

Leadership in Accessibility and Inclusion: An Online Program Responding to Accessibility Standards with an Inclusive Lens

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Program

**Ryerson
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**The Chang School
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Convention Centre Dublin, Ireland

The G. Raymond Chang School of Continuing Education, Toronto, Canada

- **Mission:** To be a leader in **innovative, quality, lifelong learning** that empowers adults to reach their life and career goals
- Canada's **largest, most successful continuing education program**, with approximately 70,000 enrolments per year
 - **81** career-related certificate programs
 - **65** course series
 - **1,5000** courses, seminars and workshops
 - Courses towards accreditation by **9** professional institutes and associations



Topics

- Program Goals
- Program Overview
- Why Inclusion
- Experiential Learning: Project Based
- Target Audience
- Opportunities and Challenges
- Online Elements

Program Goals

- **Awareness**
- **Application**
- **Employability**



Municipal officials, government departments



Technical and Health professionals.



Tourism, social and NGOs.



Small Businesses.



Targeted Audience

Very diverse.

Course Series Overview

Required Courses

- Accessibility and Compliance Awareness (CVAS 100)
- Accessibility Standards (CVAS 110) → National and International focus
- Field Experience: Capstone (CVAS 500)

Elective Courses

- Introducing Digital Accessibility (CVAS 200)
- Recruitment, Training, and Employment (CVAS 210)
- Public Spaces (CVAS 230)

CVAS 500

Title: Field Experience: Capstone

Purpose: To apply the skills and knowledge gained through previous program courses to an accessibility-related project for an organization or business.

Potential Projects:

- Accessibility Policy and/or Procedure
- Accessibility Plan
- Accessible Events
- Accessible Digital Documents
- Grant Application

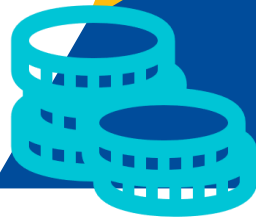
From Compliance to Inclusion



TIM PLATT/GETTY IMAGES



Inclusion



Online

Accessible and facilitated.



Short

7 weeks 21 hours. More affordable.



Project

From knowledge to hands on skills.





Challenges



Opportunities



Online Elements



Hiring Assumptions

1. **Employees with disabilities cost more because of the accommodations they require.**

Please select the correct option and then click the "Check Your Answer" button.

- a. True
- b. False

Check Your Answer

2. **It is more difficult for a manager to supervise an employee with a disability.**

Please select the correct option and then click the "Check Your Answer" button.

- a. True
- b. False

Check Your Answer

3. **People with disabilities perform better on job performance compared to their colleagues without disabilities.**

Please select the correct option and then click the "Check Your Answer" button.

- a. True
- b. False

Check Your Answer

4. **It is dangerous to employ people with disabilities because of safety concerns. There will be more accidents.**

Please select the correct option and then click the "Check Your Answer" button.

- a. True
- b. False

Check Your Answer

Accessibility, Inclusion, Equity vs. Equality, Universal Design, and Ableism

Activities

Review your understanding of the key terms and definitions from this module by completing the exercise below.



Choose matching pairs one at a time by selecting an item in one group then selecting a matching item in the other group.

Key Term

Ableism

Equality

Accessibility

Equity

Definition

Discriminates that people with disabilities should have to adjust to the “normal, nondisabled” world, rather than seeing “normal” as a word where everyone can participate and belong.

Individual needs are met so that everyone can participate equally.

Good planning and design, so as many people as possible can access a product, device, service or environment without barriers.

Everyone is treated the same.

Reset Exercise

Show All Matches

Interacting with people who are blind





Questions?

Thank You!

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