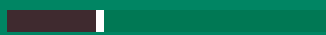


# ACCESSIBILITY ANNUAL STATUS REPORT



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.



