



2008-2009 Ontario College of Art & Design Accessibility Plan

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Introduction

The *Accessibility for Ontarians with Disabilities Act (AODA) 2005* continues 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 sixth accessibility plan to be prepared on behalf of the Ontario College of Art & Design. The 2003-2004, 2004-2005, 2005-2006, 2006-2007 and 2007-2008 Plans are available at

http://www.ocad.ca/about_ocad/administration/admin_policies.htm#accessibility_plan

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.

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 AODA. 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

Communication of the Plan

The Ontario College of Art & Design Accessibility Plans are available at http://www.ocad.ca/about_ocad/administration/admin_policies.htm#accessibility_plan

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:

Co-Chairs:

Josephine Polera
Director, Student Services
Ontario College of Art & Design
100 McCaul Street, Toronto, Ontario M5T 1W1
T 416-977-6000, x285, E jpolera@ocad.ca

Susanne Seinader
Manager, Centre for Students with Disabilities
T 416-977-6000, x288, E sseinader@ocad.ca

The Co-Chair will forward the concern to the relevant department on campus with responsibility for addressing that concern. The department will report back to the Co-Chair 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 Co-Chair 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 Co-Chair will keep all complaints/concerns reported to the office under this process and will provide an annual reporting of these concerns to the Accessibility Planning Committee.

Appendix A

Accessibility Planning Committee: 2008-2009 Membership

CORE COMMITTEE (meetings held monthly)

Core Group Leaders to hold consultation meetings with all interested participants and lead discussions on the seven general categories initially set out by the Council of Ontario Universities ODA Task Force in 2002.

Co-Chair: Josephine Polera, Director, Student Services
Co-Chair: Susanne Seiner, Manager, Centre for Students with Disabilities
Secretary: Sabrina Lindo, Assistant, Centre for Student with Disabilities

Publications & Information Resources	Jill Patrick, Director, Library Services
Equipment & Adaptive Technology	Alastair MacLeod, Director, IT Services
Physical Facilities	Peter Lashko, Director, Facilities Planning & Management
Human Resources Issues & Awareness Programs for Faculty & Staff	Nicky Davis, Director, Human Resources
Academic Services & Policies for Students with Disabilities	Susanne Seiner, Manager, Centre for Students with Disabilities
Non-Academic Student Support Services	Josephine Polera, Director, Student Services
Diversity & Equity Initiatives	Jane Ngobia, Director, Equity and Diversity
Students (at least two)	Bryn Ludlow, Michelle Hopgood, Jennifer Fong, Rhonda Webb

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.

CONSULTATION GROUP – meeting to be held two to three times per year; membership to be drawn from various university constituencies including:

- Admissions & Recruitment
- Faculty from Art, Design and Liberal Studies
- Finance Office
- Health & Safety
- Marketing & Communications
- Students
- Student Services
- Studios

Accessibility Planning Consultation Group

DEPARTMENT	MEMBER
Faculty of Art	Associate Dean (Simon Glass)
Faculty of Design	Associate Dean
Faculty of Liberal Studies	Associate Dean (Rosemary Donegan)
Faculty	Howard Gerry
Students	Bryn Ludlow, Jennifer Fong, Michelle Hoggood, Rhonda Webb
Admissions & Recruitment	Jan Sage (or designate)
Campus Life & Career Services	Brent James
Campus Services & Security	Louis Toromoreno
Centre for Students with Disabilities	Susanne Seiner, Nadia Stolpner, Lisa Allen, Cathy Berry and Sabrina Lindo
Diversity & Equity Initiatives	Jane Ngobia
Facilities Planning & Management	Peter Lashko
Finance	Omita Mansur (or designate)
Financial Aid & Awards Office	Kelly Dickinson
Office of Risk Management	Nancy Chambers
Human Resources	Nicky Davis
IT Services	Alastair MacLeod
Library Services	Jill Patrick
Marketing & Communications	Sarah Mulholland
OCAD Studios	Mark Jeffrey & Nicholas Hooper
Office of the Registrar	Elisabeth Paradis
Student Services	Josephine Polera
Writing & Learning Centre	Christina Halliday (or designate)

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 2007-August 2008) Status Report as of August 2008

A. PUBLICATIONS AND INFORMATION RESOURCES

September 2007- August 2008

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

COMMUNICATION

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	Consider introducing a student presence at the Reception Desk in the form of a Work Study "Host" position to assist the security guards with reception and way-finding. Provide public service training and disability awareness training to security staff.
Responsibility	Campus Services, Communications, Accessibility Committee.
Time Line	August 2008
Resources	Training funds, staffing
Status as of August 2008	The "Campus Way-finding Maps" have been updated and distributed throughout campus by Marketing & Communications, including at the main reception desk at 100 McCaul Street. In addition, a full-time Receptionist (part of Campus Services & Security) now provides front-line service (including way-finding assistance) to visitors, staff, students and faculty. Public service training and disability training pending.

COMMUNICATION

Barrier	Lack of information to book and schedule rooms that are appropriate to the special needs of those with disabilities.
Strategies for Barrier Removal	Prepare data collection instrument for campus-wide space audit, in consultation with Assistant Registrar, Systems & Scheduling. When audit is complete, input pertinent data into 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 request rooms that are appropriate to the special needs of those with disabilities.
Responsibility	IT Services, Campus Services, Accessibility Planning, Office of the Registrar
Time Line	August 2008
Resources	Staff time.
Status as of August 2008	All bookable rooms have the same standard features and are considered to be accessible. TPHI and the Event room booking system are accessible to academic and administrative areas in real-time; the system has been substantially improved so the needs of those with disabilities can be addressed. The data collection instrument is not complete, the audit is pending; available information to be included in room booking systems as appropriate.

CURRICULAR MATERIALS

Barrier	Faculty lectures and classroom presentations are not recorded and made available to those with disabilities.
Strategies for Barrier Removal	Initiate and review curriculum-based pilot project.
Responsibility	AV & Imaging Services, Digital Studios, Faculty Offices
Time Line	August 2008
Resources	Staff, Faculty & Technician time; AV equipment; possible post-production costs
Status as of August 2008	Laptop Program Manager completed a podcasting pilot using iTunes. The pilot will be reviewed to determine next steps.

CURRICULAR MATERIALS

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	Investigate Course Management Systems and Software. Improve Course Change Form; put online if possible. Put Faculty Handbook online. Establish standards for the production of course materials, including recommended point sizes etc. Include these standards in Faculty Handbook. Encourage faculty compliance in use of MyCourses, email, voicemail systems. Make syllabi available as soon as possible; preferably well before the course registration deadline.
Responsibility	Library, AV & Imaging Services, IT Services, Digital Studios, Communications and others in consultation with Curriculum Committee.
Time Line	August 2008
Resources	Staff time
Status as of August 2008	<p>Course Management System/MyCourses is fully functional and accessible; 546 faculty have added content; 233 faculty have allowed students to upload files (4,182 files have been uploaded); 434 faculty have used MyCourses to send an email; 144 Virtual studios have been created with 2,556 users being a member of at least one studio. 2,370 faculty and students accessed digital images through MyCourses in 2007-2008; 9,328 images were downloaded. Working in consort with Faculty offices to encourage widespread adoption of MyCourses by faculty.</p> <p>Course Change Form/Curriculum Planning: Librarians Liaisons for Art, Design and Liberal Studies have been added to the Curriculum Advisory Committees of Faculty (CACOFs). They will ensure that other support units are informed of resource requirements for new and revised courses under discussion. Planning for curriculum supports will occur much earlier. The Course Change Form will include the necessary resources already vetted, in place and/or planned.</p> <p>Faculty Handbook is available as a PDF but it does not contain any accessibility guidelines for production of course materials – http://www.ocad.ca/faculty/faculty_handbook.htm Plan to prepare a new section addressing accessibility issues for preparation of course materials (Communication in consultation with CSD). Have submitted revisions for next Faculty Handbook including requirement that faculty submit written course outline (syllabus) in advance of the first day of class.</p>

B. EQUIPMENT & ADAPTIVE TECHNOLOGY
September 2007- August 2008

Adaptive technology can assist people with disabilities in numerous ways.

Barrier	Doors in Integrated Media not accessible
Strategies for Barrier Removal	Investigate status of doors in Integrated Media and bring forward recommendations
Responsibility	IT Services, Facilities Planning
Time Line	07/08 academic year
Resources	To be determined
Status as of August 2008	These doors are open during the day and card swipes have been installed. However no automatic door opener has been installed. This barrier should be deferred to the Facilities Working Group

Barrier	Ensure all network, online or e-learning services meet accessibility requirements
Strategies for Barrier Removal	Audit of network, online services or e-learning services
Responsibility	IT Services and Faculty offices
Time Line	07/08
Additional Resources Required	
Status as of August 2008	This is too broad a barrier and needs further definition. Access to online and e-learning tools have been reviewed in the context of W3C standards.

Barrier	Restricted 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	
Responsibility	Studio Managers, Associate Dean Faculty of Art and other faculty
Time Line	Moved to summer 2009
Additional Resources Required	Staff time
Status as of August 2008	To date a thorough audit of the fabrication studios has not been conducted due to the perceived lack of resources/internal expertise to conduct such an audit. Simone Jones recommended that along with Mark Jeffrey and Nick Hooper, she would lead an internal audit of Fabrication Studio accessibility. Additional internal expertise might be called upon given there are faculty and other staff who might be qualified to provide insight during this internal audit. Howard Gerry, Cheryl Giraudy and CSD staff were identified as possible participants in this audit and it was suggested that inviting OCAD students who are working with the CSD would also likely provide valuable observations on Fabrication Studio accessibility. Lisa Allen mentioned a Machine Tools accessibility conference and committed to providing additional information on this.

Barrier	Lack of accessibility copiers
Strategies for Barrier Removal	Audit of network, online services or e-learning services
Responsibility	IT Services and Faculty offices
Time Line	07/08
Additional Resources Required	
Status as of August 2008	The new fleet of copiers leased from Xerox include two copiers with improved accessibility configurations located in the Library and outside the OCAD Service Bureau.

Barrier	Lack of alternative methods of accessing in class lecture instruction via Podcasting and iTunesU
Strategies for Barrier Removal	Audit of network, online services or e-learning services
Responsibility	IT Services and Faculty offices
Time Line	07/08
Additional Resources Required	
Status as of August 2008	IT Services, working with Liberal Studies faculty, have successfully piloted podcasting for three courses. IT Services, through DFI funding, is hoping to expand use of podcasting to more faculty as well as student support areas such as the CSD, Campus Life & Advising, Health & Wellness, etc.

C. PHYSICAL FACILITIES
September 2007- August 2008

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	Lack of appropriate signage and way-finding
Recommendation #1	Undertake a campus-wide audit of signage and way-finding devices to Identify deficiencies and areas that need improvement.
Responsibility	Communications, Facilities Planning & Management (FP&M)
Time Line	May 31, 2009
Resources	
Status as of August 2008	FP&M has successfully lobbied for funds to be allocated to way-finding. Design and implementation deferred to coming year.

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	Ongoing
Status as of August 2008	Staff time, cost for audit This recommendation is too vague and must be broken down into smaller components in order to achieve success.

100 MCCAUL Street

Barrier	Hallway doors on all levels of the building present significant access challenge to persons with disabilities.
Recommendation	Assess all hallway doors for need. Identify doors that can be removed. All fire doors (except for those leading to stairwells) to be equipped with Hold-Open Devices. Create policy for non-fire doors to remain open during regular day activities. Adjust all remaining doors for minimum closing pressure.
Responsibility	Security, Health & Safety, Facilities Planning & Management
Time Line	Completed
Resources	Capital Budget item
Status as of August 2008	7 pairs of doors were identified as candidates for hold-open devices, a Building Permit was applied for, and work completed.

100 MCCAUL Street

Barrier	Snow and ice on entry stairs and entry ramp during winter months are creating a hazard and barrier to access. The use of salt interferes with the ability of some wheelchairs to negotiate the ramp safely.
Recommendation	In-ground heating system for entry stairs and ramp (installed during construction) should be completed
Responsibility	Facilities Planning & Management, Health & Safety
Time Line	Completed
Resources	Capital Budget item
Status as of August 2008	Work was completed and system is in operation.

100 MCCAUL Street

Barrier	Women's washroom (2 nd floor) adjacent to the Great Hall is marked as Accessible but does not meet minimum standards.
Recommendation	Complete retrofit of washroom to meet accessibility standards.
Responsibility	Facilities Planning & Management
Time Line	
Resources	Capital Budget item
Status as of August 2008	The wrong sign was installed by other unknown and the signage replaced. There are physical limitations that will not allow this facility to be designed in a barrier free manner

100 MCCAUL Street

Barrier	#5 elevator (old main) doors close too quickly for safe access.
Recommendation	Have elevator serviced and make adjustments to timing of door closing.
Responsibility	Facilities Planning & Management
Time Line	Completed
Resources	
Status as of August 2008	The doors were adjusted to take a longer time to close. This is an older style of elevator and the adjustments are not as refined as in newer, modern elevators.

Sharp Centre

Barrier	Due to its location, the Faculty of Design office (5 th floor) cannot keep its door open (noise issues/proximity to elevator). Students with mobility issues are unable to access the office without assistance.
Recommendation	Install automatic door opener on Faculty of Design Office
Responsibility	Facilities Planning & Management
Time Line	Summer '09
Resources	Capital Budget item
Status as of August 2008	The door was rebuilt and rewired for the installation of an automatic door opener. The opener will be installed in the summer of 09.

Sharp Centre

Barrier	5th and 6 th floor open spaces: - Constant furniture layout changes present access problems. - Power cords are inaccessible and/or present tripping hazard.
Recommendation	Create policy on stable mapping of spaces that account for accessibility. Create floor-marking system to allow easier resetting. Install power bars at some locations
Responsibility	Assistant Deans, Facilities Planning & Management, Health & Safety
Time Line	
Resources	Staff Time
Status as of August 2008	This is not a project that FP&M has a role in and must become the responsibility of the Assistant Deans and Risk Management.

115 MCCAUL STREET

Barrier	Doors in halls and to main office areas present significant barrier to persons with disabilities.
Recommendation	All fire doors (except for those leading to stairwells) to be equipped with Hold Open Device. Create policy for non-fire doors to remain open during regular day activities. Adjust all remaining doors for minimum closing pressure.
Responsibility	Campus Services & Security, Health & Safety, Facilities Planning & Management
Time Line	Summer '09
Resources	Capital Budget item
Status as of August 2008	For security and other reason these doors cannot be left in an open position. Funds have been allocated to have 3 automatic door openers installed in the summer of 09

51 MCCAUL STREET

Barrier	Entry Doors (orange) do not have enough light area to allow sufficient visibility for the avoidance of collisions.
Recommendation	Refit with larger glass area. (Maximum starting height of 42" from ground)
Responsibility	Facilities Planning & Management
Time Line	Summer '09
Resources	Capital Budget item
Status as of August 2008	Funds have been allocated to study if the fire code will accept larger special fire glass inserts in to the door openings. If it is found acceptable that a change can be made the doors will be reworked in the summer of 09

51 MCCAUL STREET

Barrier	Entry to the Health & Wellness Centre does not allow for ease of passage. Persons with mobility limitations cannot enter without assistance.
Recommendation	Doorway and frame requires reversing and to be equipped with an automatic door opener.
Responsibility	Facilities Planning & Management
Time Line	Summer '09
Resources	Capital Budget item
Status as of August 2008	Door and frame have been reversed and wired for automatic door opener. Automatic opener to be installed in summer of '09.

D. HUMAN RESOURCES & AWARENESS ISSUES FOR FACULTY & STAFF WITH DISABILITIES
September 2007- August 2008

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

SUPPORTING EMPLOYEES WITH DISABILITIES

Barrier	Lack of clarity regarding how employees request accommodation of a medical issue or disability.	
Recommendation	Finalize and implement OCAD's workplace accommodation policy, which includes: <ul style="list-style-type: none"> • Consulting with key internal stakeholders regarding current draft policy; • Incorporating input and making further refinements; • Obtaining necessary approvals to finalize policy; • Communicate new policy to OCAD employees; and • Conduct information sessions for supervisors and managers on new policy. 	
Responsibility	Director, Human Resources in conjunction with the Centre for Students with Disabilities (to coordinate with student accommodation policy)	
Time Line	Complete above objectives by June, 2008.	
Resources	Time commitment for consultation, writing and coordination of information sessions.	
Status as of August 2008	The draft policy document has been re-worked based on additional research and consultation conducted to date. This year has seen a marked increase in the number of employees' requests for accommodation of a medical issue or disability and this experience has led to further refinements of the process outlined in the policy document. Outstanding steps include a review for compliance with the finalized requirements in the Standard for Employment Accessibility under the AODA, prior to finalizing and implementing this new policy.	

Barrier	Lack of clarity regarding how employees pursue concerns or complaints regarding harassment on prohibited grounds of discrimination, including a medical issue or disability.	
Recommendation	Commence the process of updating OCAD's harassment policy by: <ul style="list-style-type: none"> • Establishing a working group reporting to the Employment & Educational Equity Task Force; • Conducting research on such policies at other institutions; • Exploring other policy models, such as adopting a Respectful Environment Policy with accompanying procedures on harassment complaints, etc; • Consulting with key stakeholder groups; • Making recommendations to the EEETF regarding the direction for updating OCAD's harassment policy; and • Commence work on drafting changes to OCAD's harassment policy. 	
Responsibility	Director, Human Resources in conjunction with the Director, Student Services and EEETF.	
Time Line	Complete above objectives by June, 2008.	
Resources	Time commitment for research, consultation, and writing. Possible need for legal and/or other external expertise.	
Status as of August 2008	Research has been conducted to gather similar policies at other institutions. The work of updating the university's current Harassment Policy and decisions with respect to its format in relation to other human rights policies will be undertaken with the new Director, Diversity & Equity Initiatives, for which recruitment is underway.	

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	VP, Academic, Professional Development Committee for faculty and academic staff
Time Line	
Resources	
Status as of August 2008	Planned attendance by key OCAD personnel at Ryerson's Mental Health First Aid conference scheduled for December 2008.

F. ACADEMIC SERVICES & POLICIES FOR STUDENTS WITH DISABILITIES
September 2007- August 2008

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

ACADEMIC POLICIES AFFECTING STUDENTS WITH DISABILITIES

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, Student Services, Faculty Offices
Time Line	Policy review, revision and development have begun and will be an on-going process throughout the 2007/08 academic year.
Resources	Staff time for review and research
Status as of August 2008	Institutional policy regarding equal access to the learning environment exists and is published on CSD webpage. Review of best practices at other institutes has been conducted and a prioritized list has been created to address the development of pertinent procedures and guidelines with regards to CSD services. Restructuring of CSD webpage scheduled for 2008/09 in order to increase the navigability of the page which will include procedures and guidelines to accessing services.

Barrier	Many students with disabilities experience additional challenges when transitioning from high school to University. Providing information orientation and support pre-emptively can reduce the amount of new information students must learn within the first weeks of class and allow them to proactively plan for accessing support services.
Strategies for Barrier Removal	<ul style="list-style-type: none"> • Design and deliver summer transition program for students with disabilities • Broad the catchment parameters in order to allow all potential CSD students, regardless of their disability type to participate • Increase enrolment in program from 8 to 16 • Redesign program to place greater emphasis on learning skills and assistive technology training
Responsibility	CSD
Time Line	August 2008
Status as of August 2008	Complete

CSD - DISABILITY AWARENESS EVENT

Barrier	College wide lack of awareness around the experience of disability and the need for inclusive practice.
Strategies for Barrier Removal	<ol style="list-style-type: none"> 1. CSD meetings with students to identify barriers regarding lack of awareness – Starting September 2007, 4 meetings finalized by April 2008 2. Poster campaign aimed at awareness of disability issues – Finalized by December 2007. 3. December 3rd OCAD roll out of poster campaign in recognition of the International Day for Disabled Persons. The campaign aims to present a unique perspective of how disability is experienced by some students at OCAD and to raise awareness of the Centre for Students with Disabilities 4. Faculty workshop on Equity and Disability – Finalized by April 2008 5. Faculty meetings within Faculty of Liberal Studies, Art and Design to discuss ongoing issues related to disability – Finalized by April 2008
Responsibility	Centre for Students with Disabilities
Time Line	Please refer to above for each timeline
Resources	Staff Time
Status as of August 2008	<p>Poster campaign finalized and rolled out December 2007. Posters continue to be posted in various offices and locations around campus.</p> <p>CSD participated in the Faculty Orientation Day and continues to provide one on one support for faculty regarding disability related issues they are encountering with their students.</p> <p>Meetings with Faculty office staff to occur in 2008/09</p>

G. NON-ACADEMIC STUDENT SUPPORT SERVICES

September 2007- August 2008

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

FINANCIAL ASSISTANCE

Barrier	Policy/Practice: From 05-06: Lack of sufficient targets funds and financial support for students with disability related needs not funded through UAO (the CSD) and OSAP Bursary (the BSWD).	
Strategies for Barrier Removal	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)", implement the new institutional funding program. By December, evaluate the use of these funds to prepare an appropriate funding request for 2007-08.	
Responsibility	Centre for Students with Disabilities and Financial Aid & Awards Office	
Time Line		
Resources	Staff time, special funding envelope of \$25,000	
Status as of August 2008	This is a standing request, definite need for funding of this sort.	

Barrier	Informational: 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 which provide comprehensive information in one information piece.	
Responsibility	Financial Aid & Awards Office and Centre for Students with Disabilities	
Time Line		
Resources	Staff time, printing	
Status as of August 2008	In November 2007 a new dedicated web page under Financial Matters was created for disability related funding opportunities, with content provided by the CSD staff. Unfortunately the information became outdated and was not maintained, so the page was deactivated in the Fall 2008. We are currently exploring the purchase of software which would allow us to easily maintain and publish on the web internal and external awards. This software has a search function which would also be easy for students to seek specific, targeted funding. If funds are secured (we are negotiating with several areas), then we would be able to purchase the software and receive training, and ideally implement this by June 2009.	

Barrier	Policy/Practice: Lack of awareness of, and/or responsiveness to, individual student needs in administering financial assistance programs and services to students with disabilities
Strategies for Barrier Removal	Develop procedures to provide high quality services to students with disabilities which are responsive and appropriate to their individual needs.
Responsibility	Financial Aid & Awards Office and Centre for Students with Disabilities
Time Line	Completed
Resources	Staff Time
Status as of August 2008	Completed. We have developed simplified processes (preferred vendor arrangements and on-line ordering through the CSD and FAO) for helping students secure their academic accommodations in a timely fashion (implemented in Fall 2006). The FAO has adopted a case management approach to responding to students' unique needs, in order to increase individual staff understanding of these issues and strategies that might work, and as of September 2007 all disbursement is done in a private one-on-one setting which is beneficial for students with disabilities – it provides a higher degree of confidentiality and comfort that was previously lacking in the disbursement process.

ORIENTATION, SOCIAL EVENTS, STUDENT GOVERNMENT AND CLUBS

Barrier	Lack of resources for student groups including training and information on diversity and accessibility. Lack of student groups that incorporate accessibility issues
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	Campus Life & Career Services
Time Line	Spring 2008
Resources	Printing costs for resource guide; training workshop costs (minimal)
Status as of August 2008	Student Life Coordinator attended a workshop at the University of Toronto for planning barrier-free events and collected materials (Spring 2008). New information will be included in the Student Group Handbook in 2009 and we will work with the Student Union to have this session presented at their spring training.

CAREER AND EMPLOYMENT SERVICES

Barrier	Access to career services for students with disabilities. Lack of disability specific career information and resources
Strategies for Barrier Removal	Ensure career services includes programming and resources specific to the needs of persons with disabilities
Responsibility	Campus Life & Career Services, Centre for Students with Disabilities
Time Line	
Resources	Budget for salary and operating expenses.
Status as of August 2008	A ten-page document has been uploaded to the website with specific information for job seekers with disabilities (Summer 2008). New materials acquired for Career Resource Library including "Job Search Handbook for Persons with Disabilities (November 2008). Career Services Advisor attended "Accommodations in the Workplace" training workshop presented by the JOIN (October 2008

MOBILITY/EXCHANGE PROGRAM

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	Student Services – Coordinator, Off-Campus Studies & International Student Services
Time Line	Have information ready for next application deadline in August 2008
Resources	Staff time
Status as of August 2008	Ongoing. Defer to 2008-2009.

FLORENCE OFF-CAMPUS STUDIES PROGRAM

Barrier	Students with disabilities who have to take a reduced (part-time) course load are not eligible for off-campus studies as these programs currently require full-time registration.
Strategies for Barrier Removal	Review current policy on student eligibility for off-campus studies in relation to full-time program requirements and impact on part-time studies for students with disabilities. Draft proposal for making off-campus studies programs accessible to students who require a reduced course load due to disability issues.
Responsibility	Director and Coordinator, Off-Campus Studies & International Student Services
Time Line	To be completed by February 2008 in time for 2008/2009 application deadlines.
Resources	Staff time
Status as of August 2008	Deferred to 2008-2009.

Barrier	Lack of information on physical accessibility issues at OCAD studio in Florence.
Strategies for Barrier Removal	Develop audit checklist and carry out space audit of studio.
Responsibility	Accessibility Planning Committee Florence Program Coordinators and Class Assistant
Time Line	Audit checklist to be developed during 2007 fall semester. Audit to be conducted during 2008 winter semester.
Resources	Staff time Other?
Status as of August 2008	Review Ongoing

Barrier	Lack of training for Florence Program Coordinators on 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
Responsibility	Centre for Students with Disabilities
Time Line	August 2007 for 2007/2008 Florence Program Coordinators
Resources	Staff time
Status as of August 2008	Deferred to 2008/09 as part of Florence Review

Appendix D

BARRIERS TO BE ADDRESSED September 2008-August 2009

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 September 2008-August 2009

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 or procure, or otherwise make available, publications and information resources in alternate formats suitable for individuals with disabilities; to provide accessible facilities for consultation and use of resources on-campus; and to enable remote access to electronic resources from off-campus.

COMMUNICATION

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	Install electronic notice board in the main lobby of 100 McCaul to capture and project notices of current events and other information for the university community.	
Responsibility	Campus Services, Facilities, Marketing & Communications, IT Services .	
Time Line	August 2009	
Resources	F&E funds allocated for hardware and installation. Staff time to develop content management system and workflow	

COMMUNICATION

Barrier	OCAD Community is not fully informed about the AODA and its standards	
Strategies for Barrier Removal	- Create an Accessibility Webpage. - Develop a Communication Strategy to inform staff and faculty about AODA and its standards, and to engage them in identifying and removing barriers to access.	
Responsibility	President's Office, Marketing & Communication, Human Resources, CSD	
Time Line	May 2009 (webpage) August 2009 (communication strategy)	
Resources	Staff time	

INFORMATION RESOURCE

Barrier	Many students with disabilities require textbooks and other course reading material in digital format. To date OCAD has lacked the resources (both hardware and technical expertise) to produce such material for students.
Strategies for Barrier Removal	<ul style="list-style-type: none"> • Establish a process of what textbooks need to be scanned • Acquire print and digital copies of all textbooks through the UofT Bookstore Purchasing Agent and add them to the OCAD Library Collection • Establish a process to identify when requested titles are readily available in digital format (ie. e-books and other digital collections licensed by the OCAD Library) • Develop an Accessibility page on the Library Website to direct students with disabilities to accessible materials on the K Book Drive • Acquire computer hardware needed for digitizing course material • Hire and train work study students in production process such that OCAD can begin building an alternative format library of course materials • Establish the existence of Kdrive to house scanned course material for future use.
Responsibility	CSD, Library, Access Services, IT, Faculty Offices
Time Line	August 2009
Resources	Staff time, Monitor salaries, equipment

INFORMATION RESOURCE

Barrier	CSD webpage difficult to navigate.
Strategies for Barrier Removal	<ul style="list-style-type: none"> • Improve access to information on the CSD webpage by creating and implementing new structure of page • Post pertinent forms need by students to request CSD services thus facilitating the option for students to submit online requests for service
Responsibility	CSD and Web architect
Time Line	August 2009
Resources	Staff Time

INFORMATION RESOURCE

Barrier	Public service desks (including main Operator/Receptionist) do not have the necessary tools and information to answer directional questions.
Strategies for Barrier Removal	<ul style="list-style-type: none"> - Update Online Employee Directory on the institutional webpage. - Update Name Directory on the institutional voicemail system. - Establish processes to ensure that these essential tools are routinely updated. - Establish a process and plan to create a centralized services directory, including contact information, location and hours of operation. - Training for contract Security
Responsibility	Human Resources, IT Services; Marketing & Communication; Library Services; Student Services; Campus Services and other academic and administrative support units.
Time Line	August 2009
Resources	Staff Time

POLICY PRACTICE

Barrier	Faculty and staff produce handouts and other informational documents in formats that are inaccessible.
Strategies for Barrier Removal	- Review Accessible Information & Communications Standard - Revise OCAD graphic standards and post to "I" Drive, to Accessibility Webpage, and to Faculty Handbook
Responsibility	Marketing & Communication, VP Academic's Office, Academic Computing, CSD
Time Line	August 2009
Resources	Staff Time

POLICY PRACTICE

Barrier	Students do not receive syllabi and other course materials in a timely fashion to accommodate their disability needs.
Strategies for Barrier Removal	Examine processes and procedures and identify specific actions to ensure that faculty provide the information required.
Responsibility	VP Academic; VP Research & Graduate Studies; Deans and Program Coordinators; Human Resources; Library; Academic Computing.
Time Line	August 2009
Resources	Staff Time

2. EQUIPMENT & ADAPTIVE TECHNOLOGY

September 2008-August 2009

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	Insufficient AT resources in CSD Lab for on campus use and exam accommodation facilitation
Strategies for Barrier Removal	<ul style="list-style-type: none"> • Increase number of computer terminals in CSD lab from 2 to 6 via donation of redeployed library machines • Install updated operating software on all CSD lab machines • Downgrade to older version of Firefox to allow old version of adaptive technology programs to work • Purchase 3 refurbished office lease PC's capable of running current editions of AT software (Dragon, Kurzweil) • Install donated used laser printer and 3 scanners in CSD lab for student use
Responsibility	CSD and IT
Time Line	August 2009
Resources	Budget for hardware and updates to software, staff time.

Barrier	Lack of advanced access to course information prevents students with disabilities from accessing appropriate support and material prior to the beginning of class.
Strategies for Barrier Removal	Review possibility of utilizing Mycourses to alert faculty regarding accessibility requirements for students registered with the CSD.
Responsibility	Faculty offices, Office of Registrar and IT Services
Time Line	August 2009
Resources	Departmental commitment

Barrier	Student access to software instruction
Strategies for Barrier Removal	Licensing of online library of instructional content for studio and word processing software. IT Services is arranging site licensing for online software tutorials which will be available through a web browser on and off campus. This should improve accessibility to software instruction. Students would have access to all tutorials in the Lynda.com library including tutorials on web accessibility. Many of the tutorials in the Lynda.com library are close-captioned
Responsibility	IT Services and Faculty offices
Time Line	August 2009
Additional Resources Required	Licensing agreement and authentication systems under review.

Barrier	Restricted 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	Develop process to review fabrication studio accessibility
Responsibility	Studio Managers, Associate Dean Faculty of Art and other faculty
Time Line	Summer 2009
Additional Resources Required	Staff time

3. PHYSICAL FACILITIES

September 2008-August 2009

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

Barrier	Many door closers on campus are excessively heavy making them difficult to open
Recommendation	All door closers on campus should be checked and adjusted as some have way too much resistance and present substantial obstacles
Responsibility	FP&M
Time Line	TBD
Resources	Staff Time

ALL BUILDINGS

Barrier	Lack of appropriate signage and way-finding
Recommendation #1	Undertake a campus-wide audit of signage and way-finding devices to Identify deficiencies and areas that need improvement. Built Environment standards to be taken into account in developing new signage.
Responsibility	Communications, Facilities Planning & Management (FP&M)
Time Line	August 2009
Resources	

100 MCCAUL Street

Barrier	Lack of automatic door opener limits access to the Faculty of Liberal Studies Office
Recommendation	Install power door operator for ease of entry/exit
Responsibility	FP&M
Time Line	Summer 2009
Resources	Funding allocated

100 MCCAUL Street

Barrier	Lack of automatic door opener limits access to the Faculty of Art Office
Recommendation	Install power door operator for ease of entry /exit
Responsibility	FP&M
Time Line	Summer 2009
Resources	Funding allocated

100 MCCAUL Street

Barrier	Lack of automatic door opener limits access to the Faculty of Design Office
Recommendation	Install power door operator for ease of entry /exit
Responsibility	FP&M
Time Line	To be completed Summer 2009
Resources	Funding allocated

51 MCCAUL STREET

Barrier	Inner entrance doors do not have sufficient visibility
Recommendation	Replacing them with ceramic glass doors that are fire rated has been approved
Responsibility	FP&M
Time Line	Summer 2009
Resources	Funding allocated

51 MCCAUL STREET

Barrier	Lack of automatic door opener limits access to Health & Wellness Centre
Recommendation	Install power door operator for ease of entry /exit
Responsibility	FP&M
Time Line	Summer 2009
Resources	Funding allocated

51 MCCAUL STREET

Barrier	Inner entrance doors do not have sufficient visibility
Recommendation	Installation of windows in limited number of doors in Financial Aid & Awards and Campus Life & Career Services on Level 1
Responsibility	FP&M
Time Line	Summer 2009
Resources	Funding allocated

115 MCCAUL STREET

Barrier	Doors in halls and to main office areas present significant barrier to persons with disabilities.
Recommendation	All fire doors (except for those leading to stairwells) to be equipped with Hold Open Device. Create policy for non-fire doors to remain open during regular day activities. Adjust all remaining doors for minimum closing pressure.
Responsibility	Campus Services & Security, Health & Safety, Facilities Planning & Management
Time Line	Summer 2009
Resources	Capital Budget item
Status as of August 2008	For security and other reason these doors cannot be left in an open position. Funds have been allocated to have 3 automatic door openers installed in the summer of 09

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

September 2008-August 2009

Employment policies and practices should be reviewed periodically for barriers, including recruitment and support services. Such review should pertain to policies and practices applicable to all faculty and staff, including full-time, part-time, sessional and contractual.

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 promote employment equity and to provide effective supports for staff and faculty with disabilities in all employment sectors. 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	Greater awareness is needed among OCAD's executive leadership and management groups about disability issues, the AODA, and current/pending legislated standards of accessibility with respect to customer service, transportation, information & communication, the built environment, and employment.
Recommendation	Present and discuss the AODA and related standards of accessibility with the Executive Leadership Group and Managers Group.
Responsibility	Manager, Centre for Students with Disabilities, Director, Student Services, Director, Diversity & Equity Initiatives
Time Line	August 2009
Resources	Staff time

Barrier	Greater awareness is needed among OCAD's front-line employees about disability issues or about legislated standards of accessibility with respect to customer service.
Recommendation	Develop a training plan on disability issues for all OCAD employee groups that will meet the requirements of the Accessibility Standards for Customer Service, Ontario Regulation 429/07. For any contracted service personnel working at OCAD, confirm the contractor organization's plans for compliance with this regulation. Training will be conducted in Fall 2009 to meet the regulated deadline of January 1, 2010.
Responsibility	Human Resources, CSD, Director of Diversity & Equity Initiatives, IT Services
Time Line	August 2009
Resources	Staff time

Barrier	Lack of clarity regarding how employees request accommodation of a medical issue or disability.
Recommendation	Approve and implement OCAD's workplace accommodation policy, which includes: <ul style="list-style-type: none"> • Incorporating final refinements of policy based on Standards of Accessibility in Employment regulations; • Obtaining necessary approvals to finalize policy; • Communicate new policy to OCAD employees; and • Prepare and circulate information materials on new policy.
Responsibility	Human Resources
Time Line	August 2009
Resources	Staff time

Barrier	Lack of clarity regarding how employees pursue concerns or complaints regarding harassment on prohibited grounds of discrimination, including a medical issue or disability.
Recommendation	Update OCAD's Harassment Policy by: <ul style="list-style-type: none"> • Adopting a Respectful Learning & Work Environment Policy model; • Consulting with key stakeholder groups and obtain necessary legal advice; • Recommending a policy for approval by the Employment & Educational Equity Task Force, Human Resources Committee, and Board of Governors • Prepare and circulate information materials on new policy.
Responsibility	Director, Diversity & Equity Initiatives, Director, Human Resources & Director, Student Services
Time Line	August 2009
Resources	Staff time and legal fees as necessary

6. ACADEMIC SERVICES & POLICIES FOR STUDENTS WITH DISABILITIES

September 2008-August 2009

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.

ACADEMIC SERVICES & POLICIES AFFECTING STUDENTS WITH DISABILITIES

Barrier	Lack of CSD scheduling system/database negatively impacts staff availability to provide direct service and support.
Strategies for Barrier Removal	<ul style="list-style-type: none"> • Research off the shelf database/scheduling systems • Purchase system and customise programming of system to meet OCAD CSD specific processes/needs • Begin to migrate current CSD student information to new system
Responsibility	CSD and IT
Time Line	August 2009
Resources	Staff time, budget

Barrier	Lack of formal institution wide process for requesting accommodations for special events on campus i.e. lecture series presentations
Strategies for Barrier Removal	<ul style="list-style-type: none"> • Develop special event accommodation request form • Temporarily post PDF of form on CSD webpage for public access until Institutional process for requesting accommodations for special events is developed • Consult with Manager, Outreach Events to discuss development of standardized institutional procedure for requesting accommodations for special events on campus • Create notification plan to inform OCAD community of above process
Responsibility	CSD, Outreach Events Planning, AV, Campus Services, Registrar
Time Line	August 2009
Resources	Staff time

Barrier	Lack of support material (written, website) guiding students on specific processes required to request note-taking and exam accommodation services
Strategies for Barrier Removal	<ul style="list-style-type: none"> • Review current procedures involved in requesting exam and note-taking accommodations • Make necessary revisions to reflect current procedures • Post procedures on CSD webpage • Design and produce "CSD New Student Handbook – a guide to accessing service"
Responsibility	CSD
Time Line	August 2009
Resources	Staff time, monitor salary, printing cost

Barrier	Many CSD students report feeling isolated and disconnected from other students with disabilities.
Strategies for Barrier Removal	<ul style="list-style-type: none"> Develop and facilitate delivery of CSD student weekly drop-in pilot project facilitated by CSD student monitor and involving the participation of senior CSD students as mentors.
Responsibility	CSD, budget
Time Line	Winter 2009
Resources	Student monitor salary

Barrier	CSD lacked resources and expertise to facilitate timely access to BSWD funded assistive technology and the ability to support students with the installation and registration process required for assistive software.
Strategies for Barrier Removal	<ul style="list-style-type: none"> Adaptive technologist to design a collaborative process with IT, Financial Aid and Purchasing to facilitate timely response to BSWD funded technology requests Partner with IT to develop and standardized a software image that can be blown onto new BSWD funded computer hardware thus greatly reducing the installation time
Responsibility	CSD, IT, Financial Aid
Time Line	August 2009
Resources	Staff time

7. NON-ACADEMIC STUDENT SUPPORT SERVICES

September 2008-August 2009

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.

FINANCIAL ASSISTANCE

Barrier	Informational: 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 which provide comprehensive information in one information piece.
Responsibility	Financial Aid & Awards Office and Centre for Students with Disabilities
Time Line	August 2009
Resources	Staff time, printing, Technology

MOBILITY/EXCHANGE PROGRAM

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	Coordinator, International Student Services & Student Mobility/Exchange
Time Line	August 2009
Resources	Staff time

OFF-CAMPUS STUDIES – FLORENCE PROGRAM AND MOBILITY/EXCHANGE PROGRAM

Barrier	Students with disabilities who have to take a reduced (part-time) course load are not eligible for off-campus studies as these programs currently require students taking full-load studies.
Strategies for Barrier Removal	Review current policy on student eligibility for off-campus studies in relation to full-load program requirements and impact on part-time studies for students with disabilities. Draft proposal for making off-campus studies programs accessible to students who require a reduced course load due to disability issues.
Responsibility	Associate Deans; Office of the Registrar
Time Line	August 2009: in time for 2009/2010 application deadlines.
Resources	Staff time

Barrier	Lack of information on physical accessibility issues at OCAD studio in Florence.
Strategies for Barrier Removal	Develop audit checklist and carry out space audit of studio.
Responsibility	Florence Program Coordinators and Associate Dean Faculty of Art
Time Line	August 2009
Resources	Staff time

Barrier	Lack of training for Florence Program Coordinators on 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
Responsibility	Centre for Students with Disabilities and Associate Dean Faculty of Art
Time Line	August 2009 for 2009/2010 Florence Program Coordinators
Resources	Staff time

Appendix E

Information and Resource Listing

- Accessibility for Ontarians with Disabilities Act, 2005
http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/what/AODA_2005.htm
- A Guide to Accessibility for Ontarians with Disabilities Act, 2005
http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/what/AODA_guide.htm
- A Guide to Annual Accessibility Planning under the Ontarians with Disabilities Act, 2001 (to be referenced to until the Accessibility for Ontarians with Disabilities Act 2005 is repealed).
http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_01o32_e.htm
- Frequently Asked Questions about the Accessibility for Ontarians with Disabilities Act, 2005
<http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/questions/aodo/act2005.htm>
- The Ontarians with Disabilities Act: Guidelines for the University Sector is available in PDF form on the COU website at:
<http://www.cou.on.ca/content/objects/DisabilitiesActGuidelines.pdf>
- Frequently Asked questions about the Accessible Customer Service Standard Regulation.
http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/questions/aodo/faqs_cus_reg.htm
- www.AccessON.ca for information on Accessibility Standards for Customer Service
- 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.

Appendix F



OCAD ACCESSIBILITY PLANNING

Budget Information

One of the many challenges faced by OCAD, 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.

Accessibility Plan (September to August)	OCAD Budget (June to May)
Year 1 2003-2004	\$5,000 - Temp Admin Help, CSD
Year 2 2004-2005	\$5,000 - Disability Advisor, CSD (temp contract) \$11,570 (F&E) - Equipment and Assistive Technology for CSD
Year 3 2005-2006	\$5,000 - Faculty Workshop on Inclusive Teaching, May 9, (CSD) – honorarium for Catherine Frazee, Ryerson - Space Audit Project – Laptop computer and software; monitor salaries for two students
Year 4 2006-2007	\$5,000 - Leslie Beard, Space Audit Project – \$1215 - Catherine Frazee – “Shameless: The Art of Disability” – honorarium \$500 - Thanh Phu – graphic design student, disability posters - \$522 - unspent - \$775
Year 5 2007-2008	\$5,000 -Active Network: \$4950 (software licence & maintenance costs) HTML consumer & XML transformer (as per Ramtin Lotfabadi)

Year 6 2008-2009	\$5,000
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