

MULTI-YEAR ACCESSIBILITY PLAN (MYAP)



2021-2025



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LAND ACKNOWLEDGEMENT

Durham College is situated on the traditional lands of the First Peoples of the Mississaugas of Scugog Island First Nation. These lands are covered under the Williams Treaties and rest within the traditional territory of the Anishinaabeg.

We offer our gratitude to the Indigenous Peoples who care for and, through the treaty process, share the lands



MESSAGE FROM THE PRESIDENT

Durham College (DC) is a leader in post-secondary education, with strong values in diversity, inclusion, integrity and respect that drive our organization forward. It is these values that reinforce our commitment to ensuring all those who visit us – whether virtually or in person – have access to a positive and inclusive environment in which they can work and learn. As these environments evolve, influenced by the COVID-19 pandemic and the growing need for virtual spaces and services, we are reminded that a changing world brings new challenges for accessibility, and a need for innovative solutions and swift response. Our Multi-Year Accessibility Plan for 2021-2025 demonstrates the ways in which we have already prioritized accessibility with dexterity and forward-thinking action at DC. It also outlines the work that continues to be done as we endeavor to create a truly barrier-free campus. I am proud of our past accomplishments, as well as our current initiatives and goals. They are ambitious, but necessary, as we transform DC into a welcoming place for people of all abilities and strengthen Ontario's culture of accessibility.

Don Lovisa,
President

INTRODUCTION

In 2005, the Ontario Government passed the Accessibility for Ontarians with Disabilities Act (AODA), which requires that Ontario be an accessible province by 2025. As set forth in the Integrated Accessibility Standards, Ontario Regulation 191/11, this Multi-Year Accessibility Plan (MYAP) outlines DC's strategy to meet the various requirements under the AODA legislation. It will also frame the next steps in our effort to create an inclusive and accessible environment by preventing and removing barriers keeping persons with disabilities or exceptionalities from participating fully in the campus community. This plan has been established, reviewed, and updated in consultation with persons with disabilities and DC's Accessibility Coordinating Committee (ACC).

The ACC was established in 2003 with the intent of creating a campus that is barrier free to all individuals with disabilities or exceptionalities. The committee consists of individuals representing many operating areas across our college, and includes persons with disabilities, community stakeholders and individuals with specific knowledge in accessibility considerations. The ACC continues to advise on and assist with the development, implementation and evaluation of accessibility planning at DC and publishes an annual Accessibility Status Report wherein accessibility achievements of the past year are highlighted, progress on the removal of accessibility barriers is reported on, and objectives for the current planning year are established, all while achieving compliance under the AODA.

PAST ACHIEVEMENTS TO REMOVE AND PREVENT BARRIERS

CUSTOMER SERVICE

DC is committed to providing equal access to goods and services, and providing exceptional and accessible customer service for its customers. An overview of projects and programs DC has implemented to improve accessibility include:

- » DC's Strategic Plan (2020 – 2023) embraces accessibility as an important element to ensure an inclusive, barrier-free campus.
- » The Accessible Customer Service policy was revised in 2018, refreshing our commitment to equal access to goods and services, providing exceptional and accessible customer service for its customers, and compliance with the AODA.
- » Developed DC's first policy on Service Animals, demonstrating our commitment to assisting and accommodating service animals and their partner. This policy outlines the guidelines for ensuring that students, employees and visitors of the college requiring the support of a service animal are accommodated.

INFORMATION AND COMMUNICATIONS

DC values and actively promotes the right of all individuals to have an equal opportunity to experience success in their academic and/or employment endeavours within the institution. The college has established standards for information sharing and communications ensuring all students and employees experience an optimally-accessible learning and working environment. An overview of projects and programs DC has implemented to improve accessibility include:

- » Information provided in alternate accessible formats and with communication supports upon request.
- » Accessibility checking software established for websites and web content measuring existing AODA standards.
- » AODA compliance for the DC website completed by the January 1, 2014 deadline and January 1, 2021 deadlines (WCAG 2.0 A and AA).
- » Accessible school library resources and other printed learning materials provided upon request.
- » DC Cares, the college's official feedback mechanism, was reviewed to ensure it is accessible to all users.
- » Administrative software applications (Banner and DC Connect) upgraded to ensure AODA compliance.
- » The academic software procurement process was modified to include checking for AODA compliance.
- » Procedure for emergency plans reviewed to ensure individualized information is provided to staff with disabilities or exceptionalities.

TRAINING

- » Developed resources for faculty on Office365 to use in the classroom, including key accessibility features.
- » Training on AODA and accessible documents delivered and available to employees as a resource.
- » Developed online training modules in customer service and integrated AODA for educators which all employees, visitors and volunteers are required to complete.

EMPLOYMENT

AODA standards have been considered in the development of recruitment and selection policies and procedures and adhere to the principles outlined in the college's commitment to accessibility. An overview of employment practices DC has implemented to improve accessibility for people with disabilities include:

- » Employment contracts now distributed electronically in a format compatible with assistive technology.
- » Accessibility standards reviewed and updated for virtual employee recruitment now include closed captioning and all candidates are provided with interview questions both verbally and in written format.
- » Released a Self-Identification Survey to all staff and members of the campus community. This survey was the first of its kind at the college, and results will be used to identify and remove barriers that exist in our employment system and create equitable practices.
- » Recruitment processes continue to adapt to accessibility needs through all stages of hiring. Through DC's Applicant Tracking System we ensure that all information in job postings aligns with accessibility requirements.
- » Candidates being invited for interviews are made aware of the availability for accommodation and asked if they require any accommodation for any component of their interview. When offers of employment are made, the successful applicant is notified of the policies for accommodating and supporting persons with disabilities.
- » DC's policy on employment related accommodations was reviewed in 2019 and outlines the procedure for identifying the need for an accommodation, developing individualized workplace emergency response information, developing and reviewing Individualized Accommodation Plans, and the process for employees returning to work after an injury or illness.
- » Individual Accommodation Plans included sit/stand desks, specialized lighting, modified and reduced work schedules, noise cancelling headsets, microphones and speech to text assistive technologies, accommodated parking spaces.

DESIGN OF PUBLIC SPACES (BUILT ENVIRONMENT)

DC has committed to incorporating accessibility into public spaces that are newly constructed or redeveloped on and after January 1, 2016 and ensuring that existing requirements stated under the Design of Public Spaces Standards are followed. An overview of areas of the built environment where DC has implemented changes to improve accessibility include:

- » A campus-wide physical audit that provided a five-year plan for accessibility improvements.
- » The entrance to the Whitby campus was made accessible.
- » Thirty-five height adjustable chairs and tables were purchased.
- » Parking spaces symbols were changed to reflect “The Forward Movement” symbols.
- » Classrooms were equipped with Automatic Door Operators.
- » Accessible walkways were created at the Oshawa campus.
- » Accessible ramp and door operator installed.
- » Design and construction of an all-gender washroom at the Oshawa campus.

OTHER/GENERAL

Procurement and Self-Service Kiosks:

- » The consideration of accessibility during the procurement process is ensured through the Purchasing By-Law 45-2016 Section 4.09 Ontarians with Disabilities Act, 2001 and the AODA.
- » Procurement policy revised to include accessibility requirements, best practices, and implementation at DC. Policy was last updated in 2019.
- » Information Technology Services and Enrolment Services have considered accessibility, during the procurement, deployment and maintenance of the software such as Q-Nomy and Information kiosks. Accessibility standards were built into the existing kiosks in 2014.



MYAP STRATEGIES AND ACTIONS

The following pages outline DC's MYAP, identifying the projects and programs we plan to implement between now and 2025 to meet the requirements of the AODA and to remove and prevent barriers to people with disabilities.

CUSTOMER SERVICE

DC is committed to providing equal access to goods and services, providing exceptional and accessible customer service for its customers, and is obligated to comply with the AODA and Accessibility Standards for Customer Service.

DC continues to:

- » Provide training on how to provide accessible customer service to all employees, volunteers and individuals who provide goods, services or facilities on behalf of DC.
- » Monitor its customer service to maintain and improve upon the level of accessibility provided in programs, services and facilities.
- » Offer multiple formats (virtual video calls with closed captioning, in-person, telephone, LiveChat, social media) for student services' functions such as registration, academic and medical appointments, mental health and wellness support, financial aid and career development support, etc.
- » Provide additional technology and resources to ensure equal opportunity to online services and classrooms (some examples are scanners, height adjustable tables, and adaptive software, including Zoom Text, Kurzweil 3000 and Read and Write).
- » Offer a variety of assistive/adaptive technology and alternate formats of college materials and forms, multimedia, course material, etc.

Customer Service Goals:

- » Revise and update content in AODA legislated training modules.
- » Student service areas to refine their web-based tutorials and educational workshops to increase accessibility for student participation.
- » Increase awareness and use of the library's Accessible Content E-Portal (ACE) platform that provides access to a collection of books that have been digitized and made available online in accessible formats. ACE has been developed through Scholars Portal, improving access to university and college libraries across Ontario. ACE is part of the Scholars Portal Books platform, and is one of several accessibility initiatives at Scholars Portal that is focused on advancing equality for library users with print disabilities.
- » Review and improve all-gender access at campus gym including in the change room and washroom, with modifications to existing inventory of spaces.

INFORMATION AND COMMUNICATIONS

DC is committed to providing and receiving information and communications in ways that are accessible, and has met all the current requirements of the Information and Communications Standard.

DC continues to:

- » Maintain a process for receiving and responding to feedback in ways that are accessible.
- » Notify the public about the availability of accessible formats and provide accessible formats, upon request.
- » Provide emergency information in alternative formats, upon request.
- » Maintain an accessible website and web content.
- » Monitor its website for compliance with accessibility standards.
- » Review documents and templates to ensure they are accessible.

Information and Communication Goals:

- » All public DC websites will meet or exceed WCAG 2.0 Level AAA by January 1, 2025.
- » Ensure all videos are captioned campus-wide to align with AODA AAA plan.
- » Ensure that print documents are accessible.
- » Ensure that documents and content posted online are in accessible formats.
- » Ensure internal college forms are accessible, through the Forms Management Program.

EMPLOYMENT

DC is committed to using fair and accessible employment practices, and to comply with and exceed the standards described in the AODA Integrated Standards and the Ontario Human Rights Code. As highlighted in our Strategic Plan, we value diversity and inclusion and ensure a positive and inclusive work environment that is diverse, respectful and representative of our community.

DC continues to:

- » Notify applicants about the availability of accessibility accommodations in the recruitment process.
- » Advise all new employees about the availability of accommodations for employees with disabilities with a link to accessibility policies in the employment contract.
- » Inform all employees of supports available through the employee intranet.
- » Ensure policies on accommodation and supporting employees with disabilities are posted to the employee intranet and communicated to all employees whenever there is a change.
- » Offer accessible formats and communication supports for employees with disabilities who require them.
- » Provide individually accessible workplace emergency response information for employees who require it and offer this through the return-to-work process.

- » Develop and document individual accommodation plans for employees who require it and offer this through the return-to-work process.
- » Offer a return-to-work process to support and accommodate employees who have been absent from work due to a disability.
- » Consider the needs of employees with disabilities in performance management, career development and planning processes.

Employment Goals:

- » Continue to regularly review employment-related policies and practices to ensure applicants and employees with disabilities receive the supports and accommodations they require.
- » Develop and implement a communications plan to raise awareness of the availability of individualized emergency response information accommodations for employees with disabilities.
- » Refresh guidelines for DC management that outlines best practices in how to accommodate their employees with disabilities.
- » Review the Self-Identification Survey responses to identify and remove barriers that exist in our employment system and create equitable practices. Develop and implement a strategy to address the results of this survey to ensure equitable and inclusive access for everyone on campus.

DESIGN OF PUBLIC SPACES STANDARD (BUILT ENVIRONMENT)

DC will meet accessibility laws when building or making major changes to public spaces. As described in our Strategic Plan, we will reimagine and grow our facilities to be more flexible, accessible and progressive.

DC will continue to:

- » Consult with the ACC, the public and people with disabilities or exceptionalities prior to redeveloping or constructing new public spaces under this standard.
- » Incorporate public consultations into existing processes wherever possible.
- » Meet or exceed the technical requirements of Design of Public Spaces Standard (DOPS) 2018-2023 Public Spaces Goals.
- » Explore the inclusion of mobility device charging stations in new and redeveloped public spaces.
- » Offer at least one height-adjustable chair in each classroom, review and evaluate assistive technology availability and needs at both campuses.

Design of Public Spaces goals:

- » Based on the audit completed in 2020, DC will address the areas below to ensure DOPS compliance:
 - » Fire alarms
 - » Walkways
 - » Site ramps
 - » Counters
 - » Drinking fountains
 - » Elevators
 - » Parking
 - » Exterior doors – non-vestibule
 - » Exterior doors – vestibules
 - » Communal washrooms
 - » Interior doors
 - » Learning spaces
 - » Controls
 - » Change rooms
 - » Universal washrooms
 - » Stairs
 - » Interior ramps
 - » Path of travel/corridors

OTHER/GENERAL

Procurement and Self-Service Kiosks:

- » DC will continue to incorporate accessibility when procuring goods and services including self-service kiosks.

Procurement goals:

- » Monitor the accessible purchasing requirements through random audits of files and provide additional support where necessary.
- » Purchasing and procuring accessible goods, services and facilities.
- » Develop and implement a training cycle to ensure employees remain up to date on accessibility legislation, corporate policies and best practices for interacting with people with disabilities.

TEACHING AND LEARNING

DC is committed to providing faculty with the tools they need to ensure their teaching and learning material is accessible to meet the diverse needs of the student population.

DC continues to:

- » Provide faculty with resources and professional development opportunities at faculty orientation and throughout their careers so they are equipped with current and relevant instructional strategies to engage all students.
- » Provide resources to empower full-time and contract faculty to incorporate accessibility in learning materials. For example, how to include closed captioning on recorded videos.
- » Provide comprehensive material on Universal Design for Learning (UDL) curriculum design and delivery principles aimed at creating an inclusive and accessible learning experience for students. A detailed checklist and best practices are provided that include a structured method on how to incorporate UDL in assessment and evaluation, course outlines and lesson plans, and creating accessible documents.
- » Offer resources, professional development and faculty toolkits to ensure faculty understand their role as educators in the AODA.

Teaching and Learning goals:

- » Implement and review new Recording of Learning Activities policy to ensure closed captioning is made available for remote and recorded lectures.
- » Ensure the systems provided to faculty for the purposes of teaching and learning are accessible to both the faculty and student and include the provision of autogenerated captioning to ensure accessibility in virtual synchronous delivery.
- » Implement and review new Accessibly Formatted Course Materials for Students with Disabilities/Exceptionalities policy to ensure it is supporting a barrier-free learning environment.
- » Offer new and more delivery options to students, both asynchronous and synchronous, including the Rotary Global Classroom, so that students can access their courses how and when they wish.
- » Ensure that all experiential learning opportunities such as research, co-operative education, field placement opportunities, etc. consider the accessibility needs of the students.



ACCESSIBILITY ANNUAL STATUS REPORT



2020-2021

EXECUTIVE SUMMARY

Durham College has launched a new Multi-Year Accessibility Plan for the next four years focused on preventing and removing barriers to accessibility and to meeting the requirements under the Accessibility for Ontarians with Disabilities Act (AODA) and the Integrated Accessibility Standards. The 2020-2021 Annual Status Report details the measures taken to improve accessibility and objectives for the next year.

The purpose of this report is to track our organization's progress and make the public aware of our initiatives. The report provides information on the College's progress towards developing an accessible and inclusive environment in the context of our values of respect, diversity and inclusion. The College has welcomed the pro-active approach of the AODA in setting standards to identify and remove barriers that ultimately ensure not only student success, but the success of our entire community.

We are pleased with the progress towards an inclusive campus during the past year, through the annual prioritization of removing barriers in the built environment and through progress on accessibility initiatives.

ACCESSIBILITY ACCOMPLISHMENTS IN 2020-2021

- » **Objective #1: Continue with audit of the physical spaces on the Durham College Campus.**
 - » Audit response broken into phases, approval being sought for each phase of physical updates.
 - » Accessibility of washrooms and other priority areas first.
 - » Phase 4 of new Whitby building will be barrier-free.
 - » Student Centre Marketplace area made more accessible; landscaping and replacement of interlocking stones with concrete.
 - » C-wing sitting area had a ramp installed outdoors.
 - » New softball field to open in fall 2021 as a barrier-free facility; including a lift for the press box and bleachers.
 - » A wheelchair-accessible counter was created at the front cash desk and ecommerce desk of campus bookstore, and a wheelchair accessible change room was installed.
- » **Objective #2: Continue to develop legislated training resources for all staff to ensure compliance with AODA.**
 - » All existing legislated training modules have been audited so content aligns with current legislation, all necessary edits made to create new modules.
 - » New eplatform developed and launched in 2021 for all training resources to be held in one place and made accessible for employees.
 - » "Articulate" license purchased to assist with module creation.
 - » All employees will be required to take legislated training modules with the launch of the new platform to move to new and improved tracking procedure and to provide a refresher training for all employees on current AODA standards.
- » **Objective #3: Review/update/communicate the Software Procurement checklist.**
 - » Software Procurement checklist simplified, reviewed, and posted to employee intranet.
 - » A video created to accompany the checklist and provide examples.
 - » FAQ document removed as no longer relevant, will revise in the future if necessary based on feedback from updated checklist.
 - » Software procurement checklist distributed to academic leadership to ensure the correct checklist is provided to faculty exploring purchasing new software.
- » **Objective #4: Create a communications plan to effectively communicate AODA projects and procedures to students and employees.**
 - » Communications plan was devised and implemented for 2020-2021 year.
 - » Announcement shared to highlight National Accessibility Week; including initiatives for a barrier-free campus: received good feedback on social media accounts.
 - » Communications group highlighted the following initiatives related to the accessibility standards and the work done by this committee: Multi-Year, Website Compliance, Procurement, Built Space and Training Resources, and planning for 2021-2022.
- » **Objective #5: Update public web content to meet Web Content Accessibility Guidelines 2.0**
 - » All public web content updated and successfully meeting the WCAG2.0 standards.
 - » Site Improve auditing tool scoring at 99.3% based on accessibility standards as of June 2021.
 - » Ongoing process each time a new microsite is launched. The score may fluctuate but Communications & Marketing continues to audit, with the assistance of Accessibility Committee Members, and will update as necessary.
- » **Objective #6: Continue initiatives to sustain compliance with AODA requirements.**
 - » During the 2020-2021 year, school offices and many service departments began offering more customer service options including LiveChat, virtual, remote and telephone appointments, flexible delivery.
 - » New how-to videos, training and webinars were created and posted online for employees to incorporate closed captioning to their virtual service sessions and webinars and this allowed sessions to be delivered asynchronously to be accessed when required.

NEXT STEPS / OBJECTIVES FOR 2021-2022

In addition to what is described in the College's Multi-Year Plan (2021-2025), the following key initiatives have been identified as objectives for the accessibility coordinating committee to lead in the upcoming year.

1. Continue with accessibility improvements to physical spaces on the College's campuses based on the recommendations from the external auditor's report which was conducted in 2020. The phased approach to improvements have been planned to take place over the next four years.
2. Implement new portal for legislated training resources and communicate requirements to employees to complete the updated legislated training modules with updated content to align with current AODA standards.
3. Continue with communications plan to effectively communicate AODA projects and procedures to students and employees.
4. Continue the process of updating all college forms to be consistently formatted and accessible.
5. Review the AODA Postsecondary Education Standards Committee's (PSE-SDC) Initial Recommendations Report and support the implementation of the recommended measures.
6. Continue initiatives to sustain compliance with AODA requirements.



ACCESSIBILITY ANNUAL STATUS REPORT



2021-2022

EXECUTIVE SUMMARY

Durham College (DC) is committed to ensuring that all those who visit us – whether virtually or in person – have access to a positive and inclusive environment in which to work and learn. To support this commitment, DC has established a multi-year plan to prevent and remove barriers to accessibility and to meet requirements under the Accessibility for Ontarians with Disabilities Act (AODA) and the Integrated Accessibility Standards.

This Annual Status Report outlines the progress of measures taken during the 2021-2022 year to improve accessibility at DC and develop a positive working and learning environment in the context of our values of respect, diversity and inclusion. The college has welcomed the proactive approach of the AODA in setting standards to identify and remove barriers that ultimately ensure the success of our entire community.

We are pleased with the progress towards an inclusive campus during the past year, through the annual prioritization of removing barriers in the built environment and through progress on initiatives outlined in our multi-year accessibility plan and the objectives from the 2021-2022 progress report.

ACCESSIBILITY ACCOMPLISHMENTS IN 2021-2022

- » **Objective #1: Continue with audit of the physical spaces on DC campuses.**
 - » Continue to respond to the FCAPX external accessibility assessment survey results from 2020, broken into phases of physical updates (five-year plan).
 - » Priority areas identified and updated. For example:
 - » Tactile Walking Surface Indicators (TWSIs) installed on curbs/stairwells to alert individuals with vision impairment of potential hazards while walking.
 - » Fire strobe lights installed in Whitby campus residential labs.
 - » Front-facing service counters that were found to be inaccessible rectified by August 2022.
 - » River rock accessibility hazard identified and removal in progress from the front of the Campus Recreation and Wellness Centre.
 - » Audit of braille wayfinding in progress – technology checked to ensure accuracy, in-person audit with student in progress.
 - » The addition of new mobility device charging stations in progress – locations across campus currently being determined by committee with assistance from the Access and Support Centre.
- » **Objective #2: Implement new portal for legislated training resources and communicate requirements to employees to complete the updated legislated training modules with updated content to align with current AODA standards.**
 - » New eplatform developed and soft launched in 2021 for all training resources to be held in one place and made accessible for employees.
 - » Troubleshooting of system errors currently in progress before full launch.
- » **Objective #3: Continue with communications plan to effectively communicate AODA projects and procedures to students and employees.**
 - » Communications plan was devised and implemented for 2021-2022 year.
 - » Announcement shared to highlight National Accessibility Week.
 - » Call for new accessibility committee members prioritized and communicated, resulting in several new members.
- » **Objective #4: Continue the process of updating all college forms to be consistently formatted and accessible.**
 - » Of the 476 forms, 223 have been updated and formatted to meet accessibility standards.
 - » Strategic Enrolment Services is in the process of developing web-based forms with selection criteria for students to make searching and completing forms easier. This is the next iteration of the forms to make them more accessible and user-friendly for students. Employees will continue to use forms created in PDF format, as they have access to the necessary Adobe programs.
- » **Objective #5: Review AODA post-secondary recommendations report.**
 - » Report currently in review by working groups to identify sections that their members can focus on over the next year.
 - » Accessibility policies being reviewed through a new lens, taking into consideration the recommendations outlined in the report, to ensure the next iteration of policies align.
 - » Some highlights include:
 - » 11 software programs are in the process of being audited through the Access and Support Centre with a goal to meet with campus software representatives and have a summarized report available in October.
 - » Service animals policy updated with recommendations taken into account.

» **Objective #6: Continue initiatives to sustain compliance with AODA requirements.**

- » New how-to videos, training and webinars created and posted for employees to incorporate closed captioning, and be provided asynchronously to be accessed when required.
- » DC website – Site Improve auditing tool scoring the same as previous year (99%) based on AA accessibility standards as of July 2022.
- » SmartCane purchased, program in process to upload campus wayfinding. Access and Support Centre and Communications + Marketing are speaking with Google support team to map the campus. This team within Google has been delayed due to COVID. When the program resumes, the college will pursue this initiative further.
- » The Access and Support Centre purchased a new form of assistive device for students to use. The device is a webcam called the Tobii Eye Tracker 5. It tracks the students eye motions on a computer screen and allows for hand and voice free interaction with a computer device.
- » To support additional faculty capacity with UDL, the Centre for Teaching and Learning will be releasing a self-registration course titled Universal Design for Learning: Inspiring Equity and Inclusion in Higher Education. This course was designed for the eCampusOntario Virtual Learning Strategy by George Brown College, and the focus is exploring the three principles of UDL and equity education frameworks such as anti-oppressive practice. This course is set to launch in September 2022.
- » The Centre for Teaching and Learning will be hosting virtual synchronous UDL professional development workshops focused on UDL Basics. Faculty can access these workshops through the CTL Monthly workshop calendar beginning in September on the CTL website: <https://durhamcollege.ca/ctl/events/>.
- » Student Academic Learning Services has made a concerted effort this year to be mindful of AODA standards in regards to changes in their practices, including:
 - » Increasing accessibility in workshops and academic supports by maintaining the option for either in-person or remote attendance;
 - » Updated academic resources to accessible format (ex. colouration, font size/style, improved screen reader ability).
 - » Converted PDF content to HTML for better readability, but still providing links to the PDFs.
 - » Only using images that support content (no images that are purely decorative aside from the title and page banner images) and ensuring all images have ALT text.
 - » Simplifying HTML layouts.
 - » Only using H5P objects that meet accessibility guidelines (not all H5P objects do).
 - » Manually captioning all videos to ensure accuracy and correct timing.
 - » Frequently using accessibility checkers.

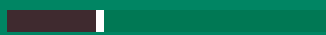
NEXT STEPS / OBJECTIVES FOR 2022-2023

In addition to what is described in the multi-year plan, the following key initiatives have been identified as objectives for the Accessibility Coordinating Committee to lead in the upcoming year.

1. Continue with accessibility improvements using a phased approach to physical spaces on the DC campuses as a result of the 2020 audit.
2. Launch new portal for legislated training resources and communicate requirements to employees to complete the updated legislated training modules with updated content to align with current AODA standards.
3. Continue with communications plan to effectively communicate AODA projects and procedures to students and employees.
4. Continue the process of updating all college forms to be consistently formatted and accessible.
5. Next phase of AODA post-secondary recommendations report: approach and implementation.
6. Continue initiatives to sustain compliance with AODA requirements.



ACCESSIBILITY ANNUAL STATUS REPORT



2022-2023

EXECUTIVE SUMMARY

Durham College (DC) is committed to ensuring that all those who visit us – whether online or in person – have access to a positive and inclusive environment in which to work and learn. To support this commitment, DC has established a multi-year plan to prevent and remove barriers to accessibility and to meet requirements under the Accessibility for Ontarians with Disabilities Act (AODA) and the Integrated Accessibility Standards.

This Annual Status Report outlines the progress of measures taken during the 2022-2023 academic year to improve accessibility at DC and develop an accessible and inclusive environment in the context of our values of respect, diversity and inclusion. The college has welcomed the pro-active approach of the AODA in setting standards to identify and remove barriers that ultimately ensure the success of our entire community.

DC honoured National AccessAbility Week in 2023 by sharing our accessibility accomplishments and goals to celebrate and promote accessibility on campus. We also distributed a call for feedback to provide employees with an opportunity to share how they support accessibility at DC. The successes and feedback gathered from employees have been incorporated into this report.

We are pleased with the progress towards an inclusive campus during the past year, through the annual prioritization of removing barriers in the built environment and through progress on initiatives outlined in our multi-year accessibility plan and the objectives from the 2022-2023 progress report.

ACCESSIBILITY ACCOMPLISHMENTS IN 2022-2023

Objective #1: Continue improving the accessibility of physical spaces on campus as identified in the 2020 accessibility audit five-year plan.

Priority areas have been identified and improved accordingly, such as:

- » Stairway upgrades - 5 completed at Oshawa campus.
- » Automatic Door Operator (ADO) upgrades throughout Oshawa campus (replacement of units beyond life) and additions.
- » Replacement of 4' ADO buttons with 36" column button.
- » Door hardware upgrades – doorknob round-style replacements with AODA compliant lever-style.
- » Installation of swing clear hinges on Gordon Willey building interior doors.
- » Removal of centre mullions between doors to open interior corridor access points.
- » Exterior door retrofits – AODA compliance.
- » Campus Recreation Wellness Centre sidewalk extension and river rock removal and replacement with raised gardens and pavers.
- » I-Wing and H-Wing entrance way – river rock removal and paver installation.
- » Purchase of additional AODA compliant picnic tables.
- » Exterior directional signage for non-accessible and dead-end walkway.
- » Exterior civil repairs to address damaged concrete and asphalt.
- » New wheelchair and mobility scooter charging stations installation in progress at Oshawa campus Marketplace and Whitby campus Main Building.

Objective #2: Launch new portal for legislated training resources and communicate requirements to employees to complete the training modules.

- » The Brightspace portal is live and includes AODA legislated training modules. Campus communications related to the launch of the portal will take place in September 2023 with an announcement on the college intranet site and campus-wide distribution via the weekly employee newsletter, DC Digest.

Objective #3: Continue communicating accessibility projects and procedures to students and employees.

- » Conducted an inclusive photoshoot at Oshawa campus that showcased many of DC's accessibility features.
- » Updated Accessibility Tours for both campuses, including the re-implementation of bus tours at Open House events.
- » Distributed a campus-wide communication to employees and students that shared annual Committee updates, promoted National AccessAbility Week and asked for employee input on how they support and celebrate accessibility at DC.
- » Published a blog post on accessibility and inclusion efforts at DC to help inform prospective and current students on the accessibility features and services available on campus.

Objective #4: Continue the process of updating all college forms to be consistently formatted and accessible.

- » The Forms Management Committee continues to work with all departments at DC to ensure our forms support accessibility. All forms include an opening sentence indicating alternate formats are available upon request.
- » To date, 192 forms have been made accessible, with 114 forms remaining.
- » All fillable PDF forms created using Adobe Acrobat Pro are checked using the built-in Accessibility Checker.
- » Forms created using Microsoft Forms must have an immersive reader enabled as well as the ability to increase and decrease font size to support the readers' needs.

Objective #5: Begin the next phase of reviewing the AODA post-secondary Education Standards Development Recommendations Report.

- » Two sub-committees focused on supporting recommendation 40 – teaching and learning, and recommendation 105 and 106 – accessible software procurement of the report.
- » Developed a survey for faculty to share their current practices of Universal Design for Learning and Universal Instructional Design to determine the resources needed for courses to become more accessible at DC. The survey will be distributed in fall 2023.
- » Recommendation 105 and 106 – Software Sub-Committee:
Continued auditing software for accessibility. This year, the following software was audited:
 - » Audacity
 - » FileZilla
 - » Gimp
 - » Indentifix
 - » Komposer
 - » Irfranview
 - » PC Law
 - » Power Bi
 - » Quickbooks
 - » Trello
 - » ULaw Practice



Objective #6: Continue AODA compliancy initiatives.

- » The DC website auditing tool, Site Improve, maintained a 99% score from last year based on Web Content Accessibility Guidelines (WCAG) 2.0 Level AA accessibility standards.
- » The Office of the Registrar has updated tutorials to be video-based to meet the needs of students.
- » The Centre for Teaching and Learning (CTL) promotes accessibility features for faculty to use such as automatic Microsoft Teams captions and subtitles, and Microsoft Stream video captions.
- » The DC library provides information and communications to support accessibility on campus.
 - » Information about our accessible Library services is available online.
 - » A dedicated email address is monitored by Library employees regarding accessibility issues.
 - » All feedback and comments are reviewed by the Library Leadership Team and functional department employees as appropriate.
 - » Alternate Formats & Communication Supports:
 - » The Library is a member of the Accessible Content E-Portal (ACE Portal) which provides alternate formats for print material in the Library's collection at no cost to users. Alternative format material is available in EPUB, DAISY, PDF and plain text formats.
 - » Upon request, Library employees provide complimentary captioned versions or text transcripts of multimedia resources.
 - » As part of the Library E-resource Accessibility Project, DC Librarians completed accessibility assessments of subscription e-resources and contributed to the development of a database of accessibility evaluations led by College Libraries Ontario and the Ontario Colleges Library Service.
 - » The Library offers adaptive technology, including scanners, height adjustable tables and adaptive software, including: Zoom Text, Kurzweil 3000 and Read and Write.
 - » The Library's Assisted Use Carrel space includes adaptive technology, height adjustable workstation and is available for use by students with accessibility needs on a first-come, first-served basis.
 - » The Communications and Assessment Officer ensures that Library social media posts are tagged for accessibility.
 - » Library employees are available to assist with onsite needs such as retrieval of material, assistance with printers, plus much more.
- » Employee Training & Development:
 - » Librarians who have responsibility for Research Guide creation in the LibGuides content management system are required to complete the Accessibility for LibGuides vendor training.
 - » Access to additional accessibility training opportunities are available through provincial consortia groups including: the Ontario Council of University Libraries Accessibility Interest Group and College Libraries Ontario Library E-resource Accessibility Project.





ACCESSIBILITY SUCCESSES AT DURHAM COLLEGE

The following accessibility successes were collected during National AccessAbility Week in 2023 when DC employees shared various accomplishments related to accessibility on campus:

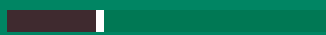
- » Campus Athletics and Recreation began hosting Activity & Adaptive Sport Day events with staff and academic groups, which expanded to weekly programming open to all students in the winter semester. Each event included a diverse set of adaptive games that anyone could play with a learning component. Adaptive sports were also implemented into the second semester kickoff Campus Recreation Day, with sitting volleyball being a popular sport amongst students.
- » Access and Support Centre (ASC) supported the use of grant funded technology for students with assistive technology needs.
- » ASC started an American Sign Language (ASL) group for students who are deaf or hard-of-hearing or who wish to learn and practice ASL.
- » ASC purchased new dictation software, Equatio, which allows students to speak equations aloud and have them created digitally
- » DC was successful in securing iHub funding through the Co-operative Education and Work-Integrated Learning to support self-identified students with disabilities or exceptionalities participating in work-integrated learning activities over the next two semesters by providing bursaries to help remove barriers to participation, such as; transportation, technology, childcare, etc.
- » CTL promotes a new feature within DC Connect that easily allows faculty to provide additional time on quizzes for students who require accommodation.
- » An AODA compliant hydroponic unit was recently installed for the Barrett Centre Ajax Urban Farm and new pathways were created to improve accessibility to the fields.
- » The Occupational Therapist Assistant and Physiotherapist Assistant (OTA/PTA) program Avvampato & Patterson (2022) started an initiative to offer Occupational Therapy (OT) to students at DC. The pilot started with supporting Community Integration through Co-operative Education students with customized programs to support client-centered goal achievement. The program combines eliminating barriers, skill development, coaching, one on one support and other customized programs through an OT lens.
- » The OTA/PTA program also offers a Social Connections Group, held in-person and virtually throughout the academic year.

NEXT STEPS AND OBJECTIVES FOR 2023-2024

In addition to what is described in the multi-year plan, the following key initiatives have been identified as objectives for the Accessibility Coordinating Committee (ACC) to lead in the upcoming year. The following objectives were developed by the ACC, as well as through a call to the DC community during AccessAbility week for ideas to enhance accessibility on campus.

1. Continue improving the accessibility of physical spaces on campus as identified in the 2020 accessibility audit five-year plan.
2. Continue the inclusive photography initiative at Whitby campus to showcase unique accessibility features available for students, employees and visitors.
3. Implement a quarterly employee newsletter feature that aligns with notable accessibility dates of significance, progress updates and successes throughout the year.
4. Continue updating college forms to be consistently formatted and accessible.
5. Continue to audit existing software for AODA compliance.
6. Conduct Durham College faculty survey focused on Universal Design for Learning and Universal Instructional Design analyze results to determine the resources needed for improved accessibility in DC's learning environments.
7. Analyze feedback collected from the 2023 National Accessibility Week, determine next steps, and communicate to DC community.
7. Continue initiatives to remain compliant with AODA requirements.

ACCESSIBILITY ANNUAL STATUS REPORT



2023-2024

EXECUTIVE SUMMARY

Durham College (DC) prioritizes its commitment to creating a positive and inclusive environment for all visitors, both online and in person. Our Multi-Year Accessibility Plan (MYAP) aims to eliminate accessibility barriers in accordance with the Accessibility for Ontarians with Disabilities Act (AODA) and the Integrated Accessibility Standards, to ensure that everyone at DC can thrive in a respectful, diverse, and inclusive community.

This Annual Status Report for the 2023-2024 academic year highlights significant strides made in enhancing accessibility across DC's campuses, focusing on the continuous improvement of physical spaces and advancing initiatives. Our proactive approach aligns with the AODA's standards, which are crucial in identifying and removing barriers to guarantee the success of our entire campus community.

As we look ahead, we remain focused on continuing to improve our accessibility initiatives and building upon the progress we have made.

ACCESSIBILITY ACCOMPLISHMENTS IN 2023-2024

Objective #1:

Continue improving the accessibility of physical spaces on campus as identified in the 2020 accessibility audit five-year plan.

Priority areas have been identified and improved accordingly, including:

Oshawa Campus:

- » Installation of a mobile charging station inside the Galleria.
- » Door enhancements and renovations include:
 - » C/L Wing exterior entrance replacement with AODA compliant door, hardware, and door operator.
 - » Gordon Willey Building door operator additions at the following locations: A219 Wing men's washroom, Print Shop, SW206, SW207, JW first floor corridor, A140, F Wing first floor south exterior, JW first floor north vestibule, A119 and A219 men's washrooms, door operator upgrades updates to SW101, SW106, SW116, SW117, SW206, SW207, and H132.
 - » F wing and B wing connecting corridor doors on the second floor received hardware upgrades, additional hold-open device added to open corridor access.
 - » Student Services Building (SSB) and the Centre for Collaborative Education (CFCE) received new link doors, swing clear hinges, hardware, and AODA compliant glass.
 - » Door hardware upgrades and installation of swing clear hinges throughout Gordon Willey Building.
- » Stairwell renovations in B Wing, A Wing, C Wing, L Wing, and B Wing behind Riot Radio.
- » Installation of AODA compliant glass in C Wing first floor classrooms, C135 and C138, as well as the upper entrances in lecture hall C113.
- » Exterior entrance renovations include:
 - » Vestibule mullion removal, new door, and AODA compliant glass in the north exterior of C Wing.
 - » Installation of AODA compliant door and hardware replacement in the west exterior of B Wing.
 - » Installation of magnetic hold-open devices in east entrance of H231.
 - » Installation of automatic door operators (ADO), hold-open device and fire system configuration in west entrance of H231.
 - » The south exterior walkway of the Centre for Innovation and Research (CIR) was extended with a rest area.
 - » The CIR event space, CIR102, corridor entrance received upgrades that exceed AODA standards, including new door, glass, and hardware upgrades, an ADO, and card access lockdown feature.
 - » Additional AODA picnic tables were distributed around campus, located outside the CIR, SSB, SW Courtyard, Library, as well as the following Ontario Tech buildings: UA – Science Building, UB – Business & IT Building; U5; SIR – Software and Informatics Research.
- » South pond paved walkway extension with rest stops.
- » Additional rest stops along walking path south of Babcock Field includes benches and space to turn around.

Whitby Campus:

- » Accessible parking stall bollards were installed with signage.
- » Mobile charging station was installed in the cafeteria.
- » All entrances and swing doors inside PROTO and the EV Lab exceed AODA standards with new doors, hardware, glass, and an ADO.
- » Updated wayfinding inside the main shop of the Don Lovisa Building.
- » The Don Lovisa Building received new door hardware upgrades, locksets, operator buttons, and additional swing clear hinges. The northwest shop exterior entrance received new AODA compliant doors, glass, hardware, and door operator.
- » New door operators, hardware, and emergency call buttons were installed in the W. Galen Weston Centre for Food first floor universal washrooms.

Objective #2:

Continue the inclusive photography initiative at Whitby campus to showcase unique accessibility features available for students, employees, and visitors.

- » Conducted inclusive photoshoots at Whitby campus that highlighted the accessibility features available.

Objective #3:

Implement a quarterly employee newsletter feature that aligns with notable accessibility dates of significance, progress updates and successes throughout the year.

- » Distributed employee and student communications to share annual Committee updates and provide resources to help employees incorporate accessibility into their work.
- » Distributed communication about National AccessAbility Week.
- » Distributed information for employees in DC Digest's "Did You Know?" section on the Committee's Multi-Year Accessibility Plan.
- » Published a guest blog post on teaching accessibly at DC to help inspire faculty and inform prospective and current students on the accessibility efforts being made at DC.
- » Distributed employee and student communications announcing the new mobility device charging stations.
- » Distributed an employee communication reminder about the accessibility checklist related to procurement processes.
- » Utilized accessibility photos to ensure we better represent all members of our campus community in marketing materials.

Objective #4:

Continue updating college forms to be consistently formatted and accessible.

- » The Forms Management Committee continues to work with all departments at DC to ensure our forms support accessibility. All forms include an opening sentence indicating alternate formats are available upon request.
- » To date, 270 forms have been made accessible, with 124 forms remaining (the number of forms in the audit has increased year over year).
- » All fillable PDF forms created with Adobe Acrobat Pro are checked using the built-in Accessibility Checker.
- » Forms created with Microsoft Forms must have an immersive reader enabled as well as the ability to increase and decrease font size to support the readers' needs.

Objective #5:

Continue to audit existing software for AODA compliance.

- » Continued auditing software for accessibility. This year, ten additional software were audited.



Objective #6:

Conduct DC faculty survey focused on Universal Design for Learning and Universal Instructional Design, analyze results to determine the resources needed for improved accessibility in DC's learning environments.

- » Developed and distributed a survey for faculty to share their current practices of Universal Design for Learning (UDL) and Universal Instructional Design to determine the resources needed for courses to become more accessible at DC.
- » Analyzed results to determine the resources needed for improved accessibility in DC's learning environments, which include two main themes:
 - » Provide faculty with more resources and training opportunities on easy-to-use tools that promote UDL.
 - » Deliver faculty training on the use of a checklist to assess individual courses on the use of UDL.

Objective #7:

Analyze feedback collected from the 2023 National AccessAbility Week, determine next steps, and communicate to DC community.

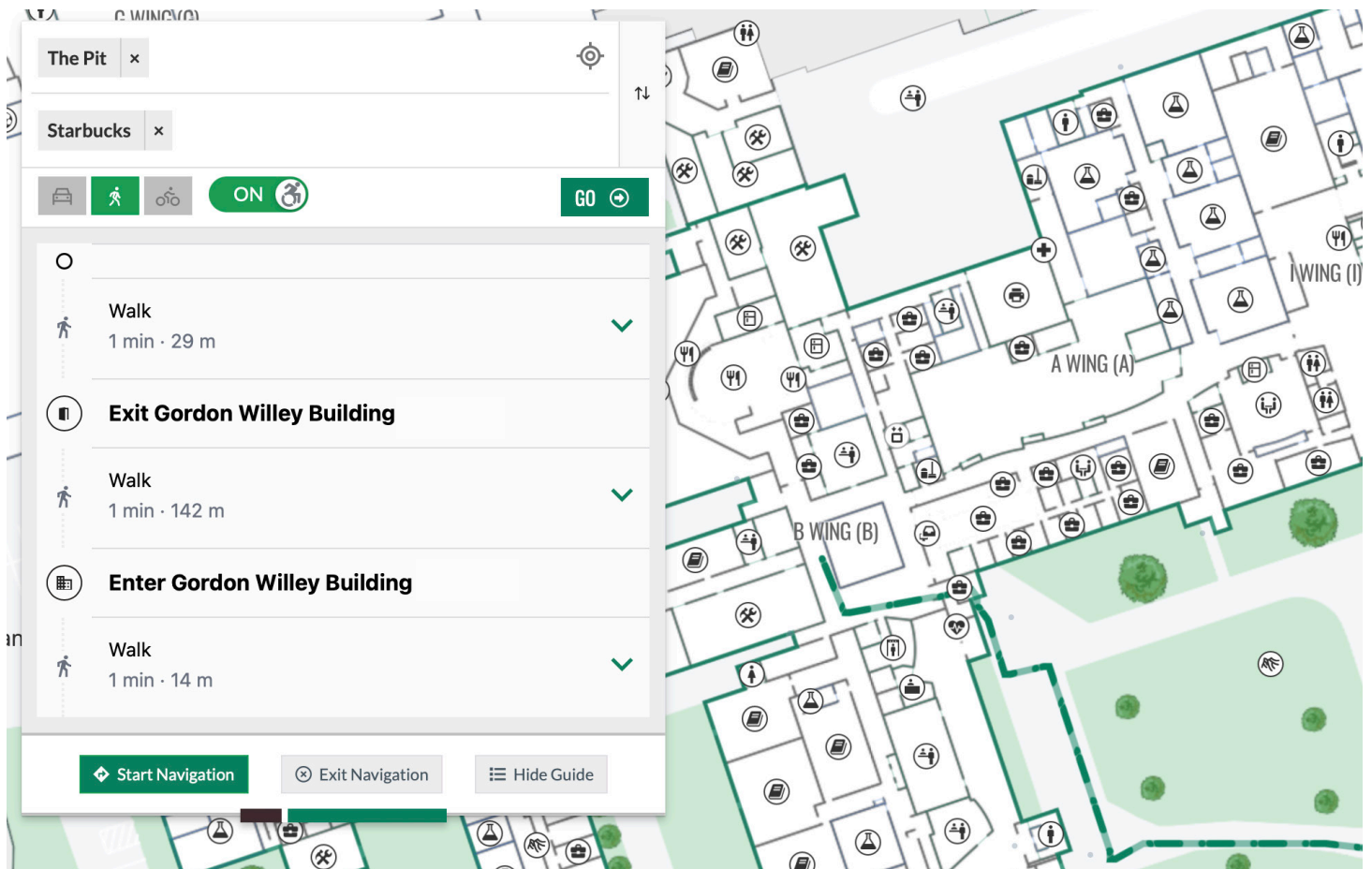
- » Collected feedback during National AccessAbility Week and are in the process of analyzing the data to determine next steps. Responses were complex and require investigation into the feasibility of implementation. The findings will be communicated to the DC community.
- » Various suggestions were already implemented, which indicates communication on available services and supports should be considered.

Objective #8:

Continue initiatives to remain compliant with AODA requirements.

- » The DC website auditing tool, Site Improve, maintained a 99% score based on Web Content Accessibility Guidelines (WCAG) 2.0 Level AA accessibility standards.
- » Social media alt text and/or image descriptions are added to all of DC's social media posts.
- » Access and Support Centre (ASC) collaborated with the Communications and Marketing team on accessible naming conventions for DC's new online map.
- » Centre for Teaching and Learning (CTL) participated in the eCampus Ontario Accessibility Advisory Group to create a repository of resources for faculty across Ontario on Digital Accessibility. CTL also supported the development of Postsecondary Course Accessibility Guide and Reference Manual in collaboration with the University of Waterloo to help faculty identify and resolve accessibility gaps in our courses to ensure AODA is followed. Additionally, accessibility resources were shared in CTL Monthly.
- » CTL extended content on Universal Design for Learning (UDL) in full-time faculty orientation.
- » CTL reviewed and revised DC Connect interactive components to ensure they meet accessibility requirements.
- » Digital Learning Steering Committee developed and launched an Online Course Quality Rubric, which includes a review of course accessibility and AODA requirements.
- » The Access and Support Centre:
 - » Hired a new manager with a strong background in mental health to support the increase in mental health exceptionalities.
 - » Developed a new Accessibility Coach position with a focus on supporting Deaf and Hard of Hearing coordination.
 - » Collaborated with the Campus Health and Wellness Centre to streamline Attention Deficit Hyperactivity Disorder (ADHD) referrals.
 - » Updated accessible lab with new computers, ergonomic chairs and desks.
 - » Updated digital formats of course work to better support accessibility needs including the student access plan self-renewal system.
 - » Implemented new AI assistive technologies in recommendations for students.
- » The Communications and Marketing team:
 - » Worked with DC faculty to ensure the 2023-24 online Annual Report was AODA compliant.
 - » Collaborated with DC faculty to discuss how AODA compliance can be met in all future marketing materials.





ACCESSIBILITY SUCCESSES AT DURHAM COLLEGE

- » The launch of DC's new interactive campus map in July 2024 includes an accessible wayfinding feature and a toggle button that provides accessible friendly routes which avoids stairs and incorporates the use of elevators and ramps.

NEXT STEPS AND OBJECTIVES FOR 2024-2025

Objective #1: Continue improving the accessibility of physical spaces on campus as identified in the 2020 accessibility audit five-year plan.

Objective #2: Continue updating college forms to be consistently formatted and accessible.

Objective #3: Continue developing employee communications to align with accessibility related Days of Awareness, accessibility progress updates, and successes throughout the year.

Objective #4: Continue to audit existing software for AODA compliance.

Objective #5: Utilize the insights from the faculty survey to create and implement resources and training opportunities focusing on easy-to-use tools, like checklists, to enhance accessibility and integrate Universal Design for Learning (UDL) principles into DC's courses.

Objective #6: Continue initiatives to remain compliant with AODA requirements.

Objective #7: Develop a Multi-Year Accessibility Plan for 2025-2029.

ACCESSIBILITY ANNUAL STATUS REPORT



2024-2025

ACCESSIBILITY ACCOMPLISHMENTS IN 2024-25

OBJECTIVE #1: CONTINUE IMPROVING THE ACCESSIBILITY OF PHYSICAL SPACES ON CAMPUS AS IDENTIFIED IN THE 2020 ACCESSIBILITY AUDIT FIVE-YEAR PLAN.

We have made a variety of improvements at both of our campuses, including:

Oshawa Campus

- » Constructed an accessible crosswalk through the Founders 1 Parking Lot from the Centre for Innovation and Research (CIR) to Founders Drive.
- » Installed Tactile Walking Surface Indicators (TWSI) at walkway entry points.
- » Increased number of AODA-compliant picnic tables.
- » Installed card access automation at entry points from the bus loop to automate and ensure ADO operation and access.
- » Installed delayed action closers on doors in Student Services Building, Mailroom.
- » Installed door handle modifications for wheelchair and mobility device users in South Village Residence.
- » Enhanced all doors to now open on the right-hand side and remain open longer in the Dining Hall.
- » Constructed a universal barrier free washroom in H-Wing.
- » Updated handrails and tonal stripes in the I-Wing and Staircase #1.
- » Opened new Multi Faith Room with improved accessibility and barrier-free washrooms in the Justice Wing.
- » Constructed barrier-free washrooms in the Centre for Innovation and Research.
- » Upgraded F209 Classroom with accessible furniture and ADO operation.
- » Installed accessible seating at Vaso's Field.
- » Purchased accessible fitness equipment for Flex Centre.
- » Planned purchase of Sitting Volleyball nets and poles.
- » Opened new all-gender change rooms at the Campus Recreation and Wellness Centre.
- » Relocated IT Services accessible kiosk to be closer to the front entrance of the IT Service Desk (ITS) Computer Commons.

Whitby Campus

- » Installed swing clear hinges, conversion to 36" actuator buttons on doors.
- » Installed Rest Stop benches at north and south ends of Centre for Skilled Trades and Technology (CSTT).

OBJECTIVE #2: CONTINUE UPDATING COLLEGE FORMS TO BE CONSISTENTLY FORMATTED AND ACCESSIBLE.

- » Adopted MS Forms organization-wide, which includes accessibility features such as immersive reader and the ability to increase font size.
- » Added an opening sentence to all forms indicating that alternate formats are available upon request.
- » Made all 348 existing forms accessible.
- » Updated forms created with Adobe Acrobat to utilise the built-in Accessibility Checker.
- » Updated New Program Development forms for AODA compliance.
- » Updated Access and Support Centre (ASC) intake summary form to include transitional resources.
- » Continued support by the Forms Management Committee across the college to ensure our forms support accessibility.



OBJECTIVE #3: CONTINUE DEVELOPING EMPLOYEE COMMUNICATIONS TO ALIGN WITH ACCESSIBILITY RELATED DAYS OF AWARENESS, ACCESSIBILITY PROGRESS UPDATES, AND SUCCESSES THROUGHOUT THE YEAR.

- » Published a post highlighting accessibility initiatives and promoting inclusive practices across the organization.
- » Added alternative text and/or image descriptions to all corporate DC social media posts.
- » Enhanced marketing efforts to promote Durham College Student Association (DCSA) and ASC social groups with Campus Health and Wellness Centre (CHWC) peer reps at pop up events.
- » Prioritized accessibility in tech support.
- » Provided accessible tour route for departments offering this service.

OBJECTIVE #4: CONTINUE TO AUDIT EXISTING SOFTWARE FOR AODA COMPLIANCE.

- » Audited 10 new programs including: Blender, Choice Learning, Dentrix, Dynascope, QuickTime Player for Windows, ShopKey Pro, Sketchup Pro, SyncSketch, Teraview, VLC Media Player (Accessibility Coordinating Committee).
- » Collaborated on academic application accessibility reviews each semester (ITS and ASC).

OBJECTIVE #5: UTILIZE THE INSIGHTS FROM THE FACULTY SURVEY TO CREATE AND IMPLEMENT RESOURCES AND TRAINING OPPORTUNITIES FOCUSING ON EASY-TO-USE TOOLS, LIKE CHECKLISTS, TO ENHANCE ACCESSIBILITY AND INTEGRATE UNIVERSAL DESIGN FOR LEARNING (UDL) PRINCIPLES INTO DC'S COURSES.

- » Utilized Universal Design for Learning principles in facilitating workshops in Student and Career Development.
- » CTL created Top Tip info sheets to help faculty with course outline development and updates (fully accessible).
- » CTL created a Digital@DC Institute to launch in fall which includes strategies for faculty to implement UDL and ensure accessibility of their online courses in accordance with AODA/WCAG 2.0 AA requirements.
- » Review of Student Transition Course (PREP 1000) to ensure accessibility.



OBJECTIVE #6: CONTINUE INITIATIVES TO REMAIN COMPLIANT WITH AODA REQUIREMENTS.

- » Plan to implement closed captioning of departmental videos and at events.
- » Include accessibility messaging in many appointment booking and event registration platforms.
- » Continue to provide documents in alternative formats.
- » Launch One-at-a-Time counselling model to provide more timely service to students with disabilities/exceptionalities.
- » Offer same-day drop-in appointments at both campuses with the Access and Support Centre.
- » Update counsellor training (grief, suicide prevention, child abuse reporting, single session counselling).
- » Develop a shared live document for peer coaching drop-in appointment availability to increase accessibility.
- » Enhance community of practice for supporting Black, Indigenous, and People of Color (BIPOC) students with disabilities/exceptionalities.
- » Structure ASC intakes during Fall/Winter startup for more timely service.
- » Updated repertoire of assistive technologies (AI-based) (ASC).
- » Created an American Sign Language (ASL) Interpretation tip sheet for employers supporting student placements (ASC).
- » Enhanced drop-in appointment visibility via shared live doc (ASC).
- » Equipped ITS Service Desk agents with reusable writing boards to assist clients who are hearing impaired or have communication difficulties.
- » Improved Station Visibility in ITS: Larger station numbers for better visibility.
- » Introduced verbal ticket announcements: ITS agents now verbally announce ticket numbers.
- » Ensured Office of the Registrar communications are now AODA compliant.
- » Provided September startup workshops to support accessibility services (test centre, peer notetaking, etc.)
- » Integrated more hands-on/onboarding accessibility with Peer Coaching Training.
- » Ensure Campus Library users are supported with accessibility needs through alternate format materials (PDFs, Digital Accessible Information System, ePub, captioned videos), the Accessible Content E-Portal (ACE), and services like retrieving materials, using the catalogue, and printing assistance.
- » Offer accessible spaces in the Campus Library, including the Assisted Use Carrel Room, adjustable height desks, accessible washrooms, elevators, and automatic doors. Adaptive equipment such as ergonomic mice, headphones, and portable DVD players are also available for borrowing.
- » Ensured all Library staff complete AODA training, and the website and social media are continuously monitored for accessibility compliance while staying engaged with accessibility developments in academic libraries.
- » Maintained an over 90% WCAG 2.0 compliance rate throughout the year, ensuring our digital content remains accessible to users with diverse needs.
- » Added an accessible campus tour route, and a statement is included in all tour and campus visit emails to allow guests an opportunity to identify needs ahead of arrival should they require accommodations.
- » Revamped the Service Disruptions card on the Campus Status page for an increased profile

OBJECTIVE #7: DEVELOP A MULTI-YEAR ACCESSIBILITY PLAN FOR 2025-2029

- » Published in September 2025.

ACCESSIBILITY SUCCESSES AT DURHAM COLLEGE

- » Offered sledge hockey sessions for all students by Athletics and Recreation department.
- » Introduced Sitting Volleyball extramural team and proposed participation in the Parasport Games.
- » Launched a Wellness To-Go initiative in the ASC, a self-directed wellness activity paired with a guided video tutorial for students with disabilities/exceptionalities.
- » Created a sensory lounge for students in the residence that need a place to decompress. It includes small items like fidgets, colouring pages, white noise machines, lights, bubble tunes and blackout curtains.



FOR MORE INFORMATION

We encourage you to visit our [Accessibility web page](#) for helpful resources and updated information.

DC will communicate with people with disabilities in ways that consider their disabilities. Therefore, as per the AODA, college documents are available in an alternate format upon request. DC policies are available in electronic format on [our website](#).

For more information on this accessibility plan, please contact the Office of the Dean, Students at studentaffairs@durhamcollege.ca.







If you require an alternative format of this publication,
contact marketing@durhamcollege.ca.