

Accessibility Plan 2003-2008

**Annual Accessibility Plan
for
Cambrian College of Applied Arts and Technology
September 2006 - March 31, 2008**

Submitted to
Board of Governors

Prepared by
Cambrian College's Accessibility Working Group
This publication is available in accessible formats upon request
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Executive Summary

The purpose of the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)* is to improve opportunities for people with disabilities and to provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the province. To this end, the ODA requires that each college prepare an annual accessibility plan; consult with people with disabilities in the preparation of this plan; and make the plan public.

This year, Cambrian College continued its commitment to the continual improvement of access to college facilities for students, staff, volunteers and members of the greater community with disabilities. This plan describes: (1) the measures that Cambrian College has taken in the past, and (2) the measures that Cambrian College will take during the period to identify, remove and prevent barriers for people with disabilities. The plan also reports on the participation of people with disabilities in the development and review of its annual accessibility plans.

A key element of the plan describes the on-line *Accessibility Barrier Report* that will provide an instant response to noted barriers. Also listed is the public way that the Cambrian Community can report instances of non-accessible areas directly to the chair of the Accessibility Committee.

Accomplishments to Date:

Information, Communication and Awareness	
1.	Disability Clause included on all college course outlines. This clause has been amended to include information regarding the request for alternative format.
2.	Link established with secondary schools as part of transitioning activities.
3.	Promotional ad regarding accessing of special needs supports and services inserted into Student Handbook.

4.	Disability Service link added to Student 411 to facilitate online appointment booking.
5.	Disability services integrated into orientation for new staff.
6.	Provided orientation activity specific to students with disabilities as an addition to the general student orientation. GCC now offers three orientation options: Summer Institute for students with learning disabilities; GCC Orientation for all students with disabilities; Online Institute comprised of a combination of web-based and in-person activities.
7.	Awareness presentations were developed: <ul style="list-style-type: none"> a. Cambrian 'fact sheet' on disability issues b. <i>The Faculty Room</i> on STAFFNET to faculty containing information regarding policies, procedures and resources related to disabilities in general as well as specific academic accommodations.
8.	Awareness meetings to present and distribute resources to full time faculty at departmental meetings have been requested and undertaken.
9.	Meetings have been requested of Program co-coordinators and departmental secretaries for the purpose of promoting disability awareness of part time faculty.
10.	Online programs and "webinar" opportunities have been explored and "In Their Shoes" web program purchased and made available to all staff as part of raising awareness and promoting inclusivity within the college community.
11.	A series of workshops for faculty have been developed based on feedback from a faculty needs survey and scheduled for Reading Week.
12.	A college-wide panel discussion regarding the Human Rights Code of Canada and "Duty to Accommodate" has been scheduled for which all staff is required to attend.
13.	Disabilities booth has been set up as part of Wellness Day activities.
14.	Online Test Booking Service has been initiated with Computer Services. Pilot project for this new service for students and faculty planned for spring 2007. Full implementation of service slated for fall 2007.
15.	Developed liaison with the Quality Teaching Resource Centre.
16.	Promoted the understanding of the principles of Universal Instructional Design and assistive technology for all formats (classroom, online and distance education) through: <ul style="list-style-type: none"> a. Representation on software purchase committee to spread awareness. b. Inclusion in roster of presentations to faculty.
17.	Accessibility requirements have been introduced as mandatory components of all online course development. To ensure ongoing compliance, these standards have also been included in the Quality Standards Online Review Committee's review criteria for all 100% web-based delivery courses.
18.	Liaison with Ontario Learn established to ensure all courses offered are accessible.
19.	Necessary assistive devices/software has been identified and installed on accessible computer (one on ground level).

20.	Text-to-voice software has been incorporated into the college's computer build and are now available to all students in all computer labs of the college.
21.	Disability awareness and sensitivity training has been initiated through articles in the school newspaper and participation in Wellness Committee events.
22.	Internal notification procedure (email notice and monitor system) for incidences of elevator service outage has been implemented.
23.	Various strategies have been introduced to heighten awareness through education of college staff: i.e. news letter, email communication, disability services folder on STAFFNET, accessibility information on ACADNET, workshops.
24.	Remodeling of Cambrian's website improved accessibility in compliance to current web standards.
25.	"BrowseAloud" site license purchased for the free use of visitors to our website.
26.	A college wide policy on use of development or course software was developed through computer services to ensure universal access.
27.	A hot link is provided for 'disability services' on the college home page for ease of use by visitors with disabilities. This hot link also provides a means for the reporting of any disability related issues by our constituency.
28.	Faculty has been encouraged to enquire about availability of alternative format versions of textbooks from publishers.
29.	Accessibility contact information and needs are indicated on all marketing print materials including Cambrian's calendars and letterhead logo. Use of accessibility symbols or Glenn Crombie Centre identifier also enhances this visibility.

Barrier Removal and Maintenance

1.	Stair Treads and Approach-Contrast colours were painted on step edges and area leading up to the first step.
2.	Door Openers- door repaired leading into NORCAT allowing easier passage for students with physical disabilities.
3.	Designated Parking Spaces- Lines were repainted in the NORCAT parking lot to outline special needs parking spaces.
4.	Ramp in Visual Arts Drawing Room- Ramp built to enable students with physical disabilities access to this room.
5.	Curb Cuts and Ramps- Completed in NORCAT parking lot.
6.	Stairs to Tim Horton's- work completed to ensure stairs met current CSSA standards for accessibility.
7.	Power Door Openers- installed to join NORCAT to Trades area and to alleviate access problem.

Cambrian College of Applied Arts and Technology
Annual Accessibility Plan

1. AIM:

The aim of this report is to describe the measures that Cambrian College has taken in developing an accessibility plan that will identify, remove and prevent barriers to all persons who access Cambrian College's facilities and services, including staff, students and members of the community.

2. OBJECTIVES:

This report:

1. Describes the progress by which Cambrian College identifies, removes and prevents barriers to people with disabilities.
2. Reviews the process Cambrian College has made in removing and preventing barriers that were identified this year in its facilities, policies, programs, practices and services.
3. Lists the facilities, policies, programs, practices and services that Cambrian College will review in the coming year.
4. Describes the measures Cambrian College will take in the coming year to identify, remove and prevent barriers to people with disabilities.
5. Describe the ways that Cambrian College will make this accessibility plan available to the public.

3. Commitment to Accessibility Planning

Inclusion of all students in mainstream College programs, a holistic approach to education and training, and a universal barrier-free access to facilities and assistive learning technologies continue to be Cambrian's goals.

Cambrian College has a state-of-the-art accessible facility, The Glenn Crombie Centre. This unique Centre is a multi-service student complex with specialized education and training resources and state-of-the-art assistive learning technologies.

Cambrian is continually improving its services for students with disabilities. Specific inquiries are welcome and may be addressed to the Dean of the program area that the student is interested in or to the Director of Disability Services. The following access and services are presently available:

- The main campus is largely accessible to students who use wheelchairs.
- Parking is available near the main entrance for students with MTO disabled designated stickers. For those who use other modes of transportation, a drop-off and pick-up spot is located at the main door of The Glenn Crombie Centre
- Telephones are located throughout the building for use by students using mobility devices and students who are Deaf or hard of hearing. TTY and large pad phones are located in The Glenn Crombie Centre.

- There are accessible washrooms throughout the College. Personal Washrooms with mobile and ceiling lifts are located in The Glenn Crombie Centre for the use of students and staff and attendant care.
- Educational attendants are also available to assist in class and in other College areas such as the cafeteria.
- Services for students who are blind or partially sighted are available on request and include raised numbers on elevators, alternate format textbooks, and technical aids such as closed-circuit televisions, computers with synthesized speech features, large print computers, note-takers, large print material, and personal reading scanners.
- Students with learning disabilities can benefit from alternate format texts, special procedures, extended time, voice recognition computers and personal reading scanners.
- Students with physical or medical disabilities can access equipment to facilitate learning. Specialized desks, voice recognition reading scanners, adaptive keyboards, switches, etc. can also be arranged.
- The Centre is equipped with personal care and resting rooms as well as an ergonomic computer lab.
- Students with hearing impairments have access to audio-adjustable telephones, FM systems, interpreter services and computerized note taking.
- Private test facilities for students requiring assistance are available if required.
- The residences have units designed for students with physical disabilities.
- The Glenn Crombie Centre supports students with disabilities in transition with a no cost on-site orientation opportunity in the summer.
- The college web page is designed to be accessible for persons with print disabilities and provides for a free download of 'Browse aloud" as a further assist to our visitors who may not have that software currently. (NEW for 2006)

4. Overview of Cambrian College

Cambrian College in Sudbury is one of the 24 colleges of applied arts and technology that comprise the Ontario College System. Established in 1967, the College System provides career-oriented education that combines theory with practical, hands-on experience to ensure an educated, skilled graduate who is more quickly and easily integrated into the work force. Cambrian has over 4,300 full-time students enrolled in business, applied arts, human services, health sciences, technology, communication and creative arts, hospitality and tourism, apprenticeship, skills, and trades, with an additional 10,500 registrations taken annually in part-time personal, professional and human resources development courses and seminars.

The College offers about 105 full-time programs, a number of which are designed specifically for the Native community, and for persons with specific disabilities such as learning disabilities, developmental disabilities, mild intellectual disabilities and complex physical disabilities as transition opportunities into the college, and more than 800 part-time continuing education programs, courses, seminars, customized training packages, and distance education

opportunities. A number of these programs and courses are delivered in a distance education format—through teleconferencing, independent study, and the Internet.

Cambrian's commitment to its many communities is evidenced by the Wabnode Institute Division, the College's centre for the advancement of Native education; by its status as a leader in the field of employment and education equity; and by its status as a leader in meeting the needs of persons facing a variety of learning challenges.

Mission Statement

The Cambrian community includes every person who participates in the life of the College. We provide opportunity for people of all abilities and backgrounds to discover their potential and fulfill their aspirations.

It is our mission to:

- Provide opportunities for educational, vocational, professional, social, linguistic and cultural development
- Create an innovative learning experience to meet diverse and changing needs
- Promote a sense of pride and achievement through the recognition of personal accomplishment
- Enhance quality of life by encouraging the development of life-long learning skills
- Anticipate and identify social and economic opportunities and challenges
- Foster a Northern Spirit and draw upon our northern heritage and its cultural diversity

As members of the College community, we shall achieve our mission by making the following values explicit in our attitudes, decisions and actions:

Respect

- We respect the dignity and uniqueness of each individual
- We believe in the fundamental right of people to realize their potential
- We value the cultural and linguistic heritage of each person

Trust

- We believe in the integrity of each person and that his/her motives are trustworthy
- We trust each other as individuals, sharing ideas, seeking opinions and accommodating differences

Excellence

- We strive for excellence in all of our endeavours
- We take pride in providing services of the highest quality

Creativity

- We value originality and vision

- We encourage initiative and flexibility
- We promote creativity in its broadest form of expression
- We challenge each person to be a risk-taker to fulfill his/her maximum potential

5. The Accessibility Working Group Members

The accessibility working group was formally constituted in May 2003 and consists of the following members for the 2006-07 period:

List of working group members

Working Group member	Department
<i>Susan Alcorn MacKay</i>	<i>Glenn Crombie Centre – Chair</i>
<i>France Quirion</i>	<i>Registrar</i>
<i>Chantale Coutu</i>	<i>Student Services & Strategic Development</i>
<i>Larry Bouchard</i>	<i>Dean Centre for Workforce and Community Dev</i>
<i>Bob Hurly</i>	<i>Director Human Resources</i>
<i>Curtis Bell</i>	<i>Faculty</i>
<i>Melissa Cuning</i>	<i>Student</i>
<i>Rob Majury</i>	<i>Student rep SAC</i>
<i>Robert McCarthy</i>	<i>Student</i>
<i>Sherrill McCall</i>	<i>Glenn Crombie Centre</i>
<i>Barbara Pontes</i>	<i>Glenn Crombie Centre</i>
<i>Carmen McKerral</i>	<i>Glenn Crombie Centre</i>
<i>Robert Pelletier</i>	<i>Glenn Crombie Centre</i>
<i>Dennis Dechaine</i>	<i>Faculty</i>
<i>Jean Guy Robichaud</i>	<i>Faculty</i>
<i>Guy Charron</i>	<i>Residence & Grounds</i>
<i>Cora Vandendriessche</i>	<i>Computer Services</i>
<i>Ray Carr</i>	<i>Faculty</i>
<i>Francine Gascon</i>	<i>LBS</i>
<i>Pierre Charron</i>	<i>OPSEU Rep</i>
<i>Leo Oman</i>	<i>College Services</i>
<i>Lynn Chetwynd</i>	<i>Faculty</i>
<i>Dave Cushing</i>	<i>Computer Services</i>
<i>Allan Hood</i>	<i>Continuing Education</i>
<i>Michelle Zerwer</i>	<i>Research & Advanced Learning</i>
<i>Orville Andrews</i>	<i>Marketing & Institutional Relations</i>
<i>Tracy McMillan</i>	<i>Finance & Administration</i>
<i>Whitney Muzyka</i>	<i>Student Services & Strategic Development</i>
<i>John Hammill</i>	<i>Manager Security</i>

6. Recent Barrier-removal Initiatives

Over the past five years, Cambrian has included consideration for persons with disabilities. The Campus Safety Committee was struck with a mandate to ensure campus safety including that for persons with disabilities.

7. Preventing new barriers

Through the Accessibility Working Group, the College will continue strive for a barrier free environment. For example, Cambrian recently completed the construction of the eDome (electronic delivery of modular education) and provided a complete FM system to address the needs of participants who are hard of hearing.

8. Consideration for Customer Service Standards

A key challenge in overcoming barriers to accessible customer service is uncovering them. Unlike an inaccessible building or bus, customer service barriers are often invisible. They may also be unintentional, the result of lack of awareness or understanding.

Key barriers can include:

Attitude – Some service providers may be reluctant to serve persons with disabilities, believing that it will cost extra time and/or money that would be better spent on customers without disabilities.

Awareness – Some service providers may not know how to serve customers with disabilities. They may be uncomfortable because of their lack of knowledge or experience.

Policies and Practices – Customer service policies and practices are generally aimed at the larger population and may not consider the needs of customers with disabilities.

Methods to identify and remove customer service related barriers are noted in each of the main 8 categories of service.

8. Barrier-identification Methodologies

The Accessibility Working Group used the following barrier identification methodologies:

Methodology	Description	Status
Presentation to Senior Administration	Opportunity for input and feedback	Ongoing
Presentation to College Council	Opportunity for input and feedback and awareness	Annually
Memo to employees	Describe the working group composition and initiatives for the coming year	By September and 2-4 times annually after that
Information to students	Describe the working group composition and initiatives for the coming year through advertisements on student 411, The Shield, posters in student area and student handbook	By November
Focus groups	The College will organize focus groups for staff and students with disabilities to discuss barriers and solutions.	Mid semester focus groups with reports submitted to Accessibility Working Group by May of each year
College-wide	All facilities will be inventoried by a team of students with	On-going

checklist	disabilities using a checklist designed with CSA Standards as the guideline. Information will be compiled for the Accessibility Working Group's regular meetings	
Accessibility Barrier Report	An on-line accessibility barrier report will be available for staff and students to describe barriers they encounter	On-going
Community consultations	The college will provide opportunities for the community to provide feedback to the Accessibility Plan through the contacts of the Glenn Crombie Centre for disability services.	Ongoing with report submission to Accessibility Working Group by May of each year

9. Review of Barriers

During the first year, the Accessibility Working Group developed a process to review the entire college over the coming year. A plan of action to identify and make recommendations for addressing those barriers will be developed, including a timeline for removal. Sub committees were formed as required to meet emerging issues.

Checklist completion

We feel that students with disabilities are our major stakeholders. Therefore, the committee decided to hire students with disabilities to work with the facilities management to inventory the entire plant and identify barriers from a variety of perspectives. Further, the on-line *Accessibility Barrier Report* will be a tool to provide immediate redress for barriers identified by the student population and general public. These reports will be acted upon immediately and will provide valuable information to the Accessibility Working Group.

These two approaches will provide timely communication of areas of concern.

Working Group Sub Committees 2003-2004

These subcommittees met throughout 2003/04 to provide suggestions for barrier elimination. Areas for continued action were placed on the Barrier Report to be brought forward as part of the committees mandate for planned removal of all barriers.

Area	Mandate	Members
Information	Books, forms, Web-based resources, Web-site	D. Shain, C. McKerral, C. Vandendriessche, C. Belcourt, A. Belanger, J. Moreau, B. Bouchard
Instructional Issues	Classroom learning and materials including on-line	J. Petrenas, J.G. Robichaud, S. McCall
Policies and Practices	Departmental and College wide	S. Alcorn MacKay, F. Quirion, B. Hurly, K. Hilyer
Physical	Furniture, doors, security	G. Charron, L. Oman, J. Ashick, A. Sauve
Communications/Service Delivery	Public announcements, external relations, switchboard,	B. Pontes, K. Hilyer, R. Pelletier, D. Shain
Building environment	Exterior, washrooms, parking	L. Oman, G. Charron, G. Toikka

Technological	Computers, telephones,	B. Parissenti, R. Pelletier, D. Grenier
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10. Barriers to be addressed

The Accessibility Working Group will identify and prioritize barriers in all areas during the coming year in response to reports from sub groups and stakeholders.

11. Review and monitoring process

The Accessibility Working Group meets regularly during the planning year to review progress. Throughout the year, evaluation of the effectiveness in implementing the barrier-removal and prevention strategies is ongoing in preparation for the subsequent year of accessibility planning. The Working Group reminds staff about roles in implementing the plan. Notes of meetings will be available.

12. Communication of the plan

The Cambrian College accessibility plan will be posted on the college Website at www.cambrianc.on.ca and hard copies will be available. The plan can be made available in accessible formats. The plan will be included in orientation package to new staff.

Contact information for accessible format requests: 705-566-8101 ext. 7420

Cambrian College Accessibility Plan – Working Document on Barrier Removal 2005-2008

The following chart is a tracking of barrier removal throughout the periods beginning in 2003. Under each main Accessibility Objective, barriers will continue to be identified and strategies for removal developed.

Cost to remove barriers is suggested in the final column. Funding is from generally three sources; 10% of the Facilities Renewal Fund (FRF) annually as prioritized by the Accessibility Working Committee; work done by staff through the Accessibility Fund for Students with Disabilities (AFSWD); College budget or reallocation of resources (CB).

In developing this Plan, the customer service standards were developed with the following principles to guide:

Principles of Accessible Customer Service

This standard incorporates the following core principles of accessible customer services for persons with disabilities:

- a) **Dignity:** Customer services for persons with disabilities are provided in a manner that respects the dignity of persons with disabilities;
- b) **Equity:** Customer services for persons with disabilities are provided in a manner that affords equal opportunity and benefit;
- c) **Inclusion:** Customer services for persons with disabilities are provided in a manner that promotes their integration and full participation;
- d) **Independence:** Customer services for persons with disabilities provide maximum autonomy, while respecting their right to privacy and security;
- e) **Responsiveness:** Customer services for persons with disabilities are responsive to their customer service requirements and delivered in a timely manner, considering the nature of the service and the accommodation required;
- f) **Sensitivity:** Customer services for persons with disabilities are provided in a manner that is sensitive to their needs.

Area evaluated	Elements needing improvement in current environment	Strategies for improvement 2003-08	Lead Department accountability	Timeline	Status	Cost
1. Accessibility Objective: To create an informed culture at Cambrian around disability issues and solutions						
Identification of students with disabilities	Improve student awareness of disability services and need to self-identify	1. Request insertion of "disability" clause in all course outlines for all delivery formats, in program publications, Continuing Education website and distance Education Study Guide.	approval of Academic Admin. Council and Deans	ASAP	DONE 2005	CB
		2. Link with secondary schools	Glenn Crombie Centre staff	Feb-May	DONE 2004 through mail and visits - on-going as an annual activity	ASWD
		3. Promotional ad for accessing disability services in Student Handbook	GCC staff & SAC	April	DONE 2005 and on-going annually	ASWD
		4. On-line identification through student 411 portal to e-mail request for appointment with disability staff.	GCC & Computer Services	Feb 2005	Done 2006	CB
		5. Request participation by GCC staff at new faculty orientation	GCC & Quality Teaching Resource Centre	Aug 2005	DONE 2005 and annually thereafter	AFSWD

Area evaluated	Elements needing improvement in current environment	Strategies for improvement 2003-08	Lead Department accountability	Timeline	Status	Cost
		6. Provide orientation activity specific to students with disabilities as an addition to the general student orientation	GCC	Aug	DONE in 2003 and annually thereafter. Two distinct orientations, 1 for students with LD and another for other students with disabilities	AFSWD
	Improve faculty awareness of disability services and how to approach students with suspected disabilities.	2. Develop awareness presentation: <ul style="list-style-type: none"> a. Develop Cambrian 'fact sheet' on disability issues b. Develop & promote <i>The Faculty Room</i> on STAFFNET to faculty (appendix for topics in <i>The Faculty Room</i>) 	The Glenn Crombie Centre & QTRC	2006	DONE 2006 on-going updates as new material requested and developed	AFSWD
		3. Request awareness meetings to present and hand distribute resources to full time faculty at departmental meetings	GCC	May/June / Any time	DONE 2003 and continuing on-going	AFSWD
		4. Target part-time faculty by requesting meeting of Program co-coordinators and departmental secretaries	GCC	May/June & on-going	DONE 2006 and continuing on-going	AFSWD
		5. Develop faculty awareness sessions and offer as convenient times for faculty	GCC	Develop a schedule	DONE 2006 and continuing on-going	AFSWD
		6. Explore on-line programs or 'webinars' to promote to faculty and staff on disability awareness	GCC	ASAP	DONE 2006 "In their steps" available for all staff	AFSWD

Area evaluated	Elements needing improvement in current environment	Strategies for improvement 2003-08	Department Lead accountability	Timeline	Status	Cost
		7. Set up Faculty awareness booth during disabilities week	GCC and students with disabilities and the Wellness Committee	As planned as a day during wellness week	In planning stages for 2007	AFSWD & CB

2. Accessibility Objective: To improve instructional delivery through creative solutions

Assistive Technology	Improve faculty awareness of the assistive technologies that can be utilized in the classroom OR the process for training	<ol style="list-style-type: none"> 1. Promote the understanding of the principles of Universal Instructional Design and assistive technology for all formats (classroom, online and distance education) <ol style="list-style-type: none"> a. Representation on software purchase committee to spread awareness b. Include in roster of presentations to faculty 2. Develop a liaison with the Quality Teaching Resource Centre 	<p>GCC/ Academic Council QTRC Computer Services</p> <p>GCC/QTRC</p>	<p>Start now</p> <p>Oct 04</p>	<p>DONE initially 2006 but on-going activities</p> <p>DONE – continuing relationship</p>	ASWD & CB
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Area evaluated	Elements needing improvement in current environment	Strategies for improvement 2003-08	Lead Department accountability	Timeline	Status	Cost
Faculty support of students with disabilities	Faculty awareness and information about disability issues and accommodations	<ol style="list-style-type: none"> 1. GCC staff to promote communication with faculty members 2. Provide information at regular intervals 3. Provide presentations at departmental or divisional meetings 4. "Duty to Accommodate" session for all staff 	GCC & QTRC	May/June Sept and on-going Feb 2007	DONE initially but on-going liaison	ASWD
Format of on-line programs	Programs should be compliant with the template and Quality Standards that are already developed for addressing presentation and content barriers (e.g. font size, visuals, modular construction and intuitive information flow)	<ol style="list-style-type: none"> 1. Continue formal review of all existing online courses as well as any currently under development for compliance with Quality Standards 	Continuing Education	2006	In process	CB
		<ol style="list-style-type: none"> 2. Continuing Education will review all independent study course materials to ensure compliance with appropriate standards and use department's template. 	Continuing Education	2006	In process	CB
		<ol style="list-style-type: none"> 3. Liaise with Ontario Learn to ensure all courses offered are accessible 	Continuing Education & GCC	2004	DONE	CB
		<ol style="list-style-type: none"> 4. Alternate format that may be required should be available in accessible PDF format upon request of the student 	Continuing Education	2004	DONE	CB

3. Accessibility Objective: To create an environment where access is practiced in all areas of service delivery						
Customer Service in all front-line areas	Some service areas would benefit from Disability Awareness Training	Implement Customer Service Standards 1. Provide disability awareness and sensitivity training to all staff 2. Web-based awareness 3. Additional activities scheduled by "Customer Service Subcommittee"	GCC	Complete by 2009	Feb 2007 all staff event "Duty to Accommodate" "In Their Shoes" webinar	CB & AFSWD
Computers in front lobby	Would be more accessible with disability software	Identify necessary assistive devices/software and install on accessible computer (one on ground level)	GCC & college services	2006	Done through networked accessibility software	AFSWD
Emergency phones	None are accessible to wheelchair users or persons with limited manual ability	Switch existing phones to a one button system or some other signaling device that would connect instantly to Emergency Services and promote for emergency use only with appropriate signage to communicate internally	GCC & college services	2006	Under investigation	FRF
Security Desk	Counter is not accessible to persons using wheelchairs	Accessibility Committee recommend a signaling device so that persons with disabilities can alert security for assistance	College Services	2006/07	Under investigation	FRF
4. Accessibility Objective: To provide a high level of accessible services in all areas of communication						
Use of public elevators	Appropriate courtesy and etiquette towards persons	Install signage to encourage more appropriate use of elevators	Wellness Committee	2006/2007		AFSWD & CB

	with disabilities should be promoted	Provide disability awareness and sensitivity training through articles in the school newspaper and participation in Wellness Committee events	Wellness Committee, GCC	2006	Done and on going planning	CB & AFSWD
		Communicate internally when elevator is not functioning in a proactive way that will ensure persons who require elevators are informed of outage. Standard: College Services utilizes a college-wide e-mail to notify immediately of elevator disruption in service with alternate directions.	College services	June 04	Done	
Increased access to service for students with disabilities	Students should have accessible access to communication with GCC staff to initiate communication for bookings, tests ext	GCC staff work with Computer Services to develop appropriate schedule to permit greater use of student 411 to do test bookings and other communication as developed	Computer Services GCC	Sept 2007		CB
Staff awareness	Awareness regarding accessible features of the campus	1. Increase awareness through education of college staff <ul style="list-style-type: none"> E-mail with news items about accessibility by Director Promotion of speakers and other events Create some 'fun' activities to raise awareness 	Director GCC	ongoing	DONE but continues on a regular basis	AFSWD
		2. Prepare a reference map with identifying accessibility features within college community. Distribute to appropriate department and place in front lobby	GCC/ college services	2007		CF
		3. Modify way finding stations to be wheelchair accessible	College Services	2007		CF

Switchboard	Inaccessible to persons with hearing disabilities	Promote alternate communication methods	GCC	done		
		Advertise and promote Glenn Crombie Centre TTY through college materials	GCC	done		
		Ensure TTY number remains listed in the telephone book	GCC	done		
Emergency Services Staff	Need training in alternate forms of communication (hearing disabilities)	Provide communication training to emergency services staff Establish a protocol which outlines personnel available to assist (i.e. ASL interpreters)	GCC College Services	Planned by Manager 2007		

5. Accessibility Objective: To promote accessibility in all internal and external electronic communications

Website	-Corporate template and style sheets need to follow W3C's priority 1 standards	Complete revamping of web site	Marketing & Institutional Relation	Sept 05	DONE 2006	CB
	-reader download need to be posted on front page	"BrowseAloud" site license purchased for the free use of visitors to our website	Marketing	2006	DONE 2006	CB
All coursework software should be compliant with accessibility	Not all programs accessible i.e. OPUS	Develop a college wide policy on use of development or course software	Computer Services	ASAP	DONE	ASWD
		Retrofit where necessary with accessible features	GCC & faculty	2006		

	program and contact information needs to remain current	Develop timeline policies and procedures for keeping content current	Marketing		DONE	CB
	Accessibility contact is not readily discernable, as considerable navigation is required to find disability services.	Accessibility hot link on homepage that links to contact for accessibility services and on-line reporting of accessibility barriers	Marketing & Institutional Relations	2006	DONE A hot link is provided for 'disability services' on the college home page for ease of use by visitors with disabilities	CB
	Content writers need to be more cognizant of using clear and concise language, making greater use of headings, vertical lists, and shorter sentence structures	Continue ongoing review of content accessibility	Marketing	In process		
Switchboard		Ensure TTY number remains listed in the telephone book	GCC		DONE	CB
WebCT and Purchased licenses to link with external engines and sites (e.g. Library links)	Not all of our suppliers meet priority level 1 Bobby review; however, Bobby review of external applications can only be conducted by the developers themselves.	Develop inventory of all externally generated purchased applications and links Request all vendors (existing and future) supply written confirmation that their product meets priority level 1 Bobby review, or an indication of a plan to improve its product toward meeting this standard. Further action on non-compliant products will	Cambrian On-line	ASAP		CB

		need to be reviewed on case-by-case situation				
External links	Free links to external websites imbedded in course content, webCT courses and Cambrian website are often inaccessible	<ol style="list-style-type: none"> 1. Raise faculty awareness of accessibility issues on websites they are recommending. 2. Develop a procedure to ensure all links are compliant 	GCC, Computer software Purchase Committee	ASAP		CB

6. Accessibility Objective: To provide print information in accessible formats

Academic Books	Preference needs to be given to textbooks that also have CD-ROM versions available. Currently, Glenn Crombie Centre provides scanning services and access to screen reading computers within its facilities on a production basis	Encourage faculty to enquire about availability of alternative format versions of textbooks from publishers	Reinforcement from Deans / GCC staff	May/June	DONE 2005 - On-going	AFSWD AFSWD (requires additional funds to meet standard)
		Provide scanning services and screen reading software in all college labs		Sept 2006	DONE - Complete in all but 1 lab	
		Work towards a standard that will support student success: Standard: Students will receive unedited e-text within 2 working days of presenting completed request; will receive first chapter requested as edited format within 10 days of request	GCC	Jan 2007		

Recruitment and Admission Mail outs.	Print materials should indicate how students can acquire information in alternative formats of choice and the accessibility contact.	Accessibility contact information and needs to be indicated on all marketing print materials including Cambrian's calendars and letterhead logo. Use of accessibility symbols or Glenn Crombie Centre identifier will enhance this visibility.	Liaison Office		Done Spring, 2004	
		Compile inventory of internally generated print materials (including mail outs, calendar, brochures, forms, manuals) for Liaison Office for tracking compliance.	Liaison Office and Information Management students & GCC	June 2005	In process	
		Compile similar inventories for Marketing and other college departments	TBA	June 2006	In process	
College calendar	Indicate procedures for self-identification and contact.)	Create self-identification registration feature on Student 411 with a link to free screen reader download	GSS Computer services Marketing			
		Glenn Crombie Centre should examine potential for appointment booking on line	Computer Services	2006	DONE Sept 2006	
	Process for obtaining alternative format calendar is not clearly indicated	Method of accessing alternative formats should be clearly indicated. Alternative formats could be enhanced with the provision of video clips of program offerings	Marketing and Institutional Relations	June 2005	On-going	

Accessibility Objective: To identify and remove physical barriers

Barrier	Impact	Suggestion	Cost	Priority	Status
Door Handles	Persons with manual dexterity problems have difficulty opening doors	<ol style="list-style-type: none"> 1. For future building, only “bar” knobs should be used 2. Retrofit critical areas used by students 	To be determined by college services	Med	
Stair Treads and Approach	Safety hazard for persons with visual difficulties	Paint in contrast colours on step edges and area leading up to the first step	To be determined by college services	High	DONE 2006
Colours throughout building	May be a safety hazard for persons with visual difficulties	<ol style="list-style-type: none"> 1. Paint areas in contrasting colours 2. Special attention to mullions, rails, projecting fixtures 	To be determined by college services	High	
Light Switches	Many switches are too high for persons who use wheelchairs to access	<ol style="list-style-type: none"> 1. Consider lowering for future building 2. retrofit on a schedule in critical areas used by students 	To be determined by college services	Low	
Fire Alarms/ Fire evacuation areas	Some are too high for some individuals to access including phones	<ol style="list-style-type: none"> 1. Considering lowering for future building 2. retrofit on a schedule for 1-button access 	To be determined by college services	Med	
Door Openers	Some doors not functional e.g. Norcat entry) and others required (hall to Norcat) – without these doors, passage is difficult and may be a safety risk	<ol style="list-style-type: none"> 1. repair door into Norcat 2. install additional door(s) as needed in high traffic areas such as the hall to Norcat 	To be determined by college services	High	DONE 2006
Designated Parking Spaces	Space near Norcat is at the far end of the parking lot rather than within easy reach	Repaint lines	To be determined by college services	Low	DONE

Ramp in Visual Arts Drawing room	Currently students with mobility disabilities cannot access the Visual Arts room independently	Build a new ramp	To be determined by college Services	HIGH	DONE Sept 2006
Elevators	Long waits frequently for persons who require the elevators	1. signage encouraging use of stairs 2. additional elevator added in fifth stage	To be determined by college services Done 2006	Med High	
Curb Cuts and Ramps	Some clients are unable to enter the door into Norcat	Install curb cuts and build a ramp	To be determined by college services	Med	DONE
Evacuation EXIT signs	Some signs are not visible, or broken, making them ineffective	Repair or install adequate EXIT signs throughout the building	To be determined by college services	High	
Inaccessible areas in college	Persons who use wheelchairs could find themselves in an area that is difficult for them to navigate safely	Install signage indicating that the area is inaccessible to wheel chair users	To be determined by college services	High	
Doorways inaccessible into cafeteria on first stage	Persons with mobility disabilities find doors dangerous due to high volume of traffic and difficult to manage independently	Install door openers that will be released in the case of a fire alarm to minimize need for door opening	To be determined by college services	Med	
Wayfinding kiosks too high	Persons who use wheelchairs cannot access wayfinding screens at all	Evaluate wayfinding communication methods	To be determined by college services	Med	
Stairs	100,200,300 all require handrails	Investigate what is required	To be determined by college services	High	

As a general principle, all new construction or retrofits to the College facilities must meet CSA barrier-free standards as a minimum

Accessibility Working Group- Maintenance Report – Feb 15, 2005

Feature	Area	Action Required	Priority	CSA Code	Comments	STATUS
Stairs	100, 200, 300 and 400	<ul style="list-style-type: none"> - replace hand-railings - demark approaches and landings (paint or contrasting tiles) 	Immediate	4.1.5.3 Detectable warning indicators at stairs (see attached)	<ul style="list-style-type: none"> - Safety Issue for entire College Community - existing solid oak railings could be sold to off-set costs 	Drawings commissioned Jan 2007
Stairs	Tim Horton's	<ul style="list-style-type: none"> - extend railing to bottom of steps - add slip-free treads - add colour contrast to approach and landing 	Immediate	4.1.4.1 Handrail Grip (see attached)	<ul style="list-style-type: none"> - Safety Issue for entire College Community 	DONE
Mullions	<ul style="list-style-type: none"> - All stairwells- 100, 200, 300 and 400 - top of ramp leading to 3200's - entrance to NORCAT from main building - outside rm. 2004 - outside of elevator #2 on all floors 	<ul style="list-style-type: none"> - paint contrasting colours to doors and door frames 	Immediate	4.1.3.1 Opening Width- Commentary (see attached)	<ul style="list-style-type: none"> - NORCAT good example to follow - employ T-Fee students to undertake painting 	Priority given for funding by committee 2007
Pillars	<ul style="list-style-type: none"> - outside rm. 2203 -outside Marketing Office 	<ul style="list-style-type: none"> - demark with stripe of contrasting colour 	Immediate			Priority given for funding by committee 2007
Doors	Joining NORCAT to trades access	<ul style="list-style-type: none"> - install power door openers such that depression of one will activate both doors to open 	A.S.A.P.			DONE

	Into Cafeteria, too narrow for wheelchair egress	Install wider door with mag holders	med			
Emergency Evac. Phones	- All floors adjacent to elevator #2	- lower phones to be centered in fifth block from floor	A.S.A.P.			In process of costing to determine # of phones
Freight Elevator		- add plexi-glass mirror to back wall	A.S.A.P.		Need to review with students who use wheelchairs to ensure this is an issue	
Way finding Kiosks	Throughout college, too high	Redesign with lower access to screen for wheelchair users	medium		Report shortcomings to wayfinding committee	