

Accessibility Plan 2026



CAPILANO
UNIVERSITY



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1. Acknowledgements



Honouring the Land



Capilano University is named after Chief Joe Capilano (1854–1910), an important leader of the Sk̓wx̓wú7mesh (Squamish) Nation of the Coast Salish Peoples. We respectfully acknowledge that our campuses are located on the unceded territories of the sə́lilwətaʔ (Tseil-Waututh), shíshálh (Sechelt), Sk̓wx̓wú7mesh (Squamish), and xʷməθkʷəy̓əm (Musqueam) Nations.

Accessibility Commitment and Acknowledgements



With thanks to the Accessibility Advisory Committee, the Senior Leadership Council, and the Capilano University community for their instrumental contributions to the development of this Plan.

The Capilano University Accessibility Plan models accessibility standards by adhering to the Web Content Accessibility Guidelines and the Government of Canada Guidelines for creating accessible documents.

This document is available in a format compatible with screen readers. To request an alternate format, please email - accessibleCapU@capilano.ca.

The Plan uses person-first language, emphasizing the person before the disability. We recognize that some people prefer identity-first language as an expression of identity, culture, or community. We respect the importance of asking for preferences.

If you are aware of any accessibility barriers or would like to share feedback, please email accessibleCapU@capilano.ca or complete the Accessible CapU [Accessibility Feedback Form](#).

Questions about the Accessibility Plan can be directed to accessibleCapU@capilano.ca.

More information about accessibility at Capilano University can be found at capilano.ca/Accessible_CapU.



2. Accessibility Plan



Introduction

Capilano University is committed to building a culture of accessibility, inclusion, and full participation, where all members of the Capilano community are supported and responsive to access needs.

The Capilano University Accessibility Plan (the Plan) reflects this commitment by identifying and removing accessibility barriers and fostering environments where all students, employees, and community members can fully participate, contribute, and thrive.

The Plan is guided by the principles of equity, respect, and universal access. It addresses reported barriers in key areas: attitudes and awareness; curriculum, teaching and learning; digital technology; employment; information and communication; physical and sensory environments; service delivery; and systems, policies, procedures, and practices. Barriers arise when accessibility needs are not considered. Each priority area includes specific goals and actions to drive meaningful change that embeds accessibility, inclusion, and full participation across the University and its culture.

The Accessibility Plan also supports the University's long-term strategic vision by advancing equity, accessibility, and inclusion across learning and working environments. It aligns with Envisioning 2030 and Illuminating 2030, which call for "a culture of diversity, equity, and inclusion in all of our operations and outreach," and is reinforced by the CapU People Plan commitment to inclusive leadership, employee well-being, and equitable access to opportunities. Together, these frameworks underscore the University's responsibility to foster a community where all members can fully participate, contribute, and thrive.

The creation of this Plan is made possible through the contributions of the Accessibility Advisory Committee members, alongside the leadership commitment of the Senior Leadership Council. Broad and ongoing consultation with the Capilano University community was instrumental in shaping an approach for accessibility that reflects shared priorities and aspirations.

This Accessibility Plan is more than a document—it is a commitment to action, collaboration, and continuous improvement. By addressing identified barriers and advancing accessibility, Capilano University works toward a truly inclusive and equitable community for everyone.



Accessible BC Act Obligations

Capilano University's Accessibility Plan is a response to the *Accessible British Columbia Act*, which came into force on June 17, 2021. The Act requires public sector organizations, including post-secondary institutions, to develop and implement accessibility plans in collaboration with persons with disabilities and the wider community. The *Accessible BC Act* is a significant step towards ensuring the rights and accessibility for persons with disabilities in British Columbia.



To meet these requirements, Capilano University identified the following goals as the foundation for its first Accessibility Plan:

Accessible BC Act Obligations

🎯 Goals

1. Form the University's first Accessibility Advisory Committee, ensuring at least fifty percent of members identify as persons with disabilities or work in related support roles, with at least one Indigenous member.
2. Establish a process to collect and act on feedback about accessibility barriers to produce the Accessibility Plan.
3. Develop a workflow to address ongoing feedback about accessibility barriers identified through the Accessible CapU webpage feedback form or dedicated email.
4. Develop, implement, and maintain Capilano University's multi-year Accessibility Plan using feedback to identify, remove, and prevent accessibility barriers.
 - Publish the Accessibility Plan on capilanou.ca/AccessibleCapU.
 - Provide the Plan in accessible formats, or upon request where needed.
 - Deliver annual status updates on the Plan's progress.

⚙️ Actions

- Utilize a dedicated position under the Associate Vice-President, Student Success, to support the implementation of the *Accessible BC Act*.
- Invite Capilano University employees and students to review the Terms of Reference and submit a nomination form to join the Accessibility Advisory Committee. Prioritize representation from persons with disabilities, those that work in related support roles, and Indigenous Peoples.
- Conduct an intensive feedback collection phase. Use tools such as surveys, pop-up events, and town halls, promoted via postcards, posters, and online channels, to encourage broad participation.
- Create the Accessibility Plan based on the feedback collected, outlining goals and actions to address identified barriers.

Overview

Accessibility means designing products, devices, services, environments, technologies, policies, and rules so everyone, including people with a range of disabilities, can use them, according to Accessibility Services Canada.

The Capilano University Accessibility Plan aims to ensure that the University's programs, services, facilities, technologies, information and communication, practices, policies, and systems are designed and delivered with accessibility at the forefront. Embedding accessible design into every aspect of University life fosters equitable access, inclusion, and the ability to respond effectively to the diverse needs of our community.

The Plan reflects the voices and priorities of our community. Feedback gathered through the University's barrier consultation process was grouped into priority areas from which goals were developed. Each goal is supported by actions to guide implementation. This approach ensures the Plan is grounded in the lived experiences of students, employees, and community members, and that every contribution has shaped the direction forward.



3. Priorities, Goals, and Actions



Priority areas span curriculum, teaching, and learning to digital technology, communication, and employment with goals that include inclusive course design and delivery, meeting accessibility standards for web and digital tools, providing communication in accessible formats, and centralizing resources through the Accessible CapU Hub. Priorities also focus on improving physical and sensory environments, integrating accessibility into policies and practices, fostering positive attitudes and awareness, and driving continuous improvement through feedback and monitoring.

This Plan is both a starting point and a framework linking consultation to priorities, priorities to goals, and goals to meaningful, measurable actions toward an accessible Capilano University.

Priority One

Attitudes and Awareness

Attitudes and Awareness: behaviours, perceptions, assumptions, judgment, or misconceptions.

A major lesson of the International Year of Disabled Person, 1981 was that the image of persons with disabilities depends to an important extent on social attitudes; these were a major barrier to the realization of the goal of full participation and equality in society by persons with disabilities, according to the United Nations General Assembly's resolution 31/123, 1976. Attitudes remain a significant accessibility barrier at Capilano University, ranking as the third most reported barrier based on the feedback gathered.

Goal—Attitudes and Awareness

Foster a culture of accessibility and inclusion at Capilano University by embedding accessibility principles into all areas of operations, promoting awareness and shared responsibility, and ensuring equitable access for all members of the community. This includes cultivating leadership commitment, integrating accessibility into recruitment and onboarding, and building awareness through events, training, and inclusive policies that drive systemic change.

Actions—Accessible BC Act

- Promote awareness of the *Accessible BC Act* requirements and provide resources on the provincial accessibility standards as they are implemented.

Actions—Accessibility Observances

- Promote a culture of accessibility and inclusion by organizing and supporting recognition of accessibility observances such as International Day of Persons with Disabilities, National AccessAbility Week, Indigenous Accessibility Week, and other disability-specific awareness days.

⚙️ Actions—Transformational Leadership

Senior Leadership Council: Vice-president People, Culture and Diversity, Associate Vice-president Academic and Associate Provost, Associate Vice-president, Facilities, Services and Campus Planning, and Associate Vice-president, Student Success will participate in the implementation of the Accessibility Committee and Plan.

- Leaders promote accessibility and inclusion within the Capilano University community by recognizing and supporting accessibility observances, such as International Day of Persons with Disabilities, National AccessAbility Week, Indigenous Accessibility Week, and other disability-specific awareness days.
- Share announcements with students and employees to recognize these observances.
- Encourage community engagement in related events and initiatives.



⚙️ Actions—Onboarding

- Add the S1999-09 Academic Accommodations for Students with Disabilities Policy and S1999-09.1 Procedure to the list of People, Culture and Diversity hiring Policies that employees must receive, read, and understand as a condition of employment.
- People, Culture and Diversity facilitate visibility of the Centre for Accessibility Services or include direct involvement in new Instructor employee orientation events.
- People, Culture and Diversity establish a clear and consistent practice for inviting and addressing accessibility needs at hiring and onboarding. This practice will ensure:
 1. **Inclusive Hiring:** All candidates are informed of their right to request accommodations during the recruitment process and how to do so.
 2. **Equitable Onboarding:** New employees are invited to share accessibility needs to support a smooth transition.
 3. **Confidentiality and Respect:** Accessibility disclosures are handled confidentially and respectfully, with a focus on timely accommodations.
 4. **Training and Awareness:** Hiring Committees are equipped with the knowledge and tools to support these practices effectively.

Priority Two

Curriculum, Teaching and Learning

Curriculum, Teaching and Learning: program and course development and renewal, course resources, e-textbooks, classroom technology, learning platforms, assessment, instructional practices, academic accommodation.

Faculty members' positive attitudes, active engagement, and receptiveness to inclusive instructional practices may contribute to the retention and success of students with disabilities. However, most faculty members are not adequately prepared to effectively implement inclusive instruction, and many remain uninformed regarding the functional impact of specific disabilities on academic performance (Hsiao et al., 2019).

Building Instructor Capacity for Accessible Teaching and Accommodations

🎯 Goal

Build capacity for accessible course delivery by equipping instructors with the knowledge, tools, and support needed to integrate accessibility into their teaching practices. By embedding accessibility into curriculum design, instructional delivery, and professional development, Capilano University aims to remove barriers in learning environments, ensuring all students can engage equitably without the need for individual accommodations.

⚙️ Actions

- **Professional Development:** The Centre for Teaching Excellence to develop and deliver workshops and resources on Universal Design for Learning and inclusive pedagogy, including accessible course design.
- **Tools and Strategies:** Provide instructors with strategies for creating accessible learning materials and assessments including best practices and recommended tools.
- **Curriculum Design and Review:** The Centre for Teaching Excellence and Academic Initiatives and Planning will work collaboratively to embed accessibility into curriculum development and review processes.
- **Accessible Learning Technologies:** Partner with Digital Technology Services and the Centre for Teaching Excellence to offer targeted training on integrating accessibility features into learning platforms such as e-Learn and using tools like captioning, screen reader-compatible software, audio recording, and transcription software.
- **Instructor Resources:** Maintain a centralized hub with accessibility guides, how to resources, and instructional tools to support ongoing learning and implementation.
- **Collaboration:** The Centre for Teaching Excellence will establish regular communication with the Centre for Accessibility Services to proactively address common student accessibility barriers and refine instructional approaches.
- **Instructor Support for Accommodations:** Encourage instructors receiving Notification of Accommodation letters to consult with the Centre for Teaching Excellence for guidance and resources on implementing accessible teaching strategies.
- **Instructor Handbook on Accessibility:** Develop and publish an Instructor Handbook outlining academic accommodations, accessibility standards, and practical implementation strategies.
- **Recognition and Continuous Improvement:** Conduct ongoing inquiries into instructors' needs to identify gaps and tailor resources accordingly. Celebrate instructors who demonstrate leadership in accessibility and use feedback mechanisms to continuously enhance inclusive teaching practices.

Enhancing Accessibility in Program and Course Approval

🎯 Goal

Identify points within Capilano University's course and program development and approval processes—both new and revised—where accessibility standards can be embedded. This includes incorporating universal design principles, inclusive pedagogy, and the use of required texts and resources in accessible formats. Update the Program and Course Guide: Revisions to Current Curriculum and New Course Proposals to reflect these standards.

⚙️ Actions

- **Map Accessibility Integration Points:** Through research, consultation, and review of existing processes, identify stages in the course and program development and approval process where accessibility can be embedded.
- **Establish Accessibility Criteria:** Define accessibility standards for inclusion in Course and Program proposals.
- **Develop an Accessibility Framework:** Create a framework to guide developers, reviewers, and Senate in applying accessibility standards.
- **Support Instructors:** Offer training and resources to assist instructors to align proposals with the accessibility standards necessary for Course and Program approval.

Accessible Course Materials

🎯 Goal

Develop a framework of best practices for accessible course materials, emphasizing proactive accessibility to reduce the need for retroactive accommodations. This framework will guide instructors in selecting and using accessible resources.

⚙️ Actions

- The Bookstore, Library, Centre for Teaching Excellence, and instructors collaborate to identify required course materials, including textbooks, Open Educational Resources, lab manuals, and online materials, prioritizing accessibility.
- Provide training for instructors in selecting and using accessible course materials.

- Work with publishers and vendors to ensure eBooks and digital content meet accessibility standards.
- Establish a clear process for students and employees to request alternate formats.
- Perform regular reviews and updates to the framework to address emerging accessibility standards.

Accessible Media Content

🎯 Goal

Instructors take proactive steps to provide accessible media content learning materials, including video with captions, transcripts, audio descriptions, images, and graphics with alt text and descriptive captions.

⚙️ Action

- Establish guidelines and expectations for instructors to ensure compliance with accessible media standards in their course materials.

Early Access to Course Syllabi

🎯 Goal

Provide students with access to Course Syllabi before the start of the term to support equitable learning opportunities.

⚙️ Actions

- Implement a system for instructors to upload Course Syllabi to eLearn at least one week before the term begins.
- Collaborate with instructors to support timely submission of syllabi and address any barriers to posting them early.

Course Outline Template: Accessibility Statement

🎯 Goal

Include a statement in the Capilano University Course Outline template to notify students about the availability of academic accommodations through the Centre for Accessibility Services.

Actions

- The Centre for Accessibility Services provided the following statement: Capilano University is committed to creating an inclusive learning environment that is accessible to all students. If you have a disability and anticipate barriers related to the format, materials, or requirements of this course, please contact the Centre for Accessibility Services to request academic accommodation. You can find information about the Centre for Accessibility Services at Capilanou.ca/accessibility. If you already have approved academic accommodation, please arrange a time to meet with the instructor to develop a plan for implementing them in this course.

Course Outline Template: Accessible Format

Goal

Ensure that the Course Outline template and Course Outlines-Syllabi meets accessibility standards, including font use, size, headings, structure and screen reader compatibility and availability in accessible formats, making it usable for all students without retrofit.

Actions

- Revise the template to incorporate accessibility formatting standards.
- Provide instructor guidance and resources to maintain accessibility when adding content.
- Establish a process for proactively providing Course Outlines-Syllabi in alternate formats, for example, large print, audio, and accessible portable document format at the start of each term or upon request.
- The Accessible CapU Hub will centralize support by providing guidance and referral for students to request Course Outlines-Syllabi in alternate formats.

Learning Environment Course Content

Goal

Ensure all instruction in Capilano University's in-class and online learning environments is accessible by allowing audio and transcript capture. Support instructors to offer these tools to meet diverse learning needs and accessibility standards.

Actions

- Offer training and resources to instructors on integrating audio and transcript capture.
- Collaborate with Digital Technology Services to ensure all online course platforms are enabled with tools that support captioning, transcription, and audiobook capabilities.
- Develop and distribute guidelines to ensure consistent and copyright-compliant audio and transcript capture of instructional content across all courses.
- Provide ongoing support to instructors, including troubleshooting, to ensure the proper integration and use of these tools.

Accessible Instructor-Student Documents

Goal

Ensure course documents meet accessibility standards, making them usable for all students, including those who rely on screen readers or other assistive technologies.

Actions

- **Develop Accessibility Guidelines and Checklist:** Create guidelines to help instructors design accessible documents, include guidance on structuring documents for screen reader compatibility, proper headings, alt text for images, and tables instead of tabs. Develop a checklist for instructors to assess accessibility before distribution.
- **Communicate Expectations:** Share guidelines widely and emphasize the importance of accessible instructor-student documents in fostering equity and inclusion.
- **Provide Resources and Training:** Offer workshops, written guides, and one-on-one support to assist instructors in creating accessible documents and digital content. Include demonstrations of assistive technologies, such as screen readers, to show how students interact with course materials.

Priority Three

Digital Technology

Digital Technology: electronic systems, devices, hardware, software, platforms, devices, navigation.

Assistive technology should not be a luxury, but a basic human right. It is an essential tool for building inclusion and progress (Rick Hansen Foundation, 2025). For people without disabilities, technology makes things easier. For people with disabilities, technology makes things possible (IBM, 1991).

Ensure Website Accessibility

🎯 Goal

Integrate website accessibility into Capilano University's digital infrastructure by establishing accountability and conducting an annual review to ensure ongoing compliance with the most up-to-date Web Content Accessibility Guidelines. Embed accessibility oversight into university operations to sustain equitable access to digital content and services for all users.

⚙️ Actions

- **Annual Accessibility Review:** Conduct a formal annual review of the Capilano University website to ensure compliance with the most up-to-date Web Content Accessibility Guidelines standards and identify areas for improvement.
- **Designated Oversight:** Establish accountability by determining which role or department is responsible for maintaining website accessibility compliance and coordinating ongoing improvements.
- **Implementation of Enhancements:** Address identified accessibility gaps to ensure all web content, including text, images, videos, forms, navigation, and interactive elements, meets Web Content Accessibility Guidelines standards.
- **Training and Resources:** Provide targeted training for web developers, designers, and content creators to build their knowledge of Web Content Accessibility Guidelines compliance, best practices, and strategies for inclusive design.
- **Ongoing Monitoring and Maintenance:** Implement a structured process to regularly assess website accessibility, track changes in Web Content Accessibility Guidelines standards, and ensure long-term adherence.

- **User Feedback Mechanism:** Maintain and promote the Accessible CapU webpage feedback form so users can report accessibility barriers, ensuring timely resolution and continuous improvement.
- **Resource Sharing:** Share and maintain accessibility resources on the Accessible CapU Hub, such as Web Content Accessibility Guidelines 2.2: An Overview of the New Accessibility Guidelines, to educate the university community on digital accessibility best practices.

Accessibility in Educational and Workplace Technologies

🎯 Goal

Ensure that Capilano University's learning and workplace technologies are procured, designed, and implemented with accessibility in mind, addressing digital barriers for students and employees. Accessibility features will be enabled by default wherever possible, ensuring equitable access without requiring users to activate them manually.

⚙️ Actions

- **Audit Accessibility Features:** Conduct a review of Capilano University's educational and workplace technologies to identify existing accessibility features that are not enabled by default.
- **Enable Built-In Accessibility Tools:** Work with Digital Technology Services to activate and optimize accessibility features in learning platforms like e-Learn and ensure they are available to students and instructors.

- **Increase Awareness and Training:** Provide targeted training for instructors, students, and employees on the accessibility tools available in digital platforms, emphasizing their benefits and practical applications.
- **Improve Cross-Departmental Coordination:** Establish a structured process for collaboration between Digital Technology Services, the Centre for Accessibility Services, and other relevant departments to proactively identify and address digital accessibility barriers.
- **Assess Policy and Procurement Practices:** Review institutional policies and procurement processes to ensure that accessibility is a core requirement when adopting or updating educational and workplace technologies.
- **Monitor and Address Barriers:** Create a reporting mechanism for students, instructors, and employees to flag accessibility issues in digital platforms, ensuring timely resolution and continuous improvement.



Priority Four Employment

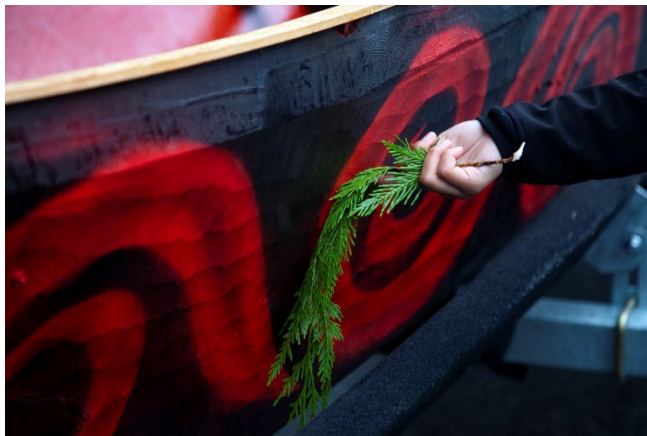
Employment: working conditions, hiring practices, employee accommodations.

Capilano University recognizes that equitable employment practices include respecting the right to accommodation under the Human Rights Code. The accommodation process is collaborative and respectful, supporting employees and applicants in fully participating at work. Capilano University has been recognized as one of British Columbia's Top Employers for six consecutive years (2019-2024), an honour that reflects its commitment to diversity, belonging, health and well-being, and workplace culture that supports employees' growth and inclusion.

Recruitment and Hiring

🎯 Goal

Add a statement to the Capilano University job posting introduction that includes instructions on how applicants can request accommodations throughout the application and hiring process, demonstrating Capilano University's commitment to equitable recruitment processes and proactive compliance with accessibility standards.



⚙️ Actions

- Develop standardized language for job postings to outline the process for requesting accommodations such as: Should you require accommodations during the hiring process, please reach out to [email] (faculty) or (Ad/Ex and Staff).
- Include information in job postings on how applicants can receive support completing the application process or navigating the application system.

- Provide orientation for hiring committees on responding to accommodation requests during recruitment.
- Provide all candidates with interview questions at least 24 to 48 hours before the interview and allow candidates to refer to notes during the interview.
- Provide candidates with a copy of the interview questions for reference during the interview.

Employee Accommodation Process

🎯 Goal

Enhance the process for managing accommodation requests from employees and prospective employees, by providing a transparent and accessible written process for developing employee accommodation plans. A designated person will manage confidential information in accordance with the Freedom of Information and Protection of Privacy Act.

⚙️ Actions

- Employees contact their Person, Culture and Diversity Advisor and/or manager who connects them with the Abilities Management, Health and Wellness Advisor.
- Employees requesting accommodation participate in developing their Accommodation Plan.
- Accommodation Plans are reviewed and updated as necessary.
- Expertise from a medical or other qualified professional forms part of the process to inform the development of appropriate accommodations.

- Employees' personal and medical information is managed in compliance with the Freedom of Information and Protection of Privacy Act.
- If an Accommodation Plan is denied, the employee receives written reasons for the denial.
- The Plan is provided in a format that takes the employees' accessibility needs into account, for example, accessible format.
- Employees may request representation from their bargaining unit.

Manager's Guides

Goal

Equip managers with guidance to effectively support employees through medical leaves and workplace accommodations, fostering an inclusive and empathetic work environment while ensuring consistency and operational efficiency.

Actions

- Develop a Manager's Guide to Medical Leaves that provides practical guidance for supporting employees during medical leaves. The guide will bridge the gap between the procedural support offered by People, Culture and Diversity and the day-to-day support managers provide, ensuring consistency and empathy in addressing employee needs.
- Develop a Manager's Guide to Accommodations to equip managers with the knowledge and resources to implement effective workplace accommodations. This guide will offer practical strategies for fostering an inclusive environment while balancing operational requirements and employee well-being.



Accessible Employee Training

Goal

Strive to make all employee training sessions inclusive and accessible, for example by providing a statement in advance inviting accommodation requests, such as for alternate format materials.

Actions

- Include the following statement in all training session invitations from People, Culture and Diversity, the Centre for Teaching Excellence, and other organizers: If you require accommodation to attend this session and/or materials in an alternate format, please contact the originator of this email announcement.
- Identify and obtain training for session organizers on best practices for accessibility in employee training sessions.
- Regularly review and update the accommodation request process to align with emerging accessibility needs and standards.

Classroom Assignments Based on Instructor Accommodations

Goal

Assign classrooms that align with approved instructor accommodations.

Actions

- Instructors and scheduling teams to ensure accommodations are met working from a confidential record of approved instructor accommodations that impact classroom assignments.

Priority Five

Information and Communication

Information and Communication: finding and reading information, people interaction, documents, tables, images, videos, alternative text descriptions, font, web forms, assistive technology compatible, digital literacy.

Accessible communication refers to the practice of creating and delivering information in a way that is easily understood and usable by all individuals, regardless of their abilities or disabilities (The Oxford Review).

Guide and Service Dogs

Goal

Publish a statement on the Accessible CapU Hub to acknowledge Capilano University's welcome of certified guide and service dogs, confirming their access to all public areas, including classrooms, offices, and common spaces, in compliance with applicable legislation.

Actions

- Provide an educational statement on the Accessible CapU Hub that outlines the legal rights and responsibilities regarding certified guide and service dogs, including responsibilities and best practices for the Capilano University community.

Inclusive vs. Outdated Terms

Goal

Ensure signage, materials, and communications across all campuses use inclusive language by replacing outdated terms such as handicapped parking with accessible parking.

Actions

- **Audit:** Conduct a review of signage, digital platforms, and printed materials across all campuses to identify outdated or non-inclusive terms.
- **Update:** Replace outdated terms with inclusive alternatives, following accessibility guidelines and best practices.
- **Standardize:** Develop a university-wide glossary of inclusive language, distribute it to the University community and make it publicly available on the

Accessible CapU Hub and other locations such as the Library LibGuide.

Accessibility in the CapU Brand Refresh

Goal

Capilano University's refreshed brand identity reflects its commitment to belonging and accessibility. The brand refresh incorporated inclusive design principles, aligned Web Content Accessibility Guidelines, and ensured visual elements like typography, colours, and text meet accessibility requirements. Resources, including an accessibility guide and tools for evaluating visuals, such as colour-blindness simulators, support the creation of accessible content. This brand refresh showcases Capilano University's commitment to a welcoming and equitable environment.

Actions

- Provide accessibility-focused training and resources to support employees in applying the brand's accessibility standards and inclusive design principles when creating university communications and digital content.



Priority Six

Physical/Sensory Environment

Physical/Sensory Environment: buildings, parking, sidewalks, acoustics, washrooms, lighting, signage, workstations, classroom audio-visual control systems.

The built environment refers to the human-created or altered physical surroundings in which we live, work, and play. The built environment influences our day-to-day activities and the way we live our lives. When spaces are not accessible, they can restrict participation and limit opportunities, creating equity barriers.

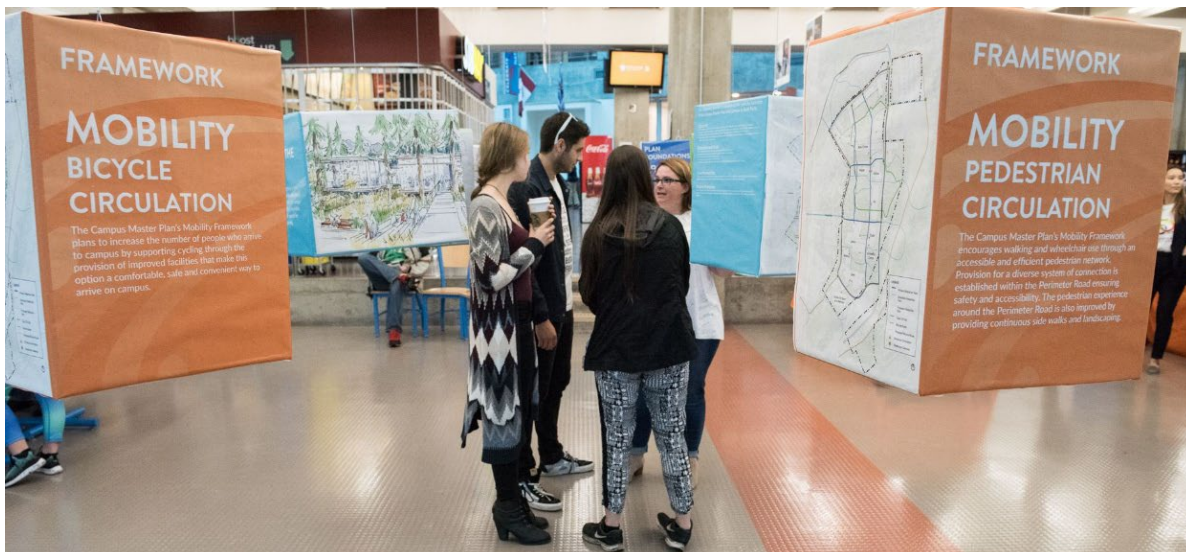
Facility Accessibility

🎯 Goal

Capilano University creates and maintains physical spaces that support meaningful access for all. Since March 2020, new construction and upgrades have been guided by the Capilano University Accessible Facility Design Criteria: Inclusive Strategies to Increase Meaningful Access for All Students and Instructors, along with applicable codes, and accessibility standards. The University meets—and, where possible, exceeds—minimum requirements while balancing available resources, infrastructure realities, and competing priorities. Projects are prioritized to address the most pressing accessibility needs first, with higher milestones planned as opportunities and funding allow. A basic–better–best model guides evaluations, weighing impact, feasibility, and alignment with accessibility goals, ensuring steady progress and transparent communication about timelines, scope, and decision factors.

⚙️ Actions

- Apply the Accessible Facility Design Criteria at every stage of planning, design, and construction, ensuring accessibility is embedded from project initiation to completion.
- Integrate the Criteria into procurement requirements so contractors and suppliers deliver on accessibility goals from the outset.
- Use the basic–better–best evaluation model to prioritize upgrades that deliver the highest accessibility impact within available resources.
- Build accessibility milestones into the University's long-term facility planning, linking them to strategic goals and budget cycles for steady progress.



Accessibility Concerns in Parking

🎯 Goal

Improve accessibility of parking.

⚙️ Actions

- Parking Services will review parking equipment to address accessibility concerns that have been raised, including keyboards with faded or difficult-to-read keys and screens affected by sunlight.
- Centralized the multi-campus maps delineating parking to the Accessibility Hub.
- Investigate whether the number of designated accessible parking spaces aligns with the amount of need.

Wayfinding

🎯 Goal

Make it easier to navigate Capilano University campuses by improving wayfinding signage and by developing maps which show accessible routes and features such as elevators, ramps, automatic doors, and washroom.



⚙️ Actions

- Update wayfinding signage across campuses to indicate the locations of elevators, ramps, automatic doors, accessible washrooms, and other key accessibility features.
- Create multi-campus maps that highlights accessible routes, elevator locations, slopes, and single-stall washrooms.
- Publish the updated accessible multi-campus maps on the Capilano University website and make these available on the Accessible CapU Hub.

- Include accessible wayfinding details in building floor plans and ensure they are regularly updated as needed.
- Provide digital wayfinding options, such as an interactive maps or apps, to assist people with mobility challenges in navigating campuses in real-time.
- Review signage on each campus and add signage as required.
- Develop maps to help locate accessible features.

Maintain Physical Environment Accessibility Features

🎯 Goal

Build on recent efforts to improve accessibility at Capilano University by establishing a system for routine maintenance and timely repairs of key accessibility features such as elevators and automatic doors. Ensure a proactive approach to upkeep while providing communication about outages and alternative access options.

⚙️ Actions

- Develop a regular maintenance schedule for elevators, automatic doors, and other critical accessibility infrastructure to ensure functionality and timely repairs.
- Implement a streamlined reporting system for accessibility issues with response timelines and resolution tracking to ensure quick action.
- Provide advance notice of planned maintenance and accessibility-related disruptions. Utilize Campus Notices and the CapU App to inform the community of facilities and services disruptions, including reason for the disruption, expected duration, contact information, and available alternative when possible.
- Post timely signage at critical access points, for example, elevators, automatic doors to notify users of any malfunctions and provide contact information for assistance.
- Continue addressing door accessibility concerns identified in the survey, including locations requiring new automatic doors and adjustments for excessively heavy doors.

Accessible Washroom Fixtures

Goal

Adjust soap dispensers and electronic and paper hand dryers in washrooms which are too high for users of wheelchairs.

Actions

- Install lower dispensers and dryers in accessible and standard washrooms.

Accessible Transportation Residence

Goal

Enhance accessibility at the Capilano University residence bus stop to ensure equitable access for all users, including those who use wheelchairs.

Actions

- Partner with local transit authorities to upgrade the bus stop with raised sidewalks at the Capilano University residence bus stop to accommodate wheelchair ramps.
- Advocate for interim solutions, such as portable ramps or designated accessible shuttle services.

Expand Bus Shelter Space at the Main Campus

Goal

Provide adequate shelter at campus bus stops to accommodate students waiting during adverse weather conditions.



Actions

- Collaborate with local transit authorities to expand bus shelter space at the main campus, ensuring sufficient coverage for the number of students waiting.
- Upgrade existing shelters with additional seating and enhanced weather protection features, such as windbreaks and overhead coverage.
- Communicate progress on shelter upgrades to the campus community through the Accessible CapU Hub.

Environmental Sensitivities

Goal

Enhance awareness and accommodation responsiveness to the needs of the Capilano University community with environmental sensitivities, fostering an inclusive environment through guidelines.

Actions

- Provide guidance on the process to request accommodations via the Accessible CapU Hub. Students can seek timely accommodations through the Centre for Accessibility Services; employees may seek support through People, Culture and Diversity.
- Awareness material will be built and included in student and employee onboarding and orientation.

Provide Sensory-Friendly Environments

Goal

Explore creating inclusive spaces and resources that accommodate the sensory needs of students and employees.

Actions

- Designate at least one quiet, low-light sensory-friendly space in each major campus building on all campuses.
- Equip sensory rooms with comfortable seating, noise-canceling headphones, calming decor, and other supportive tools.
- Implement noise-dampening measures in high-energy areas and during construction.

- Develop sensory-friendly multi-campus maps to help individuals navigate based on sensory load levels.
- Develop a sensory-friendly guide with practical tips for reducing lighting, sounds, and other sensory stimuli.
- Regularly seek feedback from the campus community to ensure sensory-friendly initiatives meet diverse needs effectively.

Water Bottle Filling Stations

Goal

Replace manual buttons on filling stations with accessible options to accommodate dexterity limitations.

Actions

- Replace with touchless or other accessible option build for all users.

Accessible Parking Birch

Goal

Source what prevents Birch accessible parking from being more direct to the main door instead of in front of a set of stairs.

Actions

- If feasible, provide accessible parking that is direct to the main door of Birch.

Accessible Parking Payment Infrastructure

Goal

Ensure parking payment infrastructure reduces weather-related barriers by incorporating universal design, including shelter for external ticketing machines.

Actions

- Assess external parking payment locations to identify exposure to weather while using machines.
- Install shelters or protective coverings over outdoor machines.
- Provide signage directing users to nearby indoor parking payment options when available.
- Incorporate weather protection and universal design in new or upgraded payment infrastructure.

Registrar's Service Counter

Goal

Determine if the Registrar's Service Counter needs redesign to meet accessibility standards.

Actions

- Lower the counter to ensure accessibility for wheelchair users.
- Add ergonomic seating for staff to reduce physical strain.



Priority Seven

Service Delivery

Service Delivery: accessible design and delivery, responsive approaches, access support.

The aim of the Accessible Service Delivery Standard is to ensure that events, activities, advice and the process of buying goods are provided in accessible ways that support the inclusion of people with disabilities (*Accessible BC Act*, Province of British Columbia).

Accessible CapU Hub

🎯 Goal

Establish the Accessible CapU Hub as a centralized, online resource designed to provide students, employees, and the wider Capilano University community with access to information and resources that support accessibility. It will be a one-stop location for navigating accommodations, understanding accessibility principles and policies, accessing training, and promoting inclusive practices throughout the University. The Hub is a key initiative in Capilano University's commitment to fostering an inclusive environment where everyone has equitable opportunities to participate, contribute, and thrive.



⚙️ Actions

- **Develop Content:** Curate and organize all relevant accessibility resources to create a centralized, easy-to-navigate online repository.
- **Enhance Accessibility Features:** Ensure the Hub complies with Government of Canada and Web Content Accessibility Guidelines standards, providing user-friendly navigation, alternative text for images, accessible document format, and compatibility with assistive technologies.
- **Promote the Hub:** Launch a university-wide awareness campaign to introduce the Accessible CapU Hub to students and employees.
- **Regular Updates:** Establish a process for reviewing and updating content to ensure it remains accurate, relevant, and reflective of best practices in accessibility.
- **User Feedback Mechanism:** Use the existing accessible feedback form on the Hub to collect input from users on its functionality and content.
- **Expand Resource Accessibility:** Offer resources in multiple formats, for example, text, video with captions, and audio.
- **Collaborate Across Departments:** Ensure the Hub reflects the diverse needs of multi-campus stakeholders.
- **Integrate Tools:** Include digital tools, like accessibility checkers and map explore apps to provide practical support directly through the Hub.
- **Evaluate Effectiveness:** Conduct periodic evaluations to ensure it meets the university community's accessibility needs.

Accessibility in Procurement

Goal

To increase accessibility in Capilano University's procurement processes, the Procurement Manager will be consulted on the feasibility of implementing immediate interim actions that integrate accessibility into procurement decisions. These steps will lay the groundwork for a more inclusive approach when B.313 Procurement Policy is revised in 2028.

Actions

- Ensure accessibility is a required criterion in procurement by mapping decision points in the process where accessibility should be considered.
- Promote accessibility university-wide to raise awareness and encourage adoption.
- Provide accessibility checklists to guide purchasers in identifying accessibility considerations when making procurement decisions, such as media, marketing material, software, hardware, course material, general goods and services.
- Provide guidance on selecting accessibility compliant vendors and service providers.
- Communicate Capilano University's commitment to accessibility to vendors and service providers.
- Encourage vendors and service providers to disclose accessibility features of their offerings and provide accommodations to meet university needs.
- Assess accessibility-focused procurement strategies in select areas or projects, gathering feedback to refine practices ahead of the Policy update.
- Undergo annual review and revisions to align with the *Accessible BC Act* and future accessibility standards as they are released.

B.313 Procurement Policy and B.313.1 Procedure Revision

Goal

When the policy is renewed in 2028, a comprehensive B.313 Procurement Policy and B.313.1 Procedure will be established that embeds accessibility from the start of all procurement processes.

Actions

- Capilano University will review and revise B.313 Procurement Policy and E.205.1 Procedure during the scheduled renewal in June 2028 to integrate accessibility throughout procurement practices. The revised Policy and Procedures will ensure that accessibility is considered from the outset of all procurement decisions.

Temporary Facilities/Services Disruption

Goal

Notify students, employees, and the public about any temporary disruption in facilities and services affecting accessibility, for example, parking, doors, elevators, pathways, ramps, washrooms, in line with Accessibility Standards Canada, CAN-ASC-5.2.1–7: Communication.

Actions

- Use Campus Notices and CapU App locations to provide notice of disruptions, including the reason, expected duration, a contact number, and, when possible, a description of alternative facilities or services available.

Classroom Accessibility Assessment

Goal

Expand on the Capilano University Accessibility Facility Design Criteria document, Section 8.6 and 8.7 to conduct university-wide classroom inventory-assessment of accessibility, including seating, desks, lighting, physical access, and approach, and proximity to a washroom. Use the findings to identify barriers, prioritize improvements, and recommend changes for more inclusive learning environments.

Actions

- **Develop Assessment Criteria:** Define accessibility criteria for evaluating classrooms.
- **Conduct Inventory:** Audit classrooms, documenting accessibility features and barriers.
- **Engage Stakeholders:** Consult users with lived experience to validate assessment and identify additional concerns.
- **Analyze Data:** Rank classrooms to set priority areas for improvement.

- **Report Findings:** Share results to inform future planning.
- **Monitor Progress:** Track improvements and reassess accessibility periodically.

Transparent Tuition and Fee Information

Goal

Ensure students have access to complete, upfront tuition and fee details before course registration, eliminating uncertainty and financial barriers.

⚙️ Actions

- Display course-specific tuition and lab fees directly on the registration page, allowing students to view costs before selecting and confirming enrollment.
- Provide a breakdown of tuition and ancillary/service fees by course, including part-time and mixed-term enrollment scenarios.
- Provide students with confirmed, not estimated, tuition and fee information through both online resources and direct inquiries with Student Financial Accounting and the Registrar’s Office.
- Reduce reliance on post-registration fee disclosures by integrating full tuition details into the course selection process.
- Implement a transparent refund and penalty structure, outlining financial implications before students commit to course registration.

Accessible Course Registration for Screen Reader Users

🎯 Goal

Registration ensure that students using screen readers can independently navigate the course registration process by removing accessibility barriers.

⚙️ Actions

- Resolve screen reader accessibility barriers in the self-registration process.
- Work with Digital Technology Services to implement necessary system changes that allow screen reader users to independently navigate course selection and registration.

- Provide guidance and alternative registration support options for students who encounter accessibility barriers until full accessibility is achieved.
- Train the Registration team on accessibility in the registration process, ensuring they can effectively support screen reader users.

Centralized Student Service Appointment Booking

🎯 Goal

Make it easier for students to schedule support services by creating a single web page with all appointment booking buttons in one place. Include a brief explanation of each service to help students understand its purpose.

⚙️ Actions

- Ensure the page meets Web Content Accessibility Guidelines, focusing on navigation and screen-reader compatibility.
- Integrate current appointment booking systems.
- Launch a communication plan to inform students and employees.
- Gather ongoing feedback for making improvements.

Event Planning

🎯 Goal

Develop and implement an accessibility framework to support inclusive and accessible event planning across the University including a statement explaining how attendees can request accommodations.

⚙️ Actions

- Implement an accessibility framework and checklist, grounded in accessibility standards, to guide event planning.
- Include a standard statement in event materials inviting accommodation requests, with contact details and timelines. For example, to request an accommodation or for inquiries about accessibility, please contact [insert email/phone] by [insert date].

Event and Meeting Lead Time

🎯 Goal

Communications provide leadership to promote awareness and consistent practices for announcing events and meetings with sufficient lead time to support equitable access and accommodation planning.

⚙️ Actions

- Promote the practice of sharing event and meeting details well in advance to allow time for arranging accommodations (e.g., ASL interpretation).
- Encourage the inclusion of invitations for attendees to share access needs in all event and meeting communications.
- Collaborate with partners to develop and communicate university guidelines for using budgets to cover accommodation-related costs.

Inclusive Participation at Graduation

🎯 Goal

Support full participation in Capilano University's convocation by providing information on requesting accommodations and offering communication supports—such as sign language or captioning—aligned with each individual's needs.



⚙️ Actions

- Include a statement in graduation materials explaining how to request accommodations and specify deadlines for example: Capilano University is committed to ensuring that all graduates and their guests can fully participate in the convocation ceremonies. If you or your guests require accommodation to participate, such as mobility assistance, ASL interpretation, or closed captioning,

please let us know. To request accommodations, email [insert email address] or call [insert phone number] by [insert deadline date]. When contacting us, please include details about your needs and your preferred type of support to help us best meet your request. We look forward to celebrating this special day with you!

- Aim to accommodate individuals' preferred type of communication support, for example, ASL interpretation and captioning.
- Train graduation staff to assist attendees with accessibility needs during the event.
- Establish a feedback mechanism for attendees to share input on accessibility for continuous improvement.

Centre for Accessibility Services Name Change

🎯 Goal

The renaming of Accessibility Services to the Centre for Accessibility Services enhances visibility, reflects Capilano University's commitment to addressing access barriers, and aligns with provincial priorities on accessibility, inclusion, and equity. This change underscores the Centre's role as a collaborative hub providing expertise and support to ensure equitable access for students and employees across the University.

Accessibility Services Advisor Hire

🎯 Goal

Expand service capacity by hiring an Accessibility Services Advisor to meet increased student demand.

⚙️ Actions

- Prepare rationale for approval.
- Recruit and onboard.

Academic Accommodation Process

🎯 Goal

Continue to strengthen the accommodation request process by offering flexible ways for students to access support and information before submitting a Request for Accommodation form, while retaining the option to submit the form during an academic accommodation appointment. Enhance communication to provide clear and timely guidance, supporting a positive and accessible student experience.

⚙️ Actions—Centre for Accessibility Services

- Develop student-friendly communication materials, for example, webpage updates, frequently asked questions, and email templates, outlining steps for accessing support and explaining the purpose of the Request for Accommodation form.
- Create opportunities for students to provide feedback on their accommodation experience to inform ongoing improvements to the Centre's services and processes.



Notification of Accommodation Letters

🎯 Goal

Streamline and automate the delivery of Notification of Accommodation letters to instructors to ensure timely, organized, and efficient communication, enabling seamless implementation of academic accommodations from the beginning of the term.

⚙️ Actions

- Explore automating letter delivery for registered students at least one week before each term begins.
- Set up an automated email system to notify instructors when new accommodation letters are issued during the term.
- Offer training sessions or resources to help instructors efficiently access and manage Notification of Accommodation letters.

- Regularly review and refine the system based on feedback from instructors and students to improve the process.

Services Disruption

🎯 Goal

When there is a temporary disruption in the Centre for Accessibility Services delivery, a notice will be issued including information about the disruption, a contact number, the reason, expected duration, and any alternative facilities or services available, when possible.

⚙️ Actions

- Develop a standardized email for disruption notices, including reasons, expected duration, and alternatives.
- Promptly submit a ticket to Digital Technology Services to update the Centre's webpage with real-time disruption information.
- Send email notifications to students and instructors offering direct support contacts.

Testing Invigilation: Instructor Responsibilities

🎯 Goal

Ensure instructors understand and fulfill their responsibilities in supporting the testing accommodation process by providing timely materials, instructions, and accurate access details, minimizing delays for students.

⚙️ Actions

- Develop guidelines for instructors on timely submission of testing materials, instructions, and accurate access details.
- Implement automated reminders or digital tools to facilitate timely and accurate submission of materials, instruction, and access details.
- Develop a secure, centralized portal for submission.
- Offer targeted training to help instructors fulfill their testing accommodation responsibilities.
- Establish a tracking system for compliance and follow up on unmet expectations.

Testing Accommodation: Invigilation Environment

Goal

Implement strategies that solve space-share challenges which affect standards for the testing invigilation environments.

Actions

- Establish and enforce strict protocols, including promoting and publishing expectations, to maintain a quiet and distraction reduced environment in testing areas.
- Provide proactive and consistent solutions to offset the impact of disruptions, such as additional time or alternative arrangements, ensuring students have equitable opportunities to perform in exams.

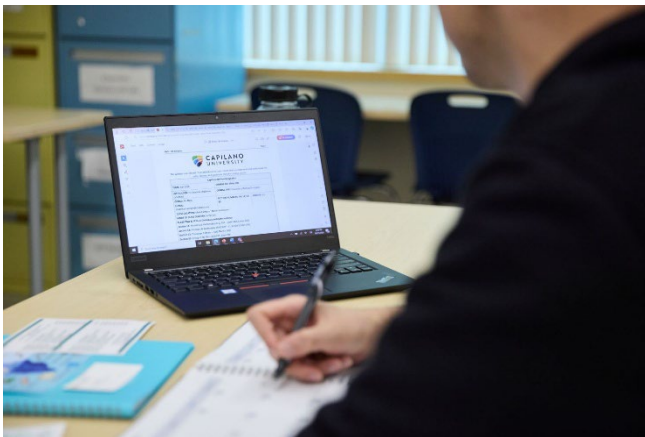
Exam Accessibility

Goal

Ensure students with disabilities have equitable access to final exam accommodation by including the Centre for Accessibility Services Final Exam booking deadline into university processes.

Actions—Centre for Accessibility Services

- Include the Accessibility Services Final Exam booking deadline as a standing item on the Academic Schedule and Important Dates.



Duty to Inquire

Goal

Integrate the duty to inquire into University practices for both students and employees. Faculty, supervisors, and decision-makers will be trained to recognize when disability-related needs may be affecting participation or performance and to respond with supportive inquiry rather than assumption or discipline. Under the BC Human Rights Code, educational institutions and employers share a duty to inquire when there are reasonable indications that a disability may be affecting an individual's participation or performance. Embedding this duty into university procedures—such as conduct, complaint, and appeal processes—and establishing referral pathways to the Centre for Accessibility Services (for students) or People, Culture and Diversity (for employees) will promote fairness, inclusion, and compliance with human rights obligations.

Actions

- Embed the duty to inquire across relevant university processes;
- Include indicators such as changes in attendance, performance, or participation as potential signs of an unmet disability-related need;
- Require decision-makers to ask, in a sensitive and confidential manner, whether disability-related supports may be needed, without requesting diagnostic details;
- Establish referral pathways to the Centre for Accessibility Services (for students) and People, Culture and Diversity Resources (for employees);
- Integrate inquiry prompts into procedural checklists and decision-making frameworks;
- Monitor implementation to ensure inquiries lead to supportive responses rather than punitive outcomes.

Priority Eight

Systems, Policies, Procedures, and Practices

Systems, Policies, Procedures and Practices: admissions, attendance, course load, registration, withdrawal, employee and student codes of conduct.

Systems, policies, procedures and practices are key mechanisms for removing barriers and enabling equitable access and participation across the university, in accordance with the Accessible Canada Act and the Accessible British Columbia Act.

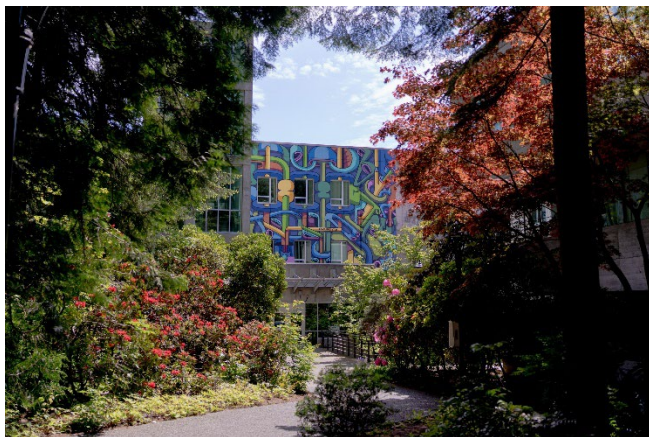
Academic Concession Policy and Procedure

🎯 Goal

Support student well-being and academic success by establishing an Academic Concession Policy and Procedure that provides clear, consistent, and equitable guidelines for addressing disruptions to studies caused by illness or other extenuating circumstances, ensuring fairness in academic processes.

⚙️ Actions

- Form a drafting committee to develop the Policy and procedure.
- Adhere to the framework outlined in B.102 Policy Development and Management.
- Facilitate meaningful cross-university through inclusive consultation.



Employee Accommodation Policy

🎯 Goal

Capilano University will establish an Employee Accommodation Policy and Procedure to formally recognize and address its duty to accommodate its employees.

⚙️ Actions

- Form a drafting committee to develop the Policy.
- Adhere to the framework outlined in B.102 Policy Development and Management.
- Facilitate meaningful cross-university through inclusive consultation.

Academic Accommodation for Students with Disabilities Policy and Procedure

🎯 Goal

Revision completed on the S1999-09 Academic Accommodation for Students with Disabilities Policy and S1999-09.1 Procedure, to reflect current accessibility best practices, legislative requirements, and university commitments.

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