Accessibility Plan
2023-26

In partial fulfillment of the Accessible BC Act 2021

Submitted by:
Okanagan College, Accessibility Committee
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Introduction

Since 1963, Okanagan College has provided post-secondary education and training to the Okanagan, Shuswap and Similkameen regions. Our employees and students are privileged to live and work in the unceded territories of the Syilx Okanagan, Secwepemc, Ktunaxa and Sinixt and to have the opportunity to learn from the Indigenous peoples and communities throughout the regions.

Each year, approximately 16,000 individual students attend Okanagan College in programs spanning Arts, Science, Business Administration, Computer Information Systems, Health and Social Development, Adult Upgrading and in niche areas such as Viticulture, Animation, Sustainable Building Technology and vocational training. In addition, over 1000 employees provide direct and indirect education and services to support students in their education journey.

In 2021 Okanagan College launched the Inspire Strategic Plan with the Mission to transform lives and communities. Embedded within the plan is the College's commitment to reconciliation and to be a leader in Equity, Diversity, Inclusion and Social Justice (EDISJ). Reconciliation includes deepening the understanding that Indigenous ways of knowing and being, and embraces diversity, equity and inclusion. It is therefore necessary for us to engage many Indigenous voices to guide the work to remove barriers and make our institution accessible.

Facing barriers to access is a reality for 1 in 5 Canadians (The Daily — Canadian Survey on Disability, 2017 (Statistics Canada, 2018) and 24.7% of BC residents identify as having one or more disabilities. (Building a better B.C.: accessibility and inclusion in British Columbia | BC Gov News, 2023). The Accessibility Plan challenges all members of the Okanagan College community to step into the work that is ahead. Implementing a plan for accessibility requires strong commitment and the bold enactment of our convictions to identify barriers and actively engage all members of the college in removing those barriers. Our actions must be guided first by our responsibility to change ourselves, our systems and our structures to be inclusive and just, and second by the legislative requirements.

Message from the President

In our mission to transform lives and communities we must first recognize that individuals' lived experiences related to the accessibility of higher education is as unique as the individuals themselves. It is essential, therefore, that we recognize and address systemic barriers that may be impeding learners from achieving their learning goals or preventing college employees from participating in our community true to themselves. The College's accessibility plan sets out goals and objectives that will involve all members of the College community in making accessibility a reality shared by everyone.

– Neil Fassina, President of Okanagan College

Message from Accessibility Committee

The Accessibility Committee at Okanagan College wholeheartedly welcomes the Accessible BC legislation, recognizing the immense opportunity it brings to identify and eliminate barriers to access within our institution. We firmly believe in the power of collective learning, and thus, each member of our committee has actively contributed to the creation of a comprehensive accessibility plan. Through collaborative discussions, sharing expertise, listening to lived experiences, and embracing diverse perspectives, we have developed an inclusive approach that aims to enhance accessibility throughout our college. We aim to address both visible and invisible barriers that hinder the full participation and engagement of individuals with disabilities and ensure equal opportunities and are dedicated to creating an inclusive college environment where everyone can thrive academically, professionally, and personally. By fostering a culture of continuous improvement and collaboration, we will persistently work towards removing barriers, enhancing accessibility, and ensuring equal opportunities for all members of our college community.

– Angela Checkley on behalf of the Accessibility Commitee

Key Contributors

The Okanagan College Accessibility Plan is a result of the work of many individuals and groups who comprise the *Okanagan College Accessibility Committee*. The Committee first met in August 2022 with employee and student representatives from Okanagan College, a local school district and community agencies. Representatives include persons with disabilities, Indigenous members, and members who support persons with disabilities in their academic and professional activities. (Full membership list in Appendix A).

In the months that followed, Committee members took on small group projects on a variety of topics to assist in identifying the current context of accessibility at Okanagan College and the necessary components of a future Accessibility Plan. Projects included:

- Development of an Okanagan College statement of commitment to accessibility;
- Development of definitions for use in the Accessibility Plan and by Okanagan College;
- Information gathering from internal and external stakeholders, including students, employees, public school educators, and Indigenous community members;
- Issuing a Request for Information for an accessibility audit of the College;
- Review of accessibility plans from multiple sources to make recommendations for the Okanagan College Plan;
- Review of existing policies that directly support accessibility for students and employees;
- Development of a survey that was issued to all students for input on their experience of barriers to accessibility.

Okanagan College Statement of Commitment to Accessibility

Okanagan College is committed to excellence in education and recognizes the value and inherent worth of every member of the college community. We are fully committed to identifying, removing, and preventing all barriers to full and equitable participation for all students, employees, and community members. This will be achieved through the ongoing development of genuinely accessible learning, working, and community spaces that support the adoption of Universal Design for Learning (UDL) and that foster dignified accessibility in every aspect of Okanagan College. Join us on this journey as we embrace and continue to build an environment of inclusion and empowerment through the Okanagan College Accessibility Plan.

Definitions

For the purposes of this Plan the following definitions will be used. (Additional definitions to inform work to remove barriers can be found in Appendix B.)

Ableism – A belief system, analogous to racism, sexism or ageism that sees persons with accessibility needs as being less worthy of respect and consideration, less able to contribute and participate, or of less inherent value than others. Ableism may be conscious or unconscious and may be embedded in institutions, systems or the broader culture of a society.

Accessibility – The degree of ease that something (for example, device, service, physical environment, and information) can be accessed, used, and enjoyed by persons with specific needs due to physical or mental requirements. The term implies conscious planning, design and/or effort to make sure something is barrier-free.

Barrier – Anything that hinders the full and equal participation of a person with an impairment.

Disability – Disability is a complex phenomenon, reflecting an interaction between features of a person's body and mind and features of the society in which they live. A disability can occur at any time in a person's life; some people are born with a disability, while others develop a disability later in life. It can be permanent, temporary or episodic. Disability can steadily worsen, remain the same, or improve. It can be very mild to very severe. It can be the cause, as well as the result, of disease, illness, injury, or substance abuse. Federal Disability Reference Guide (https://www.canada.ca/en/employment-social-development/programs/disability/arc/reference- guide.html#h2.3-h3.1)

Duty to Accommodate – The duty to accommodate refers to steps Okanagan College must take to treat all people equally in regard to their accessibility needs. It requires Okanagan College to take all reasonable steps, to the point of *undue hardship*, to ensure that its spaces and services are accessible to all.

Inclusive Design – Concepts which underlie and support a mindset and practice of "design that considers the full range of human diversity with respect to ability, language, culture, gender, age and other forms of human difference."

Intersectionality – The complex, cumulative way in which the effects of multiple forms of discrimination such as racism, sexism and classism combine, overlap or intersect, especially in the experiences of marginalized individuals or groups.

Systemic Barriers – Organizational or systemic barriers are policies, procedures, or practices that unfairly discriminate against individuals and can prevent them from participating fully in an environment.

Social Model – a view of disability as a difference. It considers ableism and a general lack of accessibility as the cause of disability. In other words, the social model views disability as "a condition created by bad design."

Undue Hardship – A point in providing an accessible environment where the requirements to provide that environment are too difficult or expensive to reasonably meet.

Accessibility Standards

The Accessible BC Act Accessible British Columbia Act (gov.bc.ca) sets three requirements for post-secondary institutions:

- To develop a plan to identify, remove and prevent barriers to individuals in or interacting with the organization;
- To establish an Accessibility Committee (implemented August 2022); and
- To establish a mechanism for public feedback on the plan and for input on barriers to access to their organization. (Implemented April 2023) Student_Complaint_Procedures_SCEPR_2211N_AD/ VPS (okanagan.bc.ca)

In addition, the Act names eight standards and six principles to guide actions to remove or prevent barriers:

Standards

Employment	Delivery of Services
Built Environment	Information and Communication
Transportation	Health
Education	Procurement

Principles

Inclusion
Inclusion is an organizational effort and practice ensuring different groups and/or individuals having different backgrounds are culturally and socially accepted and welcomed. (OC approved definition from EDISJ Project Group: EDISJ | Okanagan College)

Adaptability
Adaptability often refers to design, which will accommodate changes, including reduced ability, without the need to substantially modify the existing structure. This means that the space is readily adjustable and easily retrofitted. In terms of service, adaptability means that the service provided can be adjusted to meet the needs of someone requiring some additional support or alternate format.

Diversity
Diversity acknowledges that each person is unique and their individual differences are respected. (OC approved definition from EDISJ Project Group: EDISJ | Okanagan College)

Collaboration
Persons with disabilities must be involved in the development and design of [laws], policies, programs, services and structures; (Accessible Canada Act (justice.gc.ca)

Self-determination

All persons must have meaningful options and be free to make their own choices, with support if they desire, regardless of their disabilities. (Accessible Canada Act (justice.gc.ca)

Universal design

Universal design is the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability.

Seven principles of universal design are:

Principle one: Equitable use

The design is useful and marketable to people with diverse abilities.

Principle two: Flexibility in use

The design accommodates a wide range of individual preferences and abilities.

Principle three: Simple and intuitive use

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

Principle four: Perceptible information

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

Principle five: Tolerance for error

The design minimizes hazards and the adverse consequences of accidental or unintended actions.

Principle six: Low physical effort

The design can be used efficiently and comfortably and with a minimum of fatigue.

Principle seven: Size and space for approach and use

Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

What is Universal Design | Centre for Excellence in Universal Design

Universal Design for Learning

UDL is an educational framework and set of principles that maximizes learning opportunities for all learners. It is based on three main principles aimed at helping educators improve how we present information, engage students, and create inclusive assessments and evaluations:

Principle I: Provide multiple means of representation.

Present information and content in different ways.

Principle II: Provide multiple means of action and expression.

Differentiate the ways that students can express what they know.

Principle III: Provide multiple means of engagement.

Stimulate interest and motivation for learning.

Existing Policies and Practices

Okanagan College provides support to students end employees through a collection of policies and practices that support the removal of barriers or addition of accommodations to navigate barriers more effectively. These include:

The Okanagan College Statement on Equity, Diversity, Inclusion, and Social Justice
The Accessibility Academic Accommodation Policy for Students:
accessibility_academic_accommodation_for_students.pdf (okanagan.bc.ca)

The Accommodation of Employees Policy: accommodation_of_employees_policy.pdf (okanagan.bc.ca)

The Guide and Service Dog Policy: guide_and_service_dog_policy.pdf (okanagan.bc.ca)

The WIL and Disability Disclosure Guidelines for Grad and Co-op Employment

The Disability Definition and Functional Impact Accommodation Matrix in Accessibility Services

Considerations for Embedding Principles of Indigenization, EDISJ and Accessibility in Project Development and Implementation

Student Wellbeing Support Policy (student_well-being_support_policy.pdf (okanagan.bc.ca))

Identifying Plan Priorities

The Okanagan College vision is rooted in the belief that empowerment can be achieved through strong partnerships with individuals and communities. We strive to inspire and foster social, economic, environmental and cultural resiliency of the region for current and future generations through the creation and sharing of knowledge. At the heart of the plan is a deep commitment to a student-centered system, where we recognize the transformative power of education and the importance of fostering an inclusive and equitable learning environment.

Through partnerships and connections, we support and empower individuals to overcome barriers that limit their full access to the College. We firmly believe that empowerment is a collective endeavor, requiring the engagement of the entire community to dismantle barriers to access. Our plan affirms the dignity of every human being and cultivates a culture of courage when we actively address the systems, structures and policies that impede equal opportunities. By doing the necessary work together, we dismantle these barriers and create pathways for students, employees and community members to thrive. Success in learning and employment outcomes becomes achievable when all community members engage, recognizing and understanding the barriers that interfere with progress.

Review of Existing Plans

The Research Task Group considered legislation and plans from a variety of government and post-secondary sources in Canada and throughout the world to make recommendations for the structure of the Okanagan College Plan. Key amongst the recommendations were:

Keep the Plan short, easy to read and fully accessible.

Link the Accessibility Plan to Inspire and the Roadmap.

Include definitions and, links to policies and legislation.

Include a statement of commitment to Accessibility.

Gathering Input from Communities

We are grateful for the input received from the engagement of many employees, students, educators and Indigenous partners.

Over the course of six months, meetings were conducted with over 400 people who provided their observations and insights on:

Their experience supporting students and/or employees of different abilities;

The barriers that they have witnessed for students or employees in accessing our campuses;

Trends they have noticed in the number of people who request accommodations or the types of accommodations requested;

Personal experiences of barriers to accessibility; and Any other comments or observations.

School District

Three consultation sessions were conducted in SD 23 by Michelle Kaupp, the District Principal, Inclusive Education and Randy Horne, Director of Instruction. Participants included Secondary Learning Assistance Teachers, Secondary Resource teachers and with the Career Programs/Dual Credit educators who interact with all of the Okanagan College campuses.

These input sessions highlighted the importance of:

- transition programs for students with disabilities;
- each student connecting directly with someone at the college to navigate accommodations and program information;
- connecting to the College in advance of attending;
- making a connection to learning supports and Indigenous services while attending the College.
- Barriers identified included:
- difficulty finding information about accommodations and services;
- difficulty finding general information on the website; and
- navigating learning modules related to enrolment and transportation.

Okanagan College Faculty and Instructors

Over 200 faculty and instructors in 20 different programs participated in group discussions with faculty member and Accessibility Committee member, Jillian Garrett.

Themes from these meetings include:

- need for institutional support for resources to support faculty and instructors in the design and delivery of accessible curriculum; use of accessible technology; and how to provide required accommodations;
- need to redefine how students access support services and the partnerships that are essential amongst faculty, instructors, Accessibility Services and students;
- barriers to access in the built environment, communications and technology;
- the increasing number of students with mental health concerns, ADHD and ASD, many of whom do not register with Accessibility Services; and
- the need for clear training for all employees on UDL, sensitivity; trauma-informed practice, EDISJ and other topics.

Okanagan College Administrators and Service professionals

Over 80 participants in 11 administrative and service departments participated in team meetings with the Vice President, Students.

Themes from these meetings include:

- significant barriers for employees and students in the built environment, specifically related to barriers to washroom access, elevators, automatic door openers, signage, furnishings and need for scent free environments;
- difficulty finding information on the website or internally when trying to refer students or fellow employees for supports;
- need for education for all employees on how to support students and fellow employees;
- outdated technology, policies and forms that create barriers for students with disabilities, students whose first language is not English, families trying to assist students, and others;
- cultural and language barriers that intersect with barriers to accessibility as well as inequity in service and support options for online learners and on-site learners; and
- need for accommodations for students in service areas outside of classroom that are not addressed in the current policies and practices.

Student Consultations

Student input was gathered via four distinct channels:

1. Student to student meetings;
2. Student government contributions;
3. Student survey; and
4. Student class project.

Okanagan College student, Destiny McNish conducted meetings with a total of 12 students, resulting in the following themes:

- Students report experiencing varying levels of support depending on which Accessibility Services (AS) coordinator they contact;
- Students described challenges receiving accommodations based on their ability to advocate for themselves;
- Support from faculty varies from helpful to ableist;
- Requirements for recent medical assessments pose a barrier to accommodations for some students, and the restrictions placed on Accessibility Services hinders the department's ability to assist students.
- Some students note they would benefit from access to hybrid delivery of classes, as well as from clearer communication about Accessibility Services and the accommodations they are able to provide.

The Vernon Student Association (VSAOC) provided group input when their representative could no longer participate in the Accessibility Committee:

- Barriers in the built environment in design, size of elevators, door access and others;
- Challenges finding information on the website;
- The greater normalization of absences related to mental health;
- Intersectional barriers related to being an international student; and
- The need to allow students with language barriers to be able to ask for clarifications during exams and throughout the semester.

Student Survey

In fall 2022, 1032 students completed a survey to convey their experiences of EDIJS and Accessibility at Okanagan College. Approximately 20% of the respondents identified as having a disability, of whom only 44% are registered with Accessibility Services. (Survey report link XXXX)

Recommendations from the survey include:

- Improving supports for applications and access to information about services;
- Need for removal of barriers in the built environment including door openers, elevator access, accessible washrooms, accessible parking and classroom furnishings;
- Lack of space for regeneration, mental health breaks, separation from over-stimulation; and
- Technology barriers – software, hardware, internet and power supplies.

Student project

Three students at the Vernon campus, Jamey Brew, Kaija Hartwig, and Madison Wagner- Michaud completed a service project for the BUAD 209/SOCI 202 course. (Appendix C) The students used their lived experiences and research to identify barriers to accessibility at the Vernon campus and to identify accommodations and supports that are in place to benefit students. Identified barriers included:

- Elevators, emergency exits, furnishings, washrooms and hallways all create barriers to access for individuals with mobility challenges;
- Space in classrooms limits access to persons with disabilities and for those who require space to stand or walk to manage health challenges;
- Parking is a challenge for space and for safety in winter; and
- The campus lacks space for reduced distractions or stimuli.

Indigenous Partners

The response to a call for Indigenous partners to be part of the Accessibility Committee was limited due to availability although interest and commitment to the topic was significant. As a result, three consultation sessions were held with members of communities from throughout the Okanagan valley to gather input on the distinct barriers encountered by Indigenous students who require accommodations. (Appendix D)

Input from education coordinators, employment support personnel, and schools identified the following barriers:

- Need for more support in the transition from high school to post-secondary;
- Need for more dual credit programs to assist in the transition;
- Need to ensure that forms and processes are available in multiple formats including print for those who struggle with technology or do not have access;
- Need for Indigenous cultural and trauma informed service/education training of employees;
- Space for elders, healing and traditional medicine on campuses is lacking;
- Structural barriers such as door openers, elevators exist in multiple locations;
- Transportation to campuses must be more affordable and accessible;
- Alternative testing systems are required;
- Medical documentation of a disability is a barrier and access to assessments is hindered by the policies and backlog in public school system;
- Need for plain language;
- Visibility of Indigenous students must be improved in the post-secondary experience; and
- Orientation needed for families as well as students.

The Accessibility Plan

The input from nearly 1400 students, employees, local educators and Indigenous partners along with the research and project work of the Accessibility Committee informs the priorities for the first Accessibility Plan for Okanagan College. It was evident throughout this information gathering process and the Plan development that many people are highly invested in creating an inclusive, barrier-free College for students, employees, and guests to our campuses. It was also apparent that there is much work ahead.

The Accessibility Action Items in the following chart focus on themes that evolved from the consultations as they apply to the individual Standards. Input on additional barriers will inform future Accessibility Plans as well as Strategic Plan projects that will lead Okanagan College into the future.

As part of the Accessibility Plan's commitment to accountability Okanagan College will provide a yearly report to Okanagan College's Leadership Council to ensure that the goals of the plan are either being met or on their way to being met. Every 3 years the plan will be renewed to ensure that an Accessibility Okanagan College will rise to whatever new challenges occur.

Your Feedback

If you have any feedback to provide to Okanagan College on our Accessibility Plan please feel free to contact VPStudents@okanagan.bc.ca or fill out the relevant form on our website.

Okanagan College Accessibility Plan 2023-2026

Standard	Date	Deliverable	Inspire/ Strategic	Responsibility
Built Environment	2023	Submit proposal to Integrated Resource Planning to fund Accessibility Audit in 2024		Facilities and People Services
	2023	Continue work with EDISJ Ambassador group to establish OC Standard for washroom facilities to meet EDISJ and Accessibility principles. Establish budget, timeline and priority for upgrades.		Facilities, EDISJ Project group
	2023	Establish process and practice for weekly checks of automatic door openers and prioritization for repair		Facilities
	2024	Conduct an Accessibility Audit at the 4 Okanagan College campuses and develop plan for facilities future updates		Facilities, People Services, Accessibility Committee
	2025	Ensure the new Food and Tourism building is built to the highest accessibility standards		Facilities
	2025	Implement first year of Facilities Accessibility Plan based on Audit		Facilities
Delivery of Services	2024	Conduct review of Accessibility Services procedures and practices based on input gathered from Accessibility Plan consultations, Council for the Advancement of Standards and the Social Model of Accessibility. Explore options to change practices for medical documentation, support of students, collaboration with faculty and instructors		Student Services
	2024 - 2026	Implement Transitions Program for Students and Families on transitions for students with disabilities to Okanagan College		Student Services
Education	2023	Compile resource library for instructors and faculty on Universal Design for Learning (UDL)		LAR
	2023	Using resources from BC Campus Okanagan College My PD and elsewhere, promote training options for faculty and instructors on UDL and OER and removing learning barriers, Indigenous cultural awareness, trauma informed interactions. Goal of 25% completion rates.		Program Deans
	2024	Promote training options for faculty and instructors on UDL and OER, removing learning barriers, Indigenous cultural awareness and trauma informed practices. Goal of 50% by Year 2.		Program Deans
	2025	Promote training options for faculty and instructors on UDL and OER, removing learning barriers, Indigenous cultural awareness and trauma informed practices. Goal of 80% by Year 3		Program Deans
	2023-2025	Promote completion of Mental Health First Aid training for instructors and faculty. 25% completed by 2023 50% completed by 2024 80% completed by 2025		Program Deans, MHFA Trainers

Employment	2023	Employee Engagement future activities engaged to promote employee learning, inclusion and wellness		All
	2023	Implement new role of Workplace Health Specialist to provide more support to employees and managers relating to disability management		People Services
	2024	Audit the College's employee accommodation practices and identify potential accessibility barriers, and recommend solutions		People Services
	2024	Audit recruitment practices to identify potential accessibility barriers. Recommend solutions to ensure inclusive and accessible practices and processes for applicants		People Services
	2024-26	Promote training in Working Minds with a goal of 75% of employee completion rate by 2026		People Services and Student Services
Health	2023	Complete Wellness Strategy for Employees and Students for approval by Leadership Council		People Services and Student Services
	2024-2026	Implement Strategies for promotion of employee and student wellness		People Services and Student Services
Information and Communication	2023	Establish Accessibility Website with information about the Accessibility Plan, Committee, resources and activities		People Services, Accessibility Committee, College Relations
	2023	Ensure that all forms and documents are available in multiple formats including print for prospective students, students and employees		All
	2024	Review and update website for maximum accessibility for prospective students, families and support personnel to navigate applications, financial aid and admissions; and for current students to easily access program information		College Relations
Policy	2024	Complete update of accommodation policies for employees and students, including approach to interim accommodations, accommodation for temporary mental health disabilities, retroactive accommodations, training on implementation of policies		Accessibility Services, People Services
	2024	Review and update of Education Policies with lens to remove barriers to accessibility		Special Advisor to the Provost
Procurement	2024	Review and update Purchasing Policy and Procedure to include framework to ensure purchased products and services including, but not limited to furnishings and technology, are fully accessible.		Finance
Transportation	2023-2026	Continue work with City of Kelowna on redesign of campus bus loop for safety and accessibility		Facilities
	2024	Inclusion of accessible parking for new student housing sites in Kelowna, Vernon and Salmon Arm		Facilities

Department	Date Consulted	Approx. Number of Attendees
Adult Special Education	January 23, 2023	11
Adult Upgrading	February 21, 2023	28
Automotive Service Tech	February 2, 2023	7
Biology	February 21, 2023	14
Collision Repair	January 19, 2023	7
Communications	December 9, 2022	12
Computer Science	December 20, 2022	11
Continuing Studies	January 18, 2023	12
Economics	February 21, 2023	6
English	December 7, 2022	16
Geography	February 24, 2023	9
Health Care Assistant	February 7, 2023	12
Heavy Duty Mechanic	February 9, 2023	7
History	January 27, 2023	5
Kinesiology	December 7, 2022	3
Nursing	December 8, 2022	7
Office Administration	December 16, 2022	11
Philosophy	December 7, 2022	5
Political Science	February 21, 2023	3
Psychology	January 20, 2023	12
Sustainable Building Technology	January 11, 2023	4
TOTAL		202

Glossary of terms and definitions

From: The Postsecondary Education Standards Development Committee of Ontario: Final Recommendations Report for the development of proposed Postsecondary Education Standards under the Accessibility for Ontarians with Disabilities Act, 2005 (AODA).

Ableism

A belief system, analogous to racism, sexism or ageism, that sees persons with disabilities as being less worthy of respect and consideration, less able to contribute and participate, or of less inherent value than others. Ableism may be conscious or unconscious, and may be 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.

Ableist

An "ableist" belief system often underlies negative attitudes, stereotypes and stigma toward persons with disabilities and are often based on the view that disability is an "anomaly to normalcy," rather than an inherent and expected variation in the human condition.

Academic Journey

The academic journey begins with a student's first point of contact and continues throughout their experience with that institution.

Academic Social Life

Students participating with each other in socially-based academic activities, such as group projects, study groups, class and labs, research and social media specific to courses or programs.

Accessibility

The degree of ease that something (for example, 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.

Accessibility Lens

A tool for assessing how objects, policies, processes and programs impact on persons with disabilities. It is specifically used to identify potential and existing barriers, and corresponding solutions for removing these barriers.

Accessible

When a space or item can be used or experienced by the full range of human diversity with respect to ability, language, culture, gender, age and other forms of human difference in such a way that achieves independence and interdependence, dignity, integration, inclusion and equality of opportunity (Renalds et al. 2010).

Accessible Digital Content
When students with diverse disabilities can produce/maintain/consume/engage with the content independently and effectively.

Accessible Digital Learning
When curriculum, instruction, assessment and all related processes such as admission, disability support, etc., happen in ways that students with disabilities can participate independently and effectively.

Accessible Event Planning Tool
A tool that considers all facets of institutionally sanctioned events for potential accessibility barriers, includes guidelines and resources for removing identified barriers, and addresses common barriers, such as providing for the admission and presence of accessibility support providers (for example, attendant services).

The University of Toronto offers a good example of an accessible event planning tool.

Accessible And Inclusive Pedagogy/Andragogy
Embracing diversity in order to meet the varying learning needs and styles of students. For students with disabilities, inclusive teaching practices aim to minimize the consequences of functional limitations and remove barriers to learning by planning ahead for a variety of learning needs.

Accessible Technology
Technology is accessible if it can be accessed by all students, including students who use assistive technology. Technology must conform to the technical accessibility standards as specified by applicable regulations and be functionally usable by students with diverse disabilities independently and effectively. Digital technology must be perceivable, operable, understandable, and robust (w3.org).

Ally/Allyship
A member of the dominant group who acts against oppression.

Andragogy
The art and science of helping adults learn, focused upon:

1. learning behaviours (degree of self-direction)
2. role of learners' experiences
3. orientation to learning
4. readiness to learn
5. motivation for learning.

Assessment Tools
The technological format being used to facilitate the demonstration of skills or mastery of knowledge of a course or program.

Assistive Technology

In the digital learning context, assistive technology is any piece of equipment or software program that is used to maintain or improve the functional capabilities of students with disabilities for digital engagement in learning and related activities.

Attitudinal Barrier

Behaviours, perceptions and assumptions that discriminate against persons with disabilities. These barriers often emerge from a lack of understanding, which can lead people to ignore, to judge, or have misconceptions about a person with a disability.

Examples of attitudinal barriers include:

- assuming a person with a disability is inferior.
- seeing the person only in terms of their disability.
- assuming that someone with a speech disorder cannot understand you.
- forming ideas about a person because of stereotypes or a lack of knowledge.
- making a person feel as though you are doing them a “special favour” by providing their accommodations.

Built Environment

Includes the human-made space in which people live, work and recreate on a routine basis. This includes the indoor and outdoor facets of:

- sites/grounds
- buildings
- facilities
- paths of travel

As well as the layout and design of their contents, including but not limited to:

- lighting, acoustics, temperature and other environmental components
- furniture
- equipment
- built-in counters, storage and shelving
- accessories such as doorknobs and light switches
- greenery and plants

Taken together, this will facilitate human “interactions that inspire trust and reciprocity among” members of the community (Renalds et al. 2010, p. 68).

Campus Life

The full postsecondary education experience, encompassing all academic and non-academic aspects.

Co-designed
Participatory design processes centred around groups of people, particularly ones with lived experience in a particular topic, who collectively contribute to the formulation of a solution to a problem. Co-design is a process which includes idea generation, designing solutions, approvals, implementation and evaluation.

Digital Content
Learning material that is produced, maintained, consumed and engaged with online or offline using digital means, including material purchased from vendors, downloaded for free or at a cost, or shared by educators.

Digital Learning
Learning that happens using digital technology and digital content. Learning includes creation and engagement with curriculum, instruction and assessment.

Digital Learning Environment
The online/blended/hybrid/remote space where learning takes place using digital technology and digital content. While online learning is developed for fully online delivery, remote learning happens when learning designed for the classroom is delivered online in times of interruptions to face-to-face classes. Blended and hybrid learning allow for both classroom and online learning to coexist.

Digital Technology
Includes all software tools and other equipment used in learning such as:

- an integrated learning platform or learning management system with related tools acquired from one source – commercial, open-source, or developed in-house
- additional software tools related to learning purchased, downloaded for free or at a cost, or developed in-house
- any equipment students interact with in the learning process that is purchased, borrowed, acquired, or developed in-house

Diversity
The presence of a wide range of human qualities and characteristics. The dimensions of diversity may include (but are not limited to) ethnicity, race, colour, religion, age, gender and sexual orientation.

Educators
Employees who are involved in program or course design, delivery and instruction, including staff, faculty, teaching assistants and guest presenters of postsecondary institutions.

Equity
Fairness, impartiality, even-handedness. A distinct process of recognizing differences within groups of individuals and using this understanding to achieve substantive equality in all aspects of a person's life.

Equity-Deserving Group

Those that identify barriers to equal access, opportunities and resources due to disadvantage and discrimination (Canada Council for the Arts, 2020).

The concept of 'equity-seeking,' "while well-intentioned, perpetuates a perception of these groups as interlopers. Those on the margins of our community, who feel or are made to feel that they do not belong, deserve equity as a right. They should not be given the burden of seeking it and they should not be made to feel that they get it as a privilege from the generosity of those who have the power to give it, and hence the power to take it back" (Tettey, W., 2019).

The term represents a shift in language from 'equity seeking' to 'equity- deserving.'

Experiential Learning

An educational activity facilitated and supported by a college or university through which students learn while doing. Students participate in workplaces, or simulated workplaces, where they are exposed to authentic demands and expectations. The goal of experiential learning (EL) experience is to improve student's employability and interpersonal skills and to support their transition to the workforce (Ministry of Advanced Education and Skills Development, 2017).

Extracurricular

Activities in which students are outside of the realm of academic education. Whether student- or school-led, participation is typically voluntary. Participation often helps foster student learning while benefitting well-being by increasing self- esteem, general health and social connections.

Facilities Management Staff

Employees involved in the management, design and construction of the built environment. This includes, but is not limited to, architects, landscape designers, urban planners and interior designers.

Full Inclusion

Full and authentic inclusion implies total membership in the postsecondary education community. This means that students with disabilities shall have access to and are encouraged to participate in the same curricular and co- curricular activities as their peers without disabilities.

Human Rights

Human rights are the rights to which persons are inherently entitled to because they are human beings. Human rights describe how we instinctively expect to be treated as persons. They define what we are all entitled to – a life of equality, dignity and respect, to live free from discrimination and harassment. (Government of Canada, 2020). Retrieved from *About human rights*.

These rights "usually have higher status than other legal entitlements; both have higher legal status than interests, values, beliefs" (OHRC, 2012). Retrieved from *Policy on Competing Rights: OHRC framework.*

Implicit Bias

"a bias or prejudice that is present but not consciously held or recognized" (Merriam-Webster, 2021)

Inclusive Design

Concepts which underlie and support a mindset and practice of "design that considers the full range of human diversity with respect to ability, language, culture, gender, age and other forms of human difference" (Inclusive Design Research Centre, 2020). In line with the Inclusive Design Research Centre, the principles of inclusive designs:recognize diversity and uniqueness

- use inclusive process and tools
- have a broader beneficial impact

Information

Includes data, facts and knowledge that exists in any format, including text, audio, digital or images, and that conveys meaning.

Information And Communication Barriers

Information or communications barriers occur when sensory disabilities, such as hearing, seeing, or learning disabilities, have not been considered. These barriers relate to both the sending and receiving of information.

Some examples:

- Electronic documents that are not properly formatted and cannot be read by a screen reader.
- Lectures that are confusing and poorly organized.
- Language that is not clear.
- Print that is too small or in a font that is difficult to read.
- Videos that are not captioned and don't have transcriptions.

Intersectionality

The complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism and classism) combine, overlap or intersect, especially in the experiences of marginalized individuals or groups.

Internalized Ableism

Personal acceptance, or endorsement of, negative attitudes and beliefs about disability towards self by persons with disabilities. This results in a negative self- concept including but not limited to, feeling less than, self-doubt about capability, feeling they are a burden and that they do not belong.

"Internalization occurs through the accumulative, residual and reoccurring experiences of (ableism)-'the point is oppressed people are routinely worn down by the insidious trauma involved in living day after day in a sexist, racist, classist, homophobic, and ableist society'" (Burstow 2003, 1296, as cited in Campbell, 2008, 155).

Information Technology/Communications Staff

Employees whose responsibilities include communications of Information Technology-related announcements, delivering Information Technology training, supporting user adoption of postsecondary education provisioned Information Technology tools/systems, and providing web publication services to the postsecondary education community.

Media/Creative Arts Staff
Employees whose primary responsibility is to build and create accessible media. This includes, but is not limited to, graphic designers, video producers, marketing staff (digital and traditional), web developers and communications.

Microaggression
A statement, action or incident regarded as an instance of indirect, subtle or unintentional discrimination against members of a marginalized group.

Mobility Trainers
Specialized individuals that train students who are blind to navigate the physical environment with the goal of independent navigation.

Postsecondary Institutions
Every college of applied arts and technology established under the *University Act*.

Every university in British Columbia, including its affiliated and federated colleges, that receives operating grants from the British Columbia government.

It is governed by the *University Act*.

It offers all or part of a postsecondary education program leading to a degree pursuant to a consent granted under the *University Act*.

Practicum Placement
A practicum placement (sometimes may be called “work placement”) is an undergraduate or graduate-level course, often in a specialized field of study, that is designed to give students supervised practical experience in their field of study.

Usability
The extent to which a product can be used by specified users to achieve specified goals with effectiveness, efficiency and satisfaction in a specified context of use.

Pedagogy
The art and science of helping children learn (also, the term used for the scholarship of teaching practice).

Privilege
Unearned power, benefits, advantages, access and/or opportunities that exist for members of the dominant group(s) in society. Can also refer to the relative privilege of one group compared to another.

Protective Service
Those responsible for providing safety and security for persons, buildings, and assets of the postsecondary institution. As well as providing assistance in emergencies (for example, medical) and public education services on safety. This includes but is not limited to the campus safety office, community peace officer, campus safety members, including management, special constables, security guards.

Restorative Practice
Seeks to repair relationships that have been damaged between individuals and to strengthen connections and relationships between community members, improve communication, foster shared community values, and enhance understanding and empathy.

Service Animals
The service standards under the *Guide Dog and Service Dog Act*.

Silo
"An isolated grouping, department, etc., that functions apart from others especially in a way seen as hindering communication and cooperation" (Meriam- Webster, 2022).

Social Belonging
The experience of connection and relationship with others. Social belonging is a basic human need that is empirically linked to good health, immune function, intellectual performance, well-being and reduced mortality (Oertle and Bragg, 2014). Belonging is strongly linked to persistence for postsecondary education students with disabilities. When they feel like they belong, they feel connected to, included, and accepted by others and the educational institution (Goodenow, 1993). Belonging is measured by the student's perception of their sense of membership within the institution, their involvement in various settings, and the support they experience (Tinto, 2012).

Social Realms
A domain in which social experiences between individuals occur. This includes the context and the opportunity for individuals to experience social connections with each other.

Student
This term includes all individuals enrolled in (or who are considering applying to) a degree or certificate granting academic or professional program, continuing education students, and students in co-op, placements, field experiences, clinical placements, trades, etc.

Student Leaders
All employees of student unions, and students elected by the student body, to represent them on matters of school programming, policy and campus issues.

Students with Disabilities
All undergraduate and graduate students enrolled in degree or certificate granting academic or professional programs and all continuing education students with disabilities.

Systemic Barriers
Organizational or systemic barriers are policies, procedures, or practices that unfairly discriminate against individuals and can prevent them from participating fully in a situation. Organizational or systemic barriers are often put into place unintentionally. Examples of organizational or systemic barriers include: a program that requires students to take a full course load, office hours conducted in person only, or not allowing students to access their professors or administrators by phone, e-mail, or other means of communication. It can also include having poorly defined or unclear learning objectives for a course or requiring students to express their understanding of course content in only one way.

Transformational Leadership

A leadership approach that causes change in individuals and social systems. (Hussein Jaafari, 2019)

Trauma-Informed Practice

A strengths-based framework that considers the pervasive nature of trauma including, but not limited to, the negative impact of “ableism” and potential intersectional stressors of other systemic biases on individuals. With respect to students with disabilities, it strives to understand the lived experience of students and to promote an environment of physical, psychological, and emotional safety, healing, and recovery rather than practices that may inadvertently re-traumatize students.

Work Integrated Learning

A form of curricular experiential education that formally integrates a student’s academic studies with quality experiences within a workplace or practice setting. Work integrated learning experiences include an engaged partnership of at least: an academic institution, a host organization, and a student. It can occur at the course or program level and includes the development of student learning objectives and outcomes related to employability, agency, knowledge and skill mobility and life-long learning.

Okanagan College Accessibility Project

Challenges of accessibility, on the Vernon Okanagan College Campus. We are working with the Vice President Students of OC to eliminate the challenges that OC students experience daily.

Madison Wagner- Michaud
Kaija Hartwig
Jamey Brew

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SUMMARY DOCUMENT:

Kaija and Jamey's challenges at the college, as well as solutions. It will also include Madison's experiences while working on this project.

Physical Challenges

1. The chairs in most of the classrooms. They have no lumbar support and are bought for longevity not comfort.
    a. Having chairs that are more ergonomic and comfortable.

2. No railing in women's washroom, which means there is nothing for someone to use to hoist themselves up. Also, there is not a lot of room to move inside stalls.
    a. Adding a railing in one of the stalls, increasing the size of each stall.

3. Small car parking spots are too small, especially when people in SUV's/Jeeps Park their vehicles in those spots. This leaves only a small space for people to get out of their cars and sometimes leaving drivers needing to climb across to their drivers' seat from the passenger's side.
    a. Making the parking spots a bit larger and making sure that only small cars are parked in those designated spots.

4. The bridge in the winter is very icy and is very slippery potentially causing someone to slip and fall.
    a. Needs to be more maintained and salted every day.

5. Not a lot of room at the back of the classrooms for people to be able to walk around. People with injuries, ADHD, or people who simply prefer to walk at the back of the class during lectures, don't have the space to do that.
    a. Making sure that there is room at the back of the class to allow students to be able to walk back and forth.

6. The accessible bathroom in the D building does not have enough space to turn around, it is too tight to fit two people in case a care-aid is required, it is difficult to open and close the door especially because the door swings out impeding access to the general bathrooms. Also, there are sometimes boxes outside of the bathroom near the cafeteria limiting the space that Jamey must get into the bathroom.
    a. The college should make sure that no surplus supplies are stored in the hallways or even in the bathrooms.
    b. It would be more accessible if it was wider, like the bathroom near the cafeteria.
    c. Removing the changing table from the accessible bathroom near the cafeteria or making the bathroom wider to accommodate both the student and the aide.

7. For fire drills/emergency exits, some emergency exits lead out onto grass or in the winter snow which can be hard for a wheelchair to move on. The grass can also sometimes be wet and very slippery and depending on where the exit is, there may be difficulty getting to the assigned emergency muster points especially in the winter. For example, the fire exits past Room 330 leads to a cement pad, which goes nowhere, with no way of reaching any other part of the campus, in a wheelchair.
    a. Making sure that every emergence exit is accessible to every individual and can make it out safely no matter where they are in the building as well as no matter their accommodations.
    b. Making sure that all emergency exits and paths leading to the emergency muster point are shoveled and well maintained in the winter.

8. People in wheelchairs are limited to where they can go in the classroom. There are many tables and desks in the way that need to be moved to get around. Also, the classroom doors are quite narrow for a wheelchair to get through.
    a. In the classroom, it would be helpful if there was access in the Center of the classrooms rather than just the front or the back. This way the person with the disability is more likely to blend in

9. The automatic door openers sometimes don't work, and even when they do, they don't stay open long enough. Also, they only open one door, which is sometimes not enough room for someone in a wheelchair to get through, which means they need two people to keep the doors open.
    a. Checking every morning that the automatic door openers are working.
    b. Increasing the time that the doors stay open, we suggest that they stay open for 4 minutes.
    c. Make it so that both doors open when the door opener buttons are pushed.

10. The elevator in the D building is very small and can barely fit someone in a wheelchair and an aid if needed.
    a. Increase the size to be the same as the one in the E building.

11. The library is not accessible for someone in a wheelchair. It is very difficult for them to navigate through the library, also there is not enough room between the rows of books for someone in a wheelchair to be able to go through them.
    a. Rearrange the furniture in the library so there is a wheelchair accessible path.

Other Challenges

1. The humming of the lights can be very distracting and can lead to heightened anxiety because once it is noticed it is all someone can hear.
    a. Find quieter light options.

2. Professors not following accommodations.
    a. Making sure that all professors are aware of the importance of accommodations for students' success.

3. No quiet places for students to take a minute when overwhelmed, which can lead to panic attacks.
    a. Having a space where students can go when overwhelmed. Possibly in a space that only certain students have access to.

What's working well

1. Accessible washrooms
2. Wide hallways
3. Large cafeteria that is very accessible
4. The Handidart can park near the front of the building for dropping off/picking up students.
5. Someone in a wheelchair can access every part of the campus.
6. Having moveable furniture in the classrooms for some maneuverability
7. Accommodation letters are being sent out at the beginning of the semester, so students with accommodations aren't forced to speak directly to their professors about their accommodation needs.
8. Having the option to take tests/quizzes in a separate room, which can reduce distractions and gives the students a comfortable space.
9. Professors are willing to have conversations about what students need to be successful. Also making sure that their students have everything they need to be successful.

Madison's experience while working on this project was eye opening. It opened her eyes to be more aware of her surrounds. It made her realize that what was accessible to her is not always as accessible to other individuals. She made sure everyone was comfortable when sharing their experiences and always uplifted everyone. Madison made sure Kaija knew how empowering it is to share her story as an individual with an invisible disability.

Literature Review: Best practices at other post-secondary institutions

Introduction

All the institutions researched are in BC, and include three universities and three community colleges, including Okanagan College. We have included a Statement of Intent from each Accessibility Services page from each individual website.

All the post-secondary institutions offer most of the same basic services, but the Best Practices listed below are unique to each organization. The included Statements of Intent from each organization illustrate the consistency of the services offered.

Okanagan College, Vernon, Kelowna, Penticton, Salmon Arm, BC Statement of Intent

"Accessibility Services (AS) facilitates and promotes the ongoing development of an inclusive and accessible learning environment in which students with disabilities can participate in all aspects of campus life.

Accessibility Services aims to provide equal access to educational opportunities by working collaboratively with students with disabilities" (https://www.okanagan.bc.ca/accessibility-services).

Best Practices:

1. Introductory note to parents, caregiver, and advocates
2. Zoom Open House (Registration closed at present)
3. Each student is appointed a "point person"
4. Accommodations for physical/mental/visible/invisible disabilities

Thompson Rivers University, Kamloops, BC Statement of Intent

"Accessibility Services provides academic accommodations and services to all eligible TRU students, both on campus and Open Learning. We facilitate equal access to educational opportunities by reducing physical, attitudinal and systemic barriers" (https://www.tru.ca/distance/services/as.html -:~:text=Accessibility%20Services%20Accessibility%20Services%20provides%20acade mic%20 accommodations%20and,opportunities%20by%20reducing%20physical%2C%2 0attitudinal%20and%20 systemic%20barriers).

Best Practices:

1. Emphasizes independence
2. Addresses attitudinal barriers
3. There is an assistive technology specialist available
4. There are instructions for students with temporary disabilities

Simon Fraser University, Surrey, Burnaby, Vancouver, BC Statement of Intent

"We provide disability related information and support to the SFU community and campus visitors, and act as liaison between students and faculty in the implementation of disability-related services and accommodations. We facilitate student growth and leadership skills. The Centre advocates on issues related to diversity, educational equity, and academic achievement" (https://www.sfu.ca/students/ accessible- learning.html).

Best Practices:

1. Committed to providing ADA-compliant access (ADA = Americans with Disabilities Act of 1990)
2. Classroom re-location available for the documented physically disabled, with priority registration available.
3. Lists the Advisory Committee members as well as Terms of Reference
4. Comprehensive and easily accessible information video for students

Selkirk College, Castlegar, Nelson, Trail, Grand Forks, Kaslo, BC Statement of Intent

"In Accessibility Services for Students with Disabilities, we help students with documented disabilities find the supports they need to reach their educational goals. We recognize that the impact of disabilities can make attending College more challenging. We are committed to working with you to maximize the accessibility of your learning experience at our college. The support offered through Accessibility Services are intended to ensure that you, as a student with a disability, can participate fully in your course or program.

We work collaboratively with you and your instructors to remove barriers and foster learning by providing access to reasonable academic accommodations and other learning supports so that the learning environment is more responsive to your abilities and learning needs" (https://selkirk.ca/services/student-support-services/accessibility- services/resources).

Best Practices:

1. Accessibility Services web page is nicely laid out and informative.
2. Includes a list of service values.
3. Links for Resources such as Loans, Grants, or Bursaries
4. Welcome Centre, and a link to The StudentAid BC Policy Manual with downloadable .pdf

College of the Rockies, Cranbrook, Creston, Fernie, Golden, Invermere, Kimberley, BC Statement of Intent

"At College of the Rockies, we are committed to maximizing success and reducing barriers so that students with disabilities have equal opportunities and equal access to information. We provide a variety of support services and accommodations for students with learning disabilities, physical or psychological challenges, as well as those with temporary disabilities" (https://cotr.bc.ca/student-services/student-support/accessibility- services/).

Best Practices:

1. Detailed information about Available Funding for Students with Disabilities
… with live links
2. Provides a link to Assistive Technologies BC (AT-BC)

University of Victoria, Victoria, BC. Statement of Intent

"The Centre for Accessible Learning (CAL) works with faculty and students to promote educational accessibility for students with disabilities and chronic health conditions.

We support students in achieving their academic goals by:

- reducing educational barriers through accessibility and programming
- providing resources for instructors to create an inclusive and accessible learning environment" (https://www.uvic.ca/accessible-learning/index.php).

Best Practices:

1. Clear Quick Links to services option
2. Clearly laid out Instructor Rights and Responsibilities
3. Link to U. Vic.s 36-page Access Policy Statement AC1205 (Dec. 2017)
4. Link to U. Vic.s 46-page Privacy Policy Statement GV0235 (Jul. 2018)

Jamey's Video

https://drive.google.com/file/d/1Zm6klMeOjkMZ3QYEuug9JX8CigNYzCar/view?usp=share_link

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BC Accessibility Act "Standards"

Department	*Employment*	*Design and Delivery of Services and Programs (Accessibility Services)*	*Design and Delivery of Services and Programs (classroom)*	*Information and Communications (technologies)*	*Information and Communications*	*The Built Environment (building s and public spaces)*	*Health (impairments observed)*	*Education (training)*	*Transportation*	*Procurement*
Adult Special Education	ASE profs must serve as advocates for their students all day every day. Representation of employees—OC has rarely hired graduates of the ASE programs (some students are hired as student employees but rarely as regular employees).	No AS support for cognitive reasons (mostly physical). Students make use of assistive tech through AS. Process is a barrier - students must go through the same process as other students. Instructors find that creating their own workarounds is typically easier than going through AS. Many students arrive with their own assistive devices; they do this because getting accommodated through the college takes too long. Barrier to filling out forms (student cards, etc.) - they can't do it on their own. OC processes and services - online access is a significant barrier (this point made repeatedly citing different examples—i.e. making an appointment with a counsellor).	facilitating transitions between the ASE programs and AACP or other programs—no clear process for getting students into other programs .	ASE students should be able to access all services that are available to OC students; there are many aspects of student life that ASE students may want to participate in, but accessing them is a challenge (i.e. many events require online registration, notification of events happens on the college website or by email—again, many of these students struggle in a digital environment with many checking email rarely, if ever). Many students needed the free lunch service last year but couldn't access it because of the online aspect. Accessibility of website—needs a page-assist function, screen-reader, etc.		Barriers across campus e.g., ramps not wide enough, elevators too narrow, accessible bathroom doesn't have a button to open the door, placement of ramps, etc. Buttons not working is a huge issue. Students must map their route around campus. Ergonomic workspaces - new hires get ergonomic workspaces while others have to fight for the same i.e. standing desks.	They miss out because of barriers like low literacy; the more things are online, the worse it gets for these students—the only solution is for instructors to participate and facilitate these processes, but may be dissuaded from doing so by the people in the various departments; the process requires a level of independence that many students just don't have. Vast increase in ASD students. All ASE students have intellectual disabilities.			
Biology	Management perspective of accommodating students with and without letters. If a student requires a quite spacer, then the 4.5 hours must take place outside of class time and the prof must book this and be there to proctor outside of their regular teaching schedule. Accommodating students is onerous for professors. How can accommodations be provided while also considering how providing accommodations impacts faculty workloads. Ensure that all faculty are treated equally; i.e. not scheduling travelling on the outer edges of the day for safety issues (i.e. bad night vision) . Can faculty get TLU release to support faculty in their department to develop UDL strategies for their discipline? "Soft" accommodations that we provide just because it's right to our students, will the college do the same things for us? Space issues means departments are forced to schedule at the outer edges of the day and this is unfair to travelling faculty. Huge workload issue for profs who teach in lab-based disciplines especially when considering setup and takedown of labs (extra 4-5 hours a week). in the last several years the ST dean's office has fallen down in supporting faculty in supporting students i.e. space for out of time exams if AS can't accommodate. The dean's office should do more to help travelling faculty who don't have an office). With the STH split, HS got 3 program assistants and ST only got 1.	Noise cancelling headphones may be an option for students who must write in the lab; profs will feel comfortable with that if the headphones are from AS and not just brought by the students (i.e. can connect to Bluetooth). Clarity on what the definition of "distraction reduced setting" (i.e. can students write in smaller groups or does it have to be alone?). there needs to be clarity from AS around how lab exams can be accommodated; so far profs have been told to work with the students directly to come up with something that works for both of them, but this works against equity when each student with an accommodation gets different treatment. The document that students complete for exam accommodations doesn't work for a lab exam; can there be a different form specific to lab exams? This might help define responsibilities of profs and students in these situations. If there is an expectation that profs accommodate beyond the official accommodation, there needs to be a rubric for what these accommodations need to look like; profs often work in vacuums, so what each prof provides for an accommodation will look different when there needs to be consistency. AS should have the answers to help in these cases; it shouldn't be on the profs to come up with solutions on the fly; AS should be	Student with visual disability could not look through the lab microscopes; no support from the college, prof told to work it out themselves. Assistive devices could solve this problem, but the college doesn't provide any of these fixes. The solution is UDL, but that requires professors to do the research.	Students who use Mac computers cannot get IT support for issues like accessing Moodle, Wi-Fi, lockdown browsers, even word processing files. Where there are assistive visual devices, the necessary software is not available from the college.		Student in a wheelchair in a lab has physical barriers—i.e. bench height, student unable to look through microscope, etc. The solutions to this issue has been uneven across campuses; at least one station in each lab needs to be specific for people who need a lower height; the structure cannot be mobile because of the safety requirements of labs (i.e. cost of materials, chemicls, access and egress in the case of chemical spills; can the student access the safety showers; wheelchairs can only fit down the middle aisle and not the outer aisles	The list of accommodations is becoming longer and more convoluted. Anxiety levels among students is on the increase, so professors are trying to implement their own strategies. International students unwillingness to label themselves with a disability that could ostracize them in their communities .			
Automotive Service Technician		Contacting AS has been problematic since the cyberattack. Too much lead time is needed to book test accommodations; this means that there is a lack of flexibility for instructors to change dates as needed. Does AS offer stress reducing strategies to help students who have accommodations because of things like test anxiety, etc. When a student is suspected of having an accessibility issue and is sent to AS, the barrier is AS itself. "lucky that we got the student in"—AS is hard to deal with, especially with booking exam rooms. Instructors not allowed to assist students in getting accommodations, even registering with AS. It takes too long for students to get the documentation they need to register with AS, and in these trades programs the courses themselves are often short (i.e. it took a student 4 weeks of a 7 week course for the student to be able to	Classroom management - the class cannot continue until the student with the accommodation comes back from their extended testing time; this impacts the flow of the class and the amount of material that can be covered that day.		Cyberattack and lack of info from employer.		Self-disclosure e.g., phobias, mental health concerns. Anxiety. Students and instructors. New trend of emotions escalating quickly (lacking resiliency).	Understanding behaviour rather than instructors thinking students are just disengaged.		
Collision Repair	Increased workload to provide notes when they don't work from prepared notes.	Process takes too long for students. Daunting to transition support from high school to college. Also have to apply to Skills Trades BC for accommodation. Need fast-tracking especially for condensed programs. Partnership with SD23 for students transitioning. Late letter (or not at all).	Class must wait for accommodated student to finish extended exam time. Impact of recording device on privacy of other students.			Ergonomics in workspace.	Large increase in official and non-official accommodations. Anxiety. Literacy issues so can't read textbook. Critical thinking skills. Inability for self-expression. Lack of writing comprehension. Understaning sequencing. Technical terminology. Language barrier for int'l students.	To help direct students.		
Communications	Pay faculty to create accessible content for students (not ad hoc). Services available to profs? More time for profs to reach out to struggling students. Spending more time helping students move through the system. Extra work turning a course into hybrid.	Cumbersome process - should be centralized. Lack of support from AS.		Resources to provide hybrid courses. No standard of practice for profs on how to accommodate.	Students who think they don't need to meet course outcomes.		Many self-disclosed. Neurodiversity.	For profs on the front line to deal with challenges. Mental health first aid training schedule doesn't work for teaching schedule.		
Computer Science	Lack of support in supporting students. Extra workload.	Budget for tech needed to accommodate students? AS got supportive. Profs need control to maintain integrity	Delay in posting solutions until accommodated students finish.	Lack of equipment. Electronic exam-delivery system isn't reliable.	Faculty needs better understanding e.g., blind students	Lack of proper ventilation.	Neurodiversities, autism.			
Continuing Studies		Program coordinators are not notified. Accommodations don't follow dual-credit students from high school. Camp OC students don't qualify - there is one EA	Temporary accommodation. Volume issues with number of test requirements for add'l time and reduced distraction settings.		CS program coordinator and AS coordinator need to communicate.	Sit/stand desk in testing room.				
Economics		Slow response for letters from AS.	Students leave early for bus.		How do profs get clarification on requests? What disabilities are accommodated?	Need better accommodation in classrooms.				
English	Faculty accommodates without AS. Faculty unprepared.	Documentation is difficult, intimidating and not explained well - needs streamlining, central storage area for profs. Prohibitive cost for reports for some students.					Anxiety causes some to opt out of some coursework. Overwhelm leads to dropping out without talking to prof.			
Health Care Assistant	Establishing individual learning goals requires significant instructor involvement. 1:1 time in clinical takes time away from other students so should be built into workloads. Can be struggle to balance lessons with accommodations (care provider vs. instructor).	Accommodation for substance abuse? Slowness of getting accommodations in place. Share accommodation letters with chairs. Establish classroom norms to benefit everyone. Process needs to be easier for students. Accommodations don't translate to clinical setting.	Using learner-centered pedagogy and UDL; developing videos; diving curriculum into smaller pieces. Team discusses what has worked and what can be improved.	Network access. Barrier to navigate online spaces. Need tech support. Appropriate technology.	ESL fluency in clinical settings.		Anxiety in clinical settings. Increasing anxiety, depression, ADHD, ASD, mental health, late diagnosis, substance misuse, domestic abuse survivors. Students with multiple jobs to survive.			
Heavy Duty Mechanic	Helping students when AS can't adds to workload.	5-day requirement to book test space. Students view going to AS as a hassle.	Pausing class to wait for an accommodated student to return holds everyone up.		Need policy and procedures specific to Trades? Students don't give feedback to instructors about what they want.	Noise is an issue for exam-writing in the shops.	Students don't often self-identify. Stigma. Depression, anxiety, some ADHD. Substance abuse. Don't know what's being vaped			
History		Need list of applicable courses in official letters. Lengthy process to get accommodation. AS terminology.	Assistants to accommodated students overstepping their scope. Concern over directive to provide all teaching materials to students.	Inability to forward myOkanagan email to personal email.	Int'l students need but don't get. Language barrier for int'l students.	All the steps on the Vernon campus. Uncomfortable workspaces with no windows lead to WFH and less student access. Issues with ventilation in offices. Salmon Arm elevator too small for wheel chairs.	ADHD self disclosure. Int'l students anxiety, depression. Social anxiety around group work, class discussions, oral presentations (alternative needed?)			
Kinesiology		Providing paper copy of exam to AS doesn't feel secure. Lack of consistency in AS office Penticton. Students not comfortable going to AS.	No standard for lab exams so accommodations not provided.		Language barrier for int'l students.	Challenges for visually impaired students.	Anxiety, ADHD self-identified.			
Nursing		Fitness to Practice can be difficult to meet if official accommodation letters are not provided. How can AS accommodate Saturday exams?	Minimum standards of practice must be met in practice-based nursing.				Anciety, ADHD, ASD. Lots without official letter for mental health or neurodiversity.			
Philosophy	Pressure on faculty to direct students to AS.	Onerous process for students. Supports for temporary disability or COVID? AS should follow up with students.	International students have cultural nuances and lack documentation. Privacy of other students when lectures and discussions are recorded	Integrated systems.	Students often get accommodation too late. Advertise AS to students from the beginning of the application process.	Classrooms not wheelchair accessible.	Since COVID, official accommodations decreased but need has increased. Int'l students need more support.	For faculty to understand accommodations.		
Psychology	Provision to provide materials in advance is onerous and should be responsibility of student to remind profs (complicated to keep track otherwise)	Cost of documentation. Move class info to top of accommodation letter.	Most common is needing extra time and private space. Some profs accommodate only with official letter. International students unwilling/able to register with AS. Best practices: onus is on profs but they are not supported. Allow profs to refer students to AS without documentation. Need admin support to help keep profs organized with who needs what classroom accommodation.	Students appreciate voice amplifier.	Often self-disclosure, so how to accommodate? Official accommodations are vague so students who don't self-disclose are at a disadvantage. Talk about AS in course Syllabi.	Lack of office ergonomics means faculty less available for in-person help.	Supporting students isn't part of workload, which erodes faculty mental health and work/life balance. Increase in high-needs students and more letters. Increase through COVID and now exam-aversion due to anxiety. Int'l students: home sickness.			
Sustainable Building Technology		The process to access services.	More time for assignments.	Closed captioning; content delivered in different modalities. Access to PowerPoint, etc. Program-specific software not available outside class time.	Mixed reactions from faculty and staff. Students don't know how to access.	Need standing desks in classrooms. Ergonomics. Onus is on faculty to provide classroom accommodation. Ergonomics in faculty offices.	Campus safety when campus is quiet.			
ABS										
Facilities			Budget and time	Need for headsets when moved to TEAMS. Adapting to tech.	Inclusivity: gender, mobility.	Office washroom, photocopy area. Steps, uneven ground. Campus construction causes disruption. Lacking. Too many nuances and need for custom solutions to things like washrooms, adjustable desks. Need consistency. Minimum building code doesn't meet needs				
Finance	CRA rules and regulations, strict policy, working with external agencies compounds mental health trend and less help to understand the changes.	Barriers within existing policies that were designed for a specific period of time – haven't evolved for change in leadership, culture, types of college buisness.	Barriers to access internet. Some students don't have access – example adult learners or geographical areas without high speed internet and can't access files/records or registration .	Communications portal. Requesting direct deposit info there is one form that is pdf and not available in different formats. Deosn't consider who is using it at the end. Old technology that doesn't allow for real time accommodations. Self-service e.g., employees to update address and Banner info. Interactive directory would help to know who to access for what. Digital transition from currency to cashless society creates a barrier for some. Payment notifications from accounts payable.	Language barriers. Terminology. Lack of financial literacy means students can't read their accounts.	Fifth floor, no automatic door openers on bathrooms. Prioritize door openers around various locations. Wires running across floor in offices. Can't get into refuge area on the stairwell be yourself if there is a fire.	Mental health. Toonie Friday allowed for healthy business interaction with others. Now feel a bigger split in accessing others.	How to communicate effectively with students with cognative disabilities. How to use all softwares to assist each other and students in access.		

Indigenous Advisory Committee	Difficult to fill positions that have been posted for a long time. Difficult to recruit. People interviewed want to work remotely. Pandemic created that expectation.	Important for students to leave high school with an up-to-date assessment. Planning is a barrier. OC need education plan that matches funding. Focus students and parents on career planning. Difficulty filling forms (grandparents can't help). Elders want to learn. Backlog in school districts on assigning a designation of a specific disability and up-to-date assessment. Decision is convoluted and subject to external judgements.	Infusing Indigenous concepts within departments. How to Indigenize – responsibility of instructor is to ensure that concepts of engagement when looking at an environmental assessment is to be sure looking at your and my social resonsibility to continuation. We provide training and what do we do to support that. It would help if we had partners to give hope to students who take short course programs. Dual credit courses concurrent with high school to help bridge the gap to see themselves at college. Outdoor learning experience e.g., Yukon.	How do we look at data – who takes programs? We offer things, but what are we doing to help support students – how many students continue to run through.	Indigenization and accessibility are one and the same. Implement guiding principles of OC's responsibility for future generations. Experience OC - include Indigenous as messengers. Have people who can talk about their experience and how they made it through. Indigenous students see post-secondary education as a pearly place where they don't belong and they don't know what they want to do. Parent-student workshops. Need for plain language e.g., what is a surname.	Indigenous concepts are inclusive. Build teachings into structures during construction e.g., Sarnia 7 building.	People living in poverty. Undiagnosed hearing and vision disabilities. General health (poor nutrition, home life, parenting, trauma) are unrecognized barriers that erode self worth.	Educate the educators to move forward as a college and school district – When we don't fully understand the impact of trauma we miss the issue of parental engagment. Grandchildren are in iour institutions and the people skills aren't there. Parent retreat with band school. Training within the nation e.g., guest speaker such as Lee Brown (UBCO). Jordan's Principle - training for elementary and high school teachers and counsellors. Partner with local agencies to look at stats and make connections to help Indigenous youth see themselves in post-secondary education.		
IT		Accessibility requirements could be added to forms		Relationship-based rather than formal IT support. Lack of understanding/communicating process	Vernon accessible lab work stations set up but are they current?	IT Help Desk area too high for wheel chairs	Screen fatigue w/ virtual meetings. Lack of knowin	For employees on good practices. Also how to incorporate language around persons with disabilities when onboarding.		
Library				Adaptable search engines for visual impairment when not accessible by a screen reader. Software: vendor constraints. Reading list system - not easily accessible on Moodle; often poorly named/described by faculty.	Reading list system - not easily accessible on Moodle; often poorly named/described by faculty. Lack of info from AS.	Study room doors are not automatic. Study rooms not big enough. Book shelves too high/low. Inadequate space to move around stacks. Lack of quiet space! Lighting issues. Need signage for alternate accessible routes. Elevator accessibility on weekends and evenings. Height adjustable desk (electric) Service counter (Penticton) needs sitting level.				
Penticton RD	Formalize OC jargon. Scent-free Policy? Code of conduct needed for all classrooms (lateness,etc.) Inappropriate comments to employees returning from sick leave.		Library form: include option for study space accommodation and scent-free. Add permission sign-off in AS to notify depts other than instructors.	Website navigation. Certain fonts are unreadable.	Banner codes are not meaningful to students or banks. Students don't understand CSCT vs vocational vs credential. BCBTAC doesn't know how to direct people to CS. Cultural: ADHD perceived differently in India. Curriculum guideline online would allow students to strategize before registering. Advisors/recruiters can't see course waitlists. Other campuses feel forgotten. Scent-free signage. Communication with AS re: interim accommodations.	Ramp is backwards since parking lot moved. Accessible exit blocked temporarily. Need more spaces with flexibility of light and sound. Utilize trades classrooms as quiet spaces. ATM blocked by furniture. Library adjusting tables don't work. No auto door on 2nd fl accessible washroom. Review fitness facilities. Scent-free signage	More autism. Noise and light cause anxiety and agitation. ADHD. Depression and anxiety.	BCBTAC - students may work with biohazards, chemicals, etc. Accessibility training through EDSJ.		
People Services	Interview questions in advance. Accommodations for primary caregivers. Religious accommodations. More work dealing with Manulife for bandaid solutions. Compassion fatigue when managers manage without resources. Resentment toward employees on leave; guilt felt by employees on leave. Family accommodations.		Managing medical accommodations (only know restrictions, not diagnosis). Recruitment/back filling positions difficult when length of leave is not known.				Manulife model doesn't recognize mental health on forms.	Zoom/TEAMS. Disability Management Certification for one employee to navigate employer duty vs Manulife responsibility. Healthy Minds trainign for one employee.		
Registrar			Physical or visual impairments can be an issue for completing forms during registration process. Refers students to AS to assist depending on need. Lack of break between classes to get there with mobility issues. Program requirements that require travel to another campus don't always have access. How are students accessing?	Website unsuited to hearing impaired. Students using phones and college expects use of computers. Need to be sure everything is accessible on phones and tablets. Need a device to apply for EPBC - must be viewable on phone. Automation and reducing alternatives is a barrier some people need phone calls and paper. Guidelines to reset password required for ASE students.	Policy language not suitable for students to understand. All policies are not in one place - difficult to find.	No button to get out of office. Used to have an appropriate space to access students but removation removed it. Switchboard doors are not accessible. Panels and desks are above wheelchair height. Vendors from panels not accessible. ALI and ABS students often arrive in a group.	A lot of anxiety and medical (mental health) withdrawals. How to recognize those who abuse the system?			
Salmon Arm | Revelstoke | Vernon RD	No staff as yet. Can't afford someone full time, but need someone available at the right time for an accommodated exam. Students do not know what they need unless they can speak to a person.	External agencies – Students need exceptions and not willing to work with student. Extra time for exams is biggest request. Is the necessary support available when needed? ESL students sent to AS but it's not part of their mandate or training. Inconsistencies on the webpages. Students with BC or Cdn high school equivalency ok but those accessing through a testing option are not finding consistency or accessibility. Virtual option to help complete financial aid, etc. forms for those with financial hardship and income loss for leaving work? Is parental access info up to date? Vernon - explosion of exam accommodation.	Skill Trades BC requires a certain amount of time be face to face. Attendance not perceived same by students and seeing increase in number of students who access AS and not in the spaces as often as previously. Harder to support students through accessibility process. Attendance is not an accommodation that is provided for by AS. Culture shift. Students have decreased writing skills.	Old technology that doesn't allow for reql time accommodat	Online learners don't receive same info about student services, how to get assistance, what is available and we don't know who the student are to reach out. Wording on website and on forms are not best language – steeped in policy type language that students find confusing. Plain language approach. Getting confused when trying to read our information. Language barriers - Revelstoke front desk. A lot of communication issues: Communications internally and with students is not reliable. Confusing language - need to click on words to understand what they mean.	Offices in Vernon are accessible but there are other inaccessible spaces e.g., bunker. System put in place to ensure that elevator on emergency power is flagged immediately before power runs out. If upstairs in E section and no elevator, there is no way out. Lecture theatre not amenable to people with hearing impairments. Office size – anyone with mobility issues will have trouble accessing and if a support person is also present it is very small. Conversations need to be private. Salmon Arm - no sidewalk or access to Trades building. Revelstoke only has ramp at one end of the building. Salmon Arm made washrooms non-gendered. No braille on Vernon signage.	Neurological issues. Trauma.	Trauma's impact on the brain - how do we communicate effectively? Training on how front end staff can handle interactions.		
Science and Technology										
Student Services	Flexible days/schedules for employees.	Navigating the OC system for accommmodations is the biggest barrier. Physician assessments $50-100	Current Ministry requirement for medical documentation. Students arriving without an assessment at the high school level e.g. Indigenous, autistic. Classroom conduct. Office hours - students would like later hours. Some faculty resist UDI.	Need option for paper applications that can be uploaded - some students can't navigate online.	Better understanding of alternative solutions to attending awards reception in person. Info is not timely or relevant to non-KLO campuses. Refugee students with a language barrier who need upgrading. General lack of awareness of services or eligibility.	Need standing desks.	International students and those with diabilities facing racism. Anxiety, depression. Lack of counselling coverage; therefore lack of appointments.			
Adult Upgrading	executive functioning supports; there is someone in Penticton who is helping with this	students who don't have paperwork don't have access to any supports until the letters come through, and then it's sometimes too late. student with mental health concerns can't access the counselling services and don't even know where they are. AS should not identify students by name in the subject line of the emails that include their accommodations; privacy issue when thinking about an incident like the cyberattack .	pretty much all students in AU require accommodations; they have a background in UDL, so it's already part of their practice . often instructors will just assume that students have some sort of learning disability; even small accommodations fro the entire class can make students feel supported . support animals—an instructor has a fear of dogs, so this was distressing for her in the classroom, especially if the animal is not well trained .	literacy; filling out forms and accessing online spa	coordinating with parents who may expect the sa	Physical barriers in classroom. elevators in Kelowna don't always work, nor do the automatic doors; Penticton elevator often broken; poor access for ambulances; students need to know which doors are accessible to them gender neutral washrooms; do we have any? are they well marked? There should be adjustable desks in classroom/lab spaces; this would help students with physical needs, but also neurodiverse students (i.e. ADHD).	Anxiety. Multiple diagnoses. many don't come in with a diagnosis, but identify as needing accommodations. self-identifying of ASD, ADHD, anxiety (esp around testing), other mental health concerns . substance misuse/recovery process; students will often self-identify with that and acknowledge that this has impacted their ability to learn and retain information . Could have anxiety around electronic tracking.	unless students self-identify and are vocal about their needs then we don't know what to do, and aren't trained to know how to support them		