



ONTARIO COLLEGE OF ART & DESIGN

ACCESSIBILITY PLAN

September 2006 to August 2007

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

Approved by OCAD Board of Governors
January 29, 2007

Accessibility Planning Committee

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.

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 continues the objectives set out by the former *Ontarians with Disabilities Act, 2001*. Through a formalized standards development process, the AODA extends 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 fourth accessibility plan to be prepared on behalf of the Ontario College of Art & Design. The 2003-2004, 2004-2005 and 2005-2006 Plans are available at http://www.ocad.ca/about_ocad/ocad_policies.htm#access

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 7)

Meetings were held monthly from September 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	Jill Patrick, Director, Library Services
2. Equipment & Adaptive Technology	Alastair MacLeod, Director, IT Services
3. Physical Facilities	Doreen Balabanoff, Faculty, Faculty of Design
4. Human Resource Issues	Nicky Davis, Director, Human Resources
5. Awareness Programs for Faculty & Staff	Nicky Davis, Director, Human Resources
6. Academic Services & Policies for Students with Disabilities	Cathy Berry, Learning Strategist, Centre for Students with Disabilities
7. Non-Academic Student Support Services	Josephine Polera, 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 30th each year. This does not fit with the fiscal year of universities and makes it difficult to commit to projects for the upcoming year. 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 Plan is available at http://www.ocad.ca/about_ocad/ocad_policies.htm#access. 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 areas. Anyone wishing to raise a concern under the Ontario College of Art & Design Accessibility Plan should contact:

David Greig
Manager, Centre for Students with Disabilities
Coordinator, Accessibility Planning Committee
Ontario College of Art & Design
100 McCaul Street, Toronto, Ontario M5T 1W1
T 416-977-6000, x288, F 647-438-9731, E dgreig@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 – 2006-2007 Membership

Membership of the committee is representative of various University constituencies and areas of responsibility.

Chair: Howard Gerry, Faculty, Faculty of Design

Coordinator: David Greig, Manager, Centre for Students with Disabilities

Secretary: Heather Childs, Assistant, CSD

DEPARTMENT	MEMBER	CONTACT INFORMATION
Admissions & Recruitment, Recruitment Officer	Spencer Harrison	Ext. 489 sharrison@ocad.ca
Centre for Advising & Campus Life, Student Life Coordinator	Brent James	Ext. 275 bjames@ocad.ca
Centre for Students with Disabilities, Manager	David Greig	Ext. 288 dgreig@ocad.ca
Centre for Students with Disabilities, Disability Advisor	Amanda Masterton	Ext. 424 amasterton@ocad.ca
Communications, Director	Laura Matthews	Ext. 222 lmattews@ocad.ca
Facilities Planning & Management, Manager, Building Projects	Rob Pyke	Ext. 620 rpyke@ocad.ca
Faculty of Art	Vacant	
Faculty of Design	Howard Gerry	VM 1725 hgerry@faculty.ocad.ca
Faculty of Liberal Studies	Anthony Jeffery	Ext. 249 Faculty of Liberal Studies office
Financial Aid & Awards Office/Centre for Advising & Campus Life, Manager	Kelly Dickinson	Ext. 346 kdickinson@ocad.ca
Health & Safety, Manager	Ted Rickard	Ext. 615 trickard@ocad.ca
Human Resources, Director	Nicky Davis	Ext. 251 ndavis@ocad.ca
IT Services, Director	Alastair MacLeod	Ext. 242 amacleod@ocad.ca
IT Services, Laptop Program Project Manager	Michael Desjardins	Ext. 477 mdesjardins@ocad.ca
Library Services, Director	Jill Patrick	Ext. 348 jpatrick@ocad.ca
OPSEU, staff rep, Student Services Administrator	Susan Kemp	Ext. 293 skemp@ocad.ca
Purchasing Agent	Asia Ljubijankic	Ext. 221 aljubijankic@ocad.ca
Student Services, Director	Josephine Polera	Ext. 285 jpolera@ocad.ca
Student – BDES, Industrial Design, Year 4	Leslie Beard	
Student – BFA, Photography, Year 3	Michelle Crockett	
Studios, Manager	Mark Jeffrey	Ext. 362 mjeffrey@ocad.ca

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

“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 2005 to August 2006) Status Report as of August 2006

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.

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	June 2006
Resources	Staff time.
Status	Completed.

WEB PAGES

Barrier	Web pages are not fully accessible.
Recommendation	Implement accessible design standards (i.e., College-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	Ongoing. The website has been converted to an accessible format. Very little is now not accessible.

REGISTRATION

Barrier	Lack of awareness of registration options for students with disabilities
Recommendation	Standardize communication lines and procedures for dealing with overrides.
Responsibility	Centre for Students with Disabilities, Student Services
Time Line	September 2005
Resources	Staff time
Status	Completed.

B. EQUIPMENT & ADAPTIVE TECHNOLOGY

Adaptive technology can assist people with disabilities in numerous ways.

ACCESS TO ASSISTIVE TECHNOLOGY

Barrier	Limited or restrictive access to assistive technology, computing and network services
Recommendation	<p>Review and update assistive technology and access to accessibility resources via College computers and networks:</p> <ul style="list-style-type: none"> • Bookmark Centre for Students with Disabilities websites on all computers and laptops • Include icon to launch accessibility information, resources or links on all systems (including laptops) • Ensure computer studios have sufficient space to allow full wheelchair access to at least one work station • Locate computer and print equipment at appropriate height to allow full wheelchair access • Ensure installation, update and ongoing review of assistive technology on at least one system per computer studios and Library • Address user profile issues related to assistive technology • Ensure all chairs on campus used for computer access are adjustable • Increase wireless access on campus • Review and assess student and faculty email services • Provide ongoing information sessions on use of networked services • Review and implement guidelines for international accessibility standards as applicable to network services including student/faculty portal, print services, web and online registration
Responsibility	IT Services, Library, Centre for Students with Disabilities
Time Line	September 2005 to April 2006
Resources	Cost of chairs and assistive technology
Status	<ul style="list-style-type: none"> • CSD site completed in Aug. 2006 and set up to launch on all systems with a desktop icon • 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 and 665 all have 42" available space in front of each computer) • 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) • 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. • Campus wireless access increased. • User profile issue still under review. Previous solution (providing networked home folders for all students) was not feasible.

	<ul style="list-style-type: none"> Adjustable chairs were purchased for all computers (summer 05) Review of student and faculty email system by Webmaster with Manager, Information Systems conducted (some improvements, some limitations due to system versions) Help files and online services for print services, mobile computing, curriculum support and student and faculty email. Full audit of network services compliance with accessibility guidelines underway. Review of assistive technology and accessibility standards by Assistive Technologist/Learning Strategist with Academic IT support staff underway.
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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	<ul style="list-style-type: none"> Research information regarding accessibility issues related to fabrication studios and ensure awareness regarding accessibility issues for academic support staff in all studios Information sessions for academic support staff on accessibility issues Review of fabrication and other studios in the context of accessibility issues and provide documentation on findings for discussion Research information regarding accessibility standards or models for fabrication studios
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"> Fabrication studios require more external input and assessment. Review of Universal Design and Universal Design Instruction as applied to studio practice is ongoing

DEDICATED ACCESS TO ASSISTIVE TECHNOLOGY

Barrier	Lack of private access for proper use of assistive technology.
Recommendation	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, Plant Services
Time Line	September 2005
Resources	Staff time.
Status	<ul style="list-style-type: none"> Library has provided access to a private, but multipurpose room. There are some problems 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. Use room vacated by AV and Imaging Services to allow increased space for Library with hope of establishing dedicated private area for access to assistive technology (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.

ALL BUILDINGS ON CAMPUS

Barrier	Miscellaneous needs identified, including adjustment of doors, signage, sinks in studios, hearing difficulties in classrooms, etc.
Recommendation	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	Physical Facilities Leader and Focus Group in consultation with Deans, Manager of Building Projects, Health and Safety Manager and others as required.
Time Line	This is ongoing.
Resources	Staff time.
Status	Audit template is being 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 that can become a university-wide resource. This item is ongoing.

285 DUNDAS STREET WEST (OCAD STUDENT GALLERY)

Barrier	Not wheelchair accessible
Recommendation	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 VP Admin.
Time Line	Design prepared by January 2005
Resources	Staff time
Status	Completed

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	Continued lobbying for a new door system w/ automatic doors, including attending condo meeting to raise awareness and ask for cooperation and support
Responsibility	VP Administration and Chair Physical Accessibility Group
Time Line	Ongoing
Resources	Staff time
Status	This is ongoing.

D. HUMAN RESOURCES ISSUES FOR FACULTY & STAFF WITH DISABILITIES

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

CENTRALIZED RESOURCES

Barrier	Lack of current/updated formal employment equity policy.
Recommendation	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. This is ongoing.

Barrier	Lack of centralized person/office for harassment complaints, including those related to a disability.
Recommendation	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	Staff time.
Status	This is ongoing.

SUPPORTING EMPLOYEES WITH DISABILITIES

Barrier	Lack of clarity regarding how employees request accommodation of a medical issue or disability.
Recommendation	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	Requests are being addressed on an individual basis.

E. AWARENESS ISSUES FOR FACULTY & STAFF

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

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	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 dialogue 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	Include formal accommodation policy in the faculty handbook, and include it in employee orientation materials, as well as on the University's website.
Responsibility	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	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	Ongoing

F. ACADEMIC SERVICES & 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.

INFORMATION ON CENTRE FOR STUDENTS WITH DISABILITIES (CSD)

Barrier	Lack of awareness and availability of information about CSD services, procedures and policies.
Recommendation	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 Manager, Web Master, IT Services
Time Line	August 2006
Resources	Staff time.
Status	Completed

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	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 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	Review existing policies; review best practices among other colleges/universities and develop prioritized list of policy development required.
Responsibility	CSD staff and pertinent stakeholders, i.e. Admissions, Office of the Registrar, Student Services, Faculty Offices
Time Line	June 2006
Resources	Staff time for review and research.
Status	Deferred to 2006-07.

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.

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	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 an additional one day per week for Assistant position, 40 weeks. Completed. 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 the Centre for Students with Disabilities and/or OSAP Bursary (the BSWD).
Recommendation	Research that clearly identifies the financial needs of students with disabilities, research funding options and develop a proposal for new funding possibilities. Proposal submitted as part of the 2006-07 budget planning process to establish an institutional fund in the amount of \$25,000. This funding would be used for educational accommodations for students with permanent disabilities who are ineligible to access funding through government programs (Bursary for Students with Disabilities and/or the Canada Study Grant for Students with Permanent Disabilities).
Responsibility	The Centre for Students with Disabilities and the Financial Aid & Awards Office.
Time Line	December 2005
Resources	Staff time.
Status	Research completed and proposal submitted for 2006-07. Proposal not accepted. Ongoing.

Appendix D

Barriers to be Addressed (September 2006-August 2007)

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.

Barrier	Absence of public information services at the University's main entrance (100 McCaul) limits access to campus-wide programs and facilities for those with disabilities.
Strategies for Barrier Removal	Plan/Budget to establish a Reception Desk (with networked computer) at the entrance to the University, staffed with University employees trained in public service and knowledgeable of the day-to-day activities of the University, and cognizant of the special needs of those with disabilities.
Responsibility	Campus Services, Communications, Accessibility Committee
Resources	F&E, technology, staffing

Barrier	Lack of information to book and schedule rooms that are appropriate to the special needs of those with disabilities.
Strategies for Barrier Removal	Take information gleaned from campus-wide space audit and input into the University's scheduling system so that appropriate rooms can be booked; enable wider access to the room scheduling module so that academic and administrative areas can select rooms that are appropriate to the special needs of those with disabilities.
Responsibility	IT Services, Campus Services, Accessibility Planning
Resources	Staff time

Barrier	Media materials without closed captioning are not fully accessible to those with disabilities.
Strategies for Barrier Removal	Advise third-party vendors, such as VTape, that some media materials are inaccessible to those with disabilities. Encourage vendors to seek solutions.
Responsibility	AV & Imaging Services
Resources	Staff time

Barrier	Faculty lectures and classroom presentations are not recorded and made available to those with disabilities.
Strategies for Barrier Removal	Identify faculty to participate in a pilot project to video/audiotape lectures and classroom presentations; draft policy and procedures for a program to diminish this barrier for those with disabilities.
Responsibility	AV & Imaging Services, IT Services, Faculty Offices
Resources	Staff, Faculty & Technician time; AV equipment; possible post-production costs

Barrier	Curriculum materials are not available for those with special needs because the faculty offices, and individual faculty members, do not provide the Library, AV & Imaging, IT, WLC, and other support units, with the required resource lists in a timely fashion.
Strategies for Barrier Removal	Establish clear guidelines, timelines, and expectations for faculty offices, and individual faculty members, to provide the Library, AV & Imaging, IT, WLC, and other support units, with the required resource lists in sufficient time for the acquisition of curriculum materials for those with disabilities.
Responsibility	Library, AV & Imaging Services, IT Services, and other members in consultation with Curriculum Committee.
Resources	Staff time

Barrier	Accessibility Options are not always apparent to those with disabilities on the OCAD web site.
Strategies for Barrier Removal	Insert ICON link with accessibility options wherever possible on the web site.
Responsibility	IT Services, Communications
Resources	Staff time

Barrier	Wayfinding/signage throughout the university needs to be enhanced, and consideration given to those with disabilities.
Strategies for Barrier Removal	In the current wayfinding consultation, consideration will be given to identify deficiencies and recommend actions to better support those with disabilities.
Responsibility	Centre for Students with Disabilities, Communications, Campus Services
Resources	Staff time.

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.

Barrier	Challenges for note taking as an accessibility issue
Strategies for Barrier Removal	Investigate and launch pilot project for recording and posting lectures on line for download (podcasting).
Responsibility	IT Services, CSD, Faculty offices
Resources	Server, dedicated recording systems, automation process for posting

Barrier	Student access to course notes and curriculum support material (syllabi, reading lists, images, course outline, etc.)
Strategies for Barrier Removal	Require all faculty to use the Mycourses LMS
Responsibility	Faculty offices and IT Services
Resources	Faculty offices

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
Strategies for Barrier Removal	External consultant to provide expertise to assess what steps can be taken to address Fabrication Studio accessibility Training for Fabrication Studio's support staff on accessibility issues
Responsibility	Studio Manager, CSD and Accessibility Planning Committee
Resources	Budget for research material, assessment, equipment, training

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.

Barrier	Miscellaneous needs identified, including adjustment of doors, signage, sinks in studios, hearing difficulties in classrooms, etc.
Strategies for Barrier Removal	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	Physical Facilities Group Leader and Working Group in consultation with Deans, Manager of Building Projects, Manager, Health and Safety and others as required.
Resources	Budget for implementation of audit, Staff time

Barrier	At 113 McCaul St., the doors from McCaul Street into Food Court are a continuing impediment to accessibility of this building.
Strategies for Barrier Removal	Continued lobbying for a new door system w/ automatic doors, including attending condo meetings to raise awareness and ask for cooperation and support.
Responsibility	VP Admin. and Accessibility Planning Committee
Resources	Staff time

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.

Barrier	Lack of centralized person/office for harassment complaints, including those related to a disability.
Strategies for Barrier Removal	Establish a full-time, independent position reporting to the President, whose role will include addressing harassment complaints and promoting anti-harassment activities.
Responsibility	President/Human Resources
Resources	Staff time

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.

Barrier	Lack of understanding of process to be followed in providing accommodation for students with disabilities.
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)
Resources	Staff time in CSD.

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	Manager, Centre for Students with Disabilities
Resources	Time commitment by CSD staff

Barrier	Lack of understanding of issues of mental health among OCAD faculty and staff affects their ability to respond appropriately to such needs.
Strategies for Barrier Removal	Offer further training for faculty and staff on supporting the needs of people with mental health disability issues.
Responsibility	Centre for Students with Disabilities
Resources	Staff time.

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.

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)
Strategies for Barrier Removal	Review existing policies; review best practices among other colleges/universities and develop prioritized list of policy development required.
Responsibility	CSD staff and pertinent stakeholders, i.e., Admissions, Office of the Registrar, Student Services, Faculty Offices
Resources	Staff time

Barrier	College wide lack of awareness around the experience of disability and the need for inclusive practice.
Strategies for Barrier Removal	Creation of college-wide events and resources that showcase disability culture and issues pertaining to the community of persons with disabilities.
Responsibility	Centre for Students with Disabilities
Resources	Staff time.

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.

Barrier	Lack of integrated material regarding financial assistance programs for students with disabilities (both on-line and in print). Currently information is found in different areas, and does not provide an overview of all programs and services available.
Strategies for Barrier Removal	Develop on-line and print resources that provide comprehensive information in one information piece.
Responsibility	Financial Aid & Awards Office and Centre for Students with Disabilities
Resources	Staff time

Barrier	Lack of resources for student groups including training and information on diversity and accessibility.
Strategies for Barrier Removal	Develop a resource guide for student organizations in conjunction with the new student group recognition policy that includes resources on inclusive events and accessible programs.
Responsibility	Centre for Advising & Campus Life
Resources	Staff time.

Barrier	Informational: Lack of information on services available to students with disabilities at Mobility/Exchange partner institutions.
Strategies for Barrier Removal	Contact partner institutions to obtain information on services available to students with disabilities. Include information in Mobility/Exchange information package so that students are aware of disability services at the time they apply for the program.
Responsibility	Office of Student Services
Resources	Staff time

Barrier	Information package for students does not address issues specific to students with disabilities in the Florence off-campus studies program.
Strategies for Barrier Removal	Review information package for students to identify areas for improvement relating to disability awareness and resources available through CSD
Responsibility	Office of Student Services and Centre for Students with Disabilities
Resources	Staff time

Barrier	Lack of awareness of and/or responsiveness to, issues affecting students with disabilities who participate in the Florence Program.
Strategies for Barrier Removal	Develop and conduct orientation session with outgoing Florence Co-ordinators before departure. Faculty Coordinators to update Student Handbook to include disability resource information. Review student eligibility to apply for Florence Program in relation to FT program requirements and impact on PT studies for students with disabilities.
Responsibility	Office of Student Services and Deans, Faculty of Art & Design
Resources	Staff time

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
- [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

- The Paths to Equal Opportunity Website at 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.