



CCDI PROVINCIAL MEETING
Minutes - May 13, 2019

1. Approval of Agenda

- Approved by all.

2. Approval of Minutes dated March 1, 2019

- Approved by Kelsey Clohecy ; seconded by Sherri Parkins

3. Updates/Reports

a) Treasurer's Report –Carla Gray

- We are in good standing.

**b) Heads of Student Services (HOSA) Report – Carla Grey on behalf of Neil Buddel, HOSA
Mental Health Commission of Canada Feedback:**

- On behalf of HOSA, Neil is reaching out to the Network Chairs and HOSA Liaisons for the Networking Groups around an initiative that HOSA is going to participate in: Standard Setting for Post-Secondary Mental Health, led by the Mental Health Commission of Canada. Detailed information can be found on the [MHC's website](#):

Professional Development: Opportunities for Collaborations (and Efficiencies):

- HOSA completed a PD survey, people were interested in (a) collaborations/efficiencies across networks and (b) learning across "disciplines" given that so much of our work has intersections. He will then be able to work with the teams to see if we can bring something together.

CCDI White Paper on Inclusive Design:

- You'll recall that CCVPAs and CCVPSs asked their teams for an update on Inclusive Design practices within each institution (as part of the agreement when discussing the White Paper: to get a sense of what's happening in order to assess next steps). Neil does not have an update yet and imagine that this will occur at the CCVPS meeting during the conference. Carla and Rick have the version that Academic and Student Community jointly submitted from Centennial - you'll see he embedded the spirit of our discussions at CCDI to request a resource to bring resources and tools together in an effective way.

CACUSS 2020 in Toronto: Think. Unite. Act:

- The GTA colleges (Centennial, Sheridan, Humber, GBC, and Seneca) have partnered to host the 2020 conference in Toronto (at an airport hotel location given the cost of downtown).

**c) UDL implementation Journey - Darla Benton Kearney, Universal Design for Learning (UDL)
Curriculum Consultant at Mohawk College (see attached)**

- Darla shared the Mohawk College's UDL journey. They have created a course master template – which includes a welcome message; UDL guidelines and UDL Course assessment – A Tool for Faculty.
- Course outlines for those students who have accommodation letters with additional time is incorporated into this. There has been conflicts with students requesting additional time on top of additional time.

- UDL is a term students do not understand. They need a specific statement.
 - UDL solution around professors offering a pathway to completion. UDL does not eliminate accommodations but hoping we are eliminating the barriers that come with this.
 - *Research Project* –The most common accommodation is note taking.
 - *Successes and Failures* - Mohawk has not made UDL mandatory but that they would like faculty to *consider* UDL. At Mohawk attitudinal barriers were a huge issue. They met with faculty and assessed their needs. It is helpful if you have Chairs/Deans, Coordinators on board.
 - *Systemic Barriers* –There is some confusion with faculty between AODA and UDL. Faculty see it as something more they will need to do on top of everything else. But many faculty are already incorporating it without knowing they are doing so.
 - *Research in UDL* – Darla suggested to connect with Centre of Learning and Teaching. Finding out common accommodations to target support there. Collecting data to support UDL. Helping and supporting faculty through data collection.
 - Click [here](#) for information on the Mohawk College Website.
- d) **Work Integrated Learning (WIL) Module- Information for Students on Disclosure and Seeking Accommodations in Placements and Co-ops** – Toby Merritt, Manager, Accessible Learning Services, Nicholas Triantafillou, Accessibility Counsellor, Lauren Griffiths, Educational Technology Specialist and Amanda Malkiewich, Experiential Learning Program Manager Mohawk College (See attached)
- Toby advised they created an in-house module for experiential learning. In addition it comes with a resource guide, everything is accessible, voice over etc. There is a script so you can mold to your institution and any college can use it. This was developed due to research challenges students were having.
 - It was expanded to coop and employer responsibilities.
 - These topics are emotional and students are not sure what to disclose.
 - Module covers field placement as well; they can make the transition from field placement to work.
 - Click on the link [download the files for the WIL Accessibility module via this online link](#). Individuals will need to pop the files into their LMS or open on a computer with articulate. Also attached to the email are the Word versions of the matching resource/user guide and script.
 - They created a course called work integrated learning which had to have Ministry approval. They are hoping it will be embedded into field placement courses and have coop, faculty, etc know about it.
 - Develop a draft with the student and invite the field placement coordinator to one meeting to finalize accommodations in the workplace.