CREATING A SUSTAINABLE DSO IN THE AGE OF AODA & UDL

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WHAT IS AODA?

- First of its kind of legislation in Canada
- First to mandate training
- Builds upon the ODA 2001
- Phased in approach 2005 – 2025
- Applies to any organization that does business in the province of Ontario
- Setting standards
- Penalties for non-compliance

WHAT IS UDL?

- An educational framework that guides the development of flexible learning environments to account for individual learning differences
- Multiple means of representation, expression and engagement in curriculum is focus

WHY SHOULD WE CONSIDER AODA AND UDL SIMULTANEOUSLY?

- INCLUSION BY DESIGN IS THE COMMON GOAL

- MANY DSOs ARE OVER-BURDENED, REVIEWING DELIVERY APPROACHES, ROLE ON CAMPUS

- DSOs NEED TO REINFORCE/CAPITALIZE ON AODA MESSAGING IN ORDER TO REALIZE SCALABLE APPROACHES TO INCLUSIVE LEARNING

AODA Facts

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AODA Impacts all Areas of the College

An accessible Ontario by 2025 in five key areas of daily living:

1. **Customer Service**

   Addresses how organizations offer equal access to their goods/services.

2. **Transportation**

   Addresses ways to prevent and remove barriers to transportation so that everyone can more easily travel in Ontario.

3. **Employment**

   Requires organizations to have a process on how to accommodate persons in activities such as interviews, workplace duties, etc.

4. **Information and Communications**

   Makes the ways organizations send and receive information and communications accessible to persons with disabilities.

5. **Built Environment**

   Will address access to and within buildings and outdoor spaces.

Changing the Way We think of About Accessibility

Medical Model
- Being disabled is a negative
- Doctors/professionals know best
- Remedy is a cure
- Disability resides in the individual

Social Model
- Individual with the disability knows best
- Disability is a difference
- Disability arises from interaction of the individual and society

Accommodation Model
- Access is a problem and should be addressed by the individual
- Access is achieved through special accommodations
- Access is reactive

Universal Design

- Access issues stem from poorly designed environments
- Access is proactive
- Access is inclusive
- Access is part of the design and is sustainable

Accessible Model

A Change is Coming

The AODA is pushing us to change in the way we do business.

Current Model of Service Delivery

- SWD registers with a DSO
- SWD provides documentation
- Accommodation plan is drawn up
- SWD responsible for providing faculty with their accommodation plan
- SWD responsible for setting up testing accommodations
- Accommodations are often provided in a separate location.

An Accommodation Model

- Identifying and removing barriers is a corporate responsibility

- Accessibility and accommodations are built into the service

- Accessibility and accommodations are the responsibility of the organization

INCLUSION IS ABOUT RIGHTS

GOOD DESIGN IS ESSENTIAL FOR ENSURING INCLUSION

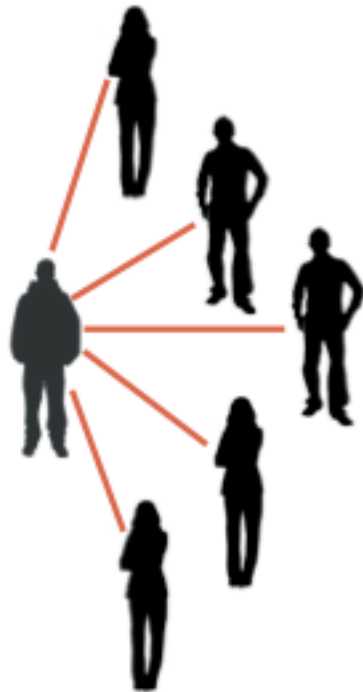| SOCIAL JUSTICE	SOCIAL WELFARE
A right	A special arrangement
Equal treatment	Special treatment
Planned inclusion	Accommodation
Expected	Proof of eligibility

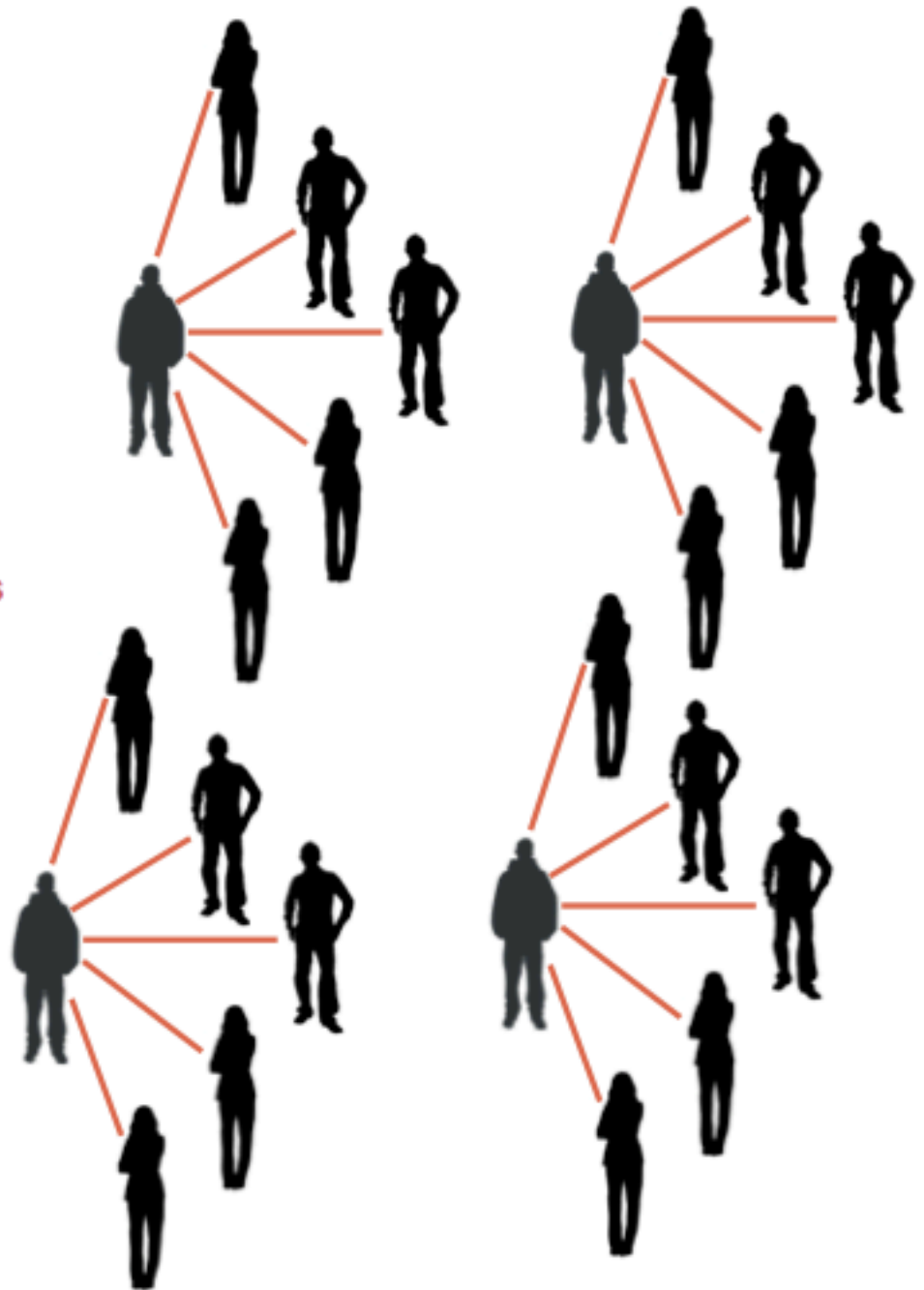ACCOMMODATION IS OFTEN A SYSTEM DEFAULT TO INCLUSION.
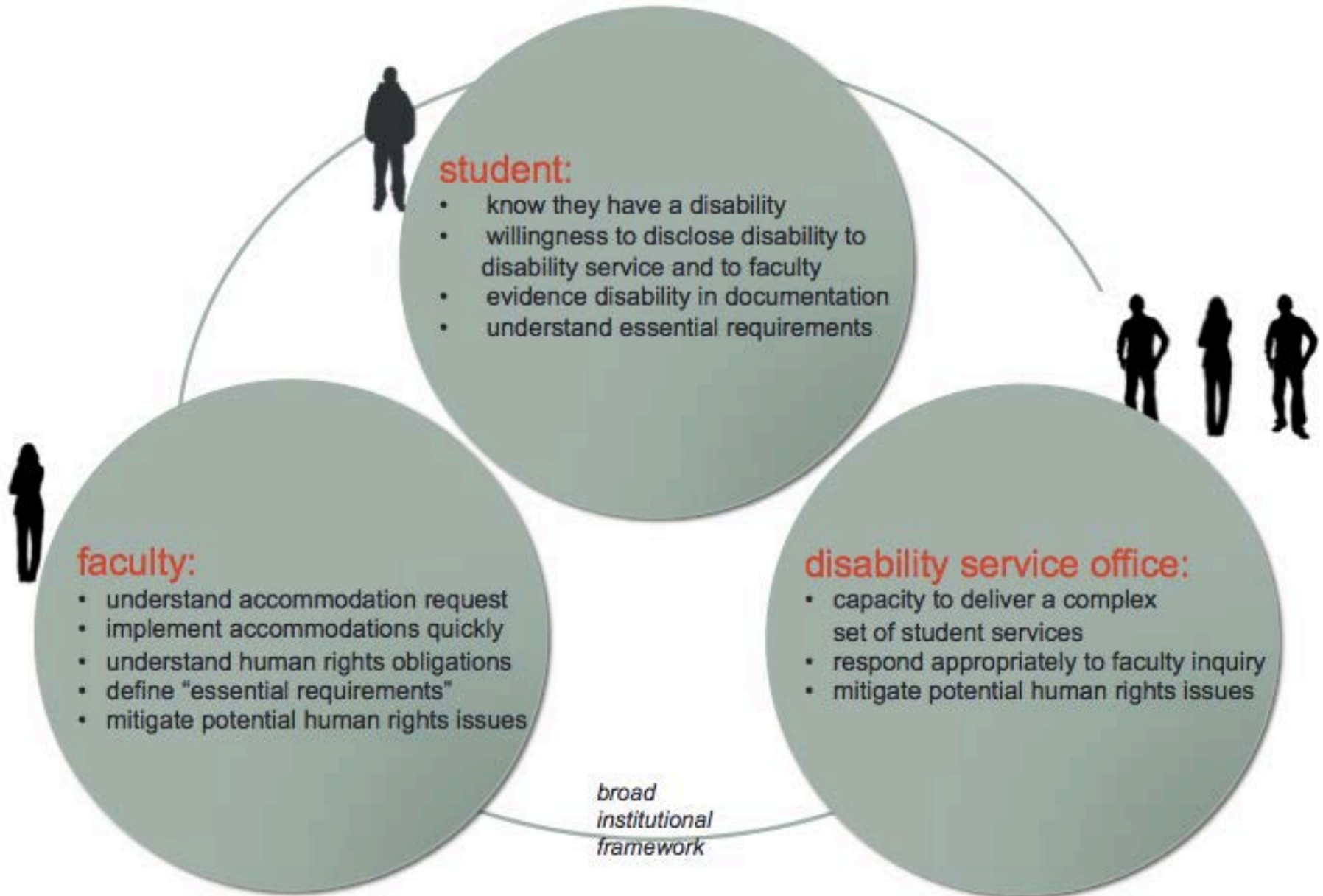STUDENTS CARRY
THE BURDEN OF THIS DEFAULT.
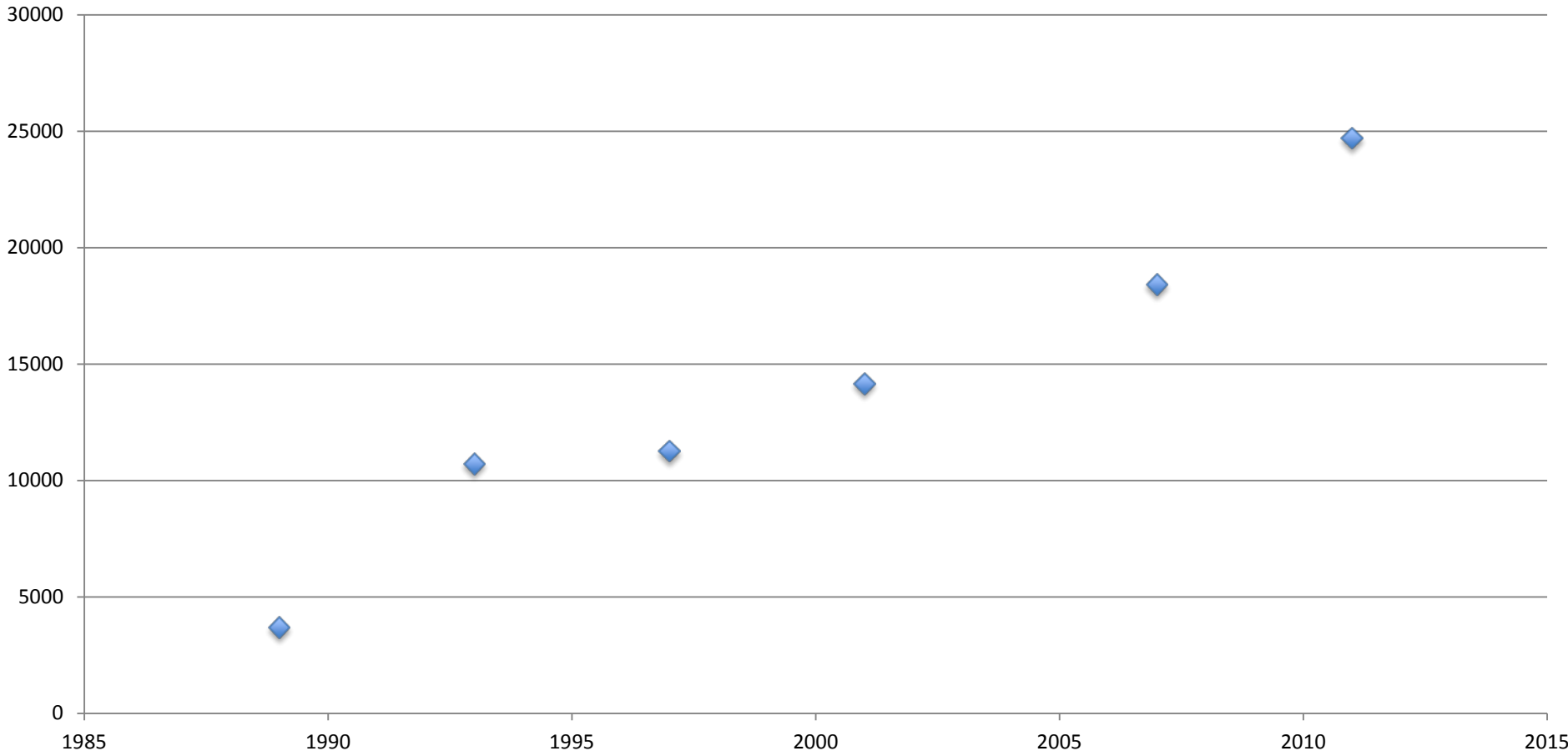
accommodation mapping: individual student perspective

x
number of semesters

quality assurance in the accommodation model requires:

student:
- know they have a disability
- willingness to disclose disability to disability service and to faculty
- evidence disability in documentation
- understand essential requirements

faculty:
- understand accommodation request
- implement accommodations quickly
- understand human rights obligations
- define "essential requirements"
- mitigate potential human rights issues

disability service office:
- capacity to deliver a complex set of student services
- respond appropriately to faculty inquiry
- mitigate potential human rights issues

broad institutional framework

Students with Disabilities registered with Disability Service Offices, Ontario Colleges

UNIVERSAL DESIGN MODEL	ACCOMMODATION MODEL
Poorly designed environment	Individual problem
Addressed by designer	To be addressed by individual
Inclusive	Separate, different
Planned for	Retroactive
Sustainable for all	Unsustainable, individual
Built in, no request needed	Relies on negotiation

OHRC Policy and Guidelines on the Duty to Accommodate (2000):

Inclusive design and integration are also preferable to "modification of rules" or "barrier removal," terms that, although popular, assume that the *status quo* (usually designed by able-bodied persons) simply needs an adjustment to render it acceptable. **In fact, inclusive design may involve an entirely different approach. It is based on positive steps needed to ensure equal participation for** those who have experienced historical disadvantage and exclusion from society's benefits.

Examples

Accommodation Model

- DSO responsible for providing captioned videos

- DSO is responsible for setting up testing accommodations

- DSO is responsible for providing assistive technology

Accessible Model

- The institution is responsible for providing captioning services

- Test accommodations are built into the curriculum

- Assistive technology is part of the IT services provided to all students

Accommodation Model

- DSO is responsible for providing information in an accessible format

Accessible Model

- Faculty are responsible for ensuring course material is accessible

From Durham College's
CSD Faculty Resource page.
Hyperlink included in
student accommodation letters

ACCESS REQUEST	% OF STUDENTS REGISTERED WITH THE CSD REQUIRING THIS MEASURE	INCLUSIVE DESIGN APPROACH THAT WILL PROVIDE BENEFIT TO ALL LEARNERS (AND IN SOME CASES REMOVE THE NEED FOR INDIVIDUAL ACCESS REQUESTS)
FM system (faculty wears lapel mic)	1%	Record lectures and post them to the learning management system (LMS). Provide presentation and lecture notes electronically before class to help all students follow along. Use visuals and diagrams to explain complex concepts.
Enlargements	1%	Provide lecture notes, presentation slides and hand-outs electronically. Students who use screen magnifiers will be able to enlarge this information.
Captioned Media	2%	Caption all videos to provide broader learning benefits to all students (students who speak English as a second language for example).
Lab extra time	2%	Build extra time into lab instruction enabling all students to complete lab in allotted time.
Memory aids	2%	Provide alternatives to timed testing. Assignments, take home tests, or group projects for example.
Electronic copy of Quiz	8%	Provide electronic format for all students. Allow students to do take-home quizzes enabling students to use the format that works best for them.
Recorded Lecture	13%	Record lectures and post them to the LMS. Provide presentation and lecture notes electronically before class to help all students follow along. Use visuals and diagrams to explain complex concepts.
PowerPoint Slides	41%	Provide presentation and lecture notes on the LMS before class to help all students follow along.
Notetaker	53%	Record lectures and posting them to the LMS. Provide presentation and lecture notes electronically before class to help all students follow along.
Use test centre	91%	Provide choice in evaluation to all students (assignments, take home tests, or group projects for example).
Use test centre for extra time (with no other accommodation)	45%	If there is no alternative to timed testing, reduce the number of questions in half so that all students have extra time built in. Ensure the class is aware that this is the case.

SO. HOW DO WE MOVE FORWARD STRATEGICALLY?

COMMITMENTS TO OUR STUDENTS

Humber provides all students with a high-quality educational environment and experience that leads to the achievement of each student's desired outcomes

Humber graduates have the knowledge and skills they need to be successful in their professional and personal lives

Humber makes academic and operating decisions based on delivering on our commitment to student success

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STRATEGIC PRIORITY

STRENGTHENING OUR POLYTECHNIC IDENTITY

- Optimize and differentiate Humber's programs, credentials and services
- Leverage the range of Humber programs to lead the system in providing pathways
- Demonstrate Humber's distinctiveness as an exemplary provider of postsecondary education that blends theoretical, applied and breadth learning

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STRATEGIC PRIORITY

SUSTAINED FOCUS ON TEACHING AND LEARNING EXCELLENCE

- Live the values of a "learning organization"
- Ensure an exceptional student experience for a diverse student body
- Demonstrate leadership in innovative teaching and learning strategies

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STRATEGIC PRIORITY

MAXIMIZING THE IMPACT OF PARTNERSHIPS

- Ensure essential linkages with industry and key external stakeholders
- Build and maintain beneficial relationships with alumni
- Enhance creative connections with education and community partners

MOVE THE AGENDA

- ❏ WHERE IS INCLUSION IN THE STRAT PLAN? BUSINESS PLAN? CLEAR OR LOFTY? WHO'S ACCOUNTABLE?
- ❏ IS YOUR DSO MODELLING UNIVERSAL DESIGN? DO WE USE PLAIN LANGUAGE?
- ❏ REVIEW FACULTY ACCOMMODATION LETTERS. NOD TO UD?
- ❏ CHANGE WHAT WE TALK TO FACULTY ABOUT. DESIGN VS. DISABILITY?
- ❏ FACULTY ADVISORY COMMITTEES ON CURRICULAR INCLUSION
- ❏ TAP INTO PEER INFLUENCE. FACULTY-TO-FACULTY TRAINING MODULES?
- ❏ TEACHING AND LEARNING PARTNERSHIPS FOR FACULTY TRAINING
- ❏ LET GO GENTLY OF BROADER RESPONSIBILITIES FOR INCLUSION
- ❏ AUDIT AND REPORT CAMPUS INCLUSION EFFORTS CONTINUOUSLY

SUCCESSES FROM YOUR CAMPUS?