



ACCESSIBILITY ANNUAL STATUS REPORT

2025-26



EXECUTIVE SUMMARY

With the launch of a new Multi-Year Accessibility Plan (MYAP) in 2025, Durham College (DC) strengthened its commitment to identify, remove, and prevent barriers for every member of our community. Guided by [DC's Strategic Vision](#), the Accessibility for Ontarians with Disabilities Act (AODA), and the Integrated Accessibility Standards Regulation (IASR), the college continues to foster an inclusive environment that prioritizes people, equity, and meaningful participation across all aspects of campus life.

This Annual Accessibility Status Report for 2025-26 highlights significant progress across customer service, employment, procurement, and public spaces. Key accomplishments over the past year include enhanced wayfinding and digital accessibility practices, expanded inclusive recruitment supports, and the integration of accessibility considerations into software procurement and evaluation processes. We continue to improve the accessibility of our facilities through the development of design standards, process improvements, and targeted upgrades to high-impact areas. These efforts are supported by strengthened communication and collaboration across the college, and reflect continued progress in embedding accessibility into institutional practices.

Looking forward, DC remains focused on sustaining this momentum and advancing an inclusive campus experience through ongoing improvement and the application of universal design principles.

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 on which we live, learn, teach and prosper today.

ACCESSIBILITY ACCOMPLISHMENTS IN 2025-26

CUSTOMER SERVICE, INFORMATION & COMMUNICATION

Objective #1: Enhance navigation across campus through accessible, user-friendly physical and digital wayfinding tools.

- » Launched a physical and digital wayfinding audit (currently underway).
- » Implemented clearer signage, wayfinding, and crosswalk improvements between the W. Galen Weston Centre for Food and the Don Lovisa Building at the Whitby campus.
- » Co-located Financial Aid and the Accessibility Services Centre (ASC) at major recruitment events, including Open House and Program Info Nights, to facilitate seamless referrals and reduce wayfinding barriers for students and families.

Objective #2: Establish consistent, accessible practices for creating and sharing digital documents across the institution.

- » Promoted the DC [Post-secondary Course Accessibility Guide](#) to faculty.
- » Continued review and improvement of library web content, research guides, and online materials to support accessibility standards, with increased attention to readability, structure, ease of navigation, and clear communication.
- » Expanded captioning and transcription supports for recorded instructional content through the library to improve access for all users.
- » Adopted Microsoft Forms and Power Automate to support the creation of accessible electronic forms and workflows for staff and students.
- » Converted 80 fillable PDF forms to Microsoft Forms and implemented 86 associated automated workflows to support accessible service delivery.

Objective #3: Maintain accessibility standards on the DC website in alignment with AODA and Web Content Accessibility Guidelines (WCAG) guidelines.

- » Continued use of SiteImprove platform to maintain WCAG compliance on the DC website.
- » Mapped Library Education Accessibility Project (LEAP) assessments to WCAG 2.2 criteria to support accessibility advocacy with library database vendors and promote more accessible digital resources.

Objective #4: Develop inclusive user experiences with accessibility standards for student-facing customer service technology (e.g., appointment booking software, self-service kiosks).

- » Established the “Open Doors” initiative (a partnership

between ASC and Financial Aid) providing direct financial aid support to students through outreach at ASC and the First Peoples Indigenous Centre (FPIC), helping reduce barriers to service access and improving the student experience.

- » Introduced a music-free day and music-free classes at the FLEX fitness facility to create a more inclusive recreation environment for individuals with sensory sensitivities.
- » Established weekly sitting volleyball programming and supported two competitive sitting volleyball club teams.
- » Launched the Sport is for everyBODY! parasport initiative in partnership with Parasport Ontario, creating inclusive sport and recreation opportunities for participants of all abilities.
- » Initiated a review of current appointment booking software and kiosks for AODA compliance (ongoing).

Objective #5: Establish accessibility standards for event planning.

- » Hosted the 2025 Canadian Wheelchair Basketball Championship, a Wheelchair Basketball Canada National Team Training Camp, and the Ontario Volleyball Association Sitting Volleyball Camp, increasing visibility of adaptive sport and inclusive recreation on campus.
- » Delivered Parasport Try-It Week, providing students and community members opportunities to participate in adaptive sport experiences, including wheelchair basketball, sledge hockey, and sitting volleyball.
- » Received the 2026 CCAA Community Service Award and the Parasport Ontario Community Impact Award for our commitment to accessible and inclusive recreation.
- » Developed best practices for accessible event planning, with implementation beginning in 2026–27.

Objective #6: Develop a communication strategy to share ongoing accessibility initiatives and progress with the campus community.

- » Circulated an annual communication plan to coordinate messaging that will increase awareness of accessibility initiatives, services, and responsibilities and promote an inclusive campus culture.
- » Highlighted campus resources that support accessibility during National AccessAbility Week.
- » Continued promotion through the library of the Accessible Content E-Portal (ACE) and support for on-demand requests for alternate-format materials.
- » Reviewed accessibility policies and shared them with the campus community.

EMPLOYMENT RECRUITMENT & TRAINING

Objective #1: Enhance ongoing accessibility training and inclusive practices for staff and faculty, including dedicated accessibility resources for inclusive teaching practices and accessible learning environments.

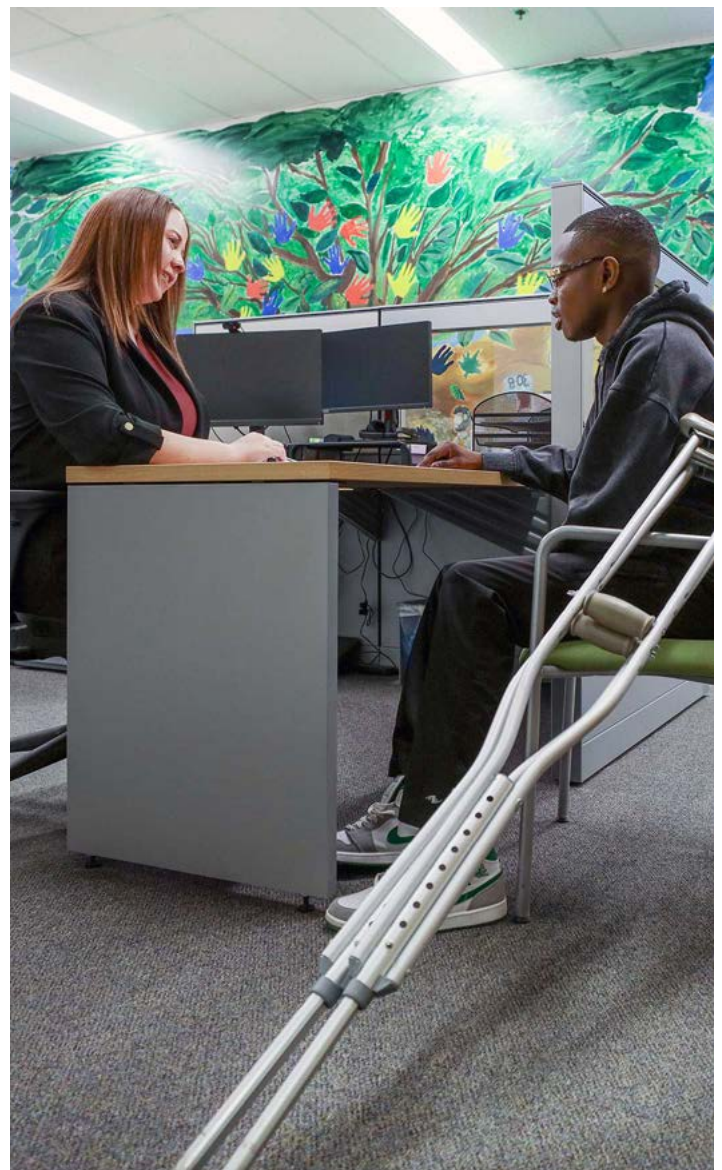
- » Conducted a scan of internal trainings related to accessibility and identified 29 unique offerings through legislated online training, workshops, courses, and faculty orientations through Human Resources (HR) and Centre for Teaching and Learning.
- » Developed and launched an Accessibility page on college intranet – ICE – under the New Employees section, to highlight internal supports.
- » Developed content on inclusive interviewing best practices for HR to include in upcoming training.
- » Trained all librarians to perform accessibility testing of library databases to support the evaluation and improvement of student-facing digital resources.
- » Recycled and repurposed 18 laptops, improving access for students who require assistive technology (ASC and Information Technology Services)

Objective #2: Ensure employee resources are accessible and inclusive (e.g., employee onboarding, professional development, return-to-work procedures, emergency response plans).

- » Reviewed the job posting templates and confirmed legislative compliance.
- » Proposed enhancements to HR's messaging with interview candidates, which included identifying step-free and elevator access, reducing reliance on visual landmarks alone, and specifying the types of interview accommodations that can be requested, such as timing, format, and assistive technology.
- » Updated and consolidated the administrative and support staff onboarding checklists to allow functionality with screen readers.

Objective #3: Enhance recruitment strategies and materials to actively engage and support applicants from diverse backgrounds, with particular attention to individuals with disabilities and exceptionalities.

- » Reviewed DC's external-facing recruitment site through the lens of "barrier-free recruitment" and identified opportunities to enhance content reflecting the college's commitment to barrier-free recruitment; implementation planning is underway in collaboration with HR.
- » Developed a summary report highlighting best practices in inclusive recruitment based on research, with recommendations of how DC can enhance the Employment Opportunities webpage.
- » Delivered the Recruitment Best Practices and Processes workshop, which covered recruitment best practices, inclusive interviewing techniques, and the types of interview accommodations available to candidates (HR).



PROCUREMENT

Objective #1: Establish standardized guidelines for managing academic software that is essential for industry use but presents accessibility barriers.

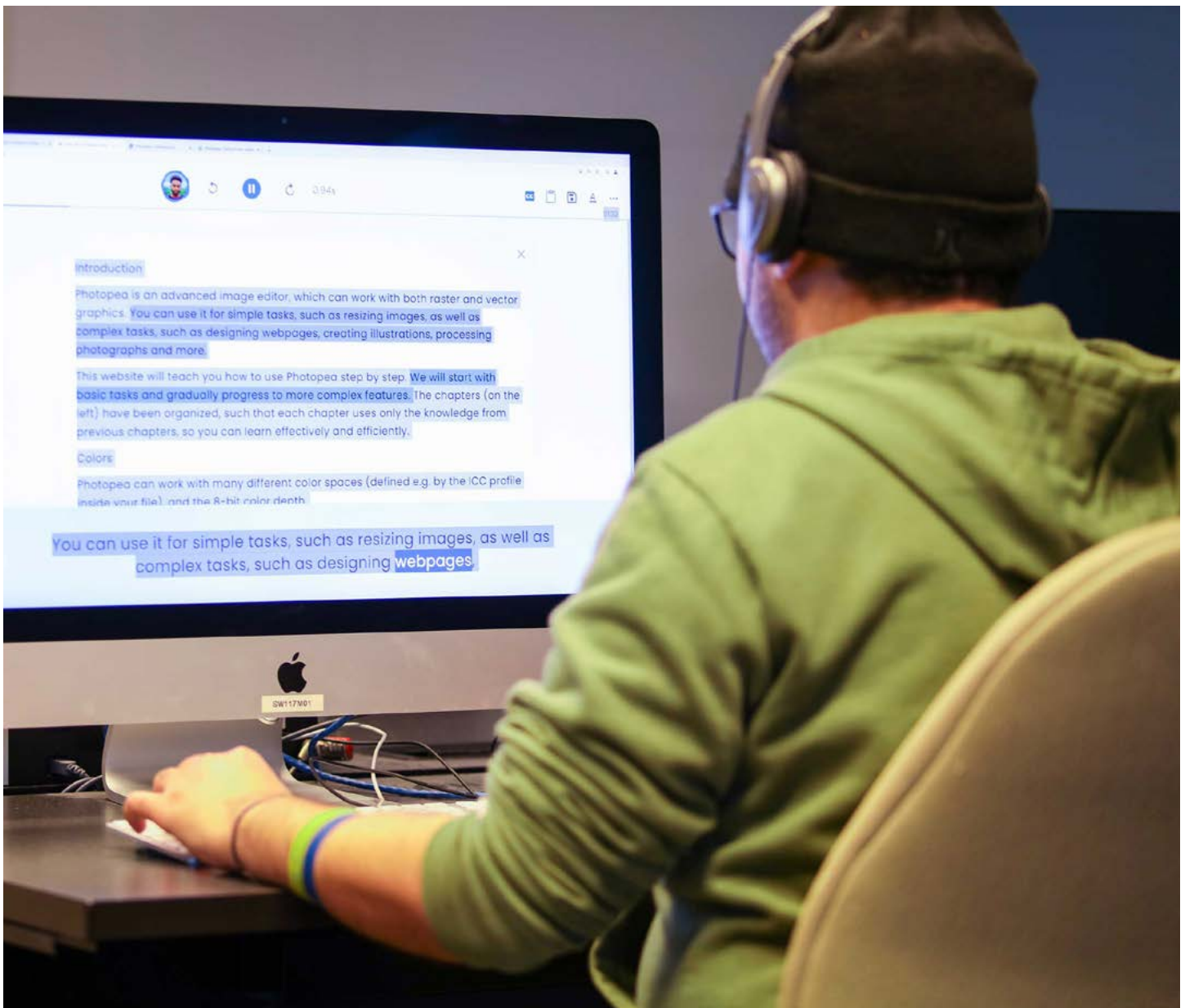
- » Revised the accessibility procurement checklist to align with industry accessibility standards and updated the process for requesting accessibility reviews.

Objective #2: Conduct regular reviews of procurement policies, software acquisition procedures and related resources to ensure accessibility remains a core consideration.

- » Developed the [Durham College Software Accessibility Checklist](#) to assist with the software application procurement process. Purchasers may contact Service Desk to request a full accessibility review of software.

Objective #3: Maintain regular audits of high-use software to monitor accessibility compliance and identify opportunities for continuous improvement.

- » Embedded software accessibility process into IT procurement procedure; baseline audits for each procurement are now processed upon request.
- » Conducted accessibility audit on 10 software applications during summer 2025.



DESIGN OF PUBLIC SPACES

Objective #1: Establish a working group to develop a framework for evaluating and prioritizing accessibility across the college's built environment.

- » Initiated planning for a reassessment of DC's built environment, which will use the DC Accessibility Design Standard (in development) as the basis for review in the future.

Objective #2: Implement a streamlined process for requesting, identifying, assessing and addressing accessibility needs in DC built environments.

- » Initiated current-state mapping of accessibility-related processes for built environment changes, including both student and employee requests. Early observations are being used to identify gaps, overlaps, and opportunities to improve consistency.
- » Added QR codes to equipment to make it easier for users to report issues and for Facilities to respond more quickly.

Objective #3: Ensure accessibility is embedded in all capital project phases, from early planning and design through construction and renovation, with clear standards and review points built into project workflows.

- » Developing a Durham College Accessibility Design Standard to establish consistent accessibility expectations for future projects and provide a practical reference point for assessing accessibility-related operating and maintenance issues (Facilities Management).

Objective #4: Update the 2021 campus-wide accessibility audit and develop a prioritized list of related projects and initiatives.

- » Identified areas that have direct impact on day-to-day accessibility and user experience: accessible classroom chairs, height-adjustable tables, elevators, power door operators, and accessible outdoor pathways between buildings. The following initiatives have been completed:
 - » Continued to maintain elevators through existing service and maintenance processes.
 - » Provided accessible classroom chairs in classrooms to support an inclusive learning environment; Facilities will continue to monitor placement.
 - » Implemented card access on exterior doors at Gordon Willey Building and Don Lovisa Building to enable centralized, programmed control of door operators and entrance systems in alignment with operational hours, improving the reliability and coordination of accessible building entrances.
 - » Planned annual upgrades and replacement of end-of-life entrance systems, including doors, hardware, and door operators. Accessibility door upgrades include Centre for Innovation and Research exterior door, Gym 1 north exterior doors, and Whitby east shop entrance.





FOR MORE INFORMATION

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

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, please contact marketing@durhamcollege.ca.

