Working together to create accessible teaching and learning environments

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Overview

• **Academic Accommodations & Library Accessibility Services**
  - Who we are
  - What we do and the students we support
  - **This afternoon**: examples, tips, and how to improve accessibility in your classes.

• **Library**
  - What are accessible formats?
  - Inaccessible course readings & impacts on students
Why are there academic accommodations?

• An ethical duty: Equal opportunity to succeed!

• Ontario Human Rights Code, Part I, Section 1
  • Every person has a right to equal treatment with respect to services, goods and facilities, without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.
  • https://www.ontario.ca/laws/statute/90h19#BK1

• University of Ottawa Regulation A-6.3
  • The University will provide reasonable and appropriate accommodation to students and student applicants with a known disability in a timely, respectful and confidential manner as required under the Ontario Human Rights Code.
  • https://www.uottawa.ca/about-us/policies-regulations/academic-regulations/a-6-academic-accommodations
Who do we support?

• The academic accommodation service is the central resource for providing disability advice and for the development of accommodation plans for students with disabilities. The academic accommodation service is responsible for co-ordinating the academic accommodation process (University of Ottawa Regulation A-6.16)

• To have access to accommodations, students must share valid documentation signed by a medical professional confirming a disability-related need for academic accommodations in a post-secondary setting

• About 4,700 students registered during the 2023-2024 academic year – 9.5% of all students
Accommodements scolaires – qui sommes-nous?

Collaboration avec le Centre des examens adaptées et l'équipe de Gestion des cas

10 Spécialistes en apprentissage, travaillant en trois équipes de faculté (Arts/Sciences sociales; Droit/Telfer/Education/Saint Paul; Science/Génie/Sciences de la santé/Médecine)

2 Coordonatrices responsable
Qu'est-ce que nous faisons?

- **Identification des besoins et admissibilité:** l'édutidant.e initie le processus d'inscription en partageant la documentation médicale sur son compte Ventus.

- **Plan d'accommodements:** L'étudiant.e rencontre sa Spécialiste de l'apprentissage et un plan d'accommodement individualiser est développer.

- **Sensibilisation et Soutien:** Les étudiants.es et les professeurs.es peuvent communiquer avec le ou la Spécialiste de l'apprentissage au besoin, ou vice-versa.
Library Accessibility Services – who are we?

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What is a perceptual disability?

• The Canadian Copyright Act, Section 32(1), permits alternate format copies to be made for individuals with perceptual disabilities, of literary, dramatic, artistic and musical works, but not cinematographic works (for instance, motion pictures, films and videos).

• The Copyright Act defines "perceptual disability" as a disability that prevents or inhibits a person from reading or hearing a literary, musical, dramatic or artistic work in its original format, and includes such a disability resulting from:

  (a) severe or total impairment of sight or hearing or the inability to focus or move one’s eyes,
  (b) the inability to hold or manipulate a book, or
  (c) an impairment relating to comprehension
L'étudiant.e s'inscrit avec Service d'accommodements scolaires

SAS notifie la biblio que l'étudiant.e est admissible aux formats accessibles

Éligibilité aux formats accessibles via des plateformes spécifiques

Demandes de format accessible | Accessible format requests
What is an accessible format?

- Documents modified to ensure they are accessible by users with disabilities
- Digital formats -- Machine-readable (Optical Character Recognition). Scanned text without OCR ≠ accessible
- Can be converted to other formats (i.e. OCR PDF → ePub or Word)
- Most commonly requested: Searchable PDF (OCR), Word
- Others: Audio, ePub, braille, large print
Accessible format requests by year 2020-2024
Inaccessible course readings – Impacts on student success & learning

- Behind on readings
- Lower grades
- Need to drop courses
- Stress, anxiety
- Delay graduation
AODA PSE Final recommendations 2022

• Theme 2: Accessible format educational materials
  – Recommendation 43: Accessibility of textbooks and reading packages

a. Postsecondary institutions shall mandate that faculty and teaching staff use textbooks, reading packages and other learning materials which are available in multiple formats (hard copy, electronic copy, audio, etc.), in compliance with the Copyright Act of Canada and other relevant legislation, and make reference to treaties, agreements or conventions (for example, Marrakesh Treaty).

b. Postsecondary institutions shall require that accessible format textbooks, reading packages and other learning materials be available within a reasonable timeframe* of acquisition of materials for the class at large.

c. Where accessible formats are not available for textbooks, reading packages and other learning materials sourced (not created) by faculty and members of teaching teams, alternative means of representing the information content which permit students with disabilities to access the learning and equal opportunity to achieve the relevant essential requirements, shall be provided.
This afternoon:

- Examples, tips (what can YOU do to make your course readings more accessible and how the library can help)
- Ares demo (course e-reserve)
Questions?