

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



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.



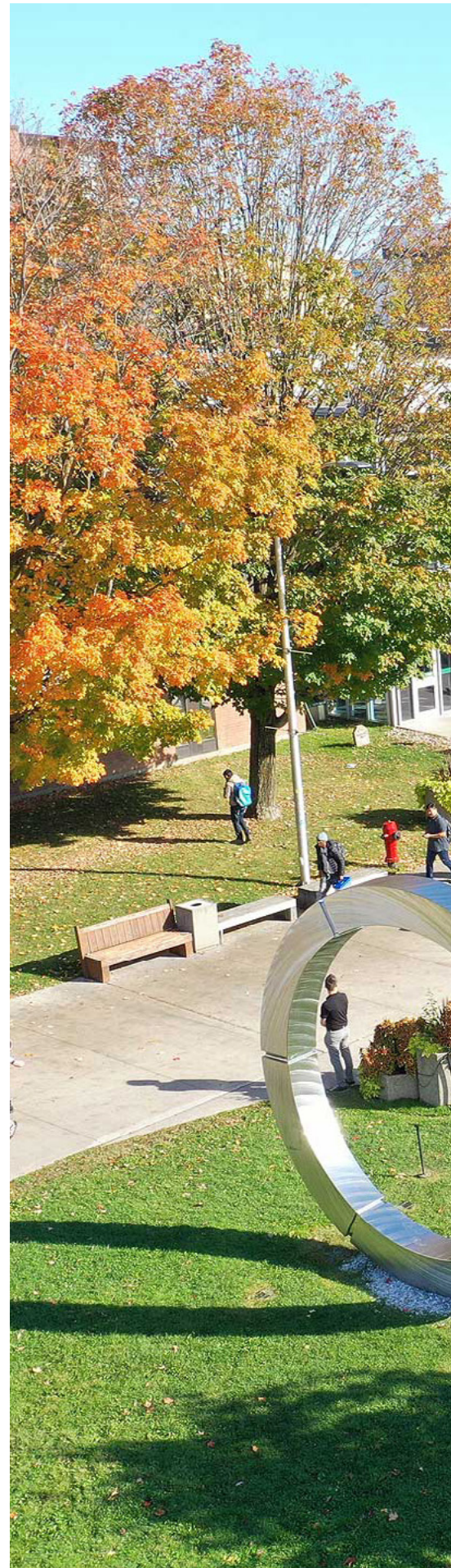
FOR MORE INFORMATION

We encourage you to visit our Accessibility web page for helpful resources and updated information: <https://durhamcollege.ca/about/accessibility>.

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: <http://www.durhamcollege.ca/about-us/corporate-links/governance/policies/>.

For more information on this accessibility plan or to request a free accessible format of this document, please contact:

Office of the Dean, Students at studentaffairs@durhamcollege.ca.







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