Summary

This is Fanshawe College’s sixteenth annual Accessibility Plan under the *Ontarians with Disabilities Act, 2001* (ODA) Section 15, and the sixth annual plan report under the *Accessibility for Ontarians with Disabilities Act, 2005* (AODA) Section 4. This document is in-conjunction with the College’s Multi-year Accessibility Plan as posted on the College’s website.

This Plan describes the measures that Fanshawe College has taken during the past year based on our 2017 Accessibility Plan and our objectives for the next year to identify, remove and prevent barriers for people with disabilities.

Plans for accessibility improvements are developed annually through the College’s operational and capital planning processes.

The College’s Accessibility Plan addresses:

1. Physical Facilities, Maintenance, Signage and Wayfinding
2. Academic Services, Policies for Students with Disabilities, Equipment and Adaptive Technology
3. Non-Academic Student Support Services
4. Human Resources and Awareness for Staff
5. Information and Communication
6. Accessibility Planning Objectives for 2019
7. Accessibility Plan Communication

We will continue to build on our accessibility improvements over the next year.
1. Physical Facilities, Maintenance, Signage and Way-Finding

Physical Facilities

Accessibility is a high priority at Fanshawe College and all renovations are reviewed for AODA and current building code compliance. The College continues to renovate beyond the building code by adopting the current CSA Accessible Design standards. In 2015, the Ontario Building Code along with the Integrated Accessibility Standards Regulations (Design of Public Spaces Standard/Accessibility Standards for the Built Environment) enabled improved accessible/universal design of physical spaces.

Accessibility Improvements Completed – September 2017 to August 2018:

The following renovations were completed to College facilities over the past year:

- Opening of the new building downtown London for the School of Information Technology and the School of Tourism, Hospitality and Culinary Arts. This new building provides over 100,000 square feet of space for classrooms, labs, public spaces and services to staff/students/community.
- Opening of 431 Richmond Street for the School of Access Studies and Career Services; 2 classrooms, 2 computer labs and space for student research and advising with Career Services.
- Completion of phase 3 and 4, Center for Advanced Research and Innovation in Biotechnology, building D, 3rd floor.
- New lounge seating in T building west, F building east corridor and Z building. This includes diverse seating and table styles, network connections, wireless, and new power sources.
- Paved parking and new sidewalks at the Simcoe Campus
- Woodstock LTP3 flexible classroom room #104 and 108
- Exterior lighting upgrades 1001 FC Boulevard
- Exterior wireless access 1001 FC Boulevard
- H Cafeteria upgrades and Starbucks Coffee Shop
- High tech classroom upgrades St Thomas (6 classrooms)
- Library 2nd floor new vinyl flooring (eliminated old carpet)
- New classrooms perimeter power and wireless
  - 6 in A building
  - 2 in B building
  - 1 in C building
  - 1 in M building
  - 1 in Z building
- New laptop classrooms
  - 1 in A building
  - 2 in B building
  - 1 in M building
- New computer lab
  - 1 in B building
Maintenance

Fanshawe College has over 242 thousand square meters of space, (2.6 million sqft.) and takes emergency and preventative maintenance seriously. Temporary interruptions in our facilities are carefully planned to minimize the impact on accessibility for our community.

The Facilities Management and Community Safety Department (FMCS) utilizes a preventative maintenance work order system to ensure all of our facilities are well maintained. FMCS employs 75 staff to support 5 units; Maintenance/Operations (30), Security (13), Emergency Management (3+ 140 volunteers), Environment Health and Safety Services (5), and Campus Planning/Administration (24).

FMCS completed 1,861 preventative maintenance work orders and over 10,830 service requests of which 8,415 were dispatch response requests (spills, out of service, etc.). The College control center is notified of services affecting accessibility and responds by dispatching staff to investigate/repair; communicating the disruption electronically to both students and employees; placing signage at the location; and re-directing pedestrian traffic. The same process and notification is applied for planned maintenance.

Signage and Wayfinding

Facilities Planning and Development conducted a number of sessions in the spring, to gather insights from diverse student, faculty and staff groups to shape a Wayfinding Master Plan and guidelines. The new plan will incorporate accessibility standards including the use of braille and optimal sign heights.

Implementation of the Wayfinding Master Plan is expected to commence in 2019 with new signs installed in 2019 and 2020.
2. **Academic Services, Policies for Students with Disabilities, Equipment and Adaptive Technology**

**Centre for Academic Excellence**

The Centre for Academic Excellence (CAE) continues to support the College’s accessibility plans by ensuring that accessibility is addressed through the Program Review process and New Program Development process as well as E-Learning initiatives.

- CAE continues to add to the course development Universal Design for Learning reference material on the CAE portal: Universal Design for Learning Overview; UDL hyperlinks, images, tables, accessibility checker and fonts.

- In collaboration with Organizational Development and Learning, the Centre delivers staff training sessions in support of Universal Design for Learning. CAE supports UDL and accessibility in all delivery methods when developing curriculum.

- CAE has developed a comprehensive faculty-focused resource (*The CODE Book*) for developing a new course or revising an existing one, which includes a chapter that specifically addresses Universal Design for Learning guidelines as well as UDL teaching and learning examples throughout.

**Library and Media Services**

In order to make the library collection more accessible to patrons with print disabilities, Library and Media Services directs users to the Accessible Content E-Portal (ACE). ACE is a repository of accessible texts in five alternative formats. A Librarian designate is provided with ACE tokens at the start of each academic term and these can be distributed to students, faculty and staff. These tokens are then used to independently search the ACE repository for books that have been digitized. If a particular item is not available in the repository, a digitization request can be submitted by a Librarian. Patrons who wish to borrow print materials from the collection may choose to use a self-checkout machine. Written instructions are provided and text can be enlarged if necessary.

Many of the library’s subscription databases have read-aloud features and/or PDFs. Best efforts are made to purchase videos with Closed Captioning and SDH-Subtitles for the Deaf and Hard-of-Hearing. Online tutorials hosted on the LMS website allow patrons to use audio, video and text to review material at their own pace.

Students can arrange for one-on-one research consultations with Research Specialists. Faculty are encouraged to work with the Research and Curriculum Librarians for research support.

The Library has 2 private study rooms available for students who are registered with Counselling and Accessibility Services. Each room features various adaptive software, including Read & Write Gold, Kurzweil and Dragon.
Counselling and Accessibility Services

From April 1, 2018 to March 31, 2019, Fanshawe College served 3787 PSE students and 210 Apprentices for a total of 3,997 students with an identified disability. The numbers of students registering for accessibility services increased by 11%. Approximately 1003 students received accessibility intake and orientation services in either individual or group sessions in addition to apprentices who received classroom-based presentations regarding available support services.

During the past year, the following accessibility services were offered to accommodate students with disabilities:

**Online and In-Person Intake Process**
We continued the successful practice of having students with a disability identify using an online intake process. Students had the option of following up with a group or individual orientation session depending on their specific needs and schedule. In addition, we produced additional online orientation video segments (total of 8 now available) to increase accessibility to information on our services. The video segments highlight the accessibility registration process, transition programs, adaptive technology, accommodations in post-secondary, and how to access further information.

**Multiple Service Locations**
Accessibility Services were offered at all campuses including London (Oxford Street campus), Simcoe, St. Thomas, Woodstock, Huron/Bruce sites, and at three downtown London locations. Evening hours were provided three nights per week during fall and winter terms, and telephone triage and accessibility appointments were offered to accommodate students taking online courses, or on placement.

**Mental Health related Disabilities**
Students with a psychiatric diagnosis continued to represent the largest population of students seeking accommodations with 1165 students who disclosed their diagnosis. This year there were 506 students who chose not to disclose a diagnosis, but presented with documentation on functional limitations and symptoms consistent with a mental health issue.

The College’s Accommodation Working Group continued to meet throughout the year, which included representatives from student groups, academic program areas, leadership, Human Resources, and Organizational Development and Learning. There was a continued focus on reviewing accommodation related issues and developing processes and resources for faculty members and students including training on accommodations for students with mental health issues, reviewing requests for retroactive and interim accommodations, and providing input to the Mental Health Commission of Canada on a post-secondary standard for student mental health.

Accessibility Services and members of our College-wide Accommodations Committee
provided over 15 staff and faculty presentations on accommodating students with disabilities including new faculty orientations, lunch and learn sessions, and full day faculty training days.

We continued to provide Mental Health First Aid training, in addition to individually designed faculty training in mental health awareness and accommodations in collaboration with specific program areas such as Public Safety.

Both open and referral based workshops and group programs continued to be provided to assist students with identified needs. Group programs included supports for students with ASD, Test Anxiety, Anxiety and ADHD – Strategies for Coping, Dealing with Depression, and a Be Well group for students with anxiety that impacted their academic progress.

The College continued in a partnership project with the Canadian Mental Health Association and Western University funded by the London Community Foundation to offer after hours mental health crisis services on campus. The Peer Support Program provided additional assistance to students as well as peers participated in organizing activities to raise awareness and reduce stigma.

**Bursary Assistance**

In 2018/2019, students with disabilities submitted 983 bursary applications and received bursary funding totaling $1,955,378. A total of $612,776 was expended on technology hardware and adaptive software, and $1,277,827 was used to provide enhanced service accommodations for eligible students with disabilities, such as specialized tutoring, note-taking and educational aides. Funds expended on technology increased, while services remained somewhat consistent.

Accessibility Services staff continued to recruit private contractors for educational assistants and specialized tutors, match student needs with service providers, work with students to obtain quotes and receipts, and track bursary expenditures.

**Learning Materials in Alternate Format**

Requests for texts in an alternate format were received from a total of 160 individual students who submitted 444 requests.

**Testing Accommodations**

This year the Test Centre facilitated 9032 accommodated tests accessed by a total of 1218 unique students. The number of unique students rose slightly from last year and 300 additional testing situations were accommodated.

**Peer Note Sharing**

Peer note sharing services increased significantly with a total of 3362 requests by 637 unique students. The majority of requests for a peer note-taker are now successfully filled with increased collaboration from professors and peer volunteers who are offered an honorarium at the completion of their duties. Professional note takers are provided as required with College contributions to offset the cap in funding, and students requiring access to options such as audio recording their lectures are supported with access to a digital online note-formatting service.
Services for Deaf and Hard of Hearing Students
We were able to meet the needs of all students requiring ASL interpreter service, language clarification and specialized tutoring services with available resources. We continue to work with a number of professional ASL interpreters who support the academic needs of our students in a variety of program areas. Interpreters are required to have graduated from an accredited interpreter program, and are encouraged to be active members of AVLIC as well as complete their OIS credentials.

Funding for computerized note taking services is supplemented by the Ministry’s Interpreters’ Fund for hard-of-hearing post-secondary students and Bursary for Students with Disabilities (BSWD) often funds note-taking services for Deaf students who utilize ASL interpreters.

An additional orientation video was created in ASL for Deaf students and additional resource material was developed for faculty and staff teaching Deaf students. Deaf students have access to an Accessibility Services Counsellor with ASL interpreter credentials. Campus Security Services offers personal pagers to inform Deaf students of emergency situations.

Access to Computer Technology and Assistive Software
Students continue to have access to our Adaptive Technology lab as well as support from adaptive technologists who provide technology recommendations, training sessions on specific software and equipment, and individual support for exploring technological solutions to disability related needs. Test Centre equipment is regularly upgraded for optimum availability to students with accessibility needs at all campuses during testing and exam times.

Adaptive technology workshops are also held as part of the transitions programming offered to students during the spring and summer prior to beginning college.

Support for Apprentices with Disabilities
Individualized services and supports were provided to a total of 210 apprentices to accommodate learning challenges and disabilities. A new intake position was created to enhance delivery of orientation sessions for apprentices and other sponsored students. Information was offered in many classrooms, test and exam accommodations were provided, and specialized trade specific tutoring was available in select programs.
Adaptive technology services were also provided to students in apprentice and pre-apprentice programs.

**WSIB Sponsored Students**
Accessibility Services at Fanshawe College has continued to play an integral role in serving mature students sponsored by WSIB. From April 1, 2018 to March 31, 2019, we supported 59 full-time and part-time WSIB sponsored students. An Intake Facilitator for Sponsored Students continued to oversee service navigation for students and to ensure that progress reports were sent to WISB as required.

**Psycho-educational Assessments for Students with Learning Disabilities**
A total of 215 assessments were completed in 2018-19. The Bursary for Students with Disabilities fund covered 176 assessments, with the remaining covered through partnerships with First Nations funding, alternative ministry funding, and ATN community funding support. The assessment referrals resulted in 97% of the students receiving a confirmation of a learning disability. As a result of these assessments, students were able to access additional supports and services relevant to their post-secondary needs. Counselling and Accessibility Services continues to provide additional data to the Ministry of Training, Colleges and Universities regarding the outcomes of re-assessments that will hopefully contribute to future discussions on reducing the costs associated with the requirement of a full re-assessment in situations where a student has a previously diagnosed learning disability.

**Policy**
There were 4 requests made from students under Policy P101, Procedure A: Challenges to Accommodation Decisions. All issues were resolved at that level in consultation with program Chairs, Deans, and the Ombuds.

**Non-Academic Student Support Services**
Transition programs continued to provide support to students with disabilities prior to beginning College, and throughout their first year. Accessibility Counsellors engaged in outreach activities with regional school boards through guidance and resource teams, and with community agencies serving individuals with disabilities.

The Counselling and Accessibility Services transitions team also provided presentations at provincial schools serving Deaf and blind students, and provided additional transitions events for neighbouring community secondary schools identified in the local school board’s urban priority plans.

Transition programs included:

**Discovery Days**: This one-day event for grade 11-12 students with learning disabilities and resource teachers was held in May 2018. Fanshawe College hosted 67 students. Students and resource teachers had the opportunity to visit classrooms, meet with current students registered with Accessibility Services, participate in assistive technology demonstrations, learn about financial and support services, and tour various campus facilities.
Stepping into Fanshawe: This transition program for students self-identifying with mental health issues was offered over a 3 day period to support enhanced programming and orientation to college services. Students had the opportunity to participate in numerous workshops focused on coping strategies, the Student Wellness Centre, accessing campus resources, and mindfulness. Students also were able to stay overnight in residence and participate in two different collective kitchen experiences.

Fast Forward to Fanshawe: A number of Fast Forward programs were offered to students with disabilities including Fast Forward for Students on the Spectrum and Fast Forward for Mature Students. A parent group was offered to support parents in strategies that promote positive transition to post-secondary.

Head Start programs: These programs ran over a two week period in July and included additional orientation workshops for students and parents, tours of facilities including Test Centre and Adaptive Technology Lab, and Early ID/Intake appointments with Counselling and Accessibility Services.

Transition and Support for Students on the Spectrum
Transition programs were launched in the summer to prepare students for 2018 entry. Programs ranged from 1-3 days, and specific sessions were offered for mature students, student with Autism Spectrum Disorder, and students identifying with a mental health related accessibility need. A support and social group for students with ASD ran throughout the fall and winter terms to give students an opportunity to connect with other students around similar interests as well as learn new strategies or ways to engage in their college community. A parents group was also provided for parents of students with ASD.

Core elements of all the summer transitions programs included navigating and accessing campus services, student panels or mentoring opportunities, information on managing stress and coping strategies, adaptive technology, wellness, and connecting with our team.

The Accessibility Services Transitions Team continued to work with regional agencies and school boards to support transition activities which involved students from local secondary schools who are considering transition to College. Students and resource teachers had the opportunity to visit classrooms, meet with current students registered with Accessibility Services, participate in assistive technology demonstrations, learn about financial and support services, and tour various campus facilities. Over 450 students participated in summer transition activities and continuing workshops.

Campus Medical Services
Fowler Kennedy medical clinic continues to provide student health services for Fanshawe students including providing consultation with Counselling and Accessibility case management services, psychiatric assessment and treatment services, as well as collaborate on referrals for students with disability related health issues to support accommodation recommendations.
Staff Recognition
Counselling and Accessibility Services continues to recognize groups and individuals for demonstrating leadership in advancing the spirit of inclusion and full participation for all students but especially those with disabilities. Certificates of appreciation are awarded to those being recognized as going above and beyond to encourage the participation of students with disabilities at the College.

3. Human Resources and Awareness for Staff

In early 2017, the College appointed an AODA Coordinator to champion accessibility and lead the College’s commitment to creating an accessible and inclusive community. The Coordinator responds to feedback, recommends/develops processes and tools to assist employees in meeting this commitment, and ensures the College is compliant.

The Coordinator is a member of the College’s two AODA committees:

The AODA Steering Committee (ASC): Is comprised of senior leaders who are responsible for championing accessibility and providing oversight of activities relating to the implementation of the Accessibility for Ontarians with Disabilities Act (AODA) and its Standards and Regulations, planning and compliance.

The ASC requested and was successful in obtaining funds to provide accessible classroom furniture in every academic teaching space. This expedites last minute accessible furniture requests and student wait time when the need is not identified in advance.

The Accessibility Advisory Committee (AAC): Is comprised of College stakeholders including student, staff and community representation. This committee makes recommendations to the ASC on the identification and removal of barriers relating to the goods, services and facilities of the College and provides input to the College’s Accessibility Plans.

Organizational Development and Learning continue to provide staff with professional development and awareness sessions about accessibility and inclusion:

• Universal Design in Education (Introduction) and Universal Design for Learning (Advanced): Address issues of accessibility in the learning environment and incorporates Universal Design for Learning principles into the curriculum.

• Accessibility and Accommodations: Leveling the Playing Field: provides information on how to effectively support students facing barriers to learning by covering topics such as student disabilities, mental health and campus resources for supporting students with accessibility needs.

• Adaptive Technology in the Classroom: Includes a range of hardware and software
that can aid a student in the learning process. This technology can assist a student with learning difficulties as well as physical disabilities. The goal of the presentation is to demonstrate some of the existing technology that students are using in the classroom, and explain why they might be using it.

• Diversity and Inclusion: Provides information on current diversity initiatives and best practices.

• Mental Health First Aid: Participants learn skills for providing initial help to people experiencing mental health problems such as depression, anxiety disorders, psychosis and substance abuse. These sessions help to minimize fear and participants are able to identify and develop simple and effective intervention strategies. In 2018, 39 staff participated bringing the total number of participants to date to 262.

• The College continues to train new employees, volunteers, those who participate in the development of College policy, and all others who provide goods or services on behalf of the College on the Integrated Accessibility Standards Regulation and the Ontario Human Rights Code.

• All Academic staff are required to complete a module on accessible education principles and universal instructional design.

• The Teaching and Learning site, a faculty teaching tool and guide was launched in the spring of 2017. This site provides accessibility tips, tools and resources to support accessibility and accommodations for students in the classroom. Additional resources are continuously added to this site.

• The College subscribes to Lynda.com an online learning company that provides expert led courses on a variety of topics including how to create accessible documents.

4. Information and Communication

The College continues to seek feedback from students, staff and the community on the accessibility of our goods, services and facilities. We continue to accept feedback through a variety of methods such as online, in person or by telephone.

Website Content

The College’s website continues to meet all accessibility requirements. New content on the website is checked for accessibility prior to posting. The entire website is scanned for accessibility compliance once a year. Training for new and existing web authors continues to ensure content meets accessibility guidelines. Training for staff who frequently create Adobe Acrobat (PDF) documents is ongoing.
**Accessibility Planning Objectives for 2019**

To build on our progress over the past year, we have established the following Accessibility Planning Objectives for September 2018 to August 2019, in conjunction with the College’s AODA Multi-Year Plan. While these objectives will be our priorities for the next year, other accessibility improvements are addressed as opportunities arise.

**Physical Facilities**

All new construction and renovations projects will meet the current Ontario Building Code and the AODA, Integrated Accessibility Standards and where these standards/regulations are lacking we will follow the CSA B651 12 Accessible Design for the Built Environment.

The following facility improvements are planned for the next year:

- New Campus London South
- New PA AV equipment Colvin Atrium
- Technical enhancements to employee training classroom, K Building
- New furniture for various student lounge spaces
- Ceiling lift for C1051 accessible washroom
- High Tech Classroom upgrades St Thomas (4 classrooms)
- New individual washrooms D1 east
- D1 south corridor, new ceiling tiles and lighting
- 65 Classroom door refurbishments in A, C, D, E, H and G Buildings. This work includes 34 auto operators, new hardware, viewing panes, and swing clear hinges.
- Implementation of new Signage and Wayfinding over 3-4 phases. Phase 1, exterior wayfinding to start as Fanshawe students, staff and community members arrive on campus.

5. **Accessibility Plan Communication**

This Accessibility Plan and the College’s AODA Multi-year Accessibility Plan are available to students, staff and members of the public on the College’s website [https://www.fanshawec.ca/accessibilityplan](https://www.fanshawec.ca/accessibilityplan).

Both plans are available in an accessible format upon request.