

Accessibility Awareness Training for Educators

Fulfilling our commitment to accessible education

As an educator at Fanshawe College, you are required to complete this training, and the College is required to track the training and report completion to the provincial government.

This training ensures that Fanshawe College is in compliance with Ontario Regulation 191/11, referred to as the Integrated Accessibility Standards Regulation (IASR) of the Accessibility for Ontarians with Disabilities Act, 2005 (AODA).

This training provides you with an introduction to:

- The AODA and the IASR and their impact on program and course design, delivery and instruction;
- Sample strategies for improving accessibility;
- Universal Design for Learning as one framework for education that removes barriers;
- Your responsibilities as an educator under AODA;
- Resources to assist you.

Accessibility for Ontarians with Disabilities Act (AODA)

In 2005, Ontario passed into law the Accessibility for Ontarians with Disabilities Act (AODA) to make Ontario accessible by 2025. Under the AODA, businesses and organizations, including Fanshawe College, have to meet accessibility standards in the provision of goods, services, buildings and employment. The AODA obliges organizations in the public and private sectors to remove and prevent barriers for people with disabilities in five areas: customer service, information and communications, transportation, employment and the built environment.

Integrated Accessibility Standards Regulation

The Integrated Accessibility Standards Regulation (IASR) became law on July 1, 2011. It harmonizes the Customer Service Standards, which became law in 2008, with accessibility standards in the areas of information and communication, employment and transportation. Compliance dates run from 2011 to 2025. The IASR outlines what businesses and other organizations in Ontario, including colleges, must do to ensure that information, communication and employment are more accessible to people with disabilities. The IASR contains specific requirements to ensure accessibility for people with disabilities to the services, programs and courses provided by educational and training institutions in Ontario.



The Ontario Human Rights Code

The Ontario Human Rights Code provides for equal rights and opportunities and freedom from discrimination for people with disabilities. As required by the Code, colleges already provide individual academic accommodations, such as adaptive measures or support, to give students with disabilities equitable access to the same education as others in their program of study.

Common examples of academic accommodations include:

- Extending the time allotted for a test;
- Arranging for a note-taker during classes;
- Using text-to-voice translation software for course materials.

Ontario Human Rights Code definition of disability:

- Any degree of physical disability, infirmity, malformation or disfigurement caused by bodily injury, birth defect or illness;
- A condition of mental impairment or a developmental disability;
- A learning disability or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
- A mental disorder;
- An injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety & Insurance Act, 1997*.

A disability may be visible, invisible, temporary or permanent.

Fundamental principles of accessibility

- **Dignity:** Each student is able to maintain privacy, self-respect and the respect of others.
- **Equal Opportunity :** All students have the same opportunity to benefit from the learning experience.
- **Independence:** Each student can undertake learning tasks without unnecessary help.
- **Integration:** Every student is able to benefit from the same education, in the same place and in the same way as others.

The IASR moves away from accommodations and toward accessible education by setting accessibility standards to remove barriers; building on the principles of effective teaching and learning; and by creating sustainable access with advantages for all.



Accessible education

Accessible education builds on the principles of effective teaching and learning and takes into account the diversity of students, including: ethnic background, race, abilities, disabilities, age, gender and language abilities. It considers the diverse learning styles and needs of all students, including students with disabilities, when designing curriculum, courses, materials and instruction. Accessible education removes barriers to learning and thereby reduces the need for individual accommodations. It provides equal access to learning and not just equal access to information.

Advantages for students

Accessible Education anticipates and is designed to include students from a variety of backgrounds and abilities, which increases student success. It enables students with disabilities to focus on course content and not on arranging individual accommodations. It doesn't single students out for being different and avoids special-treatment status.

Universal Design for Learning (UDL)

One framework for accessible education

- Emphasizes flexible curriculum and teaching materials to differentiate instruction;
- Uses multiple modes of engaging students, presenting content and assessing comprehension;
- Uses evolving communication technology to maximize learning opportunities for all students.

Multiple ways to engage and motivate students

- Builds on the concept that a single teaching style may not work for a classroom of students who learn in a variety of ways;
- Plans to address the needs of different learners from the design stage;
- Incorporates active learning by building in more interaction between professor and students.

Examples: incorporating active reading strategies; using videos to supplement or replace readings; providing opportunities for students to change tasks or activities during class.



Multiple methods of presenting materials

- Recognizes and maximizes student learning by increasing the ways students get to see, hear and read information;
- Reaches more students more effectively by broadening the presentation approach;
- Promotes deeper learning by expanding presentation style beyond traditional lecturing.

Examples: posting materials on a course website; using a variety of visuals; supplying audio to supplement text; staging interactive demonstrations.

Multiple means of expression/evaluation

- Recognizes that students process information in many ways;
- Moves away from recall and writing as the main method for demonstrating comprehension;
- Provides students with a variety of ways to demonstrate their understanding and mastery of a topic.

Examples: portfolios; journals; posters; online discussion boards.

- Encourages educators to use a variety of methods to evaluate students' comprehension.

Examples: self-assessment; peer assessment; online quizzes.

Tap into technology

- Builds on advances in wireless technology, the continued evolution of handheld devices;
- Offers opportunities to use technology-enhanced tools to reach students in multiple ways, such as smart phones, laptops, scanning devices, digital recorders, screen readers and assistive listening devices;
- Delivers benefits to all students, including students with disabilities.

Providing Accessible Documents Upon Request

In most cases, providing an electronic version of the document (for example, a PDF or MS Word file) may be sufficient. This will allow access to the information using adaptive technology.

By 2020, when requested, Fanshawe College will be required to provide printed materials that are educational or training supplementary learning resources in accessible or conversion ready formats.



If you have questions about how you can provide documents in an accessible format, view the Accessible Formats fact sheet online at https://www.fanshawec.ca/sites/default/files/accessibility/accessibility-fact-sheet_accessible-formats.pdf.

My Responsibilities as an educator under AODA

- Create learning opportunities which incorporate universal principles;
- Consider accessible formats for textbooks when making curriculum decisions;
- When a student requests, provide learning materials in an accessible format;
- Contact Counselling and Accessibility for support;
- Remind Students of the benefits of early identification of a disability (see Early ID information below);
- When a class is cancelled or changed, ensure that you have accessible signage to notify the students of the disruption and alternatives;
- Review the Accessibility Toolkit online at <http://www.fanshawec.ca/accessibilityplan/toolkit> for additional resources at Fanshawe College.

Where to find accessibility information at Fanshawe College

Fanshawe has taken many initiatives to support accessibility:

Visit www.fanshawec.ca/accessibilityplan for more information on the College's multi-year accessibility plan and services for students.

Early ID encourages students with disabilities to identify early so that accommodations can be in place prior to the start of classes. The online form is available at www.fanshawec.ca/earlyid.

For more information on academic accommodations for students with disabilities, contact Counselling and Accessibility Services.

Fanshawe Technology Resources

Microsoft office has accessibility features that make it easier to access (not all features are available at Fanshawe College). View the Accessible Software fact sheet online at http://www.fanshawec.ca/sites/default/files/accessibility/accessibility-fact-sheet_software.pdf.

Fanshawe has purchased a site license for TextHelp that is available for home use and at the College. Contact the HelpDesk at ext. 4357 for assistance.



Resources

University of Guelph Teaching Support Services:

<http://www.tss.uoguelph.ca/uid/>

National Centre on Universal Design for Learning: UDL Guidelines (US source):

<http://www.udlcenter.org/aboutudl/udlguidelines>

Strategies for Reducing Barriers –The Open Source University, 2006:

https://ssbp.mycampus.ca/www_ains_dc/Introduction4.html

Adding value to web instruction:

http://www.washington.edu/doit/Brochures/Technology/universal_class.html

Teaching Every Student in the Digital Age by David H. Rose, Anne Meyer, Nicole Strangman and Gabrielle Rappolt. Alexandra, Virginia: Association for Supervision and Curriculum Development, 2002.

How People Learn: Brain, Mind, Experience and School - by the Committee on Developments in the Science of Learning, eds. John D. Bransford, Ann L. Brown, and Rodney R. Cocking. (2000).

Universal Design for Learning by Rachel Odland:

<http://www.youtube.com/watch?v=Boeyn8frkiY&feature=fvwrel>

If you have any questions regarding Universal Design for Learning, please contact Counselling and Accessibility Services.



Print, sign and submit this form to your Manager or Fanshawe College contact.

I acknowledge that I have read the Fanshawe College 'Accessibility Awareness Training for Educators' document; outlining the following subjects:

- The AODA and the IASR and their impact on program and course design, delivery and instruction;
- Sample strategies for improving accessibility;
- Universal Design for Learning as one framework for accessible education that removes barriers;
- Your responsibilities as an educator under AODA;
- Resources to assist me.

I acknowledge my responsibility to act in accordance with this information and the applicable College policies. I understand my right to the provision of accessible goods and services and employment.

Name: *(please print)*

Office or School:

Date:

Signature:

