ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT

Accessibility Plan

Carleton University

Canada’s Capital University

September 30, 2008
Message from the President

Thanks to the collaboration of many members of the university community, including students, staff and faculty, we continue to make great progress towards a barrier-free campus. In this, our sixth annual Accessibility Plan (2007-2008), we describe the progress we have made and outline our future commitments.

I would like to highlight the following achievements:

Exam Room
In 2008, funding and a space for the implementation of a centralized exam facility for the accommodation of students with disabilities were approved. The exam room will be functional by early fall, and will offer services to the University community in the 2008-2009 Academic Year. This exam facility will have 38 work stations, will be equipped with desktop and laptop computers and will include “alone” rooms with sound barriers, small group rooms, ergonomic furniture, specialized assistive software and other devices.

Accessibility Audit
Accessibility Audit projects approved by the Dedicated Access Fund Committee totaled almost $100,000. These projects included measures to improve accessibility and safety in three different buildings, and to install more automatic door openers across campus. An additional $40,000 was used to create a new accessible entrance to the Residence Commons building. This project was also funded by The Department of Housing and Food Services, and Physical Plant.

Consideration of Accessibility in All Construction
Physical Plant has included an accessibility consultant from the Paul Menton Centre on all ongoing construction projects on campus to ensure that accessibility features are considered during project planning and implementation. The consultant has provided essential input into a wide variety of projects including the seating for wireless hot spots across campus, sidewalk and pathway design, bathroom retrofitting in various buildings, library retrofits including service counters, book drops and shelving, furniture design in various buildings, the new elevator in the Unicentre, classroom design, and many other projects. Such initial involvement allows the early identification of potential barriers to access, as well as opportunities to incorporate accessibility features which might otherwise be missed.

Student Housing
A new student Residence, completed for occupancy on September 1, 2008, contains two ground floor suites, each capable of accommodating two students with disabilities in barrier free accommodation.

Work Stations
The Human Resources Department completed 67 ergonomic assessments during the period from April 30, 2007 to April 29, 2008 resulting in barrier free work station set ups for employees requiring accommodation.

I invite you to read our Accessibility Plan as an expression of Carleton’s commitment to the pursuit of a fully accessible university.

Roseann O’Reilly Runte
President and Vice-Chancellor
Carleton University
Table of Contents

PART I ...........................................................................................................................................1
  Report Purpose ..............................................................................................................................1
  Review of Commitments: 2007 – 2008 ..........................................................................................1
  Public Access to the Accessibility Plan .........................................................................................1

PART II ...........................................................................................................................................2
  Carleton’s Human Rights Policies: Accessibility ..........................................................................2
  Introduction to Carleton University ..............................................................................................3
  Carleton University: A History of Commitment to Access ............................................................4

PART III ..........................................................................................................................................13
  Status Report on Accessibility Plan Commitments .......................................................................13

PART IV ..........................................................................................................................................15
  Accessibility Plan for 2008-2009 to Identify, Remove and Prevent Barriers to Accessibility .......15
  Conclusion ....................................................................................................................................16

Appendix 1 .....................................................................................................................................17
  Accessibility for Ontarians With Disabilities Working Committee Membership 2008-2009 ....17

Appendix 2 .....................................................................................................................................18
  Accessibility for Ontarians With Disabilities Working Committee Terms of Reference ..........18

Appendix 3 .....................................................................................................................................20
  Graduate Students' Association (GSA) .........................................................................................20
  Department of University Safety ..................................................................................................20
  Housing and Conference Services ..............................................................................................20
  Human Resources .........................................................................................................................20
  MacOdrum Library Strategic Planning for 2008-2010 .................................................................21
  Library Space Master Plan ...........................................................................................................21
  Joy MacLaren Adaptive Technology Centre ................................................................................21
  Library Adaptations ......................................................................................................................21
  Paul Menton Centre Activities .....................................................................................................21
  School of Social Work ..................................................................................................................22

Appendix 4 .....................................................................................................................................23
  Highlights of Ongoing Institutional Supports for Persons with Disabilities ....................................23
  Comprehensive (and Current) Policy and Practice Statements on Academic Accommodation and Employment Accommodation ...........................................................................................................................................23
  Accessibility Committees .............................................................................................................24
  Development of Improved Access to Residential Accommodation Program ............................25
  Residence Accommodation for Students with Disabilities Not Requiring Care .........................25
  Attendant Services Program and Community Partnerships .........................................................25
  Integrated Tunnel System ............................................................................................................25
  Campus Access Audits and Development of a Barrier-Free Checklist .........................................26
  Carleton Disability Awareness Centre (CDAC) ............................................................................26
  Off-Site Course Delivery Through Technology .............................................................................26

Appendix 5 .....................................................................................................................................27
  History of Residential Housing and the Development of the Attendant Care Program ................27

Appendix 6 .....................................................................................................................................28
  Assessment Measures in Place to Ensure That Policies, Programs, Practices and Services Contribute to Accessibility For Persons With Disabilities .................................................................28
PART I

Report Purpose

This document constitutes Carleton University’s Accessibility Plan (“the Plan”) for the period September 30, 2008 to September 29, 2009. Although the new Accessibility for Ontarians with Disabilities Act received Royal Assent on June 14, 2005, the reporting requirements of its predecessor legislation (The Ontarians with Disabilities Act) continues to remain in effect. It is for this reason that reference to “the Act” in this report should be understood to continue to refer to the latter.

Our Plan includes the status of specific commitments made in Carleton’s Accessibility Plan for 2007-2008, as well as our ongoing efforts outside of these parameters to ensure that Carleton’s commitment to access and the removal of barriers in work, study and services for people with disabilities remains visible.

We continue to include and build on information, which we proudly reported in Carleton’s first Accessibility Plan. The importance of this information has not diminished and remains integral to a full understanding of Carleton’s historical and widely recognized commitment to accessibility. Reproduced information includes excerpts from relevant human rights policies and an (updated) chronological history of commitment to access in Part II. Ongoing assessment measures, our unique residence attendant care program, and ongoing institutional supports are also appended.


To directly view the status of commitments made in Carleton’s fifth Accessibility Plan (Sept 30, 2007 – September 29, 2008) please turn to page 13 of this report, or to www.carleton.ca/equity and click on Carleton’s 2007 Accessibility Plan

Public Access to the Accessibility Plan

Carleton’s current and past Accessibility Plans are available:

- on-line at the Equity Services website at www.carleton.ca/equity
- in the reference section of Carleton’s MacOdrum Library
- on written request to Equity Services, Carleton University, 503 Robertson Hall, Colonel By Drive, Ottawa ON K1S 5B6
- by telephone at Equity Services at telephone number (613) 520-5622. (Please allow sufficient time for delivery.)
- by TTY at the Paul Menton Centre at (613) 520-3937
- by email at equity@carleton.ca
- in alternate format as requested

AODA Working Committee members are available to answer questions from colleagues on campus (see Appendix 1 for list of members).
PART II

Carleton’s Human Rights Policies: Accessibility

Carleton University’s Statement on Conduct and Human Rights
Access, Accommodation and Diversity
(Excerpts from Human Rights Policies and Procedures, 2001)

“The University requires tolerance, civil conduct and respect for the rights of others. It endeavours to provide a safe environment, conducive to personal and intellectual growth, which is not only free of discrimination, injustice and violence but is also characterized by understanding, respect, peace, tolerance, trust, openness and fairness.”

Commitment to Equal Treatment and Accommodation For People with Disabilities

“The University promotes equity and accommodates diversity…The right to equal treatment without discrimination on the basis of (handicap) includes the University’s duty, to the point of undue hardship, to accommodate a person with a disability.”

Commitment to Educational Equity

“Carleton University is committed to identifying University policies, programs and services that need to be changed, enhanced or created (subject to the availability of resources) to order to:
4.1 Increase the access, retention and graduation of groups of students who have traditionally been under-represented, under-served and/or disadvantaged in university programs; and
4.2 Provide and maintain a supportive, hospitable and welcoming environment for all students, faculty, staff and associated professionals in the University.”

Commitment to Academic Accommodation

“The University affirms its commitment to the physical accessibility of the Carleton campus and to the assessment of academic accommodation for students with disabilities in order to maintain its leadership among the province’s educational institutions in implementing accessibility.”

Commitment to Employment Accommodation

“Employment accommodation is assessed and provided on an individual basis…. The test for undue hardship is assessed at the corporate level, not the departmental level. Thus, in most cases that may arise at the University, there will be a requirement that the employee be accommodated, provided that he or she can perform the essential duties of the job.”
Introduction to Carleton University

Carleton is a dynamic research-intensive university, committed to ensuring the best possible academic experience to all of its students and to providing a welcoming and respectful environment for all of its members.

Situated in Ottawa, Carleton offers 65 programs of study in the humanities, social science and public affairs, international studies, science, engineering and high technology. Our classrooms are filled with some 23,000 of the brightest students from across Canada and more than 100 other countries worldwide. Over 1900 dedicated faculty and staff work to provide a scholarly and welcoming environment for our students. Carleton has been awarded 23 Canada Research Chairs, five NSERC Research Chairs, and three Endowed Chairs, with specialized research carried out in its 80 organized research units.

Carleton University’s 43 buildings occupy a beautiful 62-hectare campus, linked by an extensive underground tunnel system which gives indoor, unimpeded access to people with mobility impairments to almost the entire University. The University’s Master Plan includes barrier-free design principles and Equity Services representatives now sit on the Construction Coordinating Committee.

Recognized for its leadership role in promoting access to academic opportunity for people with disabilities, Carleton University has made an exceptional policy commitment to accessibility through its comprehensive human rights policies and long history of leading-edge programs. The well-known Paul Menton Centre has spearheaded programs such as the first and only “around the clock and around the calendar” Attendant Care Post-Secondary Residence Program in Canada, and the development of benchmarks to accessibility in post-secondary education which were shared with other post-secondary institutions throughout Ontario. Since 1991, students and the University have contributed to a matching formula to fund further access initiatives through a Dedicated Access Fund. These represent only a few of the many ways in which the Carleton University community has worked to put in place policies and practices that recognize and support the right of people with disabilities to participate fully with their colleagues in study and in work.

Our commitment to a barrier-free campus requires ongoing vigilance and attention to ensure that, through inadvertence in design and planning, new barriers are not created and that, whenever possible, new developments are introduced which contribute toward an inclusive environment. As the removal of physical barriers increases, attention can be directed toward barrier removal in electronic systems and the expanded use of technology. For both students and employees, the removal of barriers aims for a welcoming environment and the respectful recognition of merit.

Carleton is proud of our history of commitment to access and will continue to build upon its many successes through its human rights policies and ongoing care and attention to access issues by the dedicated efforts of all members of the University community.
Carleton University: A History of Commitment to Access

The following chronology appeared in our first and second Accessibility Plans, and will continue to be included with updates in this and subsequent Plans. This history attests to Carleton’s long-standing commitment to inclusivity and equality, and is an integral part of the culture and spirit of Carleton University.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960's</td>
<td>Decision taken to extend the original purpose of the tunnel system (maintenance staff access to the electrical and water systems) to provide greater access for students and staff. The tunnel system links most buildings on campus to permit easy access for persons with disabilities in both summer and winter. Students with disabilities seek accommodation in Carleton’s residence program.</td>
</tr>
<tr>
<td>1970's</td>
<td>Students with disabilities are housed in residence buildings: Glengarry House, and Russell/Grenville House, with help for certain needs by residence infirmary provided by Health Services. The Vocational Rehabilitation Service (VRS) of the Ministry of Community and Social Services (COMSOC) provide additional help with funded attendants on a limited and individual basis.</td>
</tr>
<tr>
<td>Early 1980’s</td>
<td>Carleton University works with VRS to establish a new funding structure which would allow funding for a pool of students with disabilities living in residence (rather than funding individuals). This provides the necessary level of funding to renovate blocks of rooms in the University's residences.</td>
</tr>
<tr>
<td>1986</td>
<td>Carleton University students and staff provide leadership in the creation of the National Educational Association of Disabled Students (NEADS). NEADS is located on the Carleton campus and was started by an enthusiastic group of students who were members of Awareness Carleton and inspired by The International Year of Disabled Persons (1981).</td>
</tr>
<tr>
<td>1987</td>
<td>Carleton University seeks and obtains funding from COMSOC to create a 24-hour Attendant Care service originally structured to provide service during the period from September to May, and subsequently extended to cover service the entire year. This program is unique in Canada even today. Carleton University signs a Letter of Commitment under the Federal Contractors Program to implement employment equity for four designated groups, one of which is persons with disabilities. Carleton University Students Association (CUSA) creates the Carleton Disability Awareness Centre (CDAC) and establishes a weekly radio broadcast entitled, &quot;Awareness Plus&quot;.</td>
</tr>
<tr>
<td>1988</td>
<td>A University committee on accommodation of employees with disabilities is created reporting to the Vice President, Finance &amp; Administration. As a result of the Committee's work, information on employees with disabilities is incorporated into the University's Personnel Policies &amp; Procedures Manual, and the Staffing Guide. The University develops a communication system to alert employees with mobility impairments and their managers when elevators break down or are repaired. This information is included in the Personnel Policy and Procedures Manual.</td>
</tr>
<tr>
<td>1988</td>
<td>A University committee on accommodation of employees with disabilities is created reporting to the Vice-President, Finance &amp; Administration. As a result of the Committee’s work, information on</td>
</tr>
</tbody>
</table>
employees with disabilities is incorporated into the University’s Personnel Policies & Procedures Manual, and the Staffing Guide.

The University develops a communication system to alert employees with mobility impairments and their managers when elevators break down or are repaired. This information is included in the Personnel Policy and Procedures Manual.

1989

The PMC for Persons with Disabilities (PMC) is created.

Senate approves a policy statement on accommodation of students with disabilities.

1990

The PMC publishes an annual “Accessibility and Resource Guide”, describing services for students with physical and learning disabilities. The services include both on- and off-campus services.

The PMC conducts a comprehensive audit of the buildings and grounds of Carleton University identifying barriers to full access to persons with disabilities. A report is presented to the Director of Physical Plant providing solutions, cost estimates, and a system to evaluate priorities.

As part of the audit, the PMC developed the audit checklist, which serves as a guide in developing specific renovation plans to existing buildings as well as new construction on campus.

The access study report estimates that full implementation would cost between $5 and $6 million dollars. The PMC recommends the establishment of a Dedicated Access Fund.

Catherine Frazee, Chief Commissioner of the Ontario Human Rights Commission, presents the A.D. Dunton Alumni Award Lecture on “Human Rights in the 1990’s: Putting Our Values to the Test”. Frazee, who graduated from Carleton University in 1976 with a Senate medal, is physically disabled and lived in the accessible Russell/Grenville residence while a student here.

Carleton University receives the Canada Employment and Immigration Merit Award for Employment Equity, which recognizes the initiatives undertaken by the University to assist people with disabilities, as well as other designated groups.

The University establishes a Presidential Advisory Committee on Human Rights. The terms of reference of the committee are to bring forward human rights issues of concern to staff and students; to inform and elicit reactions from committee members about policy proposals that may have an impact on the human rights climate at the University; to review proposals for facilitating communications about human rights issues within the University community; and to make recommendations to the President about improvements to human rights policies and procedures at Carleton University.

The President of Carleton University agrees to adopt measures to address systemic barriers that may exist for disadvantaged groups in employment, education and the provision of services. He calls for the development of guidelines for equity-based special programs.

The Carleton University Adaptive Technology Committee is struck to facilitate the integration of adaptive technology in instruction, research and academic and student support; to provide campus-wide co-ordination and support for access to computer technology; and to sensitize the University community to the use of adaptive technology.

1991

Carleton University undergraduate students vote in favour of a five-dollar student levy per year to improve accessibility on campus, raising $50,000 for projects to create a barrier-free campus. The University agrees to match these monies and a joint student-administration Dedicated Access Fund Committee is created. The Committee annually decides on accessibility project priorities and monitors their implementation. The initial program saw the installation of 9 automatic door openers, the upgrading of elevators in two major buildings on campus, the construction of a ramp from the Tory Building into the “Quadrangle”, and the conversion of four washrooms in two
buildings to fully accessible facilities.

The MacOdrum Library expands the Study Centre for Persons with Disabilities. The three-room Centre features accessible facilities with a quiet study area, a technical devices room, and an accommodation exam room. Equipment purchases include a Kurzweil scanner, Dragon Dictate, and two portable computer notebooks. All computers in the Study Centre are accessible to wheelchair users, and the catalogue system is accessible in large print or voice. Closed circuit televisions provide print magnification; four track tape records access books and other transcribed material on tape are provided on loan. The Senate establishes a Standing Committee on Disabilities.

Stormont/Dundas Residence is opened. This is the first residence building to include accessible accommodation (20 single bedrooms) designed to meet the standards of the Building Code at that time. Previously, accessibility in (other) buildings had been achieved by retrofit.

CUSA establishes the annual Jeff Healy Award. This award is presented to one undergraduate student and one member of the Carleton University community for demonstrated and outstanding commitment to the improvement of access on campus for students with disabilities.

Carleton University confers an honorary degree on the Honourable Bertha Wilson, “in recognition of distinguished service to the legal profession, the law, and the welfare of all Canadians through strong and eloquent support for the rights of the disadvantaged”.

The University implements an AIDS policy, which recognizes AIDS as a disability and protects the treatment of individuals who have been infected, including the protection of their employment.

In the Fall, the Staffing & Development Coordinator and Equity Coordinator organize, “Diversity at Work”, a series of videos, one of which is “Viewpoints”. This video insights into the lives of five people with different disabilities and some of their suggestions for interacting with people with disabilities is the focus of this video.

1992

An on-site survey of all Bell Canada pay phones is conducted to assess their accessibility to persons with disabilities. The results of this survey cause Bell Canada to replace all public pay phones with a new telephone model that has volume control in the handsets for the hearing impaired, and the alteration of some pay phone sites to render telephones fully accessible to people with mobility impairments.

PMC produces a video narrated by W. O. Mitchell entitled, “A Question of Perception”. This video features university students telling their own stories, difficulties, frustrations and triumphs.

The University’s Science Technology Centre (STC) designs and adapts enabling equipment for persons with disabilities. Such work is funded by the PMC and is focused on assisting persons with disabilities in their day-to-day lives.

Carleton University establishes and publicizes Guidelines for Equity-Based Special Programs. These guidelines outline the rationale for special programs, how the Ontario Human Rights Code defines a special program, standards for special programs and examples of initiatives that may be considered as equity-based special programs.

Carleton University students establish the Dr. John Davis Burton Award to be presented annually to a student in good standing who has made a significant contribution to awareness, equity and the integration of persons with disabilities within the educational community.

1993

The audit and checklist project developed by the PMC led to the development of a formalized guide, the “Barrier Free Checklist: A Guide to Renovation and Construction on a University Campus” in 1993.

PMC opens a satellite office in the residence complex. Sharing space with Counselling Services
and Health Services, the satellite office houses the Office of the Coordinator of Physical Disability Programs and the Attendant Care Program. It also contains a student drop-in centre.

Carleton University is praised for its response to employment equity obligations (including support programs for persons with disabilities) following a second Compliance Review under the Federal Contractors Program.

As part of its participation in National Access Awareness Week, Carleton University drafts a Statement of Commitment to provide an accessible and welcoming work and study environment for all individuals. The statement outlines an eight-point commitment to reducing barriers and creating an accessible scholarly community.

### 1994

The Council of Ontario Universities (COU) awards a grant to Carleton University to assess and update the Accessibility Audit Checklist for use by all Ontario Universities. This comprehensive checklist document was then distributed to university and college campuses across the Province.

### 1995

The University seeks the assistance of two human rights consultants, Gwen Brodsky and Shelagh Day, to begin the work, which culminates in *Carleton University’s Human Rights Policies and Procedures* released in May 2001. These twelve policies are among the most comprehensive of their kind, including the “Academic Accommodation Policy”, the “Employment Accommodation Policy” and the “Employment Equity Policy”. These policies replaced earlier discrete policies.

The Adaptive Technology Committee completes an on site audit of computer labs on campus. The Committee makes nine recommendations for change.

### 1996

The Senate Committee on Disabilities holds a Policy Forum on the means of assessment, academic accommodation and human rights obligations.

PMC wins two international awards from the Association of Higher Education and Disability. The first award recognizes *The Instructor’s Handbook*, produced by a Learning Specialist in the PMC. The second award recognizes the volunteer program utilized at the PMC and *The Volunteer Handbook*, a training guide produced by the same Learning Specialist (Diane Proulx).

The University’s Instructional Television (ITV) Service is lauded by learning specialists in the PMC as a “boon” to persons with disabilities. The program is termed “a feather in Carleton’s cap’ in connection with educational accessibility.

### 1997

With funding from Human Resources Development Canada PMC builds a new interactive Web site that includes a virtual tour using 100,000 still pictures to allow students with disabilities to “tour” the buildings on campus, secure information on the University and print maps of the campus showing accessible tunnel routes.

The Adaptive Technology Committee takes steps to encourage staff on campus involved in web design to consider making accessible websites for persons with disabilities. The Committee initiates discussions with the University Web Master and the Teaching and Learning Resource Centre (TLRC).

The final stage of the work of the Human Rights Committee to Implement the Human Rights Policies begins, including work on six separate accommodation policies for students and employees.

### 1998

Charles La Pierre is awarded his Master’s of Engineering at Carleton for scholarly work that will use technology to aid the blind. Blind himself, Mr. La Pierre’s undergraduate work in this area was awarded first place in the 1993 Student Papers competition of the Association of Professional Engineers of Ontario. He then worked with a company in Montreal to develop and improve the product and it is now marketed as Atlas Speaks. It is a global positioning satellite system that
allows people to receive synthesized voice information about where they are with street address accuracy. Mr. La Pierre’s Master’s thesis further developed this project to use software run on a laptop computer to synthesize voice, produce maps from a database of the city and an alternative navigation system when the primary system solutions are unobtainable. Mr. La Pierre praises the Engineering faculty and cites the extra hours they devoted to helping him develop his innovative project.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>The Accessibility Fund Committee raises funds for additional adaptive computer workstations on campus and one is placed in Career Services. Tova Goldstein, a Master’s student in Applied Language Studies is awarded the Dr. John Davis Burton Award. This award recognizes students who demonstrate advocacy for disability issues within the University community and in Ms Goldstein’s case recognizes her volunteer work with children with cerebral palsy, dyslexic students and the Clinic for Augmentative Communication.</td>
</tr>
<tr>
<td>2000</td>
<td>In November the University holds a “town hall” to present the draft <em>Human Rights Policies and Procedures</em> to invite public discussion of the new policies. The “town-hall” format also permits consultation with representatives of the entire university community on the new policies so that the views of all constituency groups can be heard and discussed in a public forum. Accommodation policies for students and employees with disabilities and educational and employment equity policies (aimed at disadvantaged groups including persons with disabilities) make up a significant part of these policies. Leeds House residence is opened with a further 12 single accessible bedrooms. The University undertakes a Master Plan Review that includes a review of barrier and access issues.</td>
</tr>
<tr>
<td>2001</td>
<td>Senate and the Board of Governors approve the <em>Carleton University Human Rights Policies and Procedures</em>. It includes accommodation policies for both students and staff with disabilities.</td>
</tr>
<tr>
<td>2002</td>
<td>Six University Faculty Registrarial Offices are amalgamated into a single, fully accessible Registrar’s Office. On-line registration and other technology to ensure access to academic information, as well as advisors available at the central location increases accessibility for students. An Assistive Learning Lab is established equipped with comprehensive adaptive technology at three complete workstations dedicated to students with learning disabilities. Carleton University is awarded two, fully funded Assistive Learning Technologist positions to work in the Lab.</td>
</tr>
<tr>
<td>2003</td>
<td>The University’s Centre for Educational Development undertakes to develop additional inter-modal means of electronic and interactive course delivery that will enhance accessibility for students with disabilities. Prescott House opens, and contains an additional two accessible bedrooms to the University’s existing complement. Carleton University and Algonquin College are awarded funding for two of seven Summer Transitions programs for students with disabilities. The goal of the program is to help students who plan to attend university or college acquire skills and knowledge necessary for success at the post-secondary level.</td>
</tr>
<tr>
<td>2004</td>
<td>Carleton University embarks on the development of a Campus Master Plan, which from the</td>
</tr>
</tbody>
</table>
earliest planning stages included consultations specifically related to accessibility issues for people from disabilities.

The Attendant Care Program first piloted at Carleton, but extended under Carleton’s management to Algonquin College, continues to expand exponentially at the College, demonstrating the demand for services of this type for people with disabilities in creating access to post-secondary educational opportunities.

Physical Demand Analysis data are secured from HRSDC and coded to every Carleton University establishment position. The University agrees to review the feasibility of adding this information to job postings.

A campus-wide accessibility audit is planned and organized by Equity Services, to be implemented through the PMC using the services of experts from the Disabled Persons Community Resources in Ottawa.

Design Guidelines for all building and renovations were revised to highlight the legislative requirements of the Act and the University’s commitment to barrier-free access in its Master Plan Project Design Principles. Both hard-copy and web-based design guidelines, Facilities Planning Design Guidelines and the Classroom Design Guidelines now contain statements that all designs must address the needs of persons with disabilities and observe the principle of barrier-free design. These changes will be published and posted in the revised guidelines early in 2005.

University Affairs magazine recognizes the Paul Menton Centre for Persons with Disabilities as, “...remain(ing) the gold standard for ensuring campus accessibility and appropriate services”. (University Affairs is published by the Association of Universities and Colleges of Canada ten times yearly, and has a readership of over 24,000 people.)

Similarly, Carleton University is recognized in the fall 2005 edition of the national magazine Abilities, “as striving to make school life easier for students with disabilities…the first post-secondary school in Canada to make attendants available 24 hours a day, seven days a week”.

A two-volume report of barriers to accessibility is produced following a campus-wide accessibility audit that included all 36 campus buildings and grounds. In order to ensure a high standard of accessibility considerations, the audit used the National Standards of Canada (Barrier-Free Design CAN/CSA-M95) as the primary design document; these standards exceed those required under the Ontario Building Code. The audit also provides recommendations of barrier-free design for future consideration in areas as diverse as tap handles and print font size on signage.

An access card system is added to two of the four elevators in Dunton Tower to alleviate some of the heavy traffic to lower level floors. Persons with mobility impairments are provided with an access card which, when swiped, will cause the two equipped elevators to stop at lower level floors which otherwise would be bypassed.

A protocol is developed to facilitate the implementation of structural accommodations required to facilitate the hiring or return to work of employees, supplementing the Policy on Accommodation of Employees with Disabilities.

Carleton formalizes a requirement to ensure early consultation on barrier-free access for all new renovation and construction, and to support this activity commits to including updated design standards in University Design Guideline packages.

An evacuation list of people with mobility impairments who may need assistance in case of an emergency is developed through voluntary participation, for use by University Safety.

Carleton University’s “Learning Commons” becomes a reality. By facilitating a learning environment for all students, it removes the stigma sometimes attached to educational access.
requirements for students with disabilities. The new Learning Commons will include 55 laptops for use in a wireless environment, 164 desktop computers, an additional six wheelchair-accessible work stations equipped with 20” flat screen monitors, as well as ready access to research librarians, IT specialists, student colleagues and shared learning space.

An additional $300,000 is allocated to what was already a $17.5 million dollar renovation of the University Centre, the main student services building on campus. Original plans did not call for the new elevator to go beyond the third floor to the fourth floor, which connects students to the main floor of traffic throughout campus. This additional funding allows the construction of a corridor on the fourth floor of the University Centre to provide easy passage from the elevator to the open gathering area. (Without this corridor, elevator passengers would enter into a cafeteria before they could access the gathering area.)

Audio facilities in twenty-three classrooms are upgraded to improve hearing accessibility through assistive listening devices which provide access to the instructor’s microphone as well as sound originating from other sources such as video playback and computer audio. The technology is compatible with assistive listening devices owned by the University or owned privately by students.

Carleton increases the number of low-standing, accessible e-kiosks across campus to increase use for those who use wheelchairs. These kiosks provide users ready access to such vital academic information as class schedules, grades, course descriptions, and daily news items, as well as interactive systems for email, add/drop course options, communications with professors and students, and other communications. Carleton’s Science and Technology Centre manufactured the cabinets on site, with maintenance provided by Computing and Communication Services.

The new Ice House is built to accommodate the playing of sledge hockey, a form of hockey for athletes with locomotor disabilities. Regular hockey rules apply. Players sit on a metal frame which itself has “skates”, and room for a puck to pass underneath the sledge. The Ice House provides access to the rink for sledges, and has plexiglass boards to allow the players to view the game from the bench and from the penalty box.

2006

The Paul Menton Centre opened a “Canadian Council of the Blind” chapter, the first such chapter on a Canadian university campus. The Canadian Council of the Blind has generously committed to providing one million dollars in bursaries to visually-impaired students at Carleton over the next ten years.

The number of low-standing, accessible e-kiosks was increased across campus to provide users with disabilities ready access to such items as academic information, daily news, and interactive systems for email.

New telephone sets with larger screens and user-friendly push button menus were introduced to assist people with particular vision or dexterity impairments. Computer hardware was introduced with larger LCD’s for better visual display, easily accessible drive bays and front panel headphone, microphone and USB ports.

Information from a University-wide accessibility audit was incorporated into the Physical Plant data base so that it can automatically inform both new design projects and renovations at the University.

An appeal process was developed to allow a review of a refused accommodation decision through case presentation to a panel of faculty trained in human rights accommodation obligations. An Equity Advisor from Equity Service ensures that human rights obligations are not compromised.

Upgrades to the Joy Maclaren Centre for Students with Disabilities (MacOdrum Library) enhanced computer tables and chairs, monitors, Braille translator software and printer, and a barrier-free
workstation was also installed in the main Library’s Instruction Room.

2007

Attendant Care Services celebrates its 20th anniversary and creates a “Virtual Tour” to enable applicants to “visit” accessible suites for students with disabilities and other selected sites on campus [http://www.carleton.ca/pmc/attendant/virtual_tour/index.html](http://www.carleton.ca/pmc/attendant/virtual_tour/index.html). The Attendant Care Services program is also extended to cover employees and its availability is noted in the Human Resources on-line application web page.

The department of University Safety compiles an “Emergency Procedures” booklet for circulation throughout the University outlining emergency numbers, types of emergencies and the procedures to follow, emergency evacuation and a map of campus highlighting emergency telephones and services related to safety provision.

The Carleton Disability Awareness Centre (CDAC) provides training and information during fall orientation, including a presentation to a Leadership Conference organized by the First Year Experience Office. Other disability awareness programs offered by CDAC include “Paint Your Impression of Disability” and workshops on “Depression is nothing to be ashamed of” and “They Told Me I was Stupid. They were Wrong”.

Equity Services undertakes a Disability Awareness Poster Campaign to feature faculty, staff and students with disabilities. Some 1300 students with disabilities register with the Paul Menton Centre; 95% have non-visible disabilities. The Centre expands its space to accommodate the growing number of students seeking assistance.

Main entrance to the Residence Commons is redesigned to upgrade access for people with disabilities, to create a ramp that both extends to the street and connects with a new tunnel-level entrance. Equity Services representation on the University’s Construction Coordinating Committee is also established to ensure that issues of access and barrier-free design are made part of the terms of reference of the Committee.

Seven Carleton students with visual impairments are awarded bursaries ranging from $1,000 - $4,000 from the Canadian Council for the Blind.

Ongoing implementation of the findings of the 2005 campus-wide accessibility audit results in $200,000 of expenditures to remove physical barriers. Dedicated Access Fund monies ($165,000) are applied to projects in 22 buildings to improve accessibility, including the installation/_correction of building entrance slopes, redesign of study areas, renovations of washrooms in older buildings, replacement of an older elevator and a heavily used ramp connecting two buildings, installation of automated door openers at entrances, washrooms and at a connecting bridge between two buildings.

$300,000 is expended to repave and provide curb cuts for a parking lot adjacent to Alumni Theatre in order to facilitate greater access for those with disabilities. This Theatre is a facility that serves both academic functions and lecture and dramatic productions which members of the external community attend regularly.

Wireless Hot Spots are created and accessible stations are installed to facilitate greater computing access for students on campus. $350,000 is expended to construct these services.

$750,000 is expended in other University capital projects to help create barrier-free access:
- the exterior podium of Robertson Hall is redesigned and reconstructed to create a level entrance and enhance access
- installation of an additional elevator in the Steacie Building
- installation of lower service counters in two academic departments in the Loeb Building
- addition of accessible features in two washrooms in two heavily used student areas.
<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2008 | $1,088,100 is expended on physical plant improvements made at the University during the 2008 reporting year. Major improvements made to the University Center Building include:  
  - $715,000 is expended to build a corridor link on the 4th floor of the University Centre complete with handicap door operators;  
  - $20,000 is spent on controls for the Unicentre elevator;  
  - $140,000 directed toward new accessible washrooms in part of Baker’s Grill renovation;  
  - $44,000 for renovations of offices within the Paul Menton Centre to accommodate new staff and improve space and access for patrons within the existing offices.  
$20,000 is expended for Phase 1 of Wireless Hot Spots, installed handicap seating.  
$100,000 construction of new accessible washroom, lab bench and fume hood on 2nd floor of the Stacie Building.  
$15,000 expended on replacing deteriorated entrance doors in the Azrieli Theatre.  
$20,000 is expended on widening the sidewalk on University Drive and road repairs in front of Parking Garage.  
$11,100 put toward the planning phase to implement the next phase of accessibility audit (specifically architecture ramp, the Minto Centre’s stairwell demarcation and door operator in Tory Building).  
$3,000 is expended on visibility strips on theatre stairs in Tory Theatre. |
PART III

Status Report on Accessibility Plan Commitments  
(September 30, 2007 – September 29, 2008)

1. Exam Room 
The concept of an exam room for students with disabilities was recommended and accepted in principle in 1997. In 2008, we are pleased to report that the University has finally approved funding and a space for the implementation of a centralized exam facility for the accommodation of students with disabilities. It is anticipated that the exam room will be completed by early fall, and will be able to offer services to the University community in the 2008-2009 Academic Year. This exam facility will have 38 work stations, equipped with desktop and laptop computers, alone rooms with sound barriers, small group rooms, ergonomic furniture, specialized assistive software and other devices.

2. Entrance Scholarship and Awards Requirements for Students with Disabilities  
The nature and severity of certain disabilities may limit the number of hours that students can participate in post-secondary studies. The current requirement for entrance scholarship recipients to maintain a full-time course load (e.g. 80% or more) may discriminate against students with such disabilities. During the past year, the Director of the Paul Menton Centre for Students with Disabilities met with the Director of Awards and Financial Aid to discuss the possibility of establishing a policy to deal with this issue. The Directors decided that a policy could not be created that would allow for the flexibility required to serve students well. Instead, it was agreed the issue would be best addressed through an informal appeal process to the Director of Awards & Financial Aid, in which each request for special consideration would be reviewed on a case-by-case basis with input from the PMC.

3. Co-op Program Access for Students with Disabilities  
The current full-time requirement for co-op programs at Carleton presents significant barriers to some students with disabilities who may not be able to study on a full-time basis. Some students with disabilities who are enrolled in part-time studies due to valid disability-related reasons put in full-time efforts similar to their peers. Furthermore, some of them may be required to take courses during the summer months in order to obtain a full time number of credits, and as a consequence, they may miss out on opportunities to gain relevant work experience from summer employment. Co-op education is the best way for all students to obtain the necessary work experience and establish themselves in a career. However, co-op programs are only open to full time students and require students to work on the job in a full time capacity. This is a barrier to some students who are part time due to the nature of their disabilities. A means of assessing students with disabilities, interested in co-op placements, will be developed (see Accessibility Plan for 2008-2009).

4. Accessibility Audit  
During the last year, completed Accessibility Audit projects approved by the Dedicated Access Fund totaled almost $100,000. These projects included measures to improve accessibility and safety in three different buildings, and to install more automatic door openers across campus. The Committee also allocated $40,000 (of the $250,000 cost) towards the creation of a new accessible entrance to the Residence Commons building. This project was also funded by The Department of Housing and Food Services, and Physical Plant.

5. Consideration of Accessibility in All Construction  
Physical Plant has included an accessibility consultant from the Paul Menton Centre on all ongoing construction projects on campus to ensure that accessibility features are considered during project
planning and implementation. The consultant has had the opportunity to give meaningful input into a wide variety of projects including the seating for wireless hot spots across campus, sidewalk and pathway design, bathroom retrofitting in various buildings, library retrofits including service counters, book drops and shelving, furniture design in various buildings, the new elevator in the Unicentre, classroom design, and many other projects. Such initial involvement allows the early identification of potential barriers to access, as well as opportunities to incorporate accessibility features which might otherwise be missed.

6. Accessible Website Formats
The University is in the process of moving to an electronic content management system which will allow more “user-friendly” access in the development and maintenance of departmental websites. There is in excess of 100 websites identified and prioritized for the rollout. To date 12 sites completed and 14 sites are in progress. The completion date for the Luminis Content Management System (LCMS) is April 2010.

7. New Building Guidelines
In the absence of updated Provincial Building standards, Carleton, through a representative from Physical Plant and a representative from the Paul Menton Centre has begun the process of revising its own building guidelines. The guidelines will act as a baseline standard of accessibility that will be provided to every design team that works on projects, both retrofits and new construction, at the University. These guidelines are intended to supplement the new building standards being drafted by the province, once those guidelines are complete.

8. Information Sessions on Invisible Disabilities
In November 2007 the Department of Equity Services and the Paul Menton Centre for Persons with Disabilities co-hosted a “Brown Bag” lunch session on mood disorders and invisible disabilities. The presentation was given by two members from the Mood Disorders Ottawa (MDO) Mutual Support Group. The noon hour sessions are very popular with members of staff, students and faculty. Future sessions will include experts from the local community on topics such as schizophrenia, epilepsy, diabetes and/or similar subjects to create awareness and sensitivity of these less well-known forms of disability in our community.

This was not completed in 2007-2008, but is currently underway (see Accessibility Plan for 2008-2009).
PART IV

Accessibility Plan for 2008-2009
To Identify, Remove and Prevent Barriers to Accessibility

1. Co-op Program Access for Students with Disabilities
   During the next year, the Paul Menton Centre for Persons with Disabilities will meet with Career Development and Co-operative Education (CDCE) to work out a process of assessing part-time students with disabilities who are interested in co-operative education. Students will be assessed to determine their likelihood of success in a Co-op program. They will be required to meet the same high academic standards expected of other prospective Co-op candidates.

2. Accessibility Audit Implementation
   The Committee will continue to monitor the Accessibility Audit requirements with the staged implementation program developed four years ago as a means of ensuring that physical barriers on campus continue to be addressed.

3. Accessibility Information Web Links
   The Paul Menton Center for Persons with Disabilities will coordinate a campaign to ensure that all campus websites contain, or link to, a single comprehensive source of accessibility information.

4. Revisions to Human Rights Policies and Procedures
   Carleton University’s Human Rights Policies and Procedures are in the process of being revised to incorporate up-to-date information.

5. Accessibility Standards for Customer Service
   Under the Accessibility for Ontarians with Disabilities Act, the University is required to develop an implementation plan to meet regarding accessibility standards for customer service. This will be completed in 2008-2009.
PART V

Conclusion

At Carleton University, we recognize that being a centre of academic excellence requires the fullest participation of the best and the brightest, unimpeded by arbitrary barriers. The challenge is to ensure that, in addition to our exceptional academic programs, we are able to provide the kind of support which will allow our students, staff and faculty to obtain the greatest educational and employment opportunities possible.

Carleton University’s reputation, both nationally and internationally, as an academic centre of excellence continues to grow. This reputation, and a high level of accessibility, allows us to attract increasing numbers of talented students, staff and faculty, including those with visible and non-visible disabilities. Our commitment to equality and diversity has become not only an integral part of our university culture but also a competitive advantage.

A highly accessible campus is obviously important, and our commitment in ensuring that barriers are identified and removed as early as possible continues. As this Plan indicates, our efforts go far beyond the necessity of physical access. Carleton continues to aggressively work to address other barriers to persons with disabilities which may exist in policies, in programs, in technology and in services. Carleton’s commitment to the pursuit of a fully accessible campus is unwavering.
## Appendix 1

### Accessibility for Ontarians with Disabilities Working Committee

**Membership 2008-2009**

<table>
<thead>
<tr>
<th>Working Group Member</th>
<th>Department</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Brenning</td>
<td>Athletics</td>
<td>613-520-2600 ext. 8446 <a href="mailto:jennifer_brenning@carleton.ca">jennifer_brenning@carleton.ca</a></td>
</tr>
<tr>
<td>Matthew Cole</td>
<td>Attendant Care Program (PMC)</td>
<td>613-520-6615 <a href="mailto:matthewCole@carleton.ca">matthewCole@carleton.ca</a></td>
</tr>
<tr>
<td>Tim Rose</td>
<td>Carleton University Disability Awareness Centre</td>
<td>613-520-6618 <a href="mailto:cdac@cusaonline.com">cdac@cusaonline.com</a></td>
</tr>
<tr>
<td>Tom Donnelly</td>
<td>Computing and Communications Services</td>
<td>613-520-4063 <a href="mailto:tom_donnelly@carleton.ca">tom_donnelly@carleton.ca</a></td>
</tr>
<tr>
<td>Linda Capperauld (Chair)</td>
<td>Equity Services</td>
<td>613-520-5622 <a href="mailto:linda_capperauld@carleton.ca">linda_capperauld@carleton.ca</a></td>
</tr>
<tr>
<td>Roy Hanes</td>
<td>Faculty</td>
<td>613-520-2600 ext. 3545 <a href="mailto:roy_hanes@carleton.ca">roy_hanes@carleton.ca</a></td>
</tr>
<tr>
<td>Karen March</td>
<td>Faculty</td>
<td>613-520-2600 ext. 1122 <a href="mailto:karen_march@carleton.ca">karen_march@carleton.ca</a></td>
</tr>
<tr>
<td>Nathan Hauch</td>
<td>Graduate Students’ Association</td>
<td>613-520-6616 <a href="mailto:gsa_pres@carleton.ca">gsa_pres@carleton.ca</a></td>
</tr>
<tr>
<td>Maureen Murdock</td>
<td>Health and Counselling Services</td>
<td>613-520-6674 <a href="mailto:maureen_murdock@carleton.ca">maureen_murdock@carleton.ca</a></td>
</tr>
<tr>
<td>David Sterritt</td>
<td>Housing and Conference Services</td>
<td>613-520-5612 <a href="mailto:david_sterritt@carleton.ca">david_sterritt@carleton.ca</a></td>
</tr>
<tr>
<td>BJ Miskelly</td>
<td>Human Resources</td>
<td>613-520-3634 ext. 8635 <a href="mailto:bj_miskelly@carleton.ca">bj_miskelly@carleton.ca</a></td>
</tr>
<tr>
<td>Heather Cross</td>
<td>MacOdrum Library</td>
<td>613-520-2600 ext. 4038 <a href="mailto:heather_cross@carleton.ca">heather_cross@carleton.ca</a></td>
</tr>
<tr>
<td>Larry McCloskey</td>
<td>Paul Menton Centre for Students with Disabilities</td>
<td>613-520-6608 <a href="mailto:larry_mccloskey@carleton.ca">larry_mccloskey@carleton.ca</a></td>
</tr>
<tr>
<td>Darryl Boyce</td>
<td>Physical Plant</td>
<td>613-520-3615 <a href="mailto:darryl_boyce@carleton.ca">darryl_boyce@carleton.ca</a></td>
</tr>
<tr>
<td>Mike Graham</td>
<td>Physical Plant</td>
<td>613-520-3615 <a href="mailto:Mike_graham@carleton.ca">Mike_graham@carleton.ca</a></td>
</tr>
<tr>
<td>Laura Branchaud</td>
<td>University Safety</td>
<td>613-520-2600 ext. 1594 <a href="mailto:laura_branchaud@carleton.ca">laura_branchaud@carleton.ca</a></td>
</tr>
<tr>
<td>Kathleen Kelly</td>
<td>University Services</td>
<td>613-520-3547 <a href="mailto:kathleen_kelly@carleton.ca">kathleen_kelly@carleton.ca</a></td>
</tr>
<tr>
<td>Somei Tam</td>
<td>Consultant (PMC)</td>
<td>613-520-6608 <a href="mailto:somei_tam@carleton.ca">somei_tam@carleton.ca</a></td>
</tr>
</tbody>
</table>
Appendix 2

Accessibility for Ontarians with Disabilities Working Committee*
Terms of Reference

The Accessibility for Ontarians with Disabilities (AODA) Working Committee (the Committee) reports to the President through the Provost and Vice-President (Academic). Its general purpose is to prepare a proposed response each year, in the form of an Accessibility Plan, pursuant to the requirements of the Accessibility for Ontarians with Disabilities Act. The Committee’s terms of reference are as follows:

1) The goal of the Committee is:

   a) To seek, promote and/or act on the implementation of annual commitments as identified in the relevant accessibility plan by Carleton University (the University) to identify, remove, and prevent barriers for people with disabilities in the University’s programs, services and facilities;

   b) To ensure that access considerations for persons with disabilities are incorporated into the University’s bylaws, policies, programs, practices and services on an ongoing basis;

   c) To identify the bylaws, policies, programs, practices and services that the University will review in the coming year in order to identify barriers to access for persons with disabilities, including but not limited to systemic, technological, physical, and attitudinal barriers;

   d) To propose priorities for the identification, removal and prevention of barriers for each reporting year;

   e) To prepare a draft of an annual Accessibility Plan on the above items (a) through (d)) in a single format which can readily be adapted to meet the University’s reporting requirement once approval is obtained.

2) The responsibilities of the Committee’s individual members are:

   a) To participate in decision-making and to undertake assignments identified by the Committee which are required to achieve the goals of the Committee;

   b) To assume responsibility for remaining current with the progress of the Committee where meetings are missed, whether through the use of an alternate or through communication with the Chair or other members of the Committee, so that the work of the Committee does not suffer delay or reduced effectiveness as the result of absences by individual members.

3) The responsibilities of the Chair are:

   a) To assist the Committee to work within its mandate and timelines, through reference to these Terms of Reference and established deadlines;

   b) To ensure that Minutes and documentation regarding the progress of the Committee are maintained and distributed to members, and that a complete copy of the Minutes and documentation provided to the Committee are available to Committee members, with notice, for review where requested;

   c) To report periodically to the Provost and Vice-President (Academic) regarding the Committee’s progress, and to seek guidance on behalf of the Committee where issues arise which cannot be
addressed within the Committee for any reason;

d) To compile a final annual draft Accessibility Plan as itemized in 1(e) above for submission to the Provost and Vice-President (Academic), and to ensure that the document approved is publicly available as required.

Composition:

The Committee membership is composed of faculty, staff and students, and is structured to include representation of people with disabilities, staff, faculty and service areas, as follows:

- Athletics
- Carleton University Students Association’s Carleton Disability Awareness Centre
- Computing and Communications Services
- Equity Services
- Faculty
- Graduate Students Association
- Health and Counselling Services
- Housing and Conference Services
- Human Resources
- MacOdrum Library
- Paul Menton Centre for Students with Disabilities
- Physical Plant
- University Safety
- University Services

Meeting Frequency:

The Committee members will work independently in achieving tasks agreed to and will meet on a bi-monthly (every two months) schedule.

Reporting Deadline:

As the University must submit its annual Accessibility Plan to the government by September 30 each year, the Committee will provide its final report and recommendations to the Provost and Vice-President (Academic) in sufficient time to allow for review and approval by the University.

*Note:
Terms of reference for this Committee were amended and approved in February 25, 2004 to reflect the Committee’s permanent status, and to clarify its goals in the development of annual Accessibility Plans responding to the requirements of the *Ontarians With Disabilities Act*.

Amendments to the Terms of Reference approved in February 25, 2004 were recommended at the AODA meeting of May 28, 2007 and approved June 27, 2007.
Appendix 3


Departments and individuals across the University work collaboratively in creating an increasingly accessible campus for persons with disabilities. Many of the developments listed below could not have taken place without the co-operation, collaboration and support of others. As a small example, the following reports come from units represented on the AODA Committee or in a few cases from units, which, because of the nature of their work, are able to have significant impact in barrier removal.

Graduate Students’ Association (GSA)
- During the 2007-2008 academic year, the Graduate Students’ Association continued to participate in the Dedicated Access Fund Committee.
- It has also put in place an action plan for “satellite services” for those that request them (that is, services being offered in an accessible location) while the Unicentre elevator is out of service for repairs.
- Efforts are ongoing to increase accessibility for the 2008 Grad Welcome Week events, festivities and seminars.

Department of University Safety
- A campus-wide review is currently being undertaken with respect to the emergency phone system. As a result of this review it is anticipated that there will be an increase in the number of “Assistance Phones” (name change from Emergency Phones) available on campus, with some being re-located to be more accessible. In addition, the colour of the phones will change to yellow in order to increase their visibility.

- Planned renovations are also underway for a number of the campus parking lots. During these renovations space allocation and accommodations for Disability Parking needs will be reviewed and maintained or enhanced as required.

- As of July 7th, 2008 the Parking Services Office will be re-locating from the CTTC Building to amalgamate with the Patrol Services Office in 203 Robertson Hall. Following a period of construction, a fully accessible service counter will be available from 8:30 am to 4:30 pm Monday to Friday in the foyer area of Robertson Hall.

Housing and Conference Services
- A new student Residence is under construction and will be completed for occupancy on September 1, 2008. The Residence contains two ground floor suites, each capable of accommodating two students with disabilities in barrier free accommodation.

Human Resources
- The department completed 67 ergonomic assessments during the period from April 30, 2007 to April 29, 2008 resulting in barrier free work station set ups for employees requiring accommodation.
MacOdrum Library
Strategic Planning for the MacOdrum Library for 2008 – 2010

- The Strategic Plan has been completed. It will be reviewed and revised if necessary to align with the new University Strategic Plan.

Library Space Master Plan

- The Library Space Master Plan is still in discussion as of the summer of 2008. It does address issues of accessibility including:
  - making plans for a second elevator to reach all floors;
  - larger and more centrally located seating areas which can more easily accommodate students with mobility issues;
  - a more accessible front entrance and café space;
  - additional quiet study rooms for students who require quiet study space;
  - proposes moving the Joy Maclaren Adaptive Technology Centre while keeping it very close to the main entrance for accessibility purposes;
  - on-going electrically controlled mobile shelving project which will result in all serials being located in one space on the first level which is accessible by elevator. The Paul Menton Centre has been consulted over the design of this shelving to ensure adequate access for all students;
  - PA system in the Library to alert all patrons of important issues.

Joy Maclaren Adaptive Technology Centre

- Two ZoomText Large Print Keyboards to replace old large print keyboards. January 2008.
- Braille printer cover, ordered, arrived; it was too big and sent back. Putting this purchase on hold for now. Winter 2008.
- Workstation # 4 updated and has 2007 student lab image. New Dragon NaturallySpeaking v. 9, Professional edition placed on this workstation. April 2008.
- One ergonomic chair (red one from the Learning Commons Desk). April 2008.

Library Adaptations

- The washrooms on Floors 4 and 5 were upgraded to include accessible cubicles and accessible hand dryers.
- There is a new accessible book return in the tunnel close to the elevator and another inside the Library between The Page Break and the Welcome Desk. Winter 2008.

Paul Menton Centre Activities

- PMC continued to serve a very high number of students with disabilities, at 1261 in 2007-08. Ninety-five percent of our total population represents those students with non-visible disabilities. It is expected our number will continue to increase as more students with non-visible disabilities are becoming aware of their eligibility for disability services.
During this academic year, providing exam accommodation continued to be one of PMC's main activities with 3331 individual exam arrangements filled in 2007-08.

In conjunction with University of Ottawa and Algonquin College, PMC worked with sign language interpreters to create a transparent and responsible working arrangement. The issues of appropriate insurance for interpreters and the level of interpreter qualifications required to work in a post-secondary institution continue to be discussed.

In partnership with Algonquin College, two one-day Make the CUT sessions were held in May and November, 2007. Make the CUT (College and University Transition) provided transition advice and inspiration to over 300 students with learning disabilities and 100 of their teachers. This represents the largest gathering of high school students with learning disabilities in Canada.

PMC, in collaboration with Algonquin College, runs the only 24 hour, 7 days/week Attendant Service Program in residence in North America. The program is funded by the Ministry of Health and Long Term Care.

PMC and the Canadian Council for the Blind (CCB) continued its partnership for delivery of its National Bursary Program. This year, PMC selected five student recipients for the CCB bursary with awards varying between $2000 and $4000, for a total of $18,000.

School of Social Work

- The School remains the most accessible department in the University. Two of four washrooms are accessible. One washroom had electronic door openers installed last year.
- Social Work has the only undergraduate course in the university which is entirely directed at people with disabilities.
- All faculty members are very accommodating to students with disabilities (for course assignments).
- Professor Roy Hanes has volunteered to coordinate and chair the Society for Disability Studies meeting at next year’s Social Sciences and Humanities Congress to be held at Carleton University.
Appendix 4

Highlights of Ongoing Institutional Supports for Persons with Disabilities

Carleton University has a long history of awareness and sensitivity in the removal of barriers to facilitate access to the extent that, in the early 1990's, the provincial government initiated discussions regarding the potential use of Carleton as a “model” campus with regard to these issues.

The address and removal of barriers has been and remains very much part of the culture of Carleton. Early evidence includes individual examples as the structural modification of the entrance way and apartment of the Senior Resident in Housing to accommodate a wheelchair in the mid-sixties, and sending employees on American Sign Language training in order to facilitate interoffice communication for a colleague who was deaf. Individual departments and responsibility centres have undertaken myriad initiatives to create a barrier-free work and study environment. Some of these initiatives were the result of accommodation needs of individuals, while some arose from the simple recognition that barriers existed and needed to be addressed.

The following is intended to highlight some of the larger initiatives undertaken by Carleton to date which both address past barriers and ensure that access remains a prominent consideration in our work and study environments. These include:

Comprehensive (and Current) Policy and Practice Statements on Academic Accommodation and Employment Accommodation

In May 2001, following an intensive multi-party review of all of Carleton’s human rights and equity policies, Carleton replaced its Senate Accommodation Policy for People with Disabilities (1993) and other human rights policies with its omnibus “Human Rights Policies and Procedures”. This comprehensive new and updated series of 13 policies, all with monitoring mechanisms, include the “Accommodation Policy for Employees with Disabilities”, and the “Academic Accommodation Policy for Students with Disabilities”. As an example of the scope of the policy commitment, the latter policy states,

“The University affirms its commitment to the physical accessibility of the Carleton campus, and to the assessment of academic accommodation for students with disabilities in order to maintain its leadership among the province’s educational institutions in implementing accessibility.”

These policies mandate the Equity Services Office and the PMC to provide accommodation advice and assistance for employees and students respectively, and to include procedural advice. This approach sends a strong message to potential and current members of the University community regarding Carleton’s commitment to a work and study environment accessible to all.

In February, 2004 Carleton University’s senior academic and executive members unanimously approved the development and delivery of training sessions on these policies to all members of faculty and all members of staff in 2004-2005.
Paul Menton Centre for Students with Disabilities (“PMC”)

In December 1989 and January 1990, Carleton developed and established the PMC in order to identify and remove barriers (physical, attitudinal, policy or practice), and to develop services and programs to assist students to overcome barriers that could restrict their ability to be successful academically.

Recognizing that the greatest potential barrier for students with disabilities pursuing post-secondary education was lack of access to equitable classroom instruction, tests and exams, the Centre was developed to facilitate such access through accommodations based on strict criteria. Students registering with the PMC and qualifying for academic accommodations must demonstrate disability-related need by submitting documentation from a qualified health care professional; this is kept on file and treated confidentially by special needs staff. Accommodations are used that provide equitable access in a manner that does not compromise academic standards.

As 84% of the students registering with the PMC have non-visible disabilities, these safeguards and standards are particularly valuable in promoting a sense of fairness to both students and faculty.

The Enhanced Services Program opened with funding from an Ontario Government initiative. The Assistive Technology lab for students with learning disabilities features eight, high-speed workstations with speech recognition, text-to-speech, screen reading, and organizational software. As well, a qualified Assistive Learning Specialist who helps students identify their learning needs and find appropriate technological solutions supports the lab. This lab and Specialist provide a unique service for students with learning disabilities at the post-secondary level.

Joy Maclaren Adaptive Technology Centre (“JMC”)

In 1991, an expanded Study Centre for Persons with Disabilities opened in the newly expanded and renovated MacOdrum Library. The JMC is a pleasant, comfortable place to do university work using technology adapted to the needs of Carleton’s students with disabilities. It is housed on the main floor of the Library for easy accessibility from the front doors. Following an expansion and renovation in 1999, it now has seven adaptive workstations, four of which are in soundproof cubicles. The JMC provides access to large screen monitors, electrically adjustable-height computer tables, Obus form chairs, screen reading and magnification software, voice recognition software, reading and writing assistance software and tele-sensory chroma svga enlargers.

The Centre is staffed by a full-time Co-ordinator and student attendants (Library student employees) who are available to give assistance. Students with disabilities referred by the PMC are eligible to use the Centre.

Dedicated Access Fund

Carleton University has entrenched a unique mechanism for receiving input and funding projects to remove barriers to the physical environment. The Dedicated Access Fund (DAF) was created in 1991 and is managed by its own Committee and from September until early spring members of the Carleton community are invited to offer their suggestions for physical renovations. Funding for DAF is shared based on a specific formula between the University, the Carleton University Students’ Association and the Graduate Students’ Association.

Accessibility Committees

In addition to the DAF (above), Carleton University has a number of committees whose mandates are directed to, or include, identification of physical and other barriers to the full participation of persons with disabilities. These policies include the Designated Access Fund Committee, the Equity
Policy Committee, the Presidential Advisory Committee on Personal Safety Committee, the Joint Occupational Health & Safety Committee, the Barrier Free Access Committee, and the Adaptive Technology Committee.

Development of Improved Access to Residential Accommodation Program

Carleton University initiated the first residential accommodation funding arrangement with Vocational Rehabilitation Services of COMSOC, which addressed the housing needs of students with disabilities as a group. Rather than restricting funding through a policy based on individual need, this cost-sharing arrangement allowed for major retrofitting initiatives. Due to the resulting success of the “Attendant Services Program”, the Housing Department then developed a policy regarding access to student residences on campus. This policy ensures that academically qualified students who require Attendant Services are given preference in the provision of accessible accommodation. Because of the shortage of available residence rooms, admission is based upon a lottery system for all other academically qualified students.

Residence Accommodation for Students with Disabilities Not Requiring Care

Years ago, Carleton recognized that there were a significant number of students with disabilities who did not require attendant services, but who required or would benefit from living in residence. A student who is blind, another with a psychiatric disability, a third who is deaf, are some of the many examples of need without requiring attendant services. Consequently, the current practice within Housing is to admit incoming students into residence on the recommendation of the PMC outside of the lottery system.

Through this referral system, the Housing Department is aware that the recommendation is based upon disability-related need, while the confidentiality of the student’s information related to the particular disability remains protected.

Attendant Services Program and Community Partnerships

In 1987, Carleton sought and obtained funding from COMSOC to create “24 hours a day” Attendant Care service for the academic (September to May) year. By the 1990’s, this Attendant Services Program had become and remains the only “around the clock and around the calendar” program in a post-secondary residence facility in Canada.

Through funding by the Ministry of Health, Carleton's Attendance Services Program was expanded to include managing the delivery of attendant services to students in the new residence in Ottawa’s Algonquin College of Trades & Technology. Without this partnership, cost considerations for service delivery in the smaller institution would have made an Attendant Care program there untenable. In the past year, demand for Attendant Care Services at Algonquin have doubled, attesting to the need for this type of service for people with disabilities who would otherwise been unable to access post-secondary education.

Integrated Tunnel System

While all of Carleton’s 43 buildings are wheelchair accessible over ground, Carleton also boasts a unique underground tunnel system linking 40 of its buildings, with plans under review to link the Social Sciences building within the next few years. The tunnels permit easy access for those with mobility impairments, including those who use manual or electric wheelchairs between buildings, including access to gym activities, cultural events, guest lectures, health services, theatre, and all other activities of university life.
Campus Access Audits and Development of a Barrier-Free Checklist

A comprehensive audit of the buildings and grounds of Carleton University was conducted in 1990 by the PMC, which identified barriers to access for persons with disabilities. In 1992, in conjunction with the Council of Ontario Universities Committee on Employment and Educational Equity, this audit was used to produce a checklist for access considerations for a barrier-free campus. The audit and checklist project led to the development of a formalized guide, the “Barrier Free Checklist: A Guide to Renovation and Construction on a University Campus” in 1993. This comprehensive checklist document was then distributed to university and college campuses across the Province. A new Accessibility Audit was completed in 2005, and initiated the development of new design guidelines for Carleton which, when completed, will be again offered to other university campuses in Ontario.

Carleton Disability Awareness Centre (CDAC)

Carleton University has a proactive and energetic student’s association, CDAC. Its close association with the Carleton University Student Association, and with service organisations such as the PMC and Equity Services, provides both an ongoing advocacy and monitoring role for the needs of students with disabilities.

Off-Site Course Delivery Through Technology

This program facilitates study of a number of academic courses, which vary from one semester to another. During a typical semester, students at the undergraduate level enrol in courses such as Anthropology, Biology, Business, Earth Sciences, English, Law, Psychology, Linguistics, Religion and numerous others, taught by faculty through a series of “live” video-taped lectures. A few graduate level courses are also offered through this medium. Course lectures can be viewed on cable television, on DVD, and more recently through the internet for students with access to computers and high speed internet facilities.
Appendix 5

History of Carleton’s Residence Program and the Development of the Attendant Care Program

Increased awareness and consideration of accessibility needs at Carleton University began in the 1960’s as students with physical disabilities began to seek accommodation in Carleton’s Residence program. In the 1970’s, although rooms in the four residence buildings (Renfrew House, Lanark House, Russell/Grenville and Glengarry House) were not particularly accessible, a growing number of students managed to survive and thrive, with some receiving help for certain needs through the residence infirmary provided by Health Services. Assistance was also available through the Vocational Rehabilitation Services (VRS) of the Ministry of Community and Social Services (“COMSOC”). VRS provided funded attendants, on a very limited and individual basis, to students requiring attendant care services to assist with their daily routines.

In the early 1980’s, Carleton helped to establish a precedent within the VRS funding structure. As the number of students with physical disabilities grew, there was an emerging need to establish a better housing arrangement. Students started to articulate their desire to live in a room that met their basic requirements. In order to renovate a number of rooms it would require that a large common pot of money be found. Since VRS only funded individuals, it seemed an unlikely source for filling this collective need. However, Carleton and VRS entered into a cost sharing arrangement, with VRS providing its contribution beyond the individual, to the pool of students with disabilities living in residence.

As Carleton’s more accessible residences attracted more students; the *ad hoc* attendant service delivery system became problematic as more students with higher level needs applied to the University. Students were often stranded throughout the day, without assistance to perform basic activities of daily living, because individual funding only covered service for a period in the morning and evening. In 1987, Carleton sought and obtained funding from COMSOC to create a 24-hour attendant service; originally providing service for September to May only, by the 1990’s it had become available to assist students year-round. This Attendant Services Program remains the only 24-hour, seven-day a week program in a post-secondary residence facility in Canada.

Currently funded by the Ministry of Health, the Attendance Services Program expanded again to include managing and providing attendant services to students in the new residence at Ottawa’s Algonquin College of Applied Arts & Technology. This funding was provided to Algonquin College by the Ministry on the condition that the Carleton University Attendant Care Program manages the program.

In addition to the calibre of its academic programs, Carleton continues to pride itself on its awareness and determined approach to overcoming barriers to accessibility in every aspect of University life, including life in residence.
Appendix 6

Assessment Measures in Place to Ensure That Policies, Programs, Practices and Services Contribute to Accessibility for Persons with Disabilities

Attention to accessibility issues is a regular part of development of planning exercises at Carleton, some of which occurs through formal assessment mechanisms and some through informal channels.

Formal assessment measures include:

- A major accessibility audit regarding the grounds and buildings of the University, in which findings have been reported to Physical Plant for review and action;
- An employment systems review which provides comprehensive examination of all employment policies and practices for people with disabilities and other historically-disadvantaged groups, and tracks improvements over past reviews;
- Annual reporting to the provincial government regarding the use of disability support funding for students;
- A survey every three years conducted by Athletics that includes questions related to accessibility;
- Assessment of need through student input on an ongoing basis in the Joy Maclaren Centre (JMC) and the Paul Menton Centre for Persons With Disabilities (PMC);
- A continual feedback, customer feedback form which specifically solicits feedback on accessibility at each University Services location, which includes Food Services, Purchasing, Bookstore, and Graphic Services;
- Annual user surveys conducted by Health and Counselling Services, and a Health Services Advisory Committee which reviews and discusses concerns about needs and services;
- Regular review of buildings, building proposals and architectural and site plans for major renovations are reviewed by the Campus Barrier Free Access Committee;
- The Barrier Free Checklist for College and University Campuses (developed by Carleton’s PMC in conjunction with the Council of Ontario Universities Committee on Employment and Educational Equity) is applied to all construction/renovation projects.

Informal assessment takes two forms. The first relies on suggestions, complaints, reported observations and input received by service departments such as the Library, Foot Patrol, CCS, Athletics, etc. Student-run CDAC (Carleton Disability Access Centre) plays an invaluable informal role in bringing issues regarding barriers to the attention of the University and by supporting the work of the PMC. The second involves targeted consultation by service departments with mandates directly or indirectly involving disability issues. This includes the PMC, the JMC, University Safety, Housing, and Equity Services.

As the definition of a barrier-free campus extends beyond the need for a physically accessible environment to one, which is accessible for those with invisible disabilities, greater emphasis is needed for assessment criteria, which are sensitive to access issues in the selection of computer and web-based technologies.