrator	Susan Kemp	Ext. 293 <a href="mailto:skemp@ocad.ca">skemp@ocad.ca</a>
Purchasing Agent	Asia Ljubijankic	Ext. 221 <a href="mailto:aljubijankic@cad.ca">aljubijankic@cad.ca</a>
Student Services, Director	Josephine Polera	Ext. 285 <a href="mailto:jpolera@ocad.ca">jpolera@ocad.ca</a>
Student – BDES, Industrial Design, Year 3	Leslie Beard	
Student – BFA, Photography, Year 2	Michelle Crockett	
Studios, Manager	Mark Jeffrey	Ext. 362 <a href="mailto:mjeffrey@ocad.ca">mjeffrey@ocad.ca</a>

## Appendix B

### Definitions

The ODA adopts the broad definition for disability that is set out in the Ontario Human Rights Code. [www.ohrc.on.ca](http://www.ohrc.on.ca)

#### “Disability” is defined as:

- any degree of physical disability, infirmity, malformation or disfigurement caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;
- a condition of mental impairment or a developmental disability;
- a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
- a mental disorder, or
- an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act., 1997; ('handicap')

#### “Barrier” is defined as:

anything that prevents a person with a disability from fully participating in all aspects of society because of that disability, including a physical barrier, an architectural barrier, an informational or communications barrier, an attitudinal barrier, a technological barrier, a policy or a practice.

An example of each of the different kinds of barriers is shown below:

Barrier Type	Example
Physical	A door knob that cannot be operated by a person with limited upper-body strength
Architectural	A hallway or door that is too narrow for a wheelchair or scooter
Informational	Typeface that are too small to be read by a person with low-vision
Communications	A professor who talks loudly when addressing a deaf person
Attitudinal	A receptionist who ignores a customer in a wheelchair
Technological	A paper tray on a laser printer that requires two strong hands to open
Policy/Practice	A practice of announcing important messages over an intercom that people with hearing impairments cannot hear clearly

## Appendix C

### Barriers to be Addressed (September 2004 to August 2005) Status Report as of August 2005

#### A. PUBLICATIONS AND INFORMATION RESOURCES

Access to information involves matters relating to format and availability of content, including the means of access and technologies associated with it.

1. OCAD website does not meet accessibility standards.

Action by May 2005: Develop a plan to convert all web documents to accessible formats. Resources needed: Staff time. Responsibility: Communications, IT Services, CSD

**Status #1: OCAD** now has a fully accessible course calendar on its website, and is migrating the full website to an accessible format. The project is ongoing, but the majority of the site will be accessible by Fall 2005. As well, Russell Smith, Web Master, completed *On-Line Course: Designing Universally Accessible Web Resources*.

2. The current text-based signage may present an obstacle for persons with disabilities.

Action by May 2005: Identify and consider design guidelines relating to creation of signage and wayfinding devices for people with disabilities.

Resources needed: Staff time. Responsibility: Communications

**Status #2:** Ongoing

3. Lack of policy/procedures to acquire materials in alternate formats for persons with disabilities.

Action by August 2005:

- Revise Library's Collection Development Policy with input of faculty and students.
- Include specific provisions for acquiring materials in alternate formats.
- Designate a portion of the Library's Acquisitions budget to replace videos with close-captioned DVDs.
- Library & CSD to establish protocols for acquisition of books on tape.
- Investigate possibility of video/audio taping lectures.

Resources: Staff time. Responsibility: Library, Centre for Students with Disabilities (CSD)

**Status #3:** Ongoing

#### B. EQUIPMENT AND ADAPTIVE TECHNOLOGY

Adaptive technology can assist people with disabilities in numerous ways.

4. Student/Faculty email and online curriculum support does not meet accessibility standards.

Action by May 2005: Review guidelines for international accessibility standards.

Resources needed: Staff time. Responsibility: IT Services

**Status #4:** Ongoing

## C. **PHYSICAL FACILITIES**

In striving to ensure access to physical facilities, the objective is to create a campus and facility environment that is free of barriers.

5. Two sets of doors from McCaul Street into the Food Court are heavy, awkward, poorly fitting and difficult to use for persons with disabilities.

Action by December 2004: Write to management at 113 McCaul, asking them to consider adding an automatic door at McCaul Street entrance.

Resources: Staff time. Responsibility: Vice-President, Administration

**Status #5:** Peter Caldwell, Vice-President, Administration wrote to the Food Court Management. No response received. Additional efforts will be made on an ongoing basis.

6. 285 Dundas St. West (OCAD Student Gallery) is not wheelchair accessible

Action by May 2005: Engage in preliminary design and costing exercise.

Resources needed: Staff time. Responsibility: Manager, Building Projects

**Status #6:** Rob Pyke, Manager, Building Projects, has produced layout drawings and preliminary costing for the following options. In general, the requirement is to provide wheelchair access to overcome the 48cm elevation change between the street level and the 1<sup>st</sup> floor level:

Mechanical Lift: \$20,000. Low floor space requirements. Requires reconfiguration of front façade/entrance and floor assembly. Ongoing maintenance required and concerns about mechanical reliability.

Wheelchair Ramp: \$20,000. Takes up a large floor area. At least 10sq.m of an already small space of 70sq.m.

Stair lift: \$5,000. Most cost effective. The big downside is person using device would have to have assistance operating the unit.

Other solutions will be explored and considered in 2005-06.

7. Identified physical facilities do not meet accessibility standards.

Action by May 2005:

- Examine online survey results for barrier identification.
- Develop OCAD Building Guidelines and Standards

Resources needed: Staff time. Responsibility: Manager, Building Projects

**Status #7:** Ongoing. The survey was examined, and a list was generated which put similar barriers and issues in groupings for discussion and investigation. Several meetings with interested students and faculty discussed additional issues. As a result of these discussions, Ted Rickard, Manager, Health & Safety, organized push/pull labels for the classroom doors at 100 McCaul St. which had been noted as problematic and posing the possibility of injury. They have been installed on most (non-storage) doors in 100 McCaul. He also submitted a list of 'to do' items for Plant Services. The idea of an audit of all spaces in the college was generated, and Rob Pyke, Colleen Reid and Doreen Balabanoff agreed to work towards this, possibly using students in Environment Design to do the work after some training. Funds need to be found to provide Work Study wages to make this a possibility.

**D. HUMAN RESOURCES ISSUES FOR STAFF & FACULTY WITH DISABILITIES**

Review HR policies periodically for barriers, including recruitment and support services.

8. Lack of centralized person/office for harassment complains (including those related to disability)  
Action by August 2005:  
Recruitment and hiring of Harassment Officer position and office.  
Resources needed: 2004-05 budget. Staff time.  
Responsibility: Human Resources, Vice-Presidents

**Status #8:** Recent decision by Employment & Educational Equity Task Force to hire consultants for the next year to assist them in developing a strategic direction and a context to make a permanent hire in future. They are currently meeting with consultants prior to making a selection decision.

9. Employees are unsure of the process to be followed in requesting accommodation of a disability, and what is required. Action by August 2005: Conduct research.  
Resources needed: Staff time Responsibility: Human Resources

**Status #9:** Ongoing

**E. AWARENESS PROGRAMS FOR FACULTY AND STAFF**

Consider expanding or establishing programs to aid faculty and staff to be sensitive to attitudinal and/or pedagogical barriers.

10. Attitudes and a lack of information among staff and faculty persist as barriers for students with disabilities. Action by May 2005: Research and develop more in-depth training for faculty in dealing with people with mental health disability issues. Offer disability-training workshops.  
Resources needed: Funds to provide training workshops and seminars for staff and faculty.  
Responsibility: Director, HR for administrative staff; Vice-President, Academic for Faculty.

**Status #10:** Training session for faculty and staff on mental health issues held on August 31, 2005 as part of faculty orientation, with Dr. Michael Condra of Queen's University. Well attended, very positive feedback

## **F. ACADEMIC SERVICES AND POLICIES FOR STUDENTS WITH DISABILITIES**

Review policies outlining both the student's and the institution's responsibilities with respect to accommodation for students with disabilities.

11. Academic Services and Transcription Services are not inclusive regarding people with disabilities, e.g., code of student conduct, harassment, modified admissions policy.  
Action by May 2005: Identify steps to be taken for review and consultation.  
Resources needed: Staff time; Responsibility: Human Resources, Registrarial & Student Services, and Centre for Students with Disabilities.

**Status #11:** Ongoing

12. Classroom Accommodation & Instruction: (1) Attitudinal barrier of some faculty. Lack of awareness of and/or misconceptions about disabilities and their impact on learning, particularly regarding invisible disabilities. This discourages some students from disclosing and accessing appropriate accommodations. (2) Methods of instruction and course evaluation at times are incompatible with learning styles of some students with disabilities. Academic Services and Transcription Services are not inclusive regarding people with disabilities, e.g., code of student conduct, harassment, modified admissions policy.  
Action by May 2005:

- i. Develop policy to provide mandatory disability orientation workshop for new faculty and staff, including Florence off-campus coordinators.
- ii. Develop Faculty handbook.
- iii. Review feasibility of providing faculty training in principles of Universal Instructional Design

Resources needed: Staff time

Responsibility: Centre for Students with Disabilities, Human Resources

**Status #12:**

- i. Completed – Committee decision reflects desire to keep disability orientation workshops voluntary
- ii. Deferred to 2005/06 – Development of CSD Faculty Resource Guide Book
- iii. Ongoing – Discussions ongoing regarding feasibility of facilitating UID training session. Most likely to be deferred due to current budget constraints and priority issues

13. Computer Labs: Extremely limited access to assistive technology on campus

- Action by May 2005:
- Designate a certain number of computers in every computer lab to have Assistive Technology available for student use.
- Provide lab staff opportunity for training in the use and maintenance of AT.

Resources needed: Staff time

Responsibility: IT Services, Centre for Students with Disabilities

**Status #13:** Ongoing. Research and consultation are underway regarding feasibility, appropriate location, number of computers, specific package of AT and cost. Lab staff training of AT and maintenance of AT has been provided. This should be continued in coming year.

## G. **NON-ACADEMIC STUDENT SUPPORT SERVICES**

Like all students, students with disabilities have a range of non-academic needs. Some of these needs are met through services provided to all students and some are met through special accommodation.

14. No access for non-LD (Learning Disabilities) students with disabilities (psychiatric disabilities, traumatic brain injury, etc.) to full academic support and disability counselling.)

Action by May 2005: Hire Disability Counsellor to provide learning support and case management for non-LD students

Resources needed: use of \$5,000 from Accessibility Planning budget (2004-05); staff time to develop job description, recruitment and hiring. Responsibility: HR, CSD, R&SS

**Status #14:** Completed. Funds used to hire a temporary, part-time Disability Advisor in the CSD.

15. (Orientation, Social Events, and Student Governments & Clubs): Accessible transportation and trained guides are not available. Information about possible accommodation needs is not collected in advance of events.

Action by May 2005 *revised to December 2005*:

Determine what steps and procedures need to be taken to allow students, faculty, staff and community members participating in college (non-academic/extra-curricular) events to request accommodations. Assess which departments should co-ordinate this activity.

Resources needed: Staff time: Responsibility: Centre for Advising, First-Year & Campus Life

**Status #15:** Ongoing. Research is currently being conducted regarding planning accessible programs, events and activities.

## Appendix D

### Barriers to be Addressed (September 2005-August 2006) Status Report as of August, 2006

**Barrier:** Anything that prevents a person with a disability from fully participating in all aspects of society because of his/her disability. Barrier types include – physical, architectural, informational, communicational, attitudinal, technological, policy/practice.

#### 1. ACCESS TO PUBLICATIONS AND INFORMATION RESOURCES

COU Guideline: Access to information involves matters relating to (a) format and availability of content, including the means of access and technologies associated with it, and (b) access to facilities that house content and services to support learning.

OCAD Objective: To create publication and information resources in alternate formats suitable for individuals with disabilities and to house informational resources in accessible facilities.

#### COMMUNICATION

Barrier	Lack of printed material describing services for students with disabilities
Recommendation	Create a printed brochure for Centre for Students with Disabilities
Responsibility	Centre for Students with Disabilities, Communications
Time Line	July 2006
Resources	Staff time
Status	Pamphlet developed and distributed at Summer Orientation.

#### WEB PAGES

Barrier	Web pages are not fully accessible.
Recommendation	Implement accessible design standards (i.e., University-wide goal to make documents available on the web in reader friendly format)
Responsibility	Web Master, IT Services, Communications
Time Line	September 2006
Resources	Staff time
Status	The website has been converted to an accessible format. Very little is now not accessible. The new design meets WC3 standards.

#### REGISTRATION

Barrier	Lack of awareness of registration accommodations procedures for students with disabilities
Recommendation #3	Develop procedures to facilitate communication and consultation meetings between the Centre for Students with Disabilities and appropriate administrative officers (Assistant Deans, Chairs, Registrar,

	Director, Student Services) to ensure that students have access to courses in accordance to their program of study subject to their particular needs.
Responsibility	Centre for Students with Disabilities, Student Services
Time Line	September 2006
Resources	Staff time
Status	Procedures to be finalized.

## 2. EQUIPMENT & ADAPTIVE TECHNOLOGY

COU Guideline: The provision of equipment and adaptive technology for staff, faculty and students with disabilities is imperative towards the success and promotion of equality in an academic environment. The institution as a whole must be responsible in providing the supports in this area. Adaptive technology can assist people with disabilities in numerous ways. Screen readers and text magnification software for visual impairments; voice recognition for visual, learning, and physical disabilities; mind mapping/organizational support software for people with learning disabilities; equipment such as automatic desks for individuals with physical disabilities; and FM systems for individuals who are hard of hearing are a few ways universities can accommodate individuals with disabilities.

OCAD Objective: To promote equality in our academic environment by providing necessary and sufficient equipment, adaptive technology and software for students, staff and faculty.

### ACCESS TO ASSISTIVE TECHNOLOGY

Barrier	Limited or restrictive access to assistive technology, computing and network services
Recommendation #1	<p>Review and update assistive technology and access to accessibility resources via College computers and networks:</p> <ul style="list-style-type: none"> <li>• Bookmark Centre for Students with Disabilities websites on all computers and laptops</li> <li>• Include icon to launch accessibility information, resources or links on all systems (including laptops)</li> <li>• Ensure computer studios have sufficient space to allow full wheelchair access to at least one work station</li> <li>• Locate computer and print equipment at appropriate height to allow full wheelchair access</li> <li>• Ensure installation, update and ongoing review of assistive technology on at least one system per computer studios and Library</li> <li>• Address user profile issues related to assistive technology</li> <li>• Ensure all chairs on campus used for computer access are adjustable</li> </ul> <p>Increase wireless access on campus</p> <ul style="list-style-type: none"> <li>• Review and assess student and faculty email services</li> <li>• Provide ongoing information sessions on use of networked services</li> <li>• Review and implement guidelines for international accessibility standards as applicable to network services including student/faculty portal, print services, web and online registration</li> </ul>
Responsibility	IT Services, Library, Centre for Students with Disabilities
Time Line	September 2005 to April 2006
Resources	Cost of chairs (\$115 each) and assistive technology (see Academic Services & Policies for Students with Disabilities section)
Status	<ul style="list-style-type: none"> <li>• CSD site to be completed in Aug. 2006 and will be set up to launch on all systems with a desktop icon</li> <li>• All computer studios have wheelchair access to at least one computer with only 317f yet having to be reconfigured to allow minimum 42" between rows throughout (1430, 317e, 317g)</li> </ul>

	<p>and 665 all have 42" available space in front of each computer)</p> <ul style="list-style-type: none"> <li>• All computing areas allow access to at least one printer that is accessible (validation as to standard height should be conducted for all printers throughout the campus)</li> <li>• More assistive software and operating systems with accessibility features have been installed on all workstations and 3 CSD laptops and 3 desktops (one x ACC, one x Library, one x CSD) having a full suite of assistive software. Looking at key server to expand access to assistive software throughout campus. Looking at installing at least one "headphone station" in computing areas for text to speech software throughout campus.</li> <li>• User profile issue still under review. Previous solution (providing networked home folders for all students) was not feasible.</li> <li>• Adjustable chairs were purchased for all computers (summer 05)</li> <li>• Review of student and faculty email system by Webmaster with Manager, Information Systems conducted (some improvements, some limitations due to system versions)</li> <li>• Help files and online services for print services, mobile computing, curriculum support and student and faculty email.</li> <li>• Full audit of network services compliance with accessibility guidelines underway.</li> <li>• Review of assistive technology and accessibility standards by Assistive Technologist/Learning Strategist with Academic IT support staff underway and review scheduled for Aug. 2006</li> </ul>
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### STUDIO FACILITIES AND EQUIPMENT

Barrier	Barrier or restrictive access to fabrication studios (wood shop, metal shop, foundry, plastics, etc.) and other studios (photography, printmaking, integrated media, etc.) for students with disabilities
Recommendation #2	<p>Research information regarding accessibility issues related to fabrication studios and ensure awareness regarding accessibility issues for academic support staff in all studios</p> <ul style="list-style-type: none"> <li>• Information sessions for academic support staff on accessibility issues</li> <li>• Review of fabrication and other studios in the context of accessibility issues and provide documentation on findings for discussion</li> <li>• Research information regarding accessibility standards or models for fabrication studios</li> </ul>
Responsibility	Studio Manager, Centre for Students with Disabilities, Faculty Offices
Time Line	September 2005 to April 2006
Resources	Budget for any equipment, training or research material
Status	<ul style="list-style-type: none"> <li>• Schedule information session with academic support staff as part of fall 2006 orientation</li> <li>• Fabrication studios require more external input as expertise is not in house</li> <li>• Review of Universal Design and Universal Design Instruction as applied to studio practice</li> </ul>

### DEDICATED ACCESS TO ASSISTIVE TECHNOLOGY

Barrier	Lack of private access for proper use of assistive technology.
Recommendation #3	Purchase or design/build a dedicated, and possibly portable, carrel for private use of assistive technology in the Library.
Responsibility	Centre for Students with Disabilities, IT Services, Library, Facilities Planning & Management
Time Line	September 2005
Additional Resources Required	\$5,000
Status	<ul style="list-style-type: none"> <li>• Library has provided access to a private, but multipurpose room. There are some problems</li> </ul>

	<p>with scheduling this room. These problems will be addressed in 2006-07 when another, more suitable, room can be provided for the purpose. There is no need to purchase or design/build a portable carrel.</p> <ul style="list-style-type: none"> <li>• With AV and Imaging Services vacated space to allow increased space for Library hope to establish dedicated private space for access to assistive technology (summer 2006).</li> </ul>
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### 3. PHYSICAL FACILITIES

COU Guideline: In striving to ensure access to physical facilities, the objective is to create a campus and facility environment that is free of barriers. Access and use of institutional facilities typically involves matters relating to removal of exterior and interior barriers, exterior signs, building access, interior way finding.

OCAD Objective: To create a physical environment that is free of barriers and to work toward an environment that offers individuals the right to independent access.

#### ALL BUILDINGS ON CAMPUS

Barrier	Miscellaneous needs identified, including adjustment of doors, signage, sinks in studios, hearing difficulties in classrooms, etc.
Recommendation #1	Engage in an audit of the physical facilities to identify specific issues, including physical, visual and auditory barriers. Develop OCAD Building Guidelines as outcome of this process
Responsibility	Colleen Reid, Assistant Dean and Working Group Leader; Colleen Reid, Assistant Dean; Rob Pyke, Manager, Building Projects; Ted Rickard, Manager, Health & Safety and others as required.
Time Line	To be completed by December 2006
Resources	Staff time. \$500 for Environmental Design students (approx. 50 hours) to execute audit.
Status	Audit template has been prepared, needs refinement – covers all physical, auditory and visual elements of all physical spaces. Discussions have taken place regarding how to gather data effectively and translate into a data base than can become a university-wide resource.

#### 285 DUNDAS STREET WEST (OCAD STUDENT GALLERY)

Barrier	Not wheelchair accessible
Recommendation #2	Follow up on report from Manager, Building Projects re: preliminary cost analysis Move forward on Design solution and implementation
Responsibility	Chair, Physical Accessibility Group in consultation w/ Manager, Building Projects and V-P Admin.
Time Line	Design prepared by January 2005
Additional Resources Required	Staff time. \$500 for design exercise using Environmental Design students for research and design.
Status	Design planning and costing has been carried out by Rob Pyke, Manager Building Projects. Project has been proposed, approved and is slated to go ahead this summer. June 2006

#### 113 MCCAUL STREET

Barrier	Doors from McCaul Street into Food Court are a continuing impediment to accessibility of this building. Management has not responded to our invitation to discuss solutions.
Recommendation #3	Continued lobbying for a new door system w/ automatic doors, including attending condo meeting to raise awareness and ask for co-operation and support
Responsibility	Vice-President, Administration; Accessibility Planning Committee
Time Line	Ongoing
Additional Resources Required	Staff time
Status	Ongoing

#### 4. HUMAN RESOURCES ISSUES FOR FACULTY & STAFF WITH DISABILITIES

COU Guideline: All universities are concerned with employment equity as demonstrated by their participation in the Federal Contractors Program, which requires them to make accommodations for the specific needs of employees with disabilities. As such, there are numerous HR policies that could be reviewed periodically for barriers, including recruitment and support services. Applicable to all faculty and staff, including full-time, part-time, sessional and contractual.

OCAD Objective: To promote employment equity and to provide effective supports for staff and faculty with disabilities in all employment sectors.

##### CENTRALIZED RESOURCES

Barrier	Lack of current/updated formal employment equity policy.
Recommendation #1	Establish a President's Advisory Committee on equity issues to conduct research and make recommendations to advance issues of equity, including that of employees and students with disabilities. Such a committee should consist of representation from OCAD constituencies (students, faculty, and staff) and members of under-represented groups.
Responsibility	President/Human Rights Officer
Time Line	Committee to be established and to commence its work no later than December 2005.
Resources	Time commitment of Human Rights Officer and members of Committee.
Status	Employment & Educational Equity Task Force (EEETF) has been meeting regularly since August 2005, with guidance from equity consultant Sharon Fernandez. Co-chaired by two faculty, the EEETF consists of students, faculty, staff, and alumni, and members of under-represented groups. It is beginning to review processes within the institution from a diversity perspective, and to develop initiatives to promote equity on campus and to integrate its principles into strategic planning, hiring, and other initiatives.

Barrier	Lack of centralized person/office for harassment complaints, including those related to a disability.
Recommendation #2	Establish a full-time, independent position of Human Rights Officer reporting to the President, whose role will include addressing harassment complaints and promoting anti-harassment activities.
Responsibility	President/Human Resources
Time Line	Establish and fill position by Fall 2005
Resources	Approximately \$25,000 for salary & benefits (difference between cost of full-time position and currently budgeted part-time salary & benefits).
Status	While the funds for the part-time Human Rights Officer position have been used for equity consultant Sharon Fernandez for 2005-06, a budget request was submitted for 2006-07 to increase this funding to support a full-time more senior position reporting to the President.

##### SUPPORTING EMPLOYEES WITH DISABILITIES

Barrier	Lack of clarity regarding how employees request accommodation of a medical issue or disability.
Recommendation #3	Develop workplace accommodation and employee return-to-work policies.
Responsibility	Director, Human Resources in conjunction with the Centre for Students with Disabilities (to coordinate with student accommodation policy)
Time Line	Finalize policies by August 2006.
Resources	Time commitment by Human Resources for research and writing.
Status	No progress to date on development of this policy. Requests are being addressed on an individual basis.

## 5. AWARENESS ISSUES FOR FACULTY & STAFF

COU Guideline: The broad definition of disability and barriers used in this Act requires that faculty and staff be aware that inclusion of persons with disabilities extends beyond the physical infrastructure of buildings to all facets of university life. Both faculty and staff must be sensitive to attitudinal and/or pedagogical barriers if they are to identify, remove and prevent them. Universities may want to consider expanding or establishing programs to aid faculty and staff in this regard, for example, universal instructional design.

OCAD Objective: To make faculty and staff aware that inclusion of persons with disabilities extends to all facets of university life and to assist employees in creating appropriate methods to do so.

### FACULTY & STAFF AWARENESS

Barrier	Lack of understanding of issues of mental health among OCAD faculty and staff affects their ability to respond appropriately to such needs.
Recommendation #1	Offer training for faculty and staff on supporting the needs of people with mental health disability issues.
Responsibility	Human Resources (staff) and Office of the VP Academic (faculty) in conjunction with the Centre for Students with Disabilities and the Health & Wellness Centre.
Time Line	December 2005
Resources	None, if funds can be obtained from existing pooled training budgets for faculty and staff respectively.
Status	September 2005 faculty orientation included a lecture by Dr. Mike Condra of Queen's University regarding mental health and accommodation issues, which was attended by new and current faculty and staff, and was extremely well received. It was generally agreed that further sessions would be helpful to provide an opportunity for further dialogues and interaction on these issues. Such sessions would involve participation by the Centre for Students with Disabilities.

Barrier	Lack of understanding of process to be followed in providing accommodation for students with disabilities.
Recommendation #2	Include formal accommodation policy in the faculty handbook, and include it in employee orientation materials, as well as on the University's website.
Responsibility	Coordinator, Centre for Students with Disabilities (handbook, website) and Human Resources (staff orientation).
Time Line	September 2005
Resources	Staff time.
Status	This item was deferred to 2006-07.

Barriers	Lack of faculty awareness of accommodation issues and the expertise and resources available through the Centre for Students with Disabilities.
Recommendation #3	Representatives of the Centre for Students with Disabilities to attend Faculty meetings to generate greater awareness of these issues and to promote greater connections between faculty and CSD staff.
Responsibility	Coordinator, Centre for Students with Disabilities
Time Line	December 2005
Resources	Time commitment by CSD staff
Status	The Centre for Students with Disabilities issued letters of appreciation acknowledging faculty for their proactive efforts and achievements with respect to access issues for students with disabilities.

## 6. ACADEMIC SERVICES & POLICIES FOR STUDENTS WITH DISABILITIES

COU Guideline: When students with disabilities are admitted to university, they frequently elect to register at the Accessibility Office. If students elect to register in that office, an intake session is normally held, documentation of the disability is provided and plans for individual accommodations are established. Most campuses have institutional or governance policies which explain both the student's and the institution's responsibilities in this regard. Policies may include: Academic Policies and Transcription Services; Communications, Marketing and Recruitment; Admissions; Classroom Accommodations and Instruction; Exam Accommodations; Co-op, Field Placement, Study Abroad and Off-Campus Instruction; Distance Learning; Computer Labs.

OCAD Objective: To effectively accommodate the needs of students with disabilities in all interactions from recruitment to graduation and employment, so that students can be successful.

### INFORMATION ON CENTRE FOR STUDENTS WITH DISABILITIES (CSD)

Barrier	Lack of awareness and availability of information about CSD services, procedures and policies
Recommendation #1	Research and develop CSD website presence to promote student, faculty and staff access to general and specific CSD and disability related information. Prepare newly admitted CSD student information package to inform new registrants about CSD services, policies and procedures.
Responsibility	CSD staff, Web Master, IT Services, Communications
Time Line	August 2006
Resources	Staff time and possible printing costs.
Status	Content for website developed and activated. Development for further content in progress.

### ACCESS TO ASSISTIVE TECHNOLOGY

Barrier	Limited on-campus access to assistive technology for study purposes. Lack of ability to facilitate recommended assistive technology for tests/exams.
Recommendation #2	Increase available assistive technology in the CSD through the purchase of 2 additional desk top computers to be located in the CSD teaching space. Replace 3 obsolete laptops used for exam facilitation with laptops, which are capable of supporting assistive technology software.
Responsibility	Centre for Students with Disabilities and IT Services
Time Line	August 2006
Resources	\$11,600 (FM Amplification System, 2 IBM laptop computers with assistive software, 1 MacIntosh laptop computer with assistive software, Digital Recorder for student use in lectures). Staff time for software installation and maintenance.
Status	Funding approved. Received two desktop computers and three laptops for exam purposes. Purchased two digital recorders. Assistive software purchase to be sent by April 2006 to IT Services.

## ACADEMIC POLICIES AND TRANSCRIPTION SERVICES

Barrier	Lack of current/updated formal policies regarding issues pertaining to students with disabilities (including but not limited to: transcription services; exam accommodations; registration; admissions; reserved registration; complaints procedures; classroom accommodation and instruction and study abroad programs).
Recommendation #3	Review existing policies; review best practices among other colleges/universities and develop prioritized list of policy development required.
Responsibility	CSD staff and pertinent stakeholders, ie. Admissions, Student Services, Faculty Offices
Time Line	June 2006
Resources	Staff time for review and research.
Status	Deferred to 2006-07.

## 7. NON-ACADEMIC STUDENT SUPPORT SERVICES

COU Guideline: As students with disabilities have a range of non-academic needs, it is important that a comprehensive set of services be available. These services may include: Services provided by the Accessibility Office, Orientation, Social Events, Student Governments and Clubs; Housing and Residence; Food Services; Counselling Services; Career and Employment Services; Sports and Recreation; and Financial Aid.

OCAD Objective: To recognize the importance of student services in enhancing student life and academic success and provide services to meet student needs.

## CENTRE FOR STUDENTS WITH DISABILITIES (CSD)

Barrier	Insufficient resources including staff, budget and space to offer full, comprehensive, and timely support to students with all types of disabilities. This includes providing academic counselling, ongoing case management, staff and faculty training, and program development.
Recommendation #1	Examine and identify the space, budget, staff and resource needs of this office and recommend changes.
Responsibility	Director, Registrar & Student Services and Coordinator, CSD
Time Line	Evaluate needs by December 2005. Recommend changes for 2005-06 and for 2006-07 budget year.
Resources	Staff salaries, operating budget, space
Status	Proposal for additional staffing approved: new Manager, CSD created and additional one day per week for Assistant position, 40 weeks. CSD to re-locate to 51 McCaul Street Fall 2006.

## FINANCIAL AID

Barrier	Lack of sufficient targeted funds and financial support for students with disability related needs not funded through UAO (the CSD) and OSAP Bursary (the BSWD).
Recommendation #2	Research that clearly identifies the financial needs of students with disabilities, research funding options and develop a proposal for new funding possibilities.
Responsibility	The Centre for Students with Disabilities and the Financial Aid Office.
Time Line	December 2005

Resources	Staff time.
Status	Research completed and proposal submitted for 2006-07.

Strategies for Barrier Removal	Include formal accommodation policy in the faculty handbook, and include it in employee orientation materials, as well as on the College's website.
Responsibility	Manager, Centre for Students with Disabilities (handbook, website)
Time Line	June 2007
Resources	Staff time in CSD.
Current Status	

**Priority #2**

Barriers	Lack of faculty awareness of accommodation issues and the expertise and resources available through the Centre for Students with Disabilities.
Strategies for Barrier Removal	Representatives of the Centre for Students with Disabilities to attend Faculty meetings to generate greater awareness of these issues and to promote greater connections between faculty and CSD staff.
Responsibility	Coordinator, Centre for Students with Disabilities
Time Line	December 2006
Resources	Time commitment by CSD staff
Current Status	

## Appendix E

### Information and Resource Listing

- [Ontarians with Disabilities Act, 2001](#)
- [A Guide to the Ontarians with Disabilities Act, 2001](#)
- *The Ontarians with Disabilities Act: Guidelines for the University Sector* is available in [PDF format](#) and on the COU website at: [www.cou.on.ca](http://www.cou.on.ca)
- [A Guide to Annual Accessibility Planning under the Ontarians with Disabilities Act, 2001](#)
- [Frequently Asked Questions about the Ontarians with Disabilities Act, 2001](#)
- *Guide to Annual Accessibility Planning*, Accessibility Ontario Directorate, <http://www.mcass.gov.on.ca/accessibility/en/information/schools/colleges.htm>.

Please note on September 1, 2005 the Government of Ontario transferred responsibility for the Accessibility Ontario Directorate from the Ministry of Citizenship to the Ministry of Community and Social Services. The full text of the *Ontarians with Disabilities Act, 2001*, is available at [http://www.e-laws.gov.on.ca/DBLaws/Statutes/English/01o32\\_e.htm](http://www.e-laws.gov.on.ca/DBLaws/Statutes/English/01o32_e.htm)

- The Paths to Equal Opportunity Website at [www.equalopportunity.on.ca](http://www.equalopportunity.on.ca) provides a wealth of resources specific to removing barriers in a post secondary educational setting. The online database contains a variety of international guides and checklists and articles and other information on accessible planning and design that can assist post secondary organizations plan for accessibility. Simply enter the keywords, Colleges, Universities, Student Services or Accessibility plans (colleges, universities) to access a variety of resources on the subject. There is also an A-Z Index available to browse the database by topic. New information is added to the site on a daily basis.