

CILS

Serving BC's Print Disabled Post-Secondary Students

www.langara.bc.ca/cils

Located at Langara College
Funded by the Ministry of Advanced Education and
Labour Market Development (ALMD)
Student Aid BC



Annual Report April 2009 to March 2010

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CILS News

CILS converted approximately 137,000 pages of print into alternate formats from April 2009 to March 2010

Applied Research Grant: CILS recently won a grant for \$10,000 to perform an applied research study that will make recommendations for the production of accessible alternate format resources for apprenticeship students with print disabilities. This research project is currently underway, and is expected to be completed by the end of June 2010.

Upcoming publication: The June edition of *The Feliciter*, the official publication of the Canadian Library Association, will include an article by Ryan Vernon entitled "Inexpensive Accessibility Options for Your Library."

Social Media: CILS recently integrated social networking into its electronic communication strategy, and is now connecting with clients and partners on Twitter, FaceBook and through the CILS Blog.

Contract Work: In the past fiscal year CILS leveraged its expertise in the production of accessible content and through contractual arrangement produced accessible materials for ActNowBC, WorkSafeBC and Simon Fraser University.

After a career spanning 35 years, CILS Director Mary Anne Epp retired from Langara College this October. Grace Makarewicz, Langara's Library Director, has assumed direct responsibility for the CILS group.

The British Columbia Library Association (BCLA) Academic Librarians in Public Service (ALPS) Award was presented to CILS Librarians, Ryan Vernon and Stephen Blaeser, at the April 2009 BCLA Conference Awards Reception.

Incoming BCLA President, Ken Cooley, said, "In making their selection, the Committee noted Stephen's and Ryan's innovative approach to supporting their clients. The committee was particularly impressed by these librarians' commitment to the principles of service, collaboration, teaching, training and information sharing across institutions and sectors, within and beyond the library community."

BCLA Conference 2009 ran from April 16 to 18. At this conference Ryan Vernon and Stephen Blaeser gave a talk entitled "Creating Accessible Content." This talk gave participants the practical skills to create accessible content on their own.

CILS News ...cont'd

CILS Celebrated its 25th Anniversary on June 3, 2009, at the CILS Advisory Committee meeting.

Beyond Hope Library Conference 2009 was held in Prince George on June 8 and 9, 2009. Ryan Vernon and Stephen Blaeser presented a workshop entitled "DIY Accessibility." This workshop gave participants the tools they need to create an accessible working environment for themselves or others.

What do Post-Secondary Students with Print Disabilities say about CILS?

As a blind commerce student, my textbooks are quite technical and not trivial to produce. CILS has always provided a consistent, high quality production which enables me to study independently. Their service has been prompt, flexible and of extremely high quality. Thanks.

Shane Wegner (Commerce Undergrad), Capilano University

My name is Cynthia Stark. Without CILS books, I would not be able to perform academically. With them, I am a straight A student. I have been given an alphabet soup of diagnoses the combination of which effect my ability to process text, leading to difficulty in visual scanning from left to right, visual and general fatigue and low endurance. In short, I physically cannot read an academic quantity of text, nor can I mentally process information I read visually. Happily, I am a very strong auditory learner, and with audio books, I get straight As. With the help of audio books I have earned my BA (Psychology), my BEd (Elementary), and I will be finished my Diploma in Special Education in April. I am well on my way to becoming a Board Certified Assistant Behaviour Analyst (BCaBA), and my eventual goal is to earn a UBC M Ed (Autism/Developmental Disabilities Concentration) and become a Board Certified Behaviour Analyst (BACB).

Cynthia Stark, Capilano University

I have been using the services from CILS since 2006. I recently joined Langara College as a University Transfer student in the Arts and Science program. My goal is to transfer to UBC and obtain admission into their Dietetics Program in 2012. I am currently studying Biology and Anthropology and have plans to complete Chemistry, Microbiology, Cell Biology and Biochemistry. CILS has given me hope and has helped me take one step closer towards my dream of becoming a Dietitian. The team at CILS is very friendly and work very hard at finding the best format for my textbooks. Sometimes it can be a challenge to know which format would work best since Chemistry and Biology textbooks are very complex. CILS always contacts me in advance to discuss the pros and cons with which format I choose making my decision much easier.

Lastly, I have had a lot of last minute readings for my Anthropology course and CILS was able to help me produce my readings on a short notice. The turn around time for these documents was instant which allowed me to stay on schedule with the rest of the class.

CILS has done a wonderful job at making my education accessible and I look forward to have CILS be a part of my educational dream.

Ann Lai, Vancouver Langara College

What do Post-Secondary Students with Print Disabilities say about CILS?

...Cont'd

I have dealt with CILS for the past few years and I have to say that the service that I received from Jas Dosanjh was amazing. He went above and beyond his job to help me out of a difficult situation. I had started school on November 1/2009 with no books or accommodation from my college Disability Resource Centre. With the help from Jas and CILS, I received all my text books on tape within one month. I would not have been able to keep up with my classes and homework without the help from the people at CILS. I appreciate the reliable service from CILS.

Adam Gunson, College of New Caledonia

The textbooks that have been provided to me in electronic formats have been very helpful. I am able to load these formatted textbooks onto my laptop which allows me to enlarge the book on the screen by use of my zoomtext software. Being able to do this has helped me to be able to still complete my courses while not straining my eyes to the point of exhaustion. By being able to complete my courses this means that i will soon be able to finish my program, graduate and hopefully find work in the near future. Overall, i have had very few problems with the formatted books and when problems have arisen, they are dealt with as quickly as possible.

Mitchell Cummings, Kwantlen Polytechnic University

Indicated that the alternate format material made a huge difference in note taking ability - on the computer and reading with the computer - saved her so much time that she can keep up with the class and not get frustrated just by the logistics - helped directly with preparation for exams and lectures - will complete her BA in Psychology in August - just 2 more courses to go.

Jaskaran Bola, Kwantlen Polytechnic University

For further testimonials from students, disability coordinators and librarians, please see Appendix 5.

**BC Advanced Education and Labour Market Development
Objective 1.2:**

“Post-secondary education is accessible and affordable for students”¹

Mandate

CILS’ mission is to provide print disabled post-secondary students with equitable access to educational resources by either borrowing or creating alternate format materials.

For students with a print disability, reading a textbook, a journal article, a Website or accessing an online course or database can be a barrier to pursuing post-secondary education. To remove these barriers, CILS assists those with print disabilities to successfully access post secondary educational opportunities, and to become skilled members of BC’s workforce.

CILS strategically develops services in partnership with post-secondary disability coordinators and librarians, and by collaborating with other provincial, national and international organizations.

Staff Profiles

Director

The CILS Director is responsible for reporting to the Ministry of Advanced Education and overseeing all CILS activities.

Grace Makarewicz

Grace has a MLS from UBC and has been the Library Director at Langara College for the past two and a half years; however, following the retirement of the previous CILS Director in late 2009, she assumed direct responsibility for CILS. Grace works closely with all CILS staff to continually improve customer service and to build relationships with partners in BC and Canada.

Librarians

CILS librarians oversee alternate format production, undertake special projects and research, and advocate for accessibility. Recently, the CILS librarians were co-recipients of the BC Library Association's "Academic Librarians in Public Service Award."

Stephen Blaeser

Stephen has a BA in Russian Language and Literature from the University of Victoria, an MAS and MLIS from UBC, as well as a diploma in Network Administration. Stephen has been with CILS for more than five years, in which time he has modernized the CILS workflow and developed a comprehensive database which tracks all CILS interactions with clients.

Ryan Vernon

Ryan has a BA and MA in English Literature from the University of Victoria, as well as a MLIS from UBC. He has been with CILS for more than two years, during which time he has worked to develop processes to improve communication and build relationships with both Disability Services providers and CILS clients.

Library Technicians

CILS library technicians oversee the processing and production of alternate format materials and provide information services and support.

Vanessa Brown

Vanessa has been with CILS for more than three years. She has a Library Technician diploma from Langara College and is currently working towards an undergraduate degree at UBC.

Shuyan Dai

Shuyan has been with CILS for more than a decade. In addition to a Library Technician diploma from Langara College she has a Masters in Linguistics and Education from China where she worked as a university instructor before moving to Canada.

Library Assistants

CILS library assistants work to produce alternate format materials, and assist with interlibrary loans, CILS processes, and communication with clients.

Jas Dosanjh

In addition to bringing customer service skills developed through work experience at several BC post secondary institutions, Jas has a Library Technician diploma from Langara College. Jas has worked at CILS for more than four years.

Laura Taylor

Laura has a BA from SFU and a Library Technician diploma from Langara College. An accomplished writer with several forthcoming projects, Laura is approaching two years at CILS.

For more information on CILS staff members, visit the "Get to Know us" section of CILS website: <http://www.langara.bc.ca/cils/gettoknowus.html>

Student Body Profile

CILS had **799** active students. These students are enrolled at BC publicly funded colleges, institutes, and newly-mandated universities that emerged from previously eligible post-secondary institutions.

The distribution of disability type amongst CILS' students is as follows:

- | | |
|------------------------------------|-----|
| • Learning disabilities | 60% |
| • Blindness and visual impairments | 18% |
| • Multiple and other disabilities | 14% |
| • Physical disabilities | 8% |

Student Disability Categories

Print impairments include all types of perceptual disabilities related to the use of print and include blindness, visual impairments, learning disabilities, some physical disabilities, some multiple disabilities and some neurological disabilities. Eligible students are identified and assessed by disability coordinators at the institutional level before they can access CILS' services.

INSTITUTION	Learning Disabil.	Visual Impairmts	Blind	Physical Disabil.	Multiple	Others	TOTAL
BC Institute of Technology	23	3					26
Camosun College	65	10	1	4	6	5	91
Capilano University	1	5				3	9
College Of New Caledonia	21	5		3	2	6	37
College of the Rockies	14						14
Douglas College	34	10	3	2	1	5	55
Emily Carr University of Art & Design	11					2	13
Justice Institute	3						3
Kwantlen Polytechnic University	56	14	2	7	3	2	84
Langara College	31	8	1	6	1		47
Nicola Valley IT							0
North Island College	34	7	2	4	5	5	57
Northern Lights College	20	2		2	1		25
Northwest Com. Coll.	10	2	1	1	2	1	17
Okanagan College	70	15		15	10	21	131
Selkirk College	6	1		3	2		12
Thompson Rivers Univ.	24	13	1	2	3	9	52
Univ. of the Fraser Valley	43	13	3	13	4	12	88
Vancouver Com. College	10	16	1	3	1	1	32
Vancouver Island University	2			2		2	6
SUBTOTAL	478	124	15	67	41	74	799
Percent	60%	16%	2%	8%	5%	9%	100%

Subject Areas

Students accessed courses in key program areas such as Aboriginal education, trades, adult literacy, nursing, business, tourism, ESL, health and human services, computer sciences, creative and applied arts, liberal arts, languages, science and technology.

35% of student requests are in Arts and Science subject areas, while 34.2% of student requests were in trades and vocational training subject areas, including construction, electrical, mechanical, and others (categories F, H, K).

Chart 1: Subject Areas According to Ministry of Advanced Education BC Student Outcome Reports*

Subject Area	Percentage
A - Agriculture & Natural Resource	0.6%
B - Arts & Sciences	35.0%
C - Business & Management	6.8%
D - Communications	1.1%
E - Computer & Information Services	2.1%
F - Construction & Precision Prod	17.7%
G - Education & Library Science	2.0%
H - Engineer, Elect, Electronics	3.4%
I - Health Related	3.5%
J - Legal, Social & Home Economics	9.9%
K - Mechanical & Related	13.1%
L - Nursing	1.6%
M - Recreation, Tour, Hospitality	2.3%
O - Visual, Performing & Fine Arts	0.9%
Total	100%

*<http://outcomes.bcstats.gov.bc.ca/SORSLite/Dacso/BySubject.aspx>

CILS Service Goals

This report presents outcomes relating to priorities set out in the BC Ministry of Advanced Education funding letter for 2009/2010.

CILS priorities for 2009/2010 services are outlined in our July 31st ALMD funding letter, as follows:

- Improve communications with students, disability coordinators, librarians, and other stakeholders, in order to provide equitable access and support.
- Improve production time and cost by developing and maintaining partnerships with other agencies, services and consortia, and by research and implementing new technology.
- Develop and deliver tools and workshops to inform new disability coordinators, librarians and students about alternate formats.

Key operational areas outlined in the CILS Review and its Logic Chart include:

1. Lending Alternate Formats from CILS and Partner Collections through Resource Acquisition and Sharing

Lending & Borrowing / Resource Sharing: Whenever possible, CILS borrows alternative formats from other institutions. Of the **2153** requests processed this fiscal year, CILS was able to borrow 150 alternate formats, thus saving time and money. During this same time period, CILS lent 111 productions to other partner institutions, both inside and out of British Columbia.

2. Production of Alternate Formats

CILS received **2153** format requests during the time period April 2009 to March 2010. Of these **2153** requests CILS produced **1007** requests (see Chart 6). These productions included e-texts, digital audio (MP3), DAISY digital talking books (structured digital audio) formats, audiotapes (analogue), accessible PDF, large print (print), large print (PDF), and DAISY human voice productions.

Statistics are for all requests made to CILS for alternate formats from the period of April 2009 to March 2010.

Chart 2: Requests from Mandated Institutions and Students

Mandated Institutions	Requests Made	Fulfilled*	Active Students Served (Over 2 Years)
BC Institute of Technology	192	185	26
Camosun College	211	211	91
Capilano University	20	20	9
College Of New Caledonia	60	60	37
College Of the Rockies	43	43	14
Douglas College	251	248	55
Emily Carr University of Art & Design	8	8	13
Justice Institute	4	4	3
Kwantlen Polytechnic University	274	259	84
Langara College	77	71	47
Nicola Valley IT	0	0	0
North Island College	245	245	57
Northern Lights College	65	65	25
Northwest Community College	21	21	17
Okanagan College	282	280	131
Selkirk College	14	14	12
Thompson Rivers University	103	96	52
University of the Fraser Valley	197	197	88
Vancouver Community College	73	70	32
Vancouver Island University	13	13	6
TOTAL	2153	2110	799

* Requests may also be fulfilled through the CILS collection or interlibrary loans.

Chart 3: Items Lent to Non-Mandated Institutions

Non-Mandated Institutions	Requests Fulfilled
APSEA (Atlantic)	1
CNIB	0
Man. Special Materials	23
National Library Serv (LC)	1
PRCVI (BC)	4
Resource Services Library (ON)	16
Sask Education	33
SFU	24
UBC Crane	5
UNBC	0
Work Safe BC	4
TOTAL	111

Chart 4: CILS Requests Fulfilled to Mandated Institutes Over 3 Years

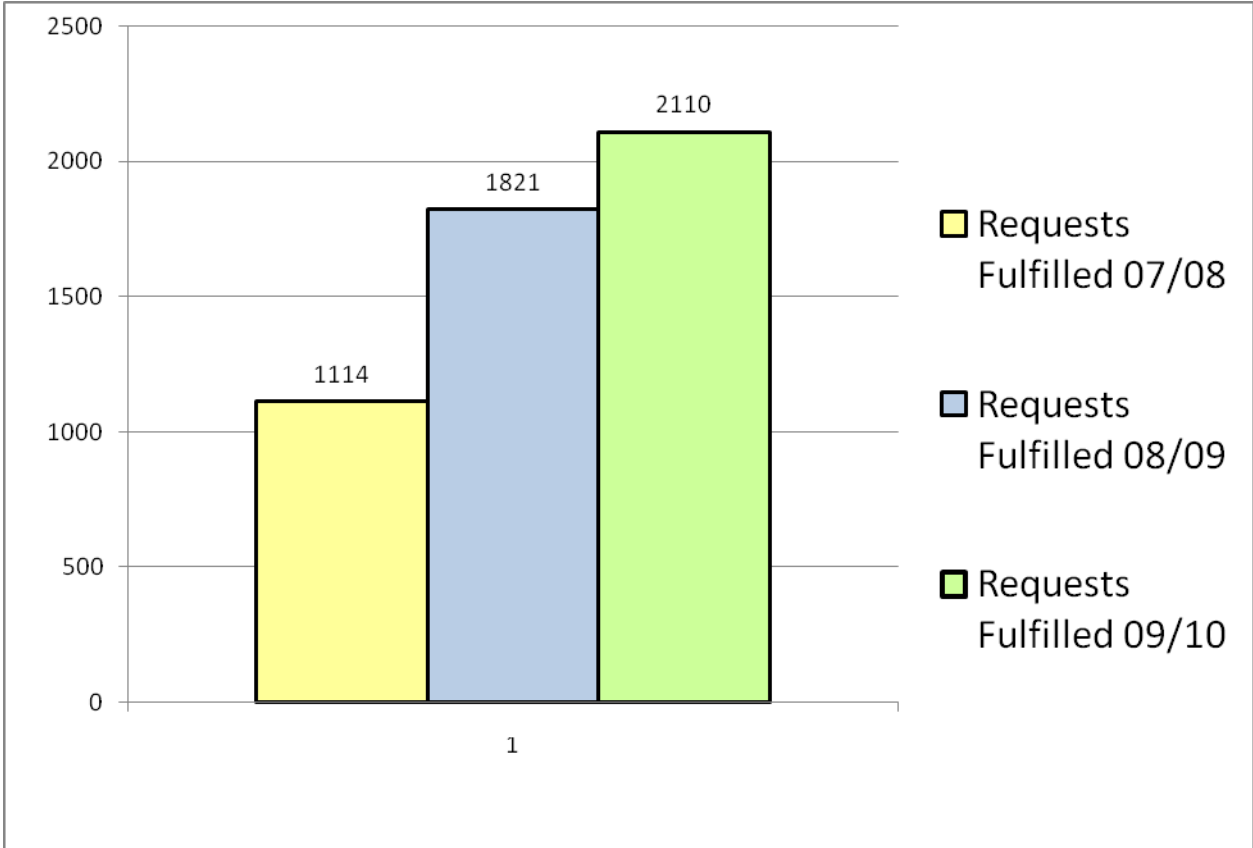
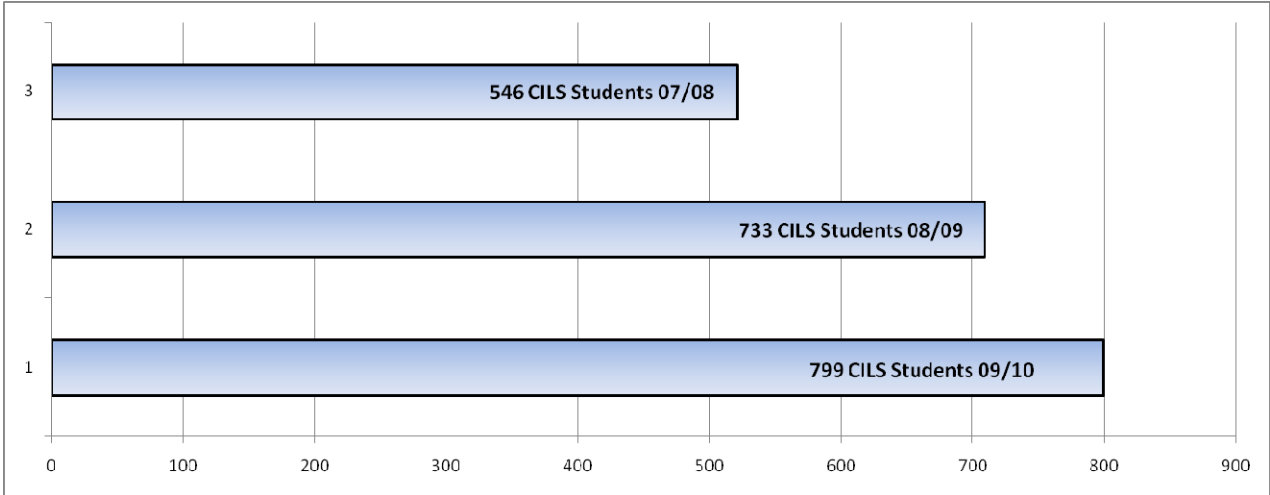


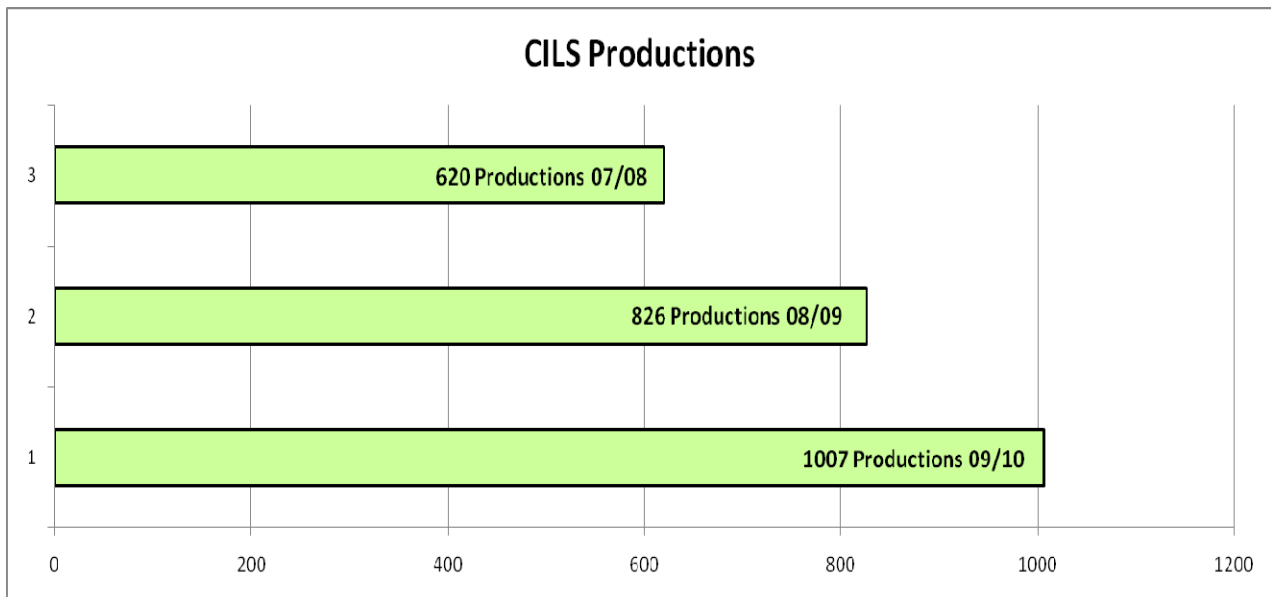
Chart 5: CILS Students Over 3 Years



**Chart 6: Alternate Formats Produced
April 2009 – March 2010**

	Total CILS (complete) 2009/2010	Percentage of Production	Total CILS (complete) 2008/2009	% Up/Down compared to 2008/2009
Total Production				
MP3 (Digital Audio)	284	28.2%	257	10.5%
E-TEXT	371	36.8%	341	8.8%
Text Readable PDF	275	27.3%	168	63.7%
PDF	10	1.0%	10	0.00%
Large Print	1	.1%	4	-75%
DAISY (human Voice)	13	1.3%	13	0.00%
DAISY (synthetic voice)	53	5.3%	33	60.6%
Total	1007	100.0%	826	21.9%

Chart 7: CILS Productions Over 3 Years



3. Providing Information Services

Information Services: CILS provides telephone and email support to students across the province. CILS staff members not only search for materials and information required for students to successfully complete their coursework, they also advise students, instructors and other post-secondary staff on alternate formats, accessibility compliance and practical tools for accessibility and the accessing of information. (See Appendix 2 for a description of the Alternate Formats).

4. Training Clients and Partners in use of Assistive Technology and Alternate Formats

Training workshops, seminars, and tours of the CILS facilities introduce others to the assistive technology and alternate formats being used at CILS.

Some of the events that occurred in the last year include:

- April 17, 09: Stephen Blaeser and Ryan Vernon spoke about accessibility at the BCLA conference
- June 3, 09: CILS Advisory Committee
- June 8, 09: Stephen Blaeser and Ryan Vernon spoke about accessibility at the Beyond Hope conference in Prince George
- Sept 16, 09: Ryan Vernon spoke at a UBC SLA@SLAIS on a panel entitled "Discover your Options," organized by the student Special Library Association chapter
- Nov 20, 09: CILS hosted a tour for the Surrey Public Library staff
- Nov 26, 09: Ryan Vernon and Stephen Blaeser met with the staff of PRCVI and SET-BC to discuss electronic delivery solutions for alternate formats
- Dec 13, 09: Ryan Vernon met with BCIT Disability services staff members to discuss CILS workflow and recent developments in accessibility technology
- March 30, 10: Stephen Blaeser and Ryan Vernon spoke about CILS and library technology to UBC Library Science Masters Students

5. Researching and Developing New Technology

Research & Business Process Improvements: CILS purchased *Kurzweil 3000* (software to support students with learning difficulties such as dyslexia, or attention deficit disorder) and produced the first book in this alternative format. CILS has developed Kurzweil production procedures and will roll-out Kurzweil offerings to all clients for the upcoming September semester.

CILS is also experimenting with a dual-monitor production system aimed at reducing costs and time.

Since the last reporting period, CILS has taken over management of two recording booths for human voice DAISY recordings.

6. Developing Partnerships to Achieve Goals

Partnerships: CILS Advisory Committee held its annual meeting in June 2009 (see Appendix 3 for a list of Advisory Members). Interested members were given a CILS site tour after the meeting.

The Council of Post Secondary Library Directors received a CILS report in October 2009 and a good discussion resulted.

Financial Report

CILS Budget Summary April 1, 2009 - March 31, 2010

Budget Description	Operating	Expenses	Balance
Revenue Grant	\$516,000	\$476,570	\$39,430
Revenue Grant deferred	\$1,285	\$1,285	\$0
Misc Revenue	\$20,000	\$23,867	-\$3,867
Subtotal Revenue	\$537,285	\$501,722	\$35,563
Staff			
Honoraria	\$100	\$100	\$0
Library Admin.	\$37,166	\$31,043	\$6,123
Librarians	\$130,541	\$130,820	-\$279
Staff	\$200,674	\$202,759	-\$2,085
Readers	\$25,000	\$22,709	\$2,291
Labour/Payroll Leaves- CUPE	\$0	-\$1,211	\$1,211
Labour/Payroll Leaves - ADMIN	\$0	-\$9,681	\$9,681
Fringe Benefits	\$80,491	\$81,052	-\$561
Subtotal Salaries	\$473,972	\$457,591	\$16,381
Other Expenses			
Supplies	\$4,366	\$2,580	\$1,786
Magnetic Media	\$500	\$0	\$500
Software	\$2,000	\$2,138	-\$138
IMS charges	\$0	\$1,295	-\$1,295
Books & Videos	\$14,371	\$11,482	\$2,889
Periodicals	\$350	\$295	\$55
Standing Orders	\$1,400	\$37	\$1,363
Electronic References	\$150	\$75	\$75
Electronic Subscrip	\$550	\$500	\$50
Florescent Tubes	\$0	\$29	-\$29
R/M Telephone	\$500	\$535	-\$35
R&M/Equipment*	\$12,000	\$0	\$12,000
R&M/Service Contracts	\$5,000	\$4,747	\$253
R&M Misc.	\$125	\$0	\$125
Rentals Equipt	\$260	\$432	-\$172
Hostings	\$1,000	\$958	\$42
Travel & Conf.	\$6,000	\$5,908	\$92
Mileage	\$100	\$9	\$91
Parking	\$45	\$9	\$36
Comm. Tel Central	\$600	\$657	-\$57
Comm. Tel Charges	\$35	\$4	\$31
Postage/Shipping	\$15	\$0	\$15
Printing Internal	\$50	\$192	-\$142
Printing External	\$500	\$20	\$480
Fees: Member.	\$4,000	\$3,476	\$524
Fees: Misc	\$7,732	\$5,800	\$1,932
Deliveries: Courier	\$1,539	\$3,002	-\$1,463
Deliveries: Shipping	\$125	\$29	\$96
Subtotal Expenses	\$63,313	\$44,209	\$19,104
TOTAL CILS	\$537,285	\$501,799	\$35,485

* \$13,700 equipment renewal costs to be paid in 2011 for 2010

Appendix 1 Costs for Alternate Formats

CILS provides accessible learning and teaching materials to students and instructors who cannot use conventional print because of disabilities in a centralized way, thus saving individual institutions the expense of producing or procuring the accessible materials themselves. In addition, because CILS is a lending library, materials produced can be loaned out innumerable times to students without a duplication of effort.

CILS serves those clients who cannot use conventional print due to:

- visual impairments (including blindness)
- learning disabilities
- physical limitations
- neurological impairments
- multiple disabilities

CILS provides alternative formats for textbooks, course packs, journal articles, online sources, tests & syllabi and library material.

The following **range of costs** is for various alternative formats produced at CILS:

<ul style="list-style-type: none"> • Large Print \$100 – \$1,000 Depends on physical size and complexity of material.
<ul style="list-style-type: none"> • Image Only PDF \$100 – \$500 Depends on the complexity of the material and the requirements of the student.
<ul style="list-style-type: none"> • Accessible PDF \$200 – \$2000 Depends on complexity of material; for example, those texts that have more than 2 columns and various figures, images, tables and formulas need to be tagged properly.
<ul style="list-style-type: none"> • E-Text \$200 – \$3000 Depends on the needs of the student and complexity of material. Figures, tables, equations/formulas and other special items need to be described according to international standards.
<ul style="list-style-type: none"> • Digital Audio (MP3) \$300 – \$4,000 All page numbers, language tags, and other producer insertions must be as good as possible in the electronic text in order to produce a good digital audio product that meets the needs of the student.
<ul style="list-style-type: none"> • Full Text Synthesized Voice DAISY \$300 – \$5,000 Depending on the needs of the student and complexity of material, figures, tables, equations/formulas and other special items are described according to international standards and made navigable via DAISY markup.
<ul style="list-style-type: none"> • Human voice DAISY \$500 – \$10,000 Required to produce the most complex books such as math and physics; those books that would take too long to produce in electronic text due to the amount of equations and terminology that would need to be transcribed.

Appendix 2

Examples of Alternate Formats

Electronic Text (E-text): Any computer-readable text file, such as a word processor document. Specific formats include, but are not limited to, ASCII, HTML, accessible PDF, RTF and Doc. E-text can be easily enlarged for students with low vision; however, it is often most useful in that it can be converted to audio for visually impaired or learning disabled individuals. Not only does e-text serve as a source for digital audio (mp3), but it may be converted to audio on-the-fly on most computers using text-to-speech software such as Text Aloud or ReadPlease, or by a screen reader such as JAWS.

Large Print: CILS produces a variety of large print formats:

- o Etext: Most e-text formats (see above) can be enlarged on a user's computer screen. PDF, however, is particularly useful for large-print users because it maintains the look of the original document while allowing for enlargement on the computer screen. PDF (or "Portable Document Format") was developed by Adobe Systems.
- o Hard copy: Photo-enlarged text on paper.

Accessible PDF: PDF documents are not necessarily accessible, and may be "image only," containing only a picture of a page, not computer readable textual information. While "image only" PDF is sufficient for enlargement on a computer screen (see "Large Print" above), Accessible PDF includes both a picture of the page as well as the page's complete computer readable text, and is therefore suitable for text-to-speech output.

Analogue Audio: Cassette tapes in analog formats. This format is still available for loan, but is no longer produced by CILS.

Human Voice MP3: An audio recording rendered by a human reader. Encoded and distributed in the common MP3 digital audio format, and playable by any MP3 enabled device such as an iPod or computer.

Synthesized Voice MP3: An audio recording generated with a synthesized or computer voice. Encoded and distributed in the common MP3 digital audio format, and playable by any MP3 enabled device such as an iPod or computer.

DAISY (Digital Accessible Information System): This talking book format allows users to navigate the text by chapters, section and page number. DAISY talking books can be played on a computer or on a portable DAISY player. This format comes in human and synthetic voice varieties.

Tactile Graphics: Raised or sculptured drawings produced through various means, including microcapsule paper, thermoform paper, press braille, polymer and powder deposit methods, sculpture, and 3D models.

Braille: A tactile system of cells of dots, produced in paper braille, electronic braille files and used manually or in refreshable braille devices. Not produced by CILS but acquired when possible.

Kurzweil (KESI File): A proprietary format that allows users to navigate an electronic document via computerized assistive reading and writing.

Accessible Web pages: Webpages designed to be readable by screen reading software. Such pages must meet minimum accessibility standards, as defined by the W3C (World Wide Web Consortium).

Appendix 3 CILS Partnerships

Collaboration has been the foundation of the CILS operation from the beginning of its existence. Through partnerships with other agencies, CILS identified emerging needs, improved access to resources for CILS clients, promoted responsive public services, reduced waiting times, identified new technology and gained significant cost savings through sharing of resources.

CILS Advisory Committee

The CILS Advisory Committee included Learning Disabilities Association of BC, BC Electronic Library Network, BC Campus, BC Public Libraries, the Industry Training Authority and the Media Exchange Cooperative. They joined consumer and community advisors such as students, the Council of Post-Secondary Library Directors, CNIB, Assistive Technology BC, the Provincial Resource Centre for the Visually Impaired (K-12), Disability Services Articulation Group, and VCC Program for the Visually Impaired.

British Columbia Partnerships

CILS is an active member of the BC Library Association. They are actively involved in the Academic Librarians in Public Service (ALPS) and the Copyright Committee. CILS staff members collaborate with and attend the Disability Services Articulation Group annual meeting in order to promote and to be more aware of student needs. CILS also presents a report bi-annually to the Council of Post-Secondary Library Directors in BC to make them aware of new technology and cost-savings that can happen with resource sharing.

National Partnerships

National and international partnerships remained important factors in delivering cost-effective, responsive services to BC clients: these include the Canadian Association of Educational Resource Centres for Alternate Format Materials (CAER), the Canadian DAISY Consortium and the Initiative for Equitable Library Access (Library and Archives Canada)

Canadian Association of Disability Services Providers in Post-Secondary Education (CADSPPE)

The Canadian Association of Disability Service Providers in Postsecondary Education (CADSPPE) is a national group of professionals committed to the ongoing creation of accessible, equitable and inclusive postsecondary learning environments for students with disabilities.

Appendix 4

Authorities for Services and Definitions

Authorities for services, definitions of disability and appropriate accommodations are cited in the ***Canada Copyright Act*** (persons with perceptual disabilities), the ***BC Human Rights Act*** (“the duty to accommodate”) and the ***BC Post-secondary Disability Services Guidelines for Disability Definitions, Documentation and Accommodation*** prepared by the Disability Services Working Group on Reporting and Definitions (DSWG).

Appendix 5

Testimonials from Students, Disability Coordinators and Librarians

I can distinctly only use audio as I cannot focus on a computer screen or page for any length of time. I have become more familiar with the technology at hand, including ReadPlease and a basic speech-to-text program. I see this as a positive learning experience, and is quite happy with the service that CILS provides.

Student, North Island College

I looked at this and it works well, if you can send me it this way that would be great !!!!!!!!!!!!!!!!!!!!!!! Thanks for your help you have been an Life Saver.

Student, BCIT student

THANK YOU VERY MUCH for your efficient services!!!! Wow, that is very quick!!! I've had a look at a couple of the files... look great!

Librarian, SFU Library

Fabulous! I do so enjoy working with you Jas and our students appreciate all your hard work as well.

Disability Coordinator, College of New Caledonia

Wow that is organized! It is not even August yet and I will be ready to go early! Thanks

Student, University of the Fraser Valley

I just wanted to thank you for your message and for your kind services for us, people with disabilities. I'm delighted to become one of your clients.

Student, Kwantlen University

Most of the items requested by Douglas College have been produced or ordered and sent, or will be ready very soon.

Librarian, Douglas College Library

Fantastic!! You guys are just too efficient!! :) :)

Oh yes, we've just received all the Braille/tactile materials you helped us borrow - thanks so much!

Librarian, SFU Library

I do think you are doing a fabulous job and it is such a delight to work with you. Our heavy number of requests is handled so efficiently.

Disability Coordinator, Okanagan College

Student said he has been able to do well at Kwantlen because of the alternate format materials provided to him and is now planning to apply to a French degree program at SFU.

Student, Kwantlen University

Through all my years of using CILS, they have provided me access to course materials in alternate formats to which I am extremely grateful for. Due to my vision loss, I am unable to read print therefore without alternate formats it would be nearly impossible to keep up with my studies. With the help of CILS, I have not only been able to keep up with course work but also maintain good grades. Having textbooks provided to me in audio as well as electronic text, I am able to study the material with ease eliminating fatigue through eye strain. CILS is an essential part to furthering my post secondary studies, assisting me towards achieving my educational goals.

Student, Langara College

I used the Crim 103 audio book I was a little late to get the other book. The Crim 103 audio book that I used took a little to get use to. I just started to use this type of learning tool. Once I was comfortable with the sound it did help a great deal as I have issues of skipping words and so on. The format and program were both very easy to use and navigate. I have three Crim summer courses coming up and hoping to get the audio disks for these as well. I would use this type of program again as it did help me concentrate and understand the concept of the course better.

Student, Okanagan College

CILS has enabled me to take on valuable textbook information for my History course that I otherwise wouldn't have been able to do. It allows me to listen to the words as well as see them, this way I'm able to absorb and understand them. My ADHD doesn't make it easy for me to read, so I need repeated formats. I know I'm not stupid but without this service I would feel so. I want to become a teacher, thanks to this service and other help I know I have the right tools to do so. I also want to Thank the Staff, as they provide a most friendly and efficient service.

Student, Okanagan College

WORK CITED

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http://www.bcbudget.gov.bc.ca/2009_Sept_Update/sp/pdf/ministry/almd.pdf