



2007-2008 Ontario College of Art & Design Accessibility Plan

Table of Contents

Page

2	Introduction
2	Objectives
2	Commitment to Accessibility Planning
2	Review and Monitoring Process
2	Communication of the Plan
3	Complaints Process
Appendices:	
4	Appendix A – Accessibility Planning Committee: 2007-2008
5	Appendix B – Definitions of Disability and Barriers
6	Appendix C – Barriers to be Addressed September 2006 to August 2007: Status Report as of August 2007
17	Appendix D – Barriers to be Addressed September 2007 to August 2008
29	Appendix E – Information and Resource Listing

Approved by the Board of Governors, January 14, 2008

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 fifth accessibility plan to be prepared on behalf of the Ontario College of Art & Design. The 2003-2004, 2004-2005, 2005-2006 and 2006-2007 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: 2007-2008 Membership

CORE COMMITTEE (meetings held monthly)

Working 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: Assistant, Centre for Student with Disabilities

Publications & Information Resources	Director, Library Services
Equipment & Adaptive Technology	Director, IT Services
Physical Facilities	Director, Facilities Management & Planning
Human Resource Issues & Awareness Programs for Faculty & Staff	Director, Human Resources
Academic Services & Policies for Students with Disabilities	Manager, Centre for Students with Disabilities
Non-Academic Student Support Services	Director, Student Services
	Students (at least two)

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

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 2006-August 2007) Status Report as of August 2007

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	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, knowledgeable of the day-to-day activities of the University, and cognizant of the special needs of those with disabilities.
Responsibility	Campus Services
Time Line	November 2006 (in time for 07/08 budget planning)
Resources	F&E, technology, staffing
Current Status	Completed. Additional strategies identified for 2007-08.

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	Take information gleaned from campus-wide space audit and input into the University's scheduling system; 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
Time Line	May 2007
Resources	Staff time
Current Status	Not Completed. Carried over to 2007-08.

CURRICULAR MATERIALS

Barrier	Media materials without close 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
Time Line	November 2006

Resources	Staff time
Current Status	Completed.

CURRICULAR MATERIALS

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
Time Line	November 2006
Resources	Staff, Faculty & Technician time; AV equipment; possible post-production costs
Current Status	Completed. Additional strategies identified for 2007-08

B. EQUIPMENT & ADAPTIVE TECHNOLOGY

Adaptive technology can assist people with disabilities in numerous ways.

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 (pod casting).
Responsibility	IT Services, CSD, Faculty offices
Time Line	06/07 academic year
Resources	Server, dedicated recording systems, automation process for posting
Current Status	<ul style="list-style-type: none"> Pilot project underway with IT Services and Liberal Studies to be considered for expansion in Fall, 2007. iTunes U server operational and lecture recording system being tested.

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
Time Line	2006/07 to discuss and formalize policy
Resources	Faculty commitment
Current Status	Brought forward for consideration to the VP Academic. Still under consideration.

Barrier	Accessibility of Academic Computer Centre
Strategies for Barrier Removal	Automated doors for at least one entrance to ACC hallway
Responsibility	Facilities Planning & Management and IT Services
Time Line	Unknown
Additional Resources Required	\$\$
Current Status	No updates to report

Barrier	Fabrication Studios are not accessible
Strategies for Barrier Removal	External consultant to provide expertise to assess what steps can be taken to address Fabrication Studio accessibility Training for Fabrication Studios support staff on accessibility issues

Responsibility	Studio Manager, CSD and Accessibility Planning Committee
Time Line	Consulting services need to be identified CSD to provide review of accessibility issues to all academic support staff
Additional Resources Required	\$\$ Scheduling for training session
Current Status	<ul style="list-style-type: none"> • Some preliminary review occurred between Mark Jeffrey, Studio Manager, Lena Olin, Assistive Technologist CSD and David Greig, Manager, CSD. • All doors and equipment space to allow accessibility (46" clearance). • Some preliminary research of accessibility tools for Fibre. • Helping hands approach is available but needs to be scheduled • Student with mobility issues being consulted regarding Studio Facilities • Some new tools (rapid prototyping) might alleviate some accessibility challenges • Recommend general training for all academic studio support staff re. accessibility issues through HR or CSD

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 #1	Engage in an audit of the physical facilities to identify specific issues, including physical, visual and auditory barriers. Develop OCAD Building Guidelines as outcome of this process
Responsibility	Physical Facilities Leader and Focus Group in consultation with Deans, Manager of Building Projects, Health & 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.

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	Vice-President, Administration and Director, Facilities Management & Planning (Leader, 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.

SUPPORTING EMPLOYEES WITH DISABILITIES

Barrier	Lack of centralized person/office for harassment complaints, including those related to a disability.
Recommendation	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
Time Line	Establish and fill position by Fall 2006
Resources	Approximately \$62,500 for salary & benefits (difference between cost of full-time senior management position and currently budgeted funds).
Status	The position of Director, Diversity & Equity was established, reporting to the President, and filled in early 2007. More recently, the incumbent tendered her resignation, and the activities of the Employment & Educational Equity Task Force are being supported by the work of an external consultant.

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 June 2007.
Resources	Time commitment by Human Resources for research and writing.
Status	Research has been conducted on workplace accommodation and return to work policies at other institutions, and the results compiled into a rough draft policy for OCAD. The HR working group of the Accessibility Committee reviewed this draft, which requires consultation with key stakeholders within OCAD, further refinement, and formal approval.

Barrier	Challenge to ensure that disability issues are prominent in the work of the OCAD Employment & Educational Equity Task Force, and that there is a link with the Centre for Students with Disabilities.
Recommendation	Establish the Manager, Centre for Students with Disabilities position (or delegate) be an ex officio member of the Employment & Educational Equity Task Force.
Responsibility	Co-Chairs, EEETF
Time Line	Immediate
Resources	Time commitment of Manager, CSD
Status	The Manager, Centre for Students with Disabilities is an ex officio member of the Employment & Educational Equity Task Force, and has been attending and actively participating in meetings.

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 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	Manager, Centre for Students with Disabilities (handbook, website)
Time Line	Ongoing
Resources	Staff time in CSD
Status	There is now increased access to information regarding the accommodations on the CSD website. The Manager of the CSD participated in the Faculty Orientation event in August 2007, in order to increase awareness of the services.

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	Manager, Centre for Students with Disabilities
Time Line	Ongoing
Resources	Staff time
Status	Manager CSD presented information regarding accommodation services at the CSD during the Faculty Orientation event. Information about the CSD was included in the Faculty Handbook. CSD facilitated workshop on Inclusive Teaching Practices with Faculty and guest speaker Katherine Frazee

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
Time Line	Ongoing
Resources	Staff time
Status	Josephine Polera, Director, Student Services attended Senior Academic Administrators orientation session in August 2007, providing information on resources available through the Health & Wellness Centre.

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.

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, Office of the Registrar, Faculty Offices
Time Line	December 2006 (mid-year evaluation); June 2007 (Final Evaluation)
Resources	Staff time for review and research
Current Status	Student meeting has yet to be planned to discuss these barriers

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	Creation of college wide multi-day event that showcases disability culture and issues pertaining to the community of persons with disabilities.
Responsibility	Centre for Students with Disabilities
Time Line	April 2007
Resources	Approx. \$tbc; staff time from across the university – Faculty Offices, Communications, Student Services
Current Status	<ol style="list-style-type: none"> 1. Collaborated with OCAD Faculty and Accessibility Committee to showcase the film "Shameless" in March 2007 2. Presented the members of the OCAD Board of Governors with a third year OCAD student project called "Thinking Beyond Disability" which outlines barriers , from a student perspective within the post secondary environment, February 2007 3. Writing and Learning Centre workshop on tutor teaching practices and approaches as they apply to students with invisible disabilities

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 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	December 2006 (mid-year evaluation), August 2007 (funds expended)
Resources	Staff time, special funding envelope of \$25,000
Current Status	2006-07 request not approved; defer to 2007-08 budget year

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
Time Line	August 2006
Resources	Staff time, printing
Current Status	April 2007 – due to staff reassignment and two physical moves, this barrier was not able to be addressed for the 2006-07 academic year; renew for 2007-08, with completion by August 2008

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	April 2007
Resources	Staff time
Current Status	April 2007 – due to staff reassignment and two physical moves, this barrier was not able to be addressed for the 2006-07 academic year; renew for 2007-08, with completion by April 2008.

ORIENTATION, SOCIAL EVENTS, STUDENT GOVERNMENT AND CLUBS

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
Time Line	Develop during 2006-07, implement in spring 2007
Resources	Printing costs for resource guide; training workshop costs (minimal)
Current Status	April 2007 – the supports and resources for student groups are currently being evaluated and will be developed over the coming year, including training and the handbook for student groups. Renew item for 2007-08 with completion by spring 2008.

CAREER AND EMPLOYMENT SERVICES

Barrier	Access to career services for students with disabilities.
Strategies for Barrier Removal	Ensure career services includes programming and resources specific to the needs of persons with disabilities
Responsibility	Director, Student Services and Manager, Centre for Advising & Campus Life
Time Line	Career Services Advisor position to be in place by September 2006.
Resources	Budget for salary and operating expenses.
Current Status	Ancillary Fees approved for 2006-07 for career services. Career Services Advisor position approved; position filled November 2006.

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 – Student Services Administrator
Time Line	Have information ready for next application deadline in August 2007
Resources	Staff time
Current Status	Deferred to 2007/2008

FLORENCE OFF-CAMPUS STUDIES PROGRAM

Barrier	Informational: Information package for students does not address issues specific to students with disabilities
Strategies for Barrier Removal	Review information package for students to identify areas for improvement relating to disability awareness and resources available through CSD

Responsibility	Student Services – Student Services Administrator and CSD
Time Line	Have information ready for next application deadline in February 2007
Resources	Staff time
Current Status	Deferred to 2007/2008

FLORENCE OFF-CAMPUS STUDIES PROGRAM

Barrier	Policy/Practice: Lack of awareness of and/or responsiveness to, issues affecting students with disabilities who participate in the Florence Program
Strategies for Barrier Removal	<ul style="list-style-type: none"> - Develop and conduct orientation session with outgoing Florence Co-ordinators before departure - Faculty Co-ordinators 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	Student Services – Student Services Administrator, and Deans, Faculty of Art & Design
Time Line	<ul style="list-style-type: none"> - Faculty orientation sessions – August and December 2006 – CSD staff - Student Handbook – fall 2006 and spring 2007 – Michelle White - Student Services (Director), Deans of Faculty of Art and Design
Resources	Staff time
Current Status	Deferred to 2007/2008

Appendix D

BARRIERS TO BE ADDRESSED September 2007-August 2008

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 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	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 wayfinding. 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

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.

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

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

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	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

Barrier	Students with disabilities require advanced access to information (2 weeks in advance)
Strategies for Barrier Removal	Determine method of delivery and accuracy of advance information
Responsibility	Faculty offices, Office of Registrar and IT Services
Time Line	2007/08 to discuss and formalize plan
Resources	Departmental commitment

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	

3. PHYSICAL FACILITIES

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

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

ALL BUILDINGS ON CAMPUS

Barrier	Lack of appropriate signage and wayfinding
Recommendation	Undertake a campus-wide audit of signage and wayfinding devices to Identify deficiencies and areas that need improvement.
Responsibility	Communications, Facilities Management & Planning
Time Line	
Resources	

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, cost for audit

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 Device. 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 Management & Planning
Time Line	
Resources	Capital Budget item

100 MCCAUL Street

Barrier	Snow and ice on entry stairs and entry ramp during winter month 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 Management & Planning, Health & Safety
Time Line	
Resources	Capital Budget item

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 Management & Planning
Time Line	
Resources	Capital Budget item

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 Management & Planning
Time Line	
Resources	

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 Management & Planning
Time Line	
Resources	Capital Budget item

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 Management & Planning, Health & Safety
Time Line	
Resources	Staff Time

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 Management & Planning
Time Line	
Resources	Capital Budget item

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 Management & Planning
Time Line	
Resources	Capital Budget item

51 MCCAUL STREET

Barrier	Entry to the Health & Wellness Centre does not allow for ease of passage. Persons with mobility problems cannot enter without assistance.
Recommendation	Doorway and frame requires reversing and to be equipped with an automatic door opener.
Responsibility	Facilities Management & Planning
Time Line	
Resources	Capital Budget item

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.

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	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.

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.

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	

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.

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 has begun and will be an on going process through out the 2007/08 academic year.
Resources	Staff time for review and research

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

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.

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

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

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
Resources	Staff time

ORIENTATION, SOCIAL EVENTS, STUDENT GOVERNMENT AND CLUBS

Barrier	Lack of resources for student groups including training and information on diversity and accessibility.
Alternative Barrier	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)

CAREER AND EMPLOYMENT SERVICES

Barrier	Access to career services for students with disabilities.
Alternative Barrier	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.

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

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 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

Barrier	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, Off-Campus Studies & International Student Services (in consultation with CSD)
Time Line	Information will be available to students in time for next application period (2008 winter semester exchange)
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	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?

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

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
- 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.