



Human Rights,
Equity and Inclusion

Setting the Stage: A Social Justice Approach to Accessibility

Nova Scotia Community College's Accessibility Plan
2022-2025

Nova Scotia Community College Accessibility Plan

*“If we all live long enough, we will all have the opportunity to be disabled.”
~ Tobin Siebers, Disability Studies advocate and author*

Setting the Stage

We believe that equity is a key driver to transform our communities and our province. As a college, we will be unrelenting in our pursuit to change systems and improve access in striving for genuine inclusion. This Accessibility Plan will advance college efforts to build an equity-minded culture focused on building and cultivating awareness, allyship and action where everyone feels a sense of dignity and belonging to fully contribute and achieve their best.

In response to [Nova Scotia’s Accessibility Act](#) which “recognizes accessibility as a human right, and outlines how we will improve accessibility by preventing and removing barriers,” Nova Scotia Community College (NSCC) has launched its inaugural Accessibility Plan. The goals set out in the plan will guide our collective actions for change as we work with the province on its goal of an accessible Nova Scotia by 2030.

As part of the legislative requirements, post-secondary educational institutions were asked to develop multi-year accessibility plans, establish accessibility advisory committees and comply with accessibility standards when developed. The aim is to remove barriers for persons with disabilities in accessing post-secondary education in Nova Scotia and working at our post-secondary institutions (Nova Scotia Post-Secondary Accessibility Framework, 2020).

Areas where barriers need to be addressed in the multi-year planning include:

- Built environment
- Delivery and receipt of goods and services
- Information and communication
- Education
- Employment
- Transportation

The overarching goal of NSCC’s plan is to set the stage, to set a foundation of understanding and reframe disability as a social justice issue. Our plan sets forth a progressive and revolutionary approach to accessibility in post-secondary.

Guiding Principles

NSCC's Accessibility Plan is informed by an intersectional lens. This acknowledges that disability is not a master-status - the sole identifying characteristic of an individual. Individuals from the disability, Deaf and neuro-divergent communities have many intersections of identity.

Therefore, this plan acknowledges that:

- the experience of disability is informed by race, culture, gender, sexuality and other social identities
- historically, the education system of Nova Scotia has marginalized and subjected equity-seeking groups, including Indigenous and Black/African Nova Scotian students, to racism and other forms of oppression
- post-secondary education is historically colonial in nature

The foundation for the actions within this plan is built based on these acknowledgments by placing diversity of experience always at the centre of accessibility and inclusion work at NSCC.

Message from NSCC President Don Bureaux

We strive to be an accessible and equitable College community where everyone feels a sense of belonging that enables them to fully contribute and achieve their best. Our call to action through the Provincial Government's Accessibility Act is for post-secondary institutions to prepare and make publicly available an Accessibility Plan this spring. There has been insightful input from our community to help shape this plan as we work together to reframe disability as a social justice issue.

To reach the province's goal for Nova Scotia – to be barrier-free by 2030 – will require a strong, collective response to this important call for change. Every institution must outline serious measures in their three-year accessibility plan and take major steps forward to lead to equitable success – that is, equity in access, experience, and outcomes – for those wishing to pursue education in Nova Scotia.

This isn't just about access to physical spaces – what we often first think of when we talk about accessibility – it will mean changes across all areas of the College to ensure that those in our community:

- have equitable access to goods and services
- can receive, understand, and share the information they need
- can get where they need to go
- have access to accessible workplaces and the ability to find meaningful employment
- have a built environment – inside and outside our structures – that is accessible, and
- fundamental to NSCC's mission, make sure our education system is accessible to all students


I want to thank everyone who took part in the town halls in December and January and those who also took the time to offer their thoughts through our survey. Your voice is important. It has helped us to have a true picture of the challenges we need to address and ensure our roadmap for the next three years is thorough, practical and has high impact goals that we can aim for and measure. Once we reach those goals, we will start working on the next level of commitments needed so that we can be a more accessible and equity-centered College for our community.

This is a stage-setting plan that will lay the foundation for a revolutionary approach to accessibility that recognizes the diverse and intersecting identities of our students and employees. This is what sets our plan apart.

I am grateful to all those involved in preparing this plan including the Accessibility Advisory Committee, Accessibility and Equity Action Team, Persons with Disabilities Employee Resource Network and Dr. Samantha Walsh, Accessibility Planning Consultant, who led the development process.

Success in achieving our goals will require a collective commitment from all of us so that we can make our campuses and our community a more welcoming place for all. We will make meaningful change together.

With gratitude,
Don



Purpose: Inclusion in Action

As stated in the Post-Secondary Accessibility Framework, Nova Scotian post-secondary education institutions must provide full and equitable access to education, programs, and services within a collaboratively developed and value-based commitment to accessibility that prioritizes institutional accountability within a human rights framework. As a result, this plan is based on the premise that treating people equitably does not mean treating them the same. The College acknowledges that addressing inequities often requires additional services and resources to ensure genuine inclusion.

Access to education is particularly important, as there is a correlation between receiving a post-secondary credential and improved quality of life for individuals with disabilities.¹ NSCC's commitment to accessibility and to members of the disability, Deaf, and neuro-divergent communities is particularly important given our priority focus on equity and our role as the only government-funded community college in the province.

We are Nova Scotia's Community College. We will resist the status quo by building a more inclusive and equitable province for everyone.

¹ For more info please see: Malhotra, R., & Rowe, M. (2013).

Setting the Foundation with our Equity Theory of Change

The NSCC Accessibility Plan is aligned with the College’s Equity Theory of Change – it is our “equity compass” - providing a values-based approach to change and equity work. The Theory of Change shifts NSCC to embrace a more actionable and justice-based approach. With the Theory of Change as the compass and the guide, it aligns with our intentional approach to re-center marginalized experiences for members of the disability, Deaf and neuro-divergent communities. The plan also allows NSCC to reaffirm its commitment to social justice and equity by positioning disability as a social identity on a parallel with other equity-seeking identities and communities.

Mandate: To build an equity-minded culture at NSCC grounded in an approach that honors diversity where everyone feels a sense of dignity and belonging with the ability to fully contribute and achieve their best.

Goal: To be change agents in promoting the development of a more inclusive and equitable province for all.

We are steadfast in our commitment to Inclusion, Diversity, Equity, Accessibility and Anti-racism (IDEA²).

NSCC’s Equity Compass

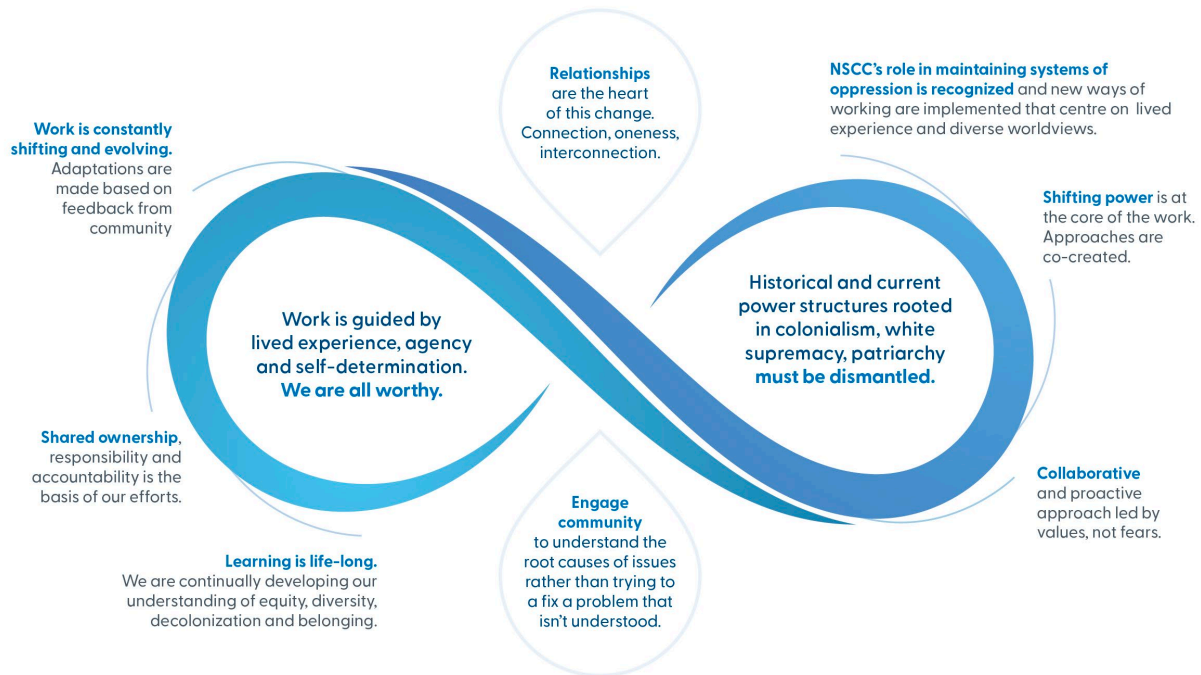
Guiding Principles

- Work is guided by lived experiences, agency and self-determination. **We are all worthy.**
- Historical and current power structures rooted in colonialism, white supremacy, patriarchy **must be dismantled**
- **Relationships** are the heart of this change. Connection, oneness, interconnection.
- **Engage community** to understand the root causes of issues rather than trying to fix a problem that isn’t understood.

Considerations

- **Work is constantly shifting and evolving.** Adaptations are made based on feedback from community.
- **Shared ownership,** responsibility, and accountability is the basis of our efforts
- **Learning is life-long.** We are continually developing our understanding of equity, diversity, decolonization, and belonging
- **NSCC's role in maintaining systems of oppression is recognized** and new ways of working are implemented that centre on lived experience and diverse worldviews.
- **Shifting power** is at the core of the work. Approaches are co-created.
- **Collaborative** and proactive approach led by values, not fears.

These constructs are represented in the infinity symbol as a visual model that represents the lifelong and ever-evolving process.



**This Theory of Change is still in draft format to be validated before finalizing.*

Our Vision for Change: From Medical to Social Model

An important systemic change is to shift from a medical model that frames disability as an individual issue, to a social model that identifies barriers in society as the cause of disability. NSCC is proud of our long-standing access agenda and makes space for the diversity of the human experience. As such, our Accessibility Plan and its subsequent consultations intentionally include the Deaf and neuro-divergent communities. This

takes into account, but is not limited to, invisible episodic, mental health, learning, and intellectual disabilities, in addition to physical disabilities which are historically central to this type of planning. This is in alignment with the Nova Scotia Accessibility Directorate and is a recognition of the importance of representing a cross-disability perspective that is respectful and inclusive of all experiences of disability.

This plan prioritizes three primary pillars - training, education, and changing systems. This learning and action-based approach will open the door to a cultural shift at the college that centres and validates the experiences of members of the disability, Deaf, and neurodiversity communities. As the inaugural Accessibility Plan, it sets the stage for a stronger and more inclusive college community, ensuring everyone has access to an equitable experience and education.

Change is now. We will own it. We will live it. We will be it.

“There are more people with disabilities here (at NSCC) than people realize.” NSCC community member

The Power of Post-Secondary Education

In 2021, 26% of the college’s student population of 10,049 self-identified as having a disability. This closely matches provincial statistics in which 30% of Nova Scotians identify as having a disability – this is the highest rate in the country (Canadian Survey on Disability, 2017, Statistics Canada).

With such a vibrant student population and over 90 per cent of graduates finding employment in the province, NSCC plays a significant role in shaping the workforce of tomorrow. We believe that students who attend a college that values diversity and understands disability as a social justice issue are more likely to become champions of equity at home and at work. At NSCC, we are that college; we are committed to changing systems and changing lives.

The Way Forward: A Social Justice Approach to Accessibility

This is the College’s inaugural Accessibility Plan. It sets a foundation of understanding and reframes disability as a social justice issue. It is a plan that strives for a progressive and revolutionary approach to accessibility in post-secondary.

The questions asked during both internal and external consultations were shaped by the Nova Scotia Post-Secondary Accessibility Framework which will continue to inform our accessibility and inclusion efforts in going forward.

This plan is intentionally focused on training, education, and changing systems to create a more equitable and inclusive college community.

Centering First Voice

The plan was based on meaningful internal and external consultation. The internal consultations were College-wide and included four town hall meetings. In addition, sessions were done with the Persons with Disabilities Employee Resource Network, Accessibility Services staff, various senior leaders and their teams, as well as students and faculty. External consultations were done through data collection with disability advocacy and community groups. For each consultation, the same themes and question bank were used to inform actions to enhance the ways in which the College serves and supports the disability, Deaf and neuro-divergent communities.

What We Heard

There is a lot of support and passion to create a more accessible and inclusive College at NSCC. Members of the disability, Deaf and neuro-divergent communities provided many personal stories and experiences and brought insightful and innovative ideas to the table.

Key insights include:

- Due to increasing needs, additional resources are needed in order to reduce accessibility barriers and to better support individuals from the disability, Deaf and neuro-divergent communities
- There are differing opinions on how individuals from the disability, Deaf and neuro-divergent communities should be supported
- An individual's experience of access and inclusion at the College is often dictated by their first point of contact and the quality of that interaction
- A plan that sparks a cultural shift, through training, education, and systemic change, will help to ensure a more equitable experience
- Barriers are not just physical in nature, but can also include access to technological supports and adequate resources
- There is a need for greater education on accommodations, reducing microaggressions and highlighting the importance of creating inclusive environments where all students can thrive
- Success will be dependent on changing systems and structures to value and support individuals from the disability, Deaf or neuro-divergent communities rather than relying purely on individual efforts
- Many people choose to hide their disability, where possible, rather than publicly identifying as a member of the community out of fear - with some feeling they will be seen as inferior
- Improvements on making College communications more accessible are appreciated and need to continue

- Some employees reported that their individual experience at the College is largely influenced by their ability to manage their own disability and the knowledge and support, or lack thereof, they receive from their direct manager
- Public transportation and shuttle schedules are often not sufficient in terms of accommodating flexible access to campuses
- Accountability on progress will be key to moving accessibility measures forward

Better understanding is needed to support individuals who are disabled and racialized, or from another equity-seeking groups, who often face additional marginalization due to these intersections.

Some even mask a disability to avoid further judgement

Highlighted Accessibility Achievements

The Accessibility Plan provides direction as NSCC builds on its work to support people from the disability, Deaf and neuro-divergent communities. This plan is one of many tools that will help us support the province's goal to be accessible by 2030.

A deep commitment to equity creates a culture that is collectively mobilizing for change and responsive to nurturing inclusion. A community where diversity is planned for, rather than accommodated. A college that is intentional about inclusion. This is NSCC.

Highlights of our achievements to date include:

Organizational Culture and Structure:

- Elevated and strengthened our equity mandate by bringing Human Rights and Equity Services and the Centre for the Advancement of Educational Equity and Belonging together under a new portfolio to lead institutional change.
- Developed an Equity Theory of Change to act as our compass, guiding what we do and giving us a common sense of purpose in pursuit of inclusion.
- Hired an Accessibility Planning Consultant with first voice experience and expertise to develop the Accessibility Plan.
- Launched an Accessibility Advisory Committee with all members self-identifying as having a disability.
- Created an Employee Resource Network for employees with disabilities.
- Fostered a strong commitment to inclusion and accessibility at the senior level by creating the Accessibility and Equity Action Team.
- Added a Learning Support Specialist as part of the Accessibility Services team.

- Created a role in the Centre for Teaching and Learning to promote and provide advising on Universal Design for Learning and Accessible Teaching.

Policies, Guidance, and Resources:

- Began review of the Employee Workplace Accommodations Policy.
- Created and updated student Academic Accommodations Policy.
- Revised College standards and templates for signage/wayfinding to meet accessibility and inclusion standards.
- Built Digital Accessibility Toolkit to provide support for the creation of accessible digital content.

Programming and Learning Initiatives:

- Established the Achieve program inclusive of students with intellectual and neurodevelopmental disabilities on nine campuses across the province.
- Signed a Memorandum of Understanding with the Rick Hansen Foundation to offer accessibility assessor training program in Nova Scotia.
- Delivered introductory education sessions on digital accessibility.
- Developed Persons with Disabilities Subject Guide as part of the Equity and Inclusion suite of resource guides to support continuous learning.
- Curated subject guides on assistive technology through NSCC Libraries and provided accessible services and resources to students and employees.
- Hosted Faculty forums and information sessions on accessibility services model and accommodation practices.
- Embedded universal design for learning and culturally responsive pedagogy in the College's Adult Education Foundations program.

Accessible Content and Information:

- Ensured all documents published on the College's websites are audited for web accessibility.
- Improved web presence of Accessibility Services to provide positive experience to prospective and current students.
- Started to include ASL translation in major College email messages.
- Revised and updated NSCC Library subject guide templates and style sheets to improve accessibility.
- Provided access to the National Network for Equitable Library Service (NNELS) through NSCC Libraries to offer access to published books in a variety of accessible formats for people with print disabilities.
- Purchased license so College could offer text-to-speech software including ReadSpeaker, which integrates with Brightspace, and TextHelp Read and Write.
- Increased the use of open textbooks which are available in multiple formats through the Open Educational Resource (OER) Policy to reduce barriers to textbook accessibility and use.

Strategic Actions:

- Committed to audit all campus structures and exterior properties through the Facilities Team
- Included consultation with members of the disability community in constructing new on-campus housing
- Provided leadership for the provincial Post-Secondary Awareness and Capacity Building project
- Supported work through a longstanding Memorandum of Understanding with Post-Secondary Accessibility Services
- Completed an accessibility assessment of the library discovery layer (public search interface) and subject guides

Our Accessibility Plan: A Revolutionary Approach to Change

NSCC's Accessibility Plan prioritizes three primary pillars - training, education, and changing systems in order to transform lives. The high participation of the College community in the development of this plan shows just how important it is to all employees and students that a major commitment is made to ensure an accessible and inclusive NSCC by 2030. The following section outlines the goals the College is committed to achieving as per the Nova Scotia Post-Secondary Accessibility Framework with specific College actions to achieve the goals.

This Accessibility Plan is a living document that demonstrates a sincere commitment to ongoing learning and action. It will be updated as standards are released and as additional goals are identified through implementation.

Accessibility Standards and Goals

The priority areas include:

1. Awareness and Capacity Building
2. Teaching, Learning, and Research
3. Information and Communications
4. Delivery of Goods and Services
5. Employment
6. Transportation
7. Built Environment
8. Implementation, Monitoring, and Evaluation

Awareness and Capacity Building

Goal

Nova Scotia's post-secondary institutions foster a culture of accessibility and equity, encourage and facilitate the prevention and removal of barriers to participation, and build capacity in these areas among employees and students.

There will be some overlap with teaching and learning within this standard. However, this will feed into our desire to develop a community that understands disability to be a common and legitimate way of moving through the world. NSCC strives to create a “no wrong doors” for inquiry by members of the disability, Deaf and neuro-divergent communities meaning that all levels of the College will be knowledgeable and have access to immediate and appropriate information to answer questions and provide resources.

Commitments

- Identify resources to create a new role in the Human Rights, Equity and Inclusion team with dedicated, first voice expertise and experience
- Review policy areas that require updating to fully support accessibility in all College services, such as creating guidelines for service/emotional support animals on campus
- Design, develop and deliver robust training for all employees to increase knowledge and understanding of accessibility and barriers to post-secondary access and success with a focus on critical topics such as:
 - Nova Scotia Accessibility Act
 - Accessible teaching and learning
 - Disability as a social justice issue that centers diverse and intersectional experiences
- Build professional development around the issue of accessibility into Employee Success Planning for all employees
- Consult with the disability, Deaf and neuro-divergent communities to develop a promotional campaign to raise awareness of disability-related issues

Teaching, Learning, and Research

Goal

Nova Scotia’s post-secondary institutions are leaders in inclusive and accessible teaching and learning, and collaborative research on accessibility.

Teams and departments across Academic, including Accessibility Services, Centre for Teaching and Learning and Academic Development, have been engaged in inclusive education and accessibility work for many years. We also recognize a need to augment that work to go deeper and to reach new audiences in pursuit of equity and excellence in education.

Commitments

- Launch an integrated planning process for accessibility services within Academic. Planning will include the following:
 - Assess staffing needs, funding structures, supervision and accountability

- Establish an accommodated reduction procedure for students who may take a reduced course load as part of their accommodation plan
- Design accessibility standards and guidelines for curriculum documents and integrate into ongoing review and continuous improvement processes
- Research transitioning to college programming for students in collaboration with high schools
- Implement a case management system inclusive of privacy standards that supports a student throughout their learning journey at the College
- Build capacity through expanded resources and supports for faculty and other employees to remove barriers to learning through inclusive and equitable practices, such as practices aligned with universal design for learning and culturally responsive teaching and learning
- Ensure existing systems and technology platforms - including learning management, enterprise resource management, videoconferencing and curricular systems - are made accessible through audits and/or the development of standards and guidelines
- Design and implement standards for employee learning and professional development to create a more accessible environment for the disability, Deaf, and neuro-divergent communities. This includes, for example, translating the Adult Education Program into ASL
- Ensure access to and use of resources, tools and supports for accessible teaching and learning, including accessible technology. This includes:
 - Updating and promoting the Digital Accessibility Toolkit
 - Identifying and implementing tools to assess the accessibility of teaching materials
- Support the growth of research and scholarship on accessibility in NSCC's Applied Research portfolio
- Foster research opportunities for first voice researchers from the disability, Deaf, and neurodivergent communities
- Continue to enhance and expand programming options for students with intellectual disabilities

Information and Communications

Goal

Information and communication at Nova Scotia's post-secondary institutions is accessible.

Information and communications at the College are continually evolving and it is acknowledged that there is room for growth in this important standard area.

Commitments

- Audit social media accounts for access and create a best practices guide
- Review Connect for screen reader compatibility
- Evaluate website to ensure plain language and general access
- Update to communication policies and guidelines with an accessibility lens
- Develop communications accessibility guidelines
- Create templates and guidelines for departmental document creation

Delivery of Goods and Services

Goal

Students, employees and visitors with disabilities or others who experience barriers to accessibility have equitable access to goods and services provided by Nova Scotia's post-secondary institutions.

There is a genuine desire to support employees and students from the disability, Deaf and neuro-divergent communities at the College through inclusive services and supports.

Commitments

- Create an "Ask me about Accessibility" resource where College members and perspective students can ask general questions about accommodations and disability supports anonymously
- Develop and deliver customer service training specifically to support the provision and delivery of accessible services at the College
 - Ensure services are accessible and welcoming to service animals, support persons and other key partners

Employment

Goal

Nova Scotia's post-secondary institutions are accessible and equitable employers, support the careers of employees with disabilities or others who experience barriers to accessibility, and ensure their employees reflect the diversity of Nova Scotians.

Training employees so they are better able to support students and colleagues from the disability, Deaf and neuro-divergent communities is vital. This begins with ensuring employees feel supported in disclosing a disability and asking for accommodations, when needed, without fear of judgment or reprisal.

Commitments

- Review processes, policies and practices to facilitate and encourage the recruitment, selection, transition, career growth and advancement of persons with disabilities or others who experience barriers to accessibility
 - Improve record keeping regarding the number of employees in the College who identify as being from the disability, Deaf or neuro-divergent communities
- Ensure institutional policies and procedures provide inclusive, adaptable accommodations and adaptive tools for employees with disabilities or others who experience barriers to accessibility and appropriate and supportive leave practices and return to work plans.
 - Update Employee Workplace Accommodations Policy in consultation with the Persons with Disabilities Employee Resource Network and other key stakeholders
- Design, develop and implement regular and ongoing training for all managers regarding ways to support members of the disability, Deaf and neuro-divergent communities
- Build capacity among employees and senior leadership to cultivate a culture of inclusion and equity at the College by ensuring that all employee learning involves clear processes to support proactive accommodation and accessibility planning and implementation

Transportation

Goal

Transportation provided to employees and students is accessible.

Transportation considers several issues including public transportation and shuttle schedules offered by the College. It also takes into account access to parking, snow removal, lighting and more to improve access to our campuses throughout the province.

Commitments

- Ensure accessible parking on campuses is available to students, employees and visitors with disabilities or others who experience barriers to accessibility
 - Audit campus properties to identify barriers associated with parking (employee/student, visitor and accessible), lighting and footpaths
 - Educate the College community about the importance of respecting designated accessible parking spots
- Develop snow removal standards and procedures from the lens of accessibility
- Collaborate with local municipalities and community transit service providers to ensure accessible, affordable public transportation to and from campuses

Built Environment

Goal

Buildings and outdoor spaces on Nova Scotia's post-secondary campuses provide meaningful access for intended users.

The College, through the leadership of its Facilities team, is invested in the importance of access-based retrofits. There are important upgrades being made on a continual basis, as funds allow, at each campus. New builds, such as the downtown campus in Sydney, are being designed and built in accordance with accessibility standards and guidelines following the Rick Hansen Foundation Accessibility Certification Program. Access-based retrofits are often leveraged through active deferred maintenance renovation projects. While upgrades are often expensive to undergo, they remain a priority for the College.

Commitments

- Continue carrying out building and campus audits through the Facilities team to understand the needs at each site and use the results to identify, prevent and remove barriers to accessibility for common priority areas
- Increase the number of employees certified through the Rick Hansen Foundation accessibility certification program
- Ensure updates are provided within NSCC internal channels, such as Connect and the Facilities newsletter, to ensure the College community is aware of timelines for retrofits and new buildings
- Adopt common accessibility standards to ensure meaningful access to existing buildings, new construction, and major renovations. At minimum, institutions will comply with the Nova Scotia Building Code, and the *Accessibility Act's* built environment standard, when implemented. New construction will be considered an opportunity to exceed minimum accessibility standards; for example, by meeting Rick Hansen Foundation Gold Rating
- Develop a common reporting tool, in collaboration with other post-secondary institutions, for facilities management employees to track and report progress on improving accessibility as part of each institution's accessibility planning process
 - Integrate the *Accessibility Act's* built environment standard into this tool, when developed
- Ensure all emergency evacuation systems, policies, procedures, communications and training enable the safe and efficient evacuation of persons with disabilities or others who experience barriers to accessibility during an emergency

Implementation, Monitoring, and Evaluation

Goal

Nova Scotia's post-secondary institutions regularly monitor and evaluate progress to remove barriers to accessibility, and the impact on students and employees, and continue to identify opportunities to improve access to education.

NSCC's Accessibility Plan will be maintained by the Human Rights, Equity and Inclusion team supported by the Accessibility Advisory Committee and the Accessibility and Equity Action Team. The senior leads on the Accessibility and Equity Action team will be responsible for setting key performance indicators and managing the progress of their respective goals.

As an immediate next step, an implementation plan for all actions, including milestones, timelines, required resources and responsible leads will be developed.

Commitments

- Ensure the commitments outlined in this plan are reflected and operationalized as required of public sector bodies under the *Accessibility Act*
- Review standards from the province as they are released and determine if updates to the plan are needed as a result
- Develop a common monitoring tool and evaluation framework to regularly assess and report on progress toward meeting the commitments outlined in the plan
- Review the plan at least every 3 years and update as required
- Seek adequate funding from the provincial government above the regular operating grants for Nova Scotia's post-secondary institutions in order to implement the commitments in this plan in recognition of the significant additional costs of implementing the actions and meeting the requirements of the *Accessibility Act*

Accessibility Advisory Committee Members

NSCC's Accessibility Advisory Committee (AAC) was recruited and chosen through the Executive Director, Human Rights, Equity, and Inclusion. All members represent a diverse cross-section of positions and experiences at the College. In accordance with section 44 (2) of the *Accessibility Act, 2017*, *at least one-half of the members of an accessibility advisory committee must be persons with disabilities or representatives from organizations representing persons with disabilities*. NSCC's Accessibility Advisory Committee exceeds this requirement as all members have first voice expertise with lived experience as a member of the disability, Deaf and neuro-divergent communities.

NSCC thanks all members for the role they are playing to help the College build on its work to remove barriers to education.

Call to Action

Through this Accessibility Plan, the College will contribute to a more equitable society by ensuring the systems are in place that allow everyone to experience genuine inclusion. It is vital that all of us across the College community play an active role in framing accessibility as a social justice issue. This is our collective Call to Action. The time is now. We will do this together.

List of AAC Members

Gendy Blackman (Student)
Pamela Capern
Tammy Harrison
Charlene Harvey (Student)
Melissa Mixer (Co -Chair)
Paul Street
Kara Thompson
Donna White
Jacob Woods (Co-Chair)

Information and Feedback

For more information or to receive it in an alternate format, please contact: [Human Rights Equity and Inclusion](#).

Feedback is critical to identifying and removing barriers to participation and improving how the College delivers services to persons from the disability, Deaf and neuro-divergent communities. To provide input, request more information on this plan, or request an alternate format please contact Human Rights, Equity and Inclusion, at humanrights@nscC.ca

Bibliography

Malhotra, R., & Rowe, M. (2013). *Exploring disability identity and disability rights through narratives: Finding a voice of their own*. Routledge.

Prince, M. J. (2020). *Absent citizens*. University of Toronto Press.

Siebers, T. (2008). *Disability theory*. University of Michigan Press.