



# DOUGLAS COLLEGE ACCESSIBILITY PLAN, 2023

# Preamble

As expressed in the \_\_\_\_\_ one of Douglas College's core values is Diversity and Inclusion: we take seriously our commitment to embrace uniqueness

# Abbreviations Used

ABCA	
AVP	Associate Vice President
CCDI	Canadian Centre for Diversity and Inclusion
CEO	Chief Executive Office

## Table of Contents

Preamble.....	2
Abbreviations Used.....	3
Foreword.....	5
Territorial Acknowledgement.....	6
PART ONE: CONTEXT AND BACKGROUND.....	7
Introduction.....	7
Developing the Accessibility Plan.....	8
Providing Feedback on the Plan.....	8
PART TWO: OUR STARTING POINT.....	9
Where We Are.....	9
Determining Standards and Assessing Progress.....	13
PART THREE: RECO	

# Foreword

I am pleased to share Douglas College's first  
Pro ince s , this Plan provides high-

. Responding to the



## PART ONE: CONTEXT AND BACKGROUND

### Introduction

In 2021, the Province of BC passed the [Accessibility Act](#). This law builds on commitments made at every level of government to pursue the goal of making

## Developing the Accessibility Plan

The process for developing Douglas College's first Accessibility Plan was led by Sarah Dench, VP Student



## PART TWO OUR STARTING POINT

### Where We Are

Douglas College is well known already as an institution that provides robust, comprehensive supports for students with disabilities. We work hard to prevent and eliminate barriers so that all students can access the learning opportunities and services they need to pursue their educational dreams. The College also has in place extensive accommodation practices that support employees with disabilities; and it is continually reviewing the accessibility of its physical campus spaces, using every opportunity to improve legacy





The College offers programming for students with cognitive and developmental disabilities (i.e., VEST) and for students intending to work with people with diverse needs and those facing barriers (i.e., in educational assistance, therapeutic recreation)

Blackboard Learning Management System is committed to delivering experiences that meet global accessibility standards

Videos uploaded to Blackboard are automatically captioned by Kaltura

The College is participating in the implementation of the BC Digital Learning Strategy, which holds digital accessibility as a core value and is intended to support the post-secondary system to implement accessibility standards in digital and technological spaces

## Determining Standards and Assessing Progress

The final section of this Plan, **Part Three: Recommendations**, sets out the College's first-phase plan for addressing the barriers that continue to limit full accessibility to persons with disabilities within, or interacting with, the College. The College recognizes that to address these barriers effectively, it will need clear standards for setting goals and measuring progress in each of the domains addressed.

Although the College has taken stock of its starting place, as outlined above, the standards are the domain of the Province of BC; as of the time of release of this Plan, these standards are under development. Once in possession of provincial standards, the College commits to incorporating them into its accountability measures and will release further information on the metrics for assessing progress in due course.

This Plan, as required by the [Accessibility Act](#), will be revisited and updated at least every three years. We are reminded that inclusion and accessibility are not simply goals that an organization meets once and then moves on from – they require ongoing care and commitment.





## 4.0 Information and Communications

<b>Objective</b>	<i>Douglas College ensures that information and communications are shared with students, employees and the public in a variety of accessible ways.</i>
<b>Recommendations</b>	
4.01	Create accessibility standards and implement training (e.g., principles of plain language, accessible document design) for employees who create print and digital materials of all kinds (e.g., webpages, forms, DC Connect content, promotional material, public health and safety-related notices, SOPs and policies)
4.02	Review routine College communications with students, prospective students and members of the public (e.g., digital/social media, online content, paper forms) for accessibility, and determine priorities for improvements as required
4.03	Review internal communications systems and documentation (e.g., forms, portals, SOPs) for accessibility, and determine priorities as required
4.04	Ensure that College publications communicate the College's commitment to accessibility and that accessibility information is visible/audible/available to users in diverse ways and locations (e.g., variable font/text readers online, and physical signage in spaces)
4.05	Include more people with visible impairments in stock and College-created images/videos
4.06	Encourage departments/teams/units to audit internal meeting, communication and workflow practices for accessibility (e.g., distribution of meeting materials in advance and in various formats; use of transcription/captioning for online meetings, accessibility of furniture/equipment in meeting spaces)

## 5.0



## 7.0 Education

<b>Objective</b>	<i>Douglas College supports students with disabilities in their educational journeys; promotes universal design principles in all components of teaching; and ensures</i>
------------------	---



## B. The Accessibility Committee for Douglas College Terms of Reference



C. In providing its input to the College, the ACDC will be invited by the College to consider some or all of the following domains<sup>4</sup>:

1. Employment;
2. Delivery of services;
3. The built environment;
4. Information and communications;
5. Transportation;
6. Health;
7. Education; and
8. Procurement.

## 5. ACCOUNTABILITY

As an advisory body, the ACDC serves as a resource to the College and is not a decision-making body. For this reason, its work at meetings may or may not lend itself to formal protocols such as the making and seconding of motions and voting. For instance, it may choose to operate by consensus, and it may opt to include non-majority views among its reports or advice. However, when providing advice in the fulfilment of its duties as laid out in 4.1, above, the committee is asked to rank or otherwise convey the relative urgency or priority it assigns to that advice.

The ACDC reports through its co-Chairs to the College's Senior Management Team which acts as a Steering Committee regarding the development and implementation of the AP and accessibility matters.

## 6. RESOURCES (applicable)

The work of the ACDC is supported by an Executive Assistant of one of the co-Chairs, or designate.

The College's Special Projects Officer will attend as a resource person to inform and support the work of designing the Accessibility Plan.

The Chairs may consult with others from the College as required.

At the request of the Steering Committee, the College will strike working groups as required, to address domain-specific accessibility issues.

## C. The Accessibility Committee for Douglas College Membership

As established February 2023:

### Co-chairs

Sarah Dench	VP, Student Affairs
Sherry Chin-Shue	AVP, Human Resources

### Committee Members

Pam Cawley	Dean, Faculty of Health Sciences
Justine Charrier	Coordinator, Accessibility Services
Bailey Cove	Student (domestic)
Chris Gardner	AVP, Facilities and Sustainability
Maria Janicki	Instructor, Psychology department
Aaron Johannes	Instructor, Disability and Community Studies department
Regan Lal	Director, Marketing and Communications Office
Vanessa Leo	Human Resources Associate, Benefits
Mohamed Rafiei	Advisor, Enrolment Services
Deepa Singh	Douglas Students Union
Lynette Sigola	Instructor, Biology department
Tim Paul	Manager, Academic Technology Services
Laura Ward	Manager, Employee Health and Benefits
	Instructor
	Student (international)

### Committee Support

Sandra Bird	Executive Assistant to VP, Student Affairs
Lee Smith	Associate Director, Human Resources
Meg Stainsby	Special Projects Officer