



## **2019-2021 Multi-Year Accessibility Plan**





## Executive Summary

Mohawk College is a post-secondary destination renowned for its innovation culture that produces skilled graduates who are ready to make a difference. It is a preferred choice for local and international students seeking real world learning experiences and services customized to their needs.

### Mohawk College is:

- **Student focused:** Students and learning are at the heart of the college
- **Committed to excellence:** A commitment to innovation in education, corporate services, and student services
- **Engaged in the community:** Responsive to and collaborative with the communities the college serves
- **Inclusive:** Ensure a welcoming and supportive environment for all
- **Accountable:** Act with integrity, transparency, and base our decisions on evidence

Furthermore, Mohawk College is committed to advancing accessibility and ensuring that persons with disabilities have equitable access to the college's programs, services, goods, facilities, and accommodations and have

equitable opportunities to fully participate and experience success in their academic and/or employment endeavours at the college.

The college's commitment includes being in compliance with the Accessibility for Ontarians with Disabilities Act, (AODA) 2005 and undertaking activities that will achieve the college's goals. Since 2003, Mohawk College has submitted the Multi-Year Accessibility Plan (MYAP) report providing an overview of the progress that the organization has made with respect to the college's commitment to accessibility.

To inform and support the MYAP, the college has established the following committees:

**Mohawk College AODA Steering Committee:** Comprised of senior leadership and other key representations from all areas of the college including those who provide accessibility planning and direction related to communications, college services, employment and human resources, student services and academics, training, facilities and technology.

**Mohawk College Advisory Committee:** Comprised of employees, students, faculty, community partners, and key stakeholders across the college. Persons with disabilities represent a significant proportion of the Advisory Committee's membership. The Committee provides input and consultation on identification, prevention, and removal of barriers relating to goods, services, and facilities.

The college's 2019-2021 Multi-Year Accessibility Plan is outlined in this document. Along with major accomplishments and activities completed since the 2016-2018 MYAP, the 2019-2021 MYAP details compliance standards, deliverables, activities, and the statuses of activities involved in creating and maintaining an inclusive and accessible environment and providing and delivering accessible programs and services.

## Background

The Accessibility for Ontarians with Disabilities Act, 2005 (AODA) became law in Ontario in June 2005. The goal of the Act is to create standards that will improve accessibility across the province by 2025. These standards are made into laws called regulations and they provide the details to help meet the AODA's goals.

All organizations, both public and private, that provide goods or services, either directly to the public or to other organizations in Ontario (third parties), employ individuals, offer accommodation, own or occupy a building

or premises, and engage in a prescribed business are legally required to comply with the Act.<sup>1</sup>

The AODA identifies five areas that were used to develop the accessibility standards that form the basis of the regulations. These five areas are:

- Customer service
- Employment
- Transportation
- Information and Communication
- Built environment (refers to access to, from and within buildings, and outdoor street spaces, such as pedestrian access routes and signal systems)

## Ontarians with Disabilities Act, 2001

The Ontarians with Disabilities Act, 2001, (ODA), was passed by the Province of Ontario and received Royal Assent on December 14, 2001 to “improve opportunities for persons with disabilities and to provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the province”.<sup>2</sup> The sections of the Ontarians with Disabilities Act that apply to educational institutions were proclaimed in 2001 and apply to all Ontario educational institutions. The Ontarians with Disabilities Act, 2001 continues to be in force until repealed in whole or part.



<sup>1</sup> Accessibility for Ontarians with Disabilities Act, 2005, <https://www.ontario.ca/laws/statute/05a11#BK1>

<sup>2</sup> Ontarians with Disabilities Act, 2001. <https://www.ontario.ca/laws/statute/01o32>



## **Accessibility for Ontarians with Disabilities Act, 2005**

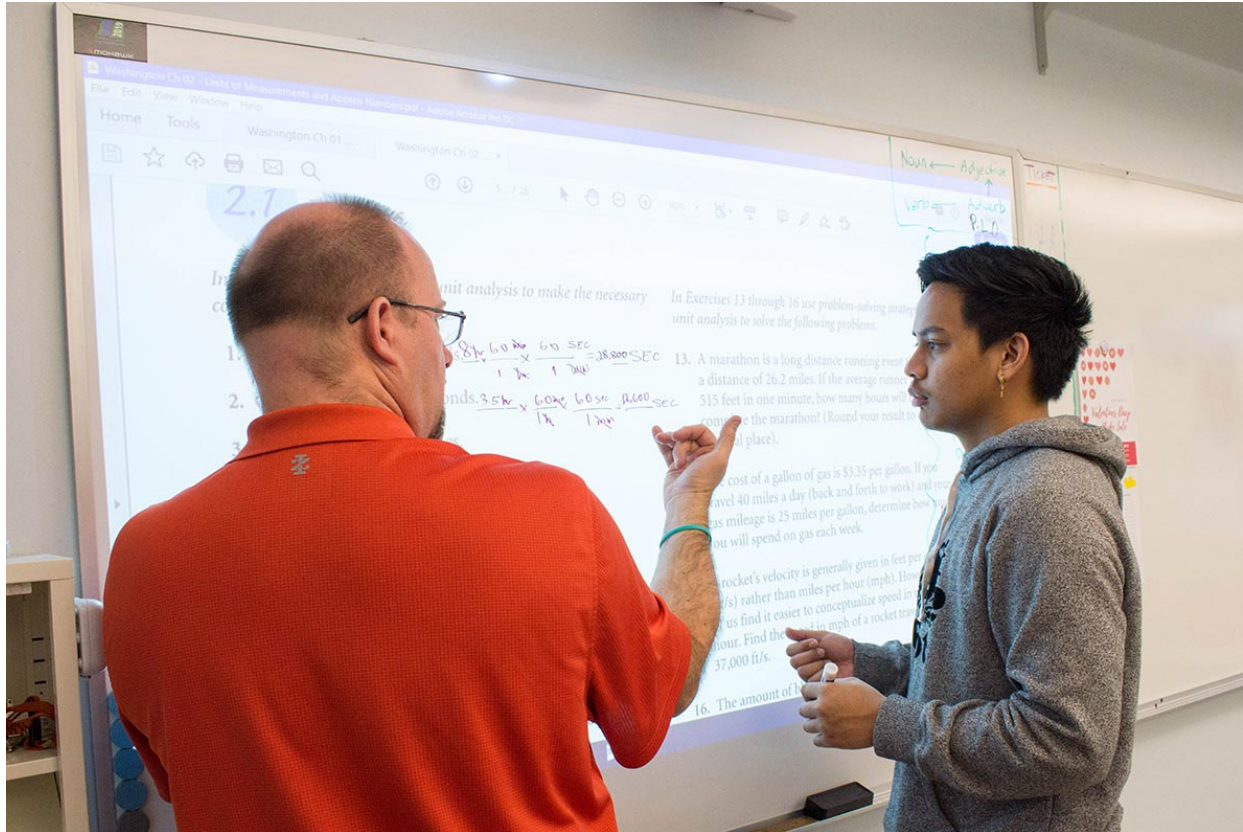
The Province of Ontario passed the Accessibility for Ontarians with Disabilities Act, 2005 (AODA) on May 10, 2005 and received Royal Assent on June 13, 2005. The AODA is a provincial law that recognizes the history of discrimination against persons with disabilities in Ontario and will require the “...development, implementation and enforcement of standards” for accessibility to goods, services, facilities, employment, accommodation and buildings for persons with disabilities.<sup>3</sup>

Ontario’s first accessibility standard, the Accessibility Standards for Customer Service, became law on January 1, 2008. This was followed by the Integrated Accessibility Standards (Information and Communication, Transportation, and Employment), which was enacted on June 3, 2011, and the Accessibility Standard for the Built Environment, which came into effect on January 1, 2013. These standards set out requirements that organizations, businesses, and municipalities are legally required to comply with. On July 1, 2016, the three standards mentioned above were amended becoming one entity and renamed the Integrated Accessibility Standards.

Large public sector organizations are required to produce annual status reports that highlight the progress made in advancing their Multi-Year Accessibility Plan (MYAP) strategies and in meeting the requirements of the Integrated Accessibility Standards. The Integrated Accessibility Standards establishes the accessibility standards for information and communications, employment, transportation, and public spaces. The transportation standards are not applicable to the college. Mohawk College has provided compliance reports to the Province since 2003.

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<sup>3</sup> Accessibility for Ontarians with Disabilities Act, 2005, <https://www.ontario.ca/laws/statute/05a11#BK1>



## Updates to the AODA

On July 1, 2016, the AODA and its regulations were updated. The updates that apply to Mohawk are summarized below.<sup>4</sup> For complete details on the updates, refer to the Integrated Accessibility Standards.<sup>5</sup>

- In addition to doctors and nurses, additional health professionals, such as chiropractors, optometrists, etc., can also now identify service animals.
- Organizations must now ensure that their existing feedback process is accessible to persons with disabilities by providing accessible formats and communication supports upon request.
- Organizations must now consult with the person with a disability to determine that the support person is necessary to protect the health and safety of the person with a disability or that of others on the premises, but also that there is no other reasonable way to protect the health or safety of the person with a disability and that of others on the premises.

<sup>4</sup> <https://www.lexology.com/library/detail.aspx?q=7e8ec1fb-7151-44ff-8556-9f5a9eae117a>

<sup>5</sup> <https://www.ontario.ca/laws/regulation/110191>

- d) The training obligation to train employees and volunteers on how to interact with persons of various disabilities and persons with disabilities who use assistive devices or require the assistance of a service animal now applies to all employees and volunteers of the organization and should be done “as soon as practicable.”

The next updates are expected in 2025.



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## What is a Disability?

A disability is any of the following:

- “(a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- (b) a condition of mental impairment or a developmental disability,
- (c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- (d) a mental disorder, or
- (e) an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*”<sup>6</sup>

For further accessibility-related terms, please refer to the Accessibility Glossary (Appendix A). For a complete glossary of equity and inclusion terms, please refer to the Equity and Inclusion Glossary.

Disability includes a wide range and degree of conditions in which a disability may be present at birth, caused by an accident, or developed over time.<sup>7</sup> In addition, because some disabilities are visible and some are not, it cannot be assumed that because a disability is not visible that it does not exist or that it is not as significant as a visible disability. Lastly, a disability is self-identified and identified or determined by others.

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<sup>6</sup> <https://www.ontario.ca/laws/statute/05a11#BK1>

<sup>7</sup> [http://www.ohrc.on.ca/en/code\\_grounds/disability](http://www.ohrc.on.ca/en/code_grounds/disability)

## Demographics

In 2016, Hamilton's total population was 536,917.<sup>8</sup> As of 2019, Mohawk College was home to approximately 37,430 students (full-, part-time, and apprenticeship) and 1,300 employees (full- and part-time).

This report references statistics from Statistics Canada's Canadian Survey on Disability (CSD), conducted every five years, in which the last CSD was conducted in 2017. The CSD only releases data at the national, provincial, and territory levels. As a result, this report will not include any CSD-related data that is specific to Hamilton.

In 2017, 2,616,179 persons in Ontario reported having a disability(s), representing 24.1% of Ontario's total population. Of the five most commonly reported types of disabilities, pain-related disabilities were at the top at 67.8%. This was followed by flexibility (47.5%), mobility (45.5%), mental health-related (33.1%), and seeing (26%).<sup>9</sup>

Canada had a total of 6,246,640 persons with disabilities in 2017 comprising of 22.3% of Canada's total population. Echoing Ontario, of the five most commonly reported types of disabilities, pain-related disabilities were at the top at 65%. Just as with Ontario, this was followed by flexibility (44.7%), mobility (42.8%), mental health-related (32.5%), and seeing (24.3%).<sup>10</sup>

At Mohawk College in 2017, 8% of students self-identified as having a disability(s). In 2018, 6% of students self-identified as having a disability(s).<sup>11</sup>

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<sup>8</sup> <https://www12.statcan.gc.ca/census-recensement/2016/as-sa/fogs-spg/Facts-csd-eng.cfm?LANG=Eng&GK=CSD&GC=3525005>

<sup>8</sup> 2019 Applied Research Rankings: Mohawk Idea Works Institutional Overview.

<sup>9</sup>

<https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=1310037401&pickMembers%5B0%5D=1.8>

<sup>10</sup> <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=1310037401>

<sup>11</sup> Mohawk College Student Entrance Survey (conducted twice per year in the winter and summer/fall intake). Note: Data on types of disabilities were not collected.

## Major Accomplishments and Completed Activities

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### Major Accomplishments

#### Built Environment

In March 2015, a facilities audit was conducted at the Fennell and the Stoney Creek campuses to identify areas for improvement and establish recommendations and priorities to improve accessibility for students, faculty, staff, and visitors.<sup>12</sup>

Audit recommendations that were implemented and completed by Facilities Services include:

- a. Replacement of exterior door systems (AODA compliant)

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<sup>12</sup> Mohawk College Campus Accessibility Audit Report (March 2015)

- b. Renovation of the F-Wing West entrance, Fennell Campus
- c. Installation of accessible picnic tables
- d. Raised stairwell handrails to meet code
- e. Renovation of inclusive washrooms (AODA Standard)
- f. Installation of additional automatic door openers
- g. Replacement of round door handles with lever handles
- h. Construction of fully inclusive washroom (A-Wing)
- i. Ensured fire alarm systems, life safety systems, and pull stations are at the correct height
- j. H-Wing curb cut to provide universal access to the H-Wing ramp and entrance
- k. Renovations to create universal access from lower E-Wing to G-Wing elevator, which includes: stair improvements, floor replacement, tactile surfaces, stair nosing, and stainless-steel handrails

In addition to the completed audit recommendations, Facilities Services also completed the following:

- Obtained ergonomic chairs and adjustable desks for classrooms at all campuses
- Elevator upgrades – McIntyre Theatre
- Elevator modernization in the C-Wing Square
- Stairwell upgrade including detectable warning surfaces at the top of interior stairs and at landings
- Installation of tactile floor surfaces – south entrance stairs, Fennell Campus
- Washroom upgrade – Room E002, Fennell Campus
- Installation of a temporary ramp for convocation – McIntyre Theatre
- Installation of automatic door openers in Community Integration through Co-operative Education (CICE) Office (1) and CICE Tutor Room (1)
- Renovations to create barrier free washrooms in the CTTC building Rooms E03/E05 (male and female washrooms), Stoney Creek Campus
- Installation of signage for washrooms, elevators, and benches

## **Accessible Media Production - 390**

- Mohawk College was awarded the Broadcast Accessibility Fund to develop an accessible media course that takes into account consumers with disabilities; Accessible Media Production - 390 was first offered in 2017





## Completed Activities

The following is a list of activities completed since the last MYAP.

### Information and Communication Standards

- AODA compliant software was incorporated into digital library services
- All library computers are equipped with JAWS and ZoomText software
- Continued support of staff and students with disabilities accessing accessible formats and communication supports; students are trained to use technology to access materials, where needed
- A system was created to allow persons to request alternate formats and communication support; any print material is available in digital format and requested through the Accessible Content ePortal
- College staff were educated on what constitutes accessible documents and how to obtain documents in an alternate format
- Procedures for creating documents in alternate formats were reviewed and revised accordingly to ensure clarity and consistency
- Educational and training materials were made available in accessible formats, upon request
- All public-facing videos were made available in which accessible videos are available upon request

- An Accessibility Liaison was hired to create Braille versions of food court menus
- A liaison was hired to ensure that food court menus are available in large print
- Options for captioning video content was diversified to include vendors who provide CART services (captioning services for video and live presentations)
- Confirm website compliance with World Wide Webb Consortium (WCAG) 2.0 Level AA requirements
- Training sessions for site editors that will cover accessibility and usability guidelines and how to effectively write content for the web
- Use of Site Improve as an additional resource to fix and monitor accessibility issues
- An updated MyMohawk portal was introduced in 2017
- Provided access to a campus wide text to speech solution embedded in both Mohawk website and MyCanvas (i.e. Readspeak text to speech)
- AODA working groups/sub-committees were restructured to include more faculty representation on the UDL committee
- AODA working groups/committees were restructured to facilitate the implementation of initiatives to support educating faculty on UDL
- Training was reviewed and updated to ensure that UDL strategies are being included
- Crowdsourcing for note-taking content was completed
- A standard to purchase training materials in accessible formats was adopted
- Identify all inaccessible PDFs and recommend appropriate actions to address inaccessible PDFs
- Upon request, provide accessible documents which include, but not limited to:
  - Larger (12pt), Verdana font and maintains high contrast
  - Use of built-in styles and templates
  - Emphasizing text in bold and not depending on italics, underlining and colour to differentiate text
  - Using alternate text when images are used
  - Being easily convertible to another format, such as Braille or an e-reader
- All fire alarm systems, life safety systems, and pull stations were updated at the Fennell and Stoney Creek campuses in compliance with current codes and standards
- Emergency intercoms were upgraded at the Stoney Creek Campus

## Employment Standards

- A reminder email was sent to full and part-time employees to advise of the accommodation process and how to request supports and resources
- Plans and supports were put in place for employees who have a self-identified need(s) and/or returning from sick leave or LTD
- The Performance Management procedure for faculty, support, and administrative personnel were revised to reflect accessibility considerations based on individual needs
- Performance management forms for staff were made available in accessible, user friendly formats
- Accessibility considerations are now reflected in career development and advancement processes



## Advancing AODA and Accessibility Education

- In 2019 to support AODA education the college as part of a pilot provided Mohawk Employees the opportunity to enroll in the Full Time Accessible Media Program, covering the cost of tuition. The employee would receive the full Ontario College Graduate Certificate Credential upon completion. Eleven employees took advantage of this offering.
- Welcoming Communities Gamification Project created a GoMohawk app. to facilitate ease of navigating college campus; Accessible components of tool includes closed-captioning and speech to text features

## Ongoing Activities

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The following section outlines the new MYAP and is divided into the four parts: General Requirements, Information and Communication, Employment Standards, and Built Environment (customer service, human rights training, accessible feedback, procurement, etc.). Each part includes activities that are ongoing or in progress, for example web accessibility, as well as new activities, such as employee recruitment, that are required under the legislation starting in 2016. To date, Mohawk College has met or exceeded its legislative obligations.

Below are details of the compliance standards for each Regulation and section, the deliverables of each section, related activities, the status of activities, the responsibility/lead for each deliverable, and applicable notes/comments.

### Part I: General Requirements – s.3, s.4, s.5, s.6, s.7

#### Compliance Standards Reference: O.Reg.191/11, s.3 by January 1, 2013

- Establish accessibility policies, practices, and procedures

**Deliverables:** Review and update policies

**Activities:**

1. Ongoing policy review to ensure accessibility compliance
2. Review accessibility policy and statement of commitment annually to accessibility to ensure changes/updates are addressed
3. Develop digital recording policy as an addendum to intellectual property policy
4. Develop Animals on Campus Policy
5. Review Academic Accommodation Policy
6. Review new Digital Recording Policy

**Status:**

- Activities #1, #2, and #3 are ongoing
- Activities #4, #5, and #6 are in progress

**Responsibility/Lead:** AODA Steering Committee



**Notes/Comments:** n/a

**Compliance Standards Reference: O.Reg.191/11, s.4 by January 1, 2013**

- Develop Accessibility plans and make them available to the public
- Establish, implement, maintain, and document a multi-year accessibility plan

**Deliverables:**

- Post plans on college website
- A 2-year Accessibility Plan is approved by the Senior Leadership Team and AODA Steering Committee.

**Activities:**

7. Finalize the 2019-2021 multi-year plan in consultation with AODA committees and key college stakeholders and present to SLT for approval
8. Conduct College-wide audit of Accessibility Plans, Processes and policies

**Status:** Activities #7 and #8 are ongoing

**Responsibility/Lead:** AODA Steering Committee

**Notes/Comments:** n/a

**Compliance Standards Reference: O.Reg.191/11, s.5 by January 1, 2013**

- Procuring or acquiring goods, services, or facilities – Incorporate accessibility features and criteria into purchasing policies or processes

**Deliverables:** Ensure employee knowledge of Manager accountability for applying accessible procurement guidelines

**Activities:**

9. Communicate with employees about accessible procurement requirements and the availability of online resources
10. Develop accessible procurement checklist or purchasing standard to assist employees in acquiring accessible goods/services
11. Ensure that each program area procures accessible transportation when scheduling any off-campus event, field trip, or experiential experience that involves groups traveling together to the event

**Status:** Activities #9, #10, and #11 are in progress

**Responsibility/Lead:**

Purchasing: #9 and #10  
Business Managers: #11

**Notes/Comments:** n/a



**Compliance Standards Reference: O.reg.191/11, s.6 by January 1, 2013**

- Incorporate accessibility features in all self-serve kiosks

**Deliverables:** All self-serve kiosks on all campuses will be accessible; Make recommendations for accessible kiosk standard/criteria

**Activities:**

12. Continued consultation with college community to determine compatibility of software programs to enhance accessibility of kiosk.
13. Conduct an accessibility audit of the all kiosks:

- a) Kiosks should include functionality for persons with no or low vision, include usability features for persons who are deaf, deafened or hard-of-hearing, and those who have low dexterity
- b) Kiosks should be installed at appropriate height for individuals using mobility aids/equipment
- c) Kiosks should have appropriate audio feedback for persons who are blind/low vision

**Status:** Activities #12 and #13 are ongoing

**Responsibility/Lead:**

Marketing: #12

IT: #12

Facilities Services, Business Development & Retail Services: #13

Student Services Registrar: #13

**Notes/Comments:** n/a

**Compliance Standards Reference: O.Reg.191/11, s.3 by January 1, 2013**

- Establish accessibility policies, practices, and procedures

**Deliverables:**

AODA training to be revised to move to Learning Management System (LMS) platform

- Support all new employees, including those on contract, to complete the AODA Module 2 that contains content regarding Universal Design for Learning (UDL)

**Activities:**

- 14. Inform and support all new employees including student workers in completing accessible customer service and IASR modules upon hire.
- 15. Ensure existing staff have received ongoing refresher training as appropriate
- 16. Review and update training for staff responsible for policies, processes and guidelines

17. Update training on accessible meetings, classrooms and lectures
18. Support all new educators, including those on contract to complete AODA Module 2 that focuses on UDL; Ongoing training offered to staff on how to develop accessible PDF and Word documents; Additional workshops, trainers, and forms of delivery being added to meet demand for training
19. Other ongoing training includes anti-bias training for managers, cultural competencies and inclusive recruitment outreach processes
20. Review training modules and materials to ensure an effective overview of the AODA is provided
21. Ensure there is a specific section in all training modules on Ontario Human Rights Code and responsibilities under the Code

**Status:** Activities #14, #15, #16, #17, #18, #19, #20, and #21 are ongoing

**Responsibility/Lead:**

Human Resources: #14

Managers: #14, #15, and #18

Centre for Teaching and Learning (CTL): #15, #16, #17, #18, #19, #20, and #21

**Notes/Comments:** The requirement to complete training is communicated to all new hires and their managers on hire and PD offerings through HR are accessible on request

## **Part II: Information and Communication – s.11, s.12, s.13, s.14, s.15, s.16, s.17, s.18**

### **Compliance Standards Reference: O.Reg.191/11, s.11 by January 1, 2014**

- Establish process for receiving and responding to feedback
- Make information about process publicly available

**Deliverables:** Update online feedback mechanism to allow students, employees, and public to offer timely feedback on accessible issues

**Activities:**



22. Ongoing enhancement of feedback process including monitoring of accessibility emails based on consultation and monitoring
23. Review feedback process to ensure it includes multiple ways to provide feedback (e.g. TTY, mail, text message); Review feedback response procedure to ensure expectations are clear
24. Incorporate training modules on Universal Design for Learning for Mohawk Staff

**Status:** Activities #22, #23, and #24 are in progress

**Responsibility/Lead:** AODA Steering Committee

**Notes/Comments:** n/a

**Compliance Standards Reference: O.Reg.191/11, s.13 by January 1, 2013**

- Make Emergency procedure and public safety information available upon request

**Deliverables:** Post emergency plans and procedures on college website and notify college employees and students of their existence

**Activities:**

25. Review college emergency plans and procedures annually and address gaps
26. Develop an emergency evacuation plan for persons with disabilities which outlines how students, staff and visitors to the Campus are assisted to evacuate in an emergency.
27. Review the need for evacuation equipment (e.g. evacuation chairs) for upper levels of facilities
28. Establish areas of refuge across campus and incorporate into Fire Plans and procedures
29. Review the need for two-way communication systems at areas of refuge
30. Ongoing participation in emergency drills to identify gaps and risk to persons with disabilities
31. Ensure all visual and auditory alarms are in proper working condition
32. Ensure alarm/emergency communication signage is accessible, including with Braille

33. Accessible Learning Services staff continues to provide students with disabilities orientation to emergency procedures during intake meetings
34. Hazard Risk Assessments for each program area will be completed starting summer/fall 2019
35. Enhanced Health & Safety training under development
36. Upgrades to the Fennell Campus intercom system to be AODA compliant
37. Installation of AODA compliant exterior emergency telephones (8) at the Stoney Creek Campus
38. Design of Fennell exterior emergency telephone system

### Status:

- Emergency plans for Activities #25, #26, #27, #28, #29, #30, #31, and #32 are reviewed annually
- Activities #33, #34, #35, #36, #37, and #38 are ongoing

### Responsibility/Lead:

Facilities Services: #25, #26, #27, #28, #29, #30, #31, #32, 36

Human Resources: Occupational Health and Safety: #25, #26, #27, #28, #34, #35, #37 and #38

Security: #30

Accessible Learning Services: #33

### Notes/Comments: n/a



**Compliance Standards Reference: O.Reg.191/11, s14**

Ensure websites and web content conform to Web Content Accessibility Guidelines (WCAG) 2.0:

- New websites and web content to Level A by January 1, 2014
- All websites and web content to Level AA by January 1, 2021

**Deliverables:**

- Corporate and MyMohawk portal public client facing web pages and forms conform to accessibility compliance
- Web content related to the college must meet standards
- Existing online documents to conform to accessibility requirements
- All website and web content will meet AA, WCAG

**Activities:**

- 39.** Print materials will continue to include the “Accessible content available upon request” line of text
- 40.** Marketing to update the Writing Style guidelines, which has accessibility incorporated all through the document
- 41.** Confirm website compliance with WCAG 2.0 Level AA requirements:
  - a)** Training sessions for site editors that will cover accessibility and usability guidelines and how to effectively write content for the web
  - b)** Use of Site Improve as an additional resource to fix and monitor accessibility issues
  - c)** Continued commitment that all video content released from the Marketing department is properly captioned

**Status:** Activities #39, #40, and #41 are ongoing

**Responsibility/Lead:**

Marketing: #39, #40, #41a, and #41c  
IT: #41b

**Notes/Comments:** n/a

## **Compliance Standards Reference: O.Reg.191/11, s.15 by January 1, 2013**

- Educational and Training Resources and Materials
- Provide accessible or conversion-ready electronic format of educational or training materials, as needed
- Provide program information and student records in accessible format

### **Deliverables:**

- All Mohawk College programs provide educational or training materials in a format that takes into account the accessible needs of the individual with a disability
- All student records and program information, requirements, and schedules are available in an accessible format, upon request

### **Activities:**

- 42.** CTL to align curriculum design process to Universal Design for Learning Guidelines in support of accessibility and inclusion objectives
- 43.** Office Administration program to train students on how to make Word documents AODA accessible and then converting them into PDF's
- 44.** Develop a procedure for students requesting student records in alternate format
- 45.** Establish Safe spaces/quiet rooms
- 46.** Conduct an organization wide comprehensive AODA accessibility audit (IAS) including a Built Environment Standard (BES) audit to confirm levels of accessibility and to set advanced accessibility standards
- 47.** Explore need for Wayfinding audit
- 48.** Hire American Sign Language interpreters as needed
- 49.** Ensure availability of attendant services

**Status:** Activities #42, #43, #44, #45, #46, #47, #48, and #49 are ongoing

### **Responsibility/Lead:**

CTL: #42

AODA Committees; Facilities Services: #43, #46, #47, and #48

Marketing: #46

Library: #45

Accessible Learning Services: #44, #48, and #49

Registrar's Office: #44

Deans and Associate Deans: #44

Human Resources: #47 and #49

**Notes/Comments:** n/a

### **Compliance Standards Reference: O.Reg.191/11, s.16 by January 1, 2013**

- Training of Educators – Provide accessibility awareness training to educators

**Deliverables:** All educators will be trained in accessibility awareness and Universal Design for Learning (UDL) principles

#### **Activities:**

- 50.** Continued training of faculty on sector wide AODA module for educators
- 51.** Continued training on creating accessible documents
- 52.** Provide ongoing access to accessible document production resources and just-in-time support for employees
- 53.** Foster and strengthen partnership with CTL to update CEDP and Teaching for Success programs to educate new and existing faculty on UDL principles

**Status:** Activities #50, #51, #52, and #53 are ongoing

#### **Responsibility/Lead:**

CTL: #50, #51, #52, and #53

Human Resources – Professional Development: #52 and #53

Accessible Learning Services: #52

Deans and Associate Deans: #53

AODA Committee: #53

**Notes/Comments:** n/a





## **Compliance Standards Reference: O.Reg.191/11, s.18 by January 1, 2020**

- Libraries provide accessible formats or conversion- ready print-based resources upon request

**Deliverables:** All campus libraries must provide or acquire an accessible or conversion-ready format of print (2015) digital or multimedia resources (2020), upon request

### **Activities:**

- 54.** Upon request, Mohawk Libraries will continue to source accessible versions of print resources
- 55.** Library personnel will continue to partner with internal departments in initiatives to develop a pool of closed-captioners

**Status:** Activities #54 and #55 are ongoing

### **Responsibility/Lead:**

Libraries: #54 and #55

**Notes/Comments:** n/a

## **Part III: Employment Standards – s.22, s.23, s.24, s.25, s.28, s.29, s.30, s.31**

### **Compliance Standards Reference: Section 31**

- Career development and advancement

**Deliverables:** Take into account the accessibility needs of your employees with disabilities when considering career development and advancement

#### **Activities:**

- 56.** Ensure all postings indicate that disability-related accommodation is available upon request
- 57.** Review of all non-AODA related training modules to ensure availability in alternate formats as needed

**Status:** Activities #56 and #57 are ongoing

#### **Responsibility/Lead:**

Human Resources: #56, #57

Managers: #56

**Notes/Comments:** All job descriptions need to describe physical and mental effort required in role

## **Part IV: Built Environment Standard**

### **Compliance Standards Reference: O.Reg.413/12s,80 by January 1, 2018**

- Provide accessible public spaces

**Deliverables:** Newly constructed outdoor public spaces and all service areas will meet all requirements including:

- Recreational trails
- Public use eating areas

- Outdoor play spaces
- Exterior paths
- Accessible parking
- Obtaining services
- Maintenance

**Activities:**

- 58.** Review available municipal and university Facility Accessibility Design Standards and adopt Standard to serve as reference for College construction projects
- 59.** Purchase Ceiling Lifts for each accessible washroom so that each area of the campus has the equipment required to meet the needs of students who require use of a lifts.

**Status:** Activities #58 and #59 are ongoing

**Responsibility/Lead:**

Facilities Services: #58 and #59  
AODA Steering Committee: #58  
AODA Advisory: #58

**Notes/Comments:** n/a

**Compliance Standards Reference: O.Reg.191/11, s.40**

- Address requirements of the updated Ontario Building Code (2015)

**Deliverables:** All new building requirements are met including:

- Visual fire alarms in public corridors of all multi-unit residential buildings.
- Smoke alarms in all buildings to include a visual component
- Elevators or other barrier free access to be provided between stories in most buildings
- Power door operators provided at entrances at a wider range of buildings and at entrances to barrier free washrooms and common rooms in multi-unit residential buildings
- Updated requirements for barrier free washrooms and universal washrooms

- Update requirements for accessible and adaptable seating spaces in public assembly buildings

**Activities:**

- 60.** Steering committee continues to review and recommend facilities improvements as outlined in facilities audit
- 61.** Built environment committee to facilitate input from various stakeholders in implementing requirements of the Design of Public Spaces and Ontario Building Code

**Status:** Activities #60 and #61 are ongoing

**Responsibility/Lead:** Facilities Services

**Notes/Comments:** n/a

## Appendix A

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Below is a glossary of key terms related to accessibility; please note that this is not exhaustive. As society continues to change, so does terminology. As a result, this glossary will be regularly updated. For a complete glossary of equity and inclusion terms, please refer to the Equity and Inclusion Glossary.

**Ableism:** The attitudes in society that devalue and limit the potential of persons who have visible and non-visible disabilities. As a system of oppression, ableism is analogous to for instance racism or sexism in which persons with disabilities are perceived to be less worthy of respect and consideration, less able to contribute and participate, and/or of less inherent value than others. Ableism may be conscious or unconscious and is embedded in institutions, systems or the broader culture of a society. It can limit the opportunities of persons with disabilities and reduce their inclusion in the life of their communities.<sup>13</sup>

**Accessibility:** A general term for the degree of ease that something (e.g., device, service, physical environment and information) can be accessed, used and enjoyed by persons with disabilities. The term implies conscious planning, design and/or effort to make sure something is barrier-free to persons with disabilities. Accessibility also benefits the general population, by making things more usable and practical for everyone, including older people and families with small children.<sup>14</sup>

**Accessibility for Ontarians with Disabilities Act (AODA, 2005):** The purpose of the AODA is to develop, implement and enforce accessibility standards to remove barriers for Ontarians with disabilities on or before January 1, 2025 in relation to: goods, services, facilities, accommodations, employment and buildings, structures and premises.<sup>15</sup>

**Accommodation:** The goal of accommodation is to ensure that an employee who is able to work can do so. In practice, this means that the employer must accommodate the employee in a way that, while not causing the employer undue hardship, will ensure that the employee can work.<sup>16</sup>

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<sup>13</sup> Adapted from the Ontario Human Rights Commission's Glossary of Human Rights Terms and the Law Commission of Ontario (refer to references)

<sup>14</sup> Ontario Human Rights Commission's Glossary of Human Rights Terms (refer to references)

<sup>15</sup> Adapted from the AODA, 2005 (refer to references)

<sup>16</sup> Adapted from the Ontario Human Rights Commission's Duty to Accommodate (refer to references)



**Barrier:** Anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including a physical barrier, an architectural barrier, an information or communications barrier, an attitudinal barrier, a technological barrier, a policy or a practice; (“obstacle”).<sup>17</sup>

**Disability:** Disability is any of the following:

- “(a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- (b) a condition of mental impairment or a developmental disability,
- (c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- (d) a mental disorder, or
- (e) an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*”<sup>18</sup>

**Discrimination:** Treating someone unfairly by either imposing a burden on them, or denying them a privilege, benefit or opportunity enjoyed by others, because of their race, citizenship, family status, disability, sex or other personal characteristics.<sup>19</sup>

**Duty to Accommodate:** Under the *Code*, employers and unions, housing providers and service providers have a legal duty to accommodate the needs of people with disabilities who are adversely affected by a requirement, rule or standard.<sup>20</sup>

In some cases, they may need special arrangements or “accommodations” to take part equally in the social areas the *Code* covers, such as

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<sup>17</sup> Adapted from the City of Hamilton’s Multi-Year Accessibility Plan (refer to references)

<sup>18</sup> The AODA, 2005 (refer to references)

<sup>19</sup> Ontario Human Rights Commission’s Glossary of Human Rights Terms (refer to references)

<sup>20</sup> Ontario Human Rights Commission’s Duty to Accommodate (refer to references)

employment, housing and education. Employers, housing providers, education providers and other parties responsible under the *Code* have a legal obligation to accommodate *Code*-identified needs, unless they can prove it would cause them undue hardship. Undue hardship is based on cost, outside sources of funding and health and safety factors.<sup>21</sup>

**Exclusion:** The denial of access to a place, group, opportunity, privilege, etc. by the dominant group to further marginalize and disadvantage marginalized groups and maintain inequities. Exclusion can be social, political, and economic.<sup>22</sup>

**Harassment:** A course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome. Harassment can also result from a serious single comment or action and does not matter whether the harasser was intending to harm or annoy the other person.

If the harassment is related to any of the Ontario Human Rights Code's (the Code) "Protected Grounds" then the harassment violates the Code and the Respectful Workplace (Harassment and Discrimination) Policy. Protected grounds are: Age, Ancestry, Colour, Race, Citizenship, Ethnic origin, Place of origin, Creed, Disability, Family status, Marital status (including single status), Gender identity, Gender expression, Receipt of public assistance (in housing only), Record of offences, Sex (including pregnancy and breastfeeding), and Sexual orientation.

Examples of harassment include: Remarks, jokes or innuendos that demean, ridicule, intimidate or offend, bullying, gossiping or spreading rumors, or belittling an employee's opinions.

For more information refer to the Respectful Workplace (Harassment and Discrimination) Policy.<sup>23</sup>

**Inclusion:** An approach that appreciates and reaches out to include all people and use their unique differences, e.g. strengths, talents, weaknesses, capabilities, in a way that shows respect for the individual and ultimately creates a dynamic multi-dimensional organization.<sup>24</sup>

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<sup>21</sup> Ontario Human Rights Commission's Duty to Accommodate (refer to references)

<sup>22</sup> Adapted from the Ontario Human Rights Commission's Glossary of Human Rights Terms (refer to references)

<sup>23</sup> Mohawk College's Respectful Workplace (Harassment and Discrimination) Policy (refer to references)

<sup>24</sup> Adapted from the Ontario Human Rights Commission's Glossary of Human Rights Terms and The 519 Glossary of Terms (refer to references)

**Ontarians with Disabilities Act (ODA, 2001):** The purpose of this Act is to improve opportunities for persons with disabilities and to provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the province.<sup>25</sup>

**Prohibited/Protected grounds:** The Ontario *Human Rights Code* prohibits discrimination or harassment based on these personal characteristics. The specific protected grounds include: age, ancestry, citizenship, colour, creed, disability, ethnic origin, family status, gender identity and gender expression (recently added to the *Code*), marital status, place of origin, race, sex (including pregnancy), sexual orientation, receipt of public assistance (in housing) and record of offences (in employment).<sup>26</sup>

**Undue Hardship:** “Organizations covered by the *Code* have a duty to accommodate to the point of undue hardship. Some degree of hardship may be expected – it is only if the hardship is “undue” that the accommodation will not need to be provided. In many cases, it will not be difficult to accommodate a person’s disability. Accommodation may simply involve making policies, rules and requirements more flexible. While doing this may involve some administrative inconvenience, inconvenience by itself is not a factor for assessing undue hardship.”<sup>27</sup>

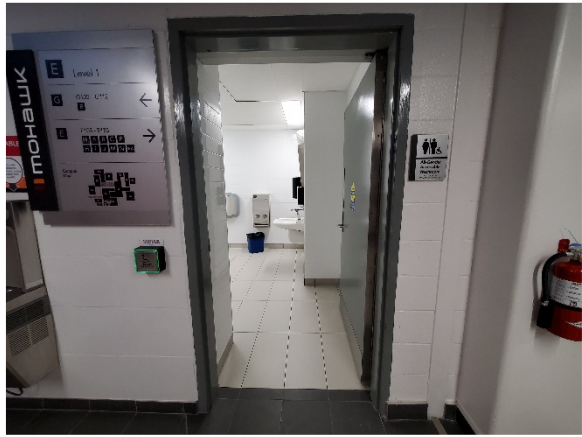


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<sup>25</sup> Ontarians with Disabilities Act, 2001 (refer to references)

<sup>26</sup> Ontario Human Rights Commission’s Glossary of Human Rights Terms (refer to references)

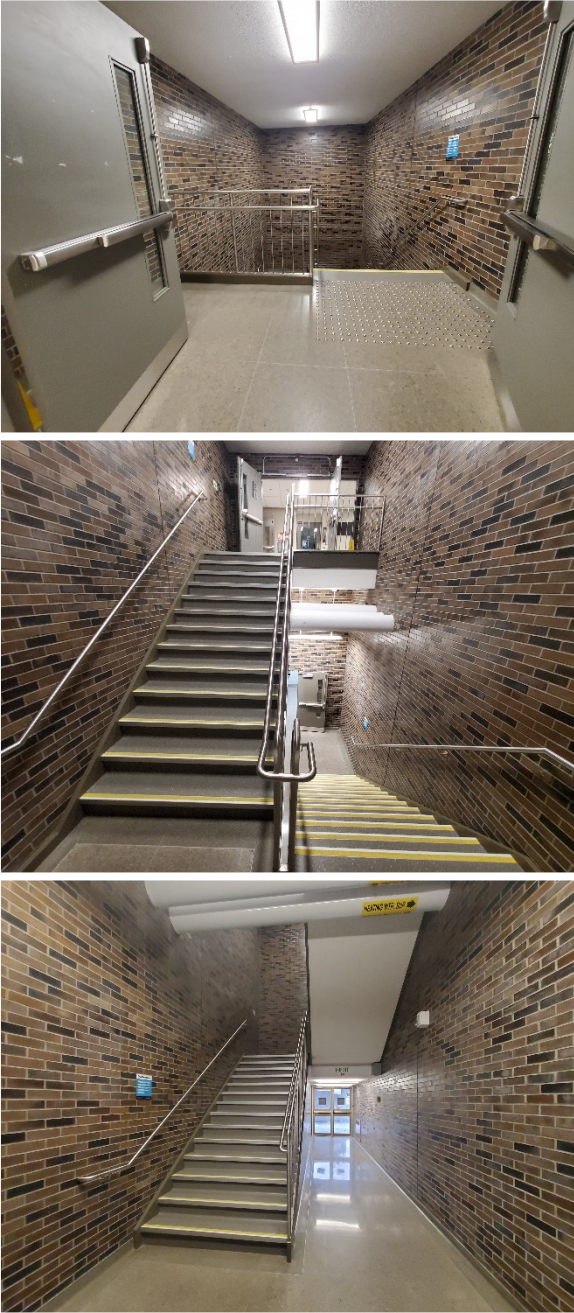
<sup>27</sup> Ontario Human Rights Commission’s Undue hardship (refer to references)


## Summary of Built Environment Projects


Project	Description	Visual
2016-2017 Fennell Campus Room: E128	Convert exiting male washroom to a gender-neutral including accessible sink, mirror, toilet, grab bars and changing table.	  

Project	Description	Visual
<p>2016-2017 Stoney Creek Campus Room# D106</p>	<p>Upgrading an existing female washroom to be accessible, including accessible sink, mirror, toilet, grab bars and changing table.</p>	 <p>The 'Visual' column contains three photographs documenting the washroom upgrade. The top photograph shows the entrance to the washroom, featuring a doorway, a sign on the wall, and a hallway. The middle photograph provides a view of the washroom interior, showing several stalls, a sink, and a mirror. The bottom photograph is a close-up of the accessible sink and mirror area, highlighting the grab bars and the accessible design.</p>




Project	Description	Visual
<p>2016-2017 Fennell Campus C-Wing Stairs B</p>	<p>Accessible Staircase renovation including stair nosing, antislip flooring, new railing at the appropriate height and tactile.</p>	 <p>The 'Visual' column contains three photographs documenting the renovation of the accessible staircase. The top photograph shows a landing area with a tactile floor and a door. The middle photograph shows a view down the stairs with new metal railings and yellow tactile nosing. The bottom photograph shows a view up the stairs with the same improvements.</p>

Project	Description	Visual
<p>2016-2017 Fennell Campus J-Wing</p>	<p>Accessible Staircase renovation including stair nosing, antislip flooring, new railing at the appropriate height and tactile.</p>	

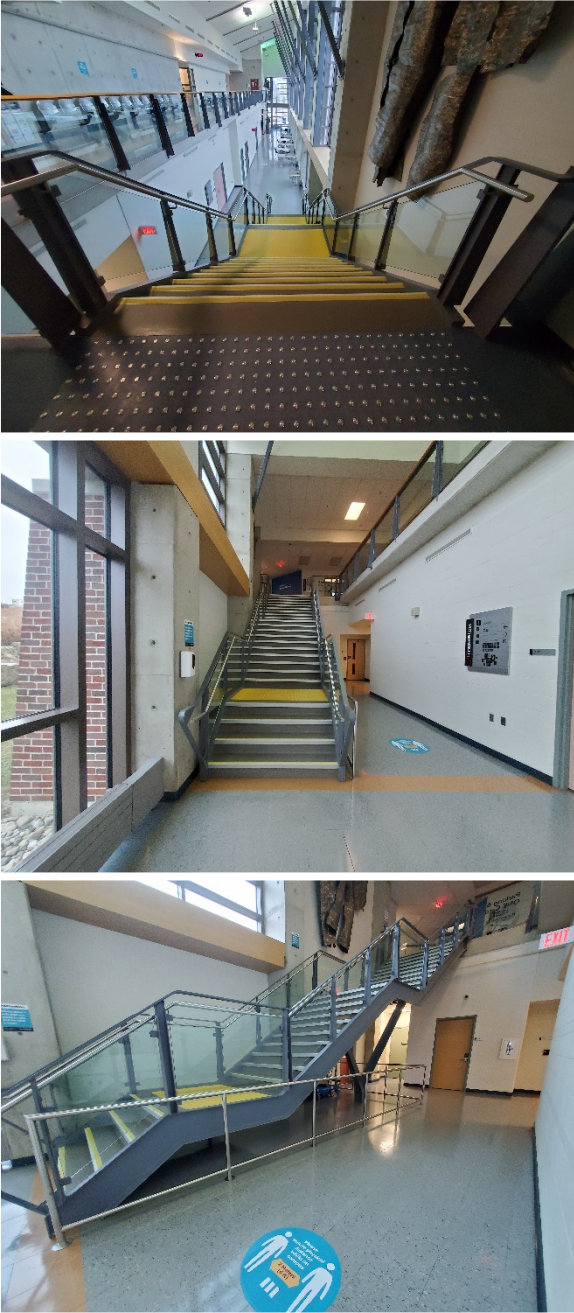
Project	Description	Visual
2016-2017 Fennell Campus C-Wing Main Entrance.	Tactile campus map to help with navigation around campus wings	 <p>The top photograph shows a large, black, rectangular tactile map mounted on a stand in a hallway. The map is titled "2D Tactile Map of the Fennell Campus" and features a grid of white squares representing different campus buildings. A sign above the map provides instructions on how to use the map. The bottom photograph is a close-up of the map, showing the tactile labels for various buildings, including the "MOHAWK IDEAWORKS" building.</p>




Project	Description	Visual
<p>2017-2018 Stoney Creek Campus Room# D110</p>	<p>Upgrading an existing male washroom to be accessible, including accessible sink, mirror, toilet, grab bars and changing table.</p>	 <p>The visual section contains three photographs documenting the washroom upgrade. The top photograph shows the entrance to the washroom, featuring a sink on the left and a doorway leading into the main room. The middle photograph is a close-up of a mirror mounted on the wall, with a grab bar visible below it. The bottom photograph shows the main washroom area, which includes a long sink with a mirror above it, a toilet, and a changing table.</p>

Project	Description	Visual
<p>2017-2018 Fennell Campus C-wing Square</p>	<p>Elevator car modernization and new equipment.</p>	 <p>The Visual column contains three photographs documenting the elevator modernization project. The top photograph shows the exterior entrance of the elevator car, featuring new stainless steel doors and a modern interior. The middle photograph shows the interior of the elevator car, highlighting the new stainless steel walls and a digital display. The bottom photograph shows the electrical control room, which includes new equipment and wiring.</p>





Project	Description	Visual
<p>2017-2018 Fennell Campus I-Wing Stairs</p>	<p>Accessible Staircase renovation including stair nosing, antislip flooring, new railing at the appropriate height, safety guards, and tactile flooring.</p>	


Project	Description	Visual
<p>2017-2018 Fennell Campus A-J Wing Stairs</p>	<p>Accessible Staircase renovation including stair nosing, antislip flooring, new railing at the appropriate height, safety guards, and tactile flooring.</p>	

Project	Description	Visual
<p>2017-2018 Fennell Campus Room A106</p>	<p>Non-Dimensional pause and Reflection Accessibility upgrade, including footwash station.</p>	 <p>The visual column contains three photographs. The top photograph shows a long, narrow hallway with a patterned carpet and glass partitions on the right side. The middle photograph shows a bathroom with a white sink, a mirror, and a footwash station. The bottom photograph shows a doorway leading into the bathroom area, with a sign on the wall.</p>

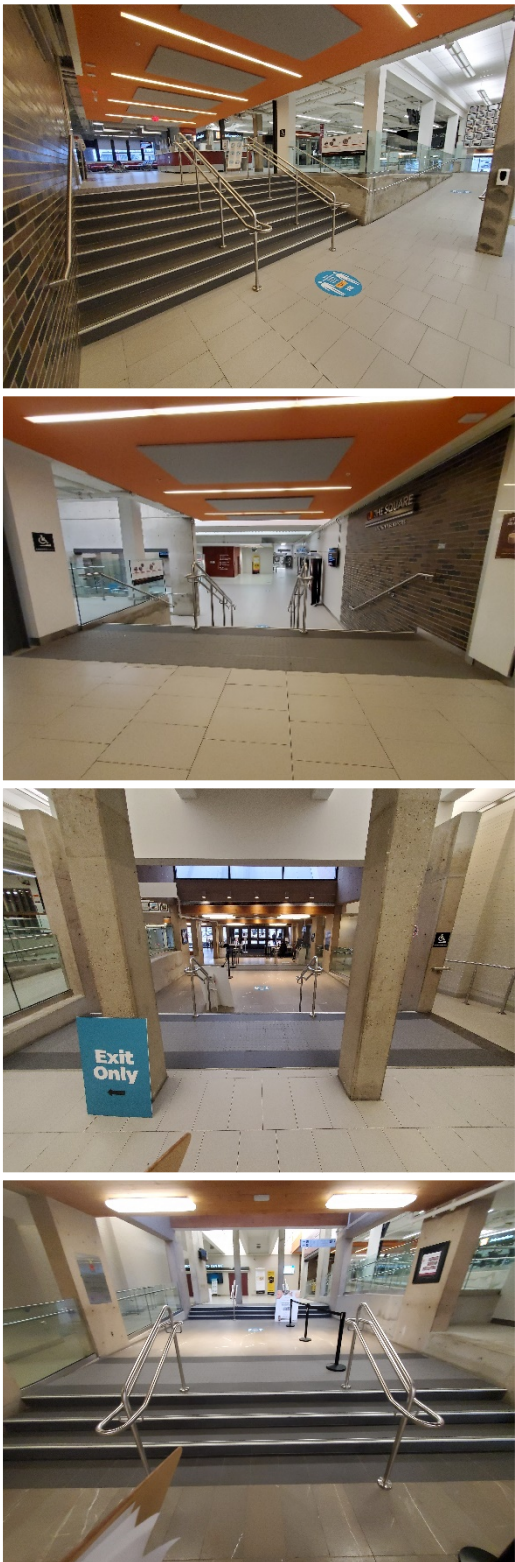


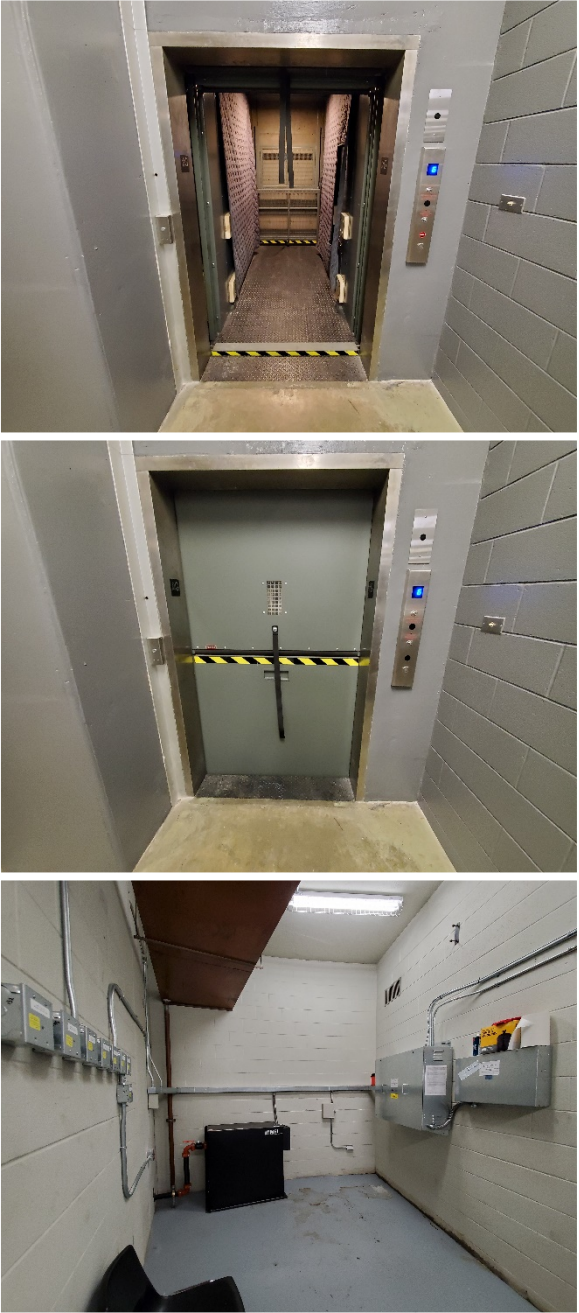
Project	Description	Visual
<p>2018-2019 Stoney Creek Campus Room C107</p>	<p>Upgrading an existing male washroom to be accessible, including accessible sink, mirror, toilet, grab bars and changing table.</p>	

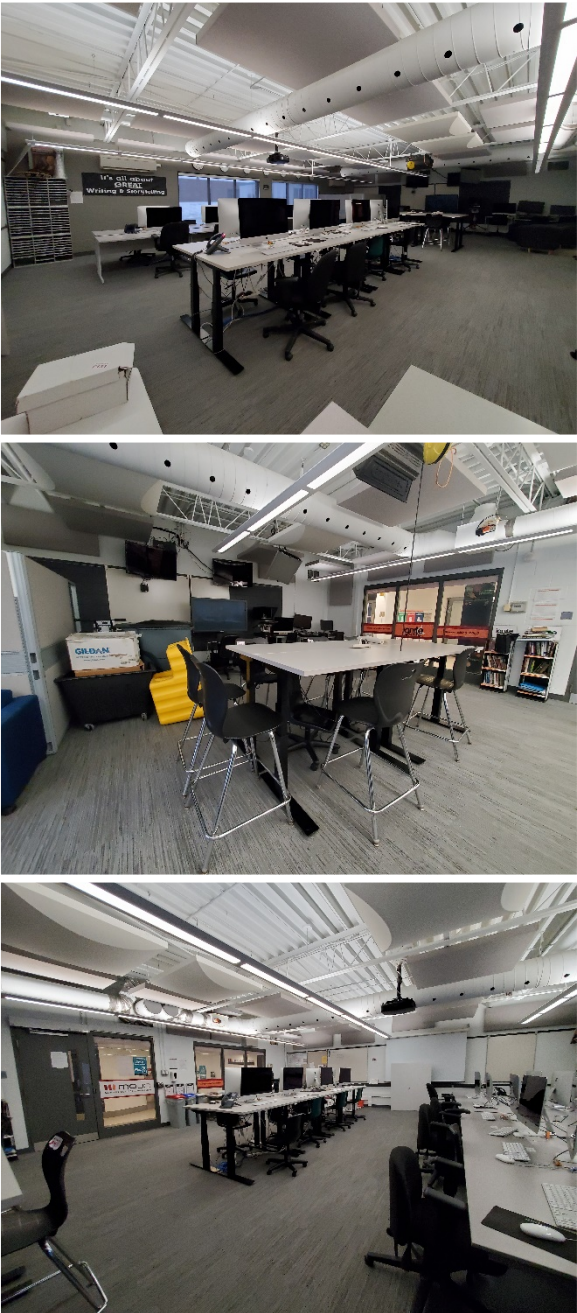
Project	Description	Visual
<p>2018-2019 Stoney Creek Campus Room C110</p>	<p>Upgrading an existing female washroom to be accessible, including accessible sink, mirror, toilet, grab bars and changing table.</p>	 <p>The visual section contains three photographs documenting the accessibility upgrades in Room C110. The top photograph shows a perspective view of a narrow hallway with light-colored tiled walls and a brown carpeted floor, leading to a sink and mirror area. The middle photograph is a close-up of the accessible sink, which features a large mirror above it and a white plastic bag hanging from the counter. The bottom photograph shows the accessible toilet area, which includes a white toilet, grab bars on the wall, and a white changing table on the floor.</p>

Project	Description	Visual
<p>2018-2019 Fennell Campus Room E102</p>	<p>Convert existing washroom to a gender-neutral one including accessible sink, mirror, toilet, grab bars, changing table, lift and folding bed.</p>	 <p>The visual section contains three photographs documenting the project. The top photograph shows the exterior entrance to Room E102, featuring a wheelchair accessibility icon on the door and a large directional sign on the wall. The middle photograph provides a view of the interior, which has been renovated with light-colored tiled walls and floors. It includes a white accessible sink with a mirror above it, a toilet, and various grab bars for safety. The bottom photograph shows a corner of the room equipped with a stainless steel changing table and a white folding bed, demonstrating the facility's readiness for users with diverse needs.</p>




Project	Description	Visual
<p>2018-2019 Fennell Campus C-Wing Stairs</p>	<p>Accessible stairs and ramp upgrades including tactile Floor Surface and contrasting stair nosing with antislip tile.</p>	




Project	Description	Visual
<p>2018-2019 Fennell Campus C-wing McIntyre Performing Arts Centre Elevator modernization program.</p>	<p>McIntyre Performing Arts Centre. Elevator modernization for stage accessibility and includes new equipment.</p>	

Project	Description	Visual
<p>2018-2019 Fennell Campus F126</p>	<p>Accessible Media Production program including sit and stand work stations and lighting upgrades to provide dimmable fixtures.</p>	




Project	Description	Visual
<p>2019-2020 Stoney Creek Campus E-wing E03</p>	<p>Upgrading an existing male washroom to be accessible, including accessible sink, mirror, toilet, grab bars and changing table.</p>	 <p>The visual column contains three photographs of the washroom. The top photo shows the entrance to the washroom, featuring a doorway and a door. The middle photo shows a row of stalls with beige walls and metal doors. The bottom photo shows a sink area with a mirror, a changing table, and a grab bar.</p>

Project	Description	Visual
<p>2019-2020 Stoney Creek Campus E-wing E05.</p>	<p>Upgrading an existing female washroom to be accessible, including accessible sink, mirror, toilet, grab bars and changing table.</p>	 <p>The 'Visual' column contains three photographs documenting the current state of the female washroom at Stoney Creek Campus, E-wing, E05. The top photograph shows the entrance area, featuring a blue door on the left, a hallway leading into the washroom, and a sink area on the right. The middle photograph shows the interior of the washroom, highlighting a long white sink with a mirror above it and a row of stalls. The bottom photograph shows a specific toilet stall, equipped with grab bars and a changing table, illustrating the current facilities before the planned accessibility upgrades.</p>

Project	Description	Visual
2019-2020 Fennell Campus E-wing E002	Convert existing washroom to a gender-neutral including accessible sink, mirror, toilet, grab bars, changing table, lift and folding bed.	  



Project	Description	Visual
<p>2019-2020 Fennell Campus H-wing Drop off loop</p>	<p>Curb-cut to provide universal access to the H-wing ramp and entrance.</p>	

Project	Description	Visual
<p>2019-2020 Fennell Campus E-wing Corridor Elevator access improvement.</p>	<p>Universal access from Lower E- wing to G-wing elevator. Includes renovation of stairs to provide tactile surface, anti-slip tile, stair nosing and stainless-steel handrail.</p>	

Project	Description	Visual
<p>2017-2018 Stoney Creek Campus Room D119</p>	<p>Non-Dimensional pause and Reflection Accessibility upgrade including footwash station.</p>	 <p>The 'Visual' column contains four photographs documenting the project. The top photo shows a hallway with two doors; the door on the left has a 'Stroller Only' sign. The second photo is a perspective view down a long hallway with a dark, patterned carpet runner. The third photo shows a room with a similar dark carpet runner and a white bucket in the corner. The bottom photo shows a bathroom with a white sink, a mirror, a paper towel dispenser, and a footwash station.</p>

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