Capilano University

Accessibility Plan - 2025

Contents

Honouring the Land

Capilano University is named after Chief Joe Capilano (1854–1910), an important leader of the Sḵwx̱wú7mesh (Squamish) Nation of the Coast Salish Peoples. We respectfully acknowledge that our campuses are located on the unceded territories of the səlilwətaɫ (Tsleil-Waututh), shíshálh (Sechelt), Sḵwx̱wú7mesh (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 has tried to model accessibility standards by adhering to Web Content Accessibility Guidelines and Government of Canada Guidelines for creating accessible documents.

This document is available in a format compatible with a screen reader. Where another format is required, please email us - accessibleCapU@capilanou.ca.

The Capilano University Accessibility Plan uses person-first language when referring to persons with disabilities to emphasize the person rather than the disability. We acknowledge that some individuals prefer identity-first language and recognize the importance of asking for preferences and respecting those choices.

We value your feedback, which can be shared through email, in person, or by invite to your meeting. If you have questions regarding Capilano University's Accessibility Plan, please reach out by email - accessibleCapU@capilanou.ca.

If you are aware of any accessibility barriers, email accessibleCapU@capilanou.ca or complete the Accessible CapU feedback survey online.

More information about accessibility at Capilano University can be found at capilanou.ca/Accessible CapU.

Introduction

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

Capilano University Accessibility Plan (Accessibility Plan, or Plan) reflects our dedication to remove accessibility barriers and foster an environment where all students, employees, and community members can fully participate, contribute, and thrive.

The Accessibility 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, systemic, policies, procedures and practices. Barriers exist when accessibility needs are not considered. Each barrier priority area includes specific goals and actions to drive meaningful change and embed accessibility, inclusion, and full participation in Capilano University's culture.

The Accessibility Plan also supports the University's long-term strategic vision by advancing equity, accessibility, and inclusion across our 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 further reinforced by the *CapU People Plan* commitment to inclusive leadership, employee well-being, and equitable access to opportunity. 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 insights, contributions, and dedication of the Accessibility Advisory Committee members, alongside the leadership commitment of the Senior Leadership Council. Extensive 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 barrier priorities and advancing accessibility, Capilano University aims to build 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 B.C. 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:

Goals – **Accessible BC Act Obligations**
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 receive and address ongoing feedback about 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 that identifies, removes, and prevents accessibility barriers.
   - Publish the Accessibility Plan on capilanou.ca/AccessibleCapU.
   - Provide the Accessibility Plan in accessible formats and when not, upon request.
   - Deliver annual status updates on the Plan's progress.

Actions – **Accessible BC Act Obligations**
- Utilized 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 ancestry.
- 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 variety of disabilities, can use them (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. All feedback gathered through the University's barrier consultation process was reviewed and grouped into priority areas from which goals were developed. Each goal is supported by specific 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.

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: 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 (United Nations, General Assembly resolution 31/123). Attitudes remain a major

accessibility barrier at Capilano University, ranking as the third most reported barrier in the accessibility consultation.

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 implemented, including all students and employees involved in the identified accessibility priorities.

Actions – **Accessibility Observances**

- Promote a culture of accessibility and inclusion by organizing recognition of accessibility observances, such as International Day of Persons with Disabilities, AccessAbility Week, National Accessibility Week, and Indigenous Accessibility Week, as well as observances that highlight specific disabilities or conditions, for example, World Autism Acceptance Day or World Asthma Day.

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.
- Leadership promotes accessibility and inclusion within the Capilano University Community by recognizing accessibility observances, such as International Day of Persons with Disabilities, AccessAbility Week, National Accessibility Week, and Indigenous Accessibility Week, as well as observances that highlight specific disabilities or conditions, for example, World Autism Acceptance Day or World Asthma Day.
  - Share announcements to students and employees to bring recognition and highlight the importance of these occasions.
  - Encourage community engagement in events and initiatives associated with these important dates.

Actions – **Onboarding**

- Add the "S1999-09 and S1999-09.1 Academic Accommodations for Students with Disabilities Policy and Procedure" to the list of People, Culture and Diversity hiring 'Confirmation of Understanding' Policies that need to be "received, read and understood" as a condition of employment.
- People, Culture and Diversity facilitate Centre for Accessibility Services visibility or 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 the points of hire. This practice will ensure:

1. Inclusive Hiring Processes: All job candidates are informed of their right to request accommodations during the recruitment process, along with clear instructions on how to do this.
2. Equitable Onboarding Support: New employees are proactively invited to share accessibility needs to support a smooth transition.
3. Confidentiality and Respect: All disclosures of accessibility needs are managed with confidentiality, respect, and a focus on providing the necessary accommodations.
4. Training and Awareness: Hiring Committees are equipped with the knowledge and tools to support these processes effectively.

Priority Two |

Curriculum, Teaching and Learning: program and course development and renewal, course resources, e-textbooks, classroom technology, learning platforms (eLearn, PebblePad), 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, F., Burgstahler, S., Johnson, T., Nuss, D., Doherty, M. "Promoting Accessible Learning Environment for Students with Disabilities via Faculty Development," Journal of Postsecondary Education and Disability, 32(1), 91-99 Spr 2019).

Recognizing Existing Work
The Accessible CapU Committee acknowledges current efforts to support accessible teaching practices. Notable initiatives include:

- **Self-paced eLearn Training:** Helps instructors make eLearn courses more accessible, providing practical steps, real examples, and interactive learning.
- **Workshops on Inclusive Teaching Practices:** Equips instructors with strategies to create more welcoming learning environments with knowledge of inclusive teaching design.

Goal – **Building Instructor Capacity for Accessible Teaching and Accommodations**
In collaboration with the Centre for Teaching Excellence, 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 – **Building Instructor Capacity for Accessible Teaching and Accommodations**

- **Professional Development**: Collaborate with the Centre for Teaching Excellence to develop and deliver workshops, training sessions, and resources focused on Universal Design for Learning, inclusive pedagogy and 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:** Work with the Centre for Teaching Excellence and Academic Initiatives and Planning to embed accessibility into the 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:** Establish regular communication between the Centre for Teaching Excellence and the Centre for Accessibility Services to proactively address common student 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.

Goal – **Enhancing Accessibility in Program and Course Approval**

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 – **Enhancing Accessibility in Program and Course Approval**

- **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 in aligning proposals with the accessibility standards necessary for Course and Program approval.

Goal – **Accessible Course Materials**

Capilano University will develop a framework of best practices for accessible course materials, emphasizing proactive accessibility to reduce the need for retroactive accommodations. This work will involve collaboration across departments to support instructors in selecting and using accessible resources.

Actions – **Accessible Course Materials**

- Collaborate with the Bookstore, Library, Centre for Teaching Excellence and instructors to identify required course materials (textbooks, Open Educational Resources, lab manuals, and online materials).
- 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 to request alternate formats.
- Perform regular reviews and updates to the framework to address emerging accessibility standards.

Goal – **Accessible Media Content**

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

Actions – **Accessible Media Content**

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

Goal – **Early Access to Course Syllabi**

Provide students with access to course syllabi before the start of the term to support academic preparedness and equitable learning opportunities.

Actions – **Early Access to Course Syllabi**

- Implement a system for instructors to upload course syllabi to eLearn at least one week before the term begins.
- Collaborate with instructors to ensure compliance with the early syllabi submission process and address any barriers to timely posting.

Goals – **Course Syllabus: Accessibility Statement |** Academic Planning and Quality Assurance

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

Actions – **Course Syllabus: Accessibility Statement**

- The Centre for Accessibility Service has provided this 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 CAS at Capilano u.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.*

Goal – **Course Syllabus: Accessible Format** | Academic Planning and Quality Assurance
Ensure that the Course Syllabi template in revision meets accessibility standards, for example, font use, size, proper headings, clear structure and screen reader compatibility and is available in accessible formats, making it usable for all students without retrofit.

Actions – **Course Syllabus: Accessible Format**

- **Revise the Template**: Incorporate accessibility formatting standards.
- **Provide Instructor Guidance**: Develop and share instructions and resources to help instructor maintain accessibility when adding content.
- **Facilitate Accessible Formats**: Establish a process for proactively providing syllabi in alternate formats, for example, large print, audio, and accessible portable document format at the start of each semester or upon request.
- **Centralized Support:** Utilize the Accessible CapU Hub to centralize resources, offer instructor guidance, and provide a system for students to request syllabi in alternate formats.

Goal – **Learning Environment Course Content**
Ensure all instruction in Capilano University's in-class and online learning environments is accessible by allowing audio and transcript capture. Support instructors in offering these tools to meet diverse learning needs and accessibility standards.

Actions – **Learning Environment Course Content**

- 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 for instructors including intellectual property to ensure consistency in the use of these accessibility tools and technologies in all courses.
- Provide ongoing support to instructors, including troubleshooting, to ensure the proper integration and use of these tools.

Goal – **Accessible Instructor-Student Documents**

Ensure that all instructor-student documents meet accessibility standards, making them usable for all students, including those who rely on screen readers or other assistive technologies. Include guidance on structuring documents for screen readers, for example, using proper headings, alt text for images, and tables instead of tabs.

Actions – **Accessible Instructor-Student Documents**

- **Develop Accessibility Guidelines and Checklist**: Create a comprehensive guideline to help instructors design accessible documents, include guidance on structuring documents for screen readers compatibility, for example, using proper headings, Alt Text for images, and tables instead of tabs. Develop a checklist to assess the accessibility of course materials before distribution.
- **Communicate Expectations**: Share the 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 highlight how students interact with course materials.

Appendix 1: **How to Determine if a Document is Accessible**

Priority Three |

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

Goal – **Ensure Website Accessibility**

Integrate website accessibility into Capilano University's digital infrastructure by establishing clear 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 – **Ensure Website Accessibility**

- **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 clear 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 to allow users to report accessibility issues, ensuring timely resolution and continuous improvement.
- **Resource Sharing**: Publish and update accessibility resources, such as " Web Content Accessibility Guidelines 2.2 - An Overview of the New Accessibility Guidelines," on the Accessible CapU Hub to educate the university community on best practices for digital accessibility.

Goal – **Accessibility in Educational and Workplace Technologies**

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

Actions – **Accessibility in Educational and Workplace Technologies**

- **Audit Accessibility Features:** Conduct a review of Capilano University's educational and workplace technologies to identify existing accessibility features that are underutilized or 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 their availability 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 DTS, 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 consideration 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: 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.

Goal – **Recruitment and Hiring** | People, Culture and Diversity - Completed
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, this demonstrating Capilano University's commitment to equitable recruitment processes and proactive compliance with accessibility standards.

Actions – **Recruitment and Hiring**

- Develop standardized language for job postings to outline the process for requesting accommodations: *Should you require accommodations during the hiring process please reach out to [email] (faculty) or (Ad/Ex and Staff).*
- Include clear information in job postings on how applicants can receive support completing the application process or navigating the application system, reinforcing CapU's commitment to inclusive and barrier-free hiring processes.
- Implement an interview accommodation tracker to capture the number and types of accommodations requests. This tracker includes a separate page with a list of resources, such as interpreting service providers.
- Provide orientation for hiring committees on effectively implementing and supporting requests for accommodations.
- Provide all candidates with interview questions at least 24 to 48 hours before the interview, communicate interview expectations clearly, and allow candidates to refer to notes during the interview.
- When interviewing candidates via Zoom, consider pasting the interview questions into the chat for candidates to refer to during the interview.
- When interviewing candidates in person, consider bringing a printout of the interview questions for the candidates to refer to during the interview.

Goal – **Employee Accommodation Process**
Capilano University enhance its process for managing accommodation requests from employees including prospective employees. The employer will provide a written process on developing employee accommodation plans which will be transparent and accessible on the Accessible CapU Hub. A designated person will manage confidential information in accordance with Freedom of Information and Protection of Privacy Act.

Actions – **Employee Accommodation Process**

- Employees reach out to their Person, Culture and Diversity Advisor and/or manager who will put them in touch 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;

- Where additional clarity is needed to determine effective accommodations, the employee and employer may jointly seek expertise from a medical or other qualified professional.
- 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.

Goal – **Manager's Guides**

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 – **Manager's Guides – People, Culture and Diversity**

- 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. This guide offers practical strategies for fostering an inclusive environment while balancing operational requirements and employee well-being.

Goal – **Accessible Employee Training**

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 – **Accessible Employee Training**

- 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.

Goal – **Classroom Assignments Based on Instructor Accommodations**

Assign classrooms that align with approved instructor accommodations.

Actions – **Classroom Assignments Based on Instructor Accommodations**

- 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: 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).

Goal – **Guide and Service Dogs**
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.
Action – **Guide and Service Dogs**
- 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.

Goal – **Inclusive vs. Outdated Terms**
Ensure all campus signage, materials, and communications use inclusive and modern language by identifying and replacing outdated terms such as "handicapped parking" with "accessible parking" and similar updates.
Actions – **Inclusive vs. Outdated Terms**
- Audit: Conduct a review of campus signage, digital platforms, and printed materials to identify outdated 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.

Goal – **Accessibility in the CapU Brand Refresh**, Marketing and Digital Experience
Capilano University's refreshed brand identity reflects its commitment to belonging, accessibility, and inclusivity. The rebrand prioritized accessibility by embedding inclusive design principles, aligning Web Content Accessibility Guidelines standards, and ensuring visual

elements like typography, colors, and text meet accessibility requirements. Resources, including an accessibility guide and tools for evaluating visuals, for example, color-blindness simulators were used to support accessible content creation. This brand refresh showcases Capilano University's dedication to fostering a welcoming and equitable environment for all.

Actions – **Accessibility in the CapU Brand Refresh**

▪ Provide training and resources to orient employees to the Capilano University Brand Refresh, emphasizing the accessibility features and inclusive design principles embedded in the materials to ensure consistent and accessible content creation across the university.

Priority Six |

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.

Goal – **Facility Accessibility**

Capilano University creates and maintained 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 – **Facility Accessibility**

• 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.

Goals – **Accessibility Concerns in Parking**

1) Reach out to Parking Services requesting a review of current parking equipment to address accessibility concerns that have been raised: 1) keyboards with faded or difficult to read keys and 2) screens affected by sunlight.
2) Centralized the Campus Map delineating parking to the Accessibility Hub.
3) Investigate whether the number of designated accessible parking spaces aligns with the amount of need.

Actions – **Accessibility Concerns in Parking**

- Appendix 2 is a prepared draft of content that can be sent to Parking Services raising the parking equipment accessibility barrier to their attention.

Appendix 2: **Parking**

Goal – **Wayfinding**

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

Actions – **Wayfinding**

- Update wayfinding signage across all campuses to clearly indicate the locations of elevators, ramps, automatic doors, accessible washrooms, and other key accessibility features.
- Create a detailed and easy-to-read campus map that highlights accessible routes, elevator locations, slopes, and single-stall washrooms.
- Publish the updated accessible campus map on the Capilano University website and make it available on the Accessible CapU Hub.
- Include accessible wayfinding details in building floor plans and ensure they are regularly reviewed and updated as needed.
- Provide digital wayfinding options, such as an interactive map or app, to assist people with mobility challenges in navigating campus in real-time.
- Review signage on each campus and add signage as required. Develop campus maps to help locate accessible features.

Goal – **Maintain Physical Environment Accessibility Features**

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 clear communication about outages and alternative access options.

Actions – **Maintain Physical Environment Accessibility Features**

- 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 clear 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, 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.

Goal – **Accessible Washroom Fixtures**

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

Actions – **Accessible Washroom Fixtures**

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

Goal – **Accessible Transportation Residence**

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

Actions – **Accessible Transportation Residence**

- 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.

Goal – **Expand Bus Shelter Space at the Main Campus**

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

Actions – **Expand Bus Shelter Space at the Main Campus**

- 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.

Goal – **Environmental Sensitivities**

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

Actions – **Environmental Sensitivities**

- Clear guidance on the process to request accommodations will be provided on the Accessibility Hub. The Capilano University community impacted by environmental sensitivities can seek timely accommodations: for students, through the Centre for Accessibility Services and for employees, through People, Culture and Diversity .
- Awareness material be built and included in student and employee onboarding and orientation.

Goal – **Provide Sensory-Friendly Environments**

Explore the possibility of creating inclusive spaces and resources that accommodate the sensory needs of students and employees, fostering a supportive campus environment.

Actions – **Provide Sensory-Friendly Environments**

- Designate at least one quiet, low-light sensory-friendly space in each major campus building.
- Equip sensory rooms with comfortable seating, noise-canceling headphones, calming decor, and other sensory-supportive tools.
- Implement noise-dampening measures in high-energy areas and during construction to reduce sensory overload.
- Develop sensory-friendly 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 in office and campus spaces.
- Regularly seek feedback from the campus community to ensure sensory-friendly initiatives meet diverse needs effectively.

Goal – **Water Bottle Filling Stations**

Replace manual buttons on filling stations with an accessible option that addresses dexterity functional limitation.

Action – **Water Bottle Filling Stations**

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

Goal – **Accessible Parking Birch**

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

Action – **Accessible Parking Birch**

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

Goal – **Registrar's Service Counter**

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

Actions – **Registrar's Service Counter**

- Lower the counter to ensure accessibility for individuals in wheelchairs.

- Add ergonomic seating for staff to reduce physical strain.

Priority Seven |

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

Goal – **Accessible CapU Hub**
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 – **Accessible CapU Hub**

- **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 portable 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 all campus stakeholders.
- **Evaluate Effectiveness:** Set measurable goals for the Hub's usage and impact and conduct periodic evaluations to ensure it meets the university community's accessibility needs.
- **Integrate Tools:** Include digital tools, like accessibility checkers and map explore apps to provide practical support directly through the Hub.

Goal – **Accessibility in Procurement** | Procurement Manager
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 the Procurement Policy, B.313 is revised in 2028.

Actions – **Accessibility in Procurement**

- Ensure accessibility is a required criterion in procurement by mapping decision points in the process where accessibility should be considered.
- Be promoted 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 clear guidance on selecting accessibility compliant goods and service providers.
- Communicate Capilano University's commitment to accessibility to goods 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 reviews and revisions to align with the Accessible BC Act and future accessibility standards as they are released.

Goals – **Procurement Policy and Procedure** (B.313) Revision

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

Actions – **Procurement Policy and Procedure** (B.313) Revision

- Capilano University will review and revise its Procurement Policy (B.313) to integrate accessibility at its new review in June 2028. The Procurement Policy will ensure that accessibility is a foundational consideration in Capilano University's procurement decisions and align with the Accessible BC Act standards.

Goal – **Temporary Facilities/Services Disruption |** Facilities Services

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."

Action – **Temporary Facilities/Services Disruption**

- The Campus Notices and CapU App locations will be explored as an avenue to give Notice of Facilities and Services disruptions including information about the disruption, a contact number, the reason for the disruption, how long the disruption will last, and a description of any alternative facilities or services available, when possible.

Goal – **Classroom Accessibility Assessment**

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

Actions – **Classroom Accessibility Assessment**

- **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.

Goal – **Transparent Tuition and Fee Information**

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

Actions – **Transparent Tuition and Fee Information**

- Display course-specific tuition and lab fees directly on the registration page, allowing students to view costs before selecting and confirming enrollment.
- Provide a clear 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, clearly outlining financial implications before students commit to course registration.

Goal – **Accessible Course Registration for Screen Reader Users**

Ensure that students using screen readers can independently and equitably navigate the course registration process by removing accessibility barriers.

Actions – **Accessible Course Registration for Screen Reader Users**

- Collaborate with Registration to identify and resolve screen reader accessibility barriers in the self-registration process.
- Provide clear 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 and provide coordinated assistance when needed.
- Work with Digital Technology Services to implement necessary system changes that allow screen reader users to independently navigate course selection and registration.

Goal – **Centralized Student Service Appointment Booking**

Make it easier for students to schedule support services by creating a single web page with all appointment booking buttons in one place. This page will include a brief explanation of what each service offers to help students understand how it can support them.

Actions – **Centralized Student Service Appointment Booking**

- Collaborate with DTS and MDX to create the centralized page of appointment booking buttons.
- Ensure the page meets Web Content Accessibility Guidelines accessibility standards, focusing on clear 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.

Appendix 3: **Centralized Student Service Appointment Booking**

Goal – **Event Planning**

Capilano University is committed to hosting inclusive and accessible events. To support this, Accessible CapU will develop and share an accessibility framework for event planning. This framework will include a clear statement explaining how attendees can request accommodations.

Actions – **Event Planning**

- Capilano University will implement an accessibility framework and a supporting checklist for event planning to ensure all events meet comprehensive accessibility standards, fostering a fully inclusive and welcoming environment.
- Capilano University will approve a statement inviting attendees to request accommodations, such as this example: *"To request an accommodation or for inquiries about accessibility, please contact [insert email/phone] by [insert date]."*

Appendix 4: **Event Planning**

Goal – **Event and Meeting Lead Time**

Accessible CapU promote awareness of the need to announce events and meetings with sufficient lead time to support equitable access and proactively address accommodation needs.

Actions – **Event and Meeting Lead Time**

- Provide event and meeting announcements well in advance to allow adequate time for arranging accommodation, for example, masks, ASL interpretation, CART services.

- Include a clear invitation in event and meeting communications for attendees to share their access needs.
- Develop and communicate university guidelines for using budgets to cover costs related to supporting accommodations for events and meetings.

Goals – **Inclusive Participation at Graduation**

Make sure everyone can fully participate in Capilano University's graduation ceremonies by providing clear information on how to ask for accommodation and ensure communication supports, like sign language or captions, match the individual's needs.

Actions – **Inclusive Participation at Graduation**

- Include a clear statement in graduation materials about how to request accommodations and specify a deadline for submitting requests, 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.
- Set up a way for attendees to share feedback about the accessibility of the ceremony for future improvements.

Goal – **Centre for Accessibility Services Name Change - Completed**

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.

Goal – **Advisor Hire**, Centre for Accessibility Services - Completed

The Centre for Accessibility Services hired a third full-time Accessibility Services Advisor in response to increased student demand and significant appointment scheduling needs.

Goal – **Academic Accommodation Process**, Centre for Accessibility Services

Consider ways to increase flexibility in the accommodation request process, allowing students to access support and informational meetings without submitting a Request for Accommodation form, while retaining the option to submit a Request for Accommodation

form when arranging academic accommodations. Enhance communication to provide clear, timely guidance on the process, fostering a more accessible and supportive experience.

Actions – **Academic Accommodation Process**, Centre for Accessibility Services

- Develop clear, student-friendly communication materials, for example, webpage updates, FAQs, email templates that outline the steps for accessing support and the purpose of the Request for Accommodation.
- Create a way for students to give feedback to the Centre for Accessibility Services about their experience with the accommodation process. This will help identify any barriers that can make the Centre's processes more accessible.

Goal – **Notification of Accommodation Letters**, Centre for Accessibility Services
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 semester.

Actions – **Notification of Accommodation Letters**, Centre for Accessibility Services

- Explore automating letter delivery through TargetX for registered students at least one week before each semester begins.
- Set up an automated email system within TargetX to notify instructors when new accommodation letters are issued during the semester.
- Offer training sessions or resources to help instructors navigate TargetX and efficiently access and manage Notification of Accommodation letters.
- Regularly review and refine the system based on feedback from instructors and students and make necessary adjustments to improve the process.

Goal –**Services Service Disruption**, Centre for Accessibility Services
When there is a temporary disruption in the Centre for Accessibility Services delivery, a notice of service disruption will be issued and include information about the disruption, a contact number, the reason for the disruption, how long the disruption will last, and a description of any alternative facilities or services available, where possible.

Actions –**Service Disruption**, Centre for Accessibility Services

- Develop a standardized email for disruption notices, including reasons, expected duration, and alternatives when available.
- Promptly submit a ticket to MDX with a request to update the CAS webpage with real-time disruption information.
- Send email notifications to students and instructors offering direct support contacts.

Goal –**Testing Invigilation: Instructor Responsibilities**, Centre for Accessibility Services
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 –**Testing Invigilation: Instructor Responsibilities**, Centre for Accessibility Services

- Develop clear 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.

Goal –**Testing Accommodation: Invigilation Environment**, Centre for Accessibility Services
Implement strategies that problem solves space share challenges which affect standards for the testing invigilation environments.
Actions –**Testing Accommodation: Invigilation Environment**, Centre for Accessibility Services
- 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 their exams.

Goal – **Exam Accessibility**, Centre for Accessibility Services
Ensure students with disabilities have equitable access to final exam accommodation by embedding deadlines, such as the Accessibility Services Final Exam booking deadline, into university processes to promote awareness and timely support.
Action – **Exam Accessibility**, Centre for Accessibility Services
- Include the Accessibility Services Final Exam booking deadline as a standing item on the Academic Schedule and Important Dates**.**

Goal – **Duty to Inquire**
Integrate the duty to inquire into University practices for both students and employees by ensuring that faculty, supervisors, and decision-makers are 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 Accessibility Services (for students) and Human Resources (for employees) will promote fairness, inclusion, and compliance with human rights obligations.
Action – **Duty to Inquire**
- 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 clear referral pathways to the Centre for Accessibility Services (for students) and Human Resources (for employees);
- Integrate inquiry prompts into procedural checklists and decision-making frameworks;
- Monitoring implementation to ensure inquiries lead to supportive responses rather than punitive outcomes.

Priority Eight|

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

Goal – **Academic Concession Policy and Procedure**
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 – **Academic Concession Policy and Procedure**
- Form a drafting committee to develop the policy and procedure.
- Adhere to the framework outlined in Policy B.102, Policy Development and Management.
- Facilitate meaningful cross-university engagement by allowing adequate time for consultation, ensuring comprehensive communication and incorporation feedback from all stakeholders.

Goal – **Employee Accommodation Policy**
Capilano University will establish an Employee Accommodation Policy and Procedure to formally recognize and address its duty to accommodate its employees.
Actions – **Employee Accommodation Policy**
- Form a drafting committee to develop the policy.
- Adhere to the framework outlined in Policy B.102, Policy Development and Management.
- Facilitate meaningful cross-university engagement by allowing adequate time for consultation, ensuring comprehensive communication and incorporation feedback from all stakeholders.

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

Appendices

Appendix 1: How to Determine if a Document is Accessible

Creating accessible documents ensures that all individuals, including those using assistive technologies, can interact with and understand the content. This guide provides key steps to check accessibility in Word documents and portable document formats.

Accessible Word Documents

An accessible Word document should meet these key criteria:

1. **Readable by Screen Readers**: Text is visible to screen reader, for example, no text boxes.
2. **Navigable Headings**: Section headings use built-in styles.
3. **Alternative Text**: Images and graphics have descriptive Alt Text.
4. **Structured Tables**: Use tables, not tabs, to create structured data.

Testing for Accessibility

1. Readable (for Screen Readers)

Ensure the text in your document is accessible by avoiding text boxes, as they are hidden from screen readers. Stick to inline text formatting.

2. Navigable (Heading Styles)

Proper headings improve navigation for users with screen readers. Assign heading styles, for example, Heading 1, Heading 2) to section titles using the toolbar or keyboard shortcuts.

Quick Tip:

- Select the section title.
- Press **Ctrl + Alt + 1** for Heading 1, **Ctrl + Alt + 2** for Heading 2, etc.

3. Alternative Text for Images

Screen readers identify images as "graphic" unless Alt Text is provided. Alt Text describes the image's meaning or function in one or two sentences.

Quick Tip:

- Right-click on the image and select **Alt Text**.
- Add a concise description.

4. Structured Tables

Do not use tabs to create columns, as they confuse screen readers. Instead, use the table function to organize data and include column headers for better navigation.

Quick Tip:

- Select the text you want to format into columns.
- Go to **Insert > Table > Convert Text to Table**.
- To remove visible borders: **Right-click > Borders and Shading > None**.

Using the Built-in Accessibility Checker

Microsoft Word includes an automated accessibility checker starting in the 2010 version.

- **To use it**: Go to **Review > Check Accessibility**.

While helpful, this tool is not foolproof and should be supplemented by knowledge of accessible content creation.

Accessible Portable Document Formats

Converting Word documents to portable document formats often introduces accessibility issues. Ensure your portable document format follows these standards:

1. **Tagged for Reading Order**: All text and images are tagged for proper reading flow.
2. **Alt Text for Graphics**: Images include Alt Text from the source document.
3. **Logical Navigation**: Use headings and bookmarks to provide easy navigation.
4. **Scanned Documents**: If your portable document format contains scanned content, ensure it has been converted to readable text via Optical Character Recognition (OCR).

Quick Tip: Use Adobe Acrobat Pro's built-in accessibility checker:

- **Go to**: Tools > Accessibility > Full Check.

Font and Layout Standards for Accessibility

- **Font Type**: Use sans-serif fonts like Arial or Calibri.
- **Font Size**: Minimum 12-point for body text, 14-point for accessibility needs.
- **Text Alignment**: Use left-aligned text; avoid justified text.
- **Contrast**: Ensure a high contrast ratio, for example, black text on a white background.
- **Spacing**: Use at least 1.5x line spacing and extra space between paragraphs.

Summary of Best Practices

- Use built-in tools for headings, lists, and tables.
- Add Alt Text to all images.
- Test your document with accessibility checkers but verify manually.
- Ensure logical structure and proper font usage for readability.
  By following these guidelines, you can create documents that are usable and inclusive for everyone.

Appendix 2: Event Planning

1. Pre-Event Planning

- **Event Accessibility Checklist:** Under the direction of the Accessible CapU Committee a checklist will be developed to guide planners in considering accessibility at every stage (e.g., venue selection, registration, communication)
- **Invitation to Share Needs:** Include the established CapU statement in all event materials such as invitations and registration forms to invite attendees to share their access needs.
- **Access Budgeting:** Allocate resources for accommodation, for example, ASL interpreters, captioning, physical adjustments.

2. Communication and Promotion

- **Inclusive Language:** Use accessible and inclusive language in all event communications.

- **Accessible Formats:** Ensure materials (flyers, emails, online content) are available in accessible formats, for example, screen-reader friendly portable document formats, and large print.
- **Clear Contact Information:** Provide a dedicated contact for accessibility-related inquiries.

3. Venue and Virtual Setup
- **Physical Accessibility:** Choose venues with accessible entrances, elevators, washrooms, and seating options.
- **Virtual Accessibility:** Ensure online platforms support captioning, screen readers, and other assistive technologies.

4. On-the-Day Accessibility
- **On-Site Assistance:** Have staff or volunteers trained in accessibility available to support attendees.
- **Signage:** Provide clear, accessible signage for wayfinding.
- **Testing:** Test all AV equipment and accommodation, for example captions and microphones in advance.

5. Post-Event Follow-Up
- **Feedback Collection:** Include questions on accessibility in post-event surveys to gather insights for improvement.
- **Continuous Improvement:** Use feedback to refine future practices and guidelines.

Suggested Guideline Language for Inviting and Responding to Access Needs

Invitations and Registration

"Capilano University is committed to hosting inclusive and accessible events. If you require accommodation to participate, please let us know by [insert date]. You can share your access needs during registration or contact us at [insert email/phone]."

Event Communication

"All event materials are available in accessible formats upon request. Please contact [insert contact information] to request alternative formats or other accommodations."

Accessibility Support Contact

"If you have questions about the accessibility of this event or need assistance, please contact [insert name and title] at [insert email/phone]. We are here to help ensure your experience is enjoyable and accessible."

Post-Event Feedback

"We value your feedback on the accessibility of our events. Please share your thoughts or suggestions by completing our post-event survey or contacting [insert contact information]."

Implementation Recommendations
- Locate documents with these guidelines to the Accessible CapU Hub.
- Host training sessions for staff and instructors on inclusive event practices.
- Pilot these practices at key university events and refine based on feedback.

Appendix 3: Centralized Student Service Appointment Booking

Capilano University will centralize these student services into one appointment booking page to improve accessibility and simplify scheduling for students.

1. Academic Advising
   - Provides guidance on course selection, program requirements, and academic planning to support student success.
2. Career Development Centre
   - Offers resources and support for career exploration, job search strategies, resume building, and interview preparation.
3. Counselling Services
   - Provides confidential personal counselling to assist students with mental health concerns, stress management, and personal development.
4. Accessibility Services
   - Supports students with disabilities by coordinating academic accommodation and related support services to ensure equitable access to education.
5. Financial Aid and Awards
   - Assists students in navigating financial support options, including scholarships, bursaries, and student loans.
6. International Student Services
   - Offers support tailored to international students, including visa guidance, cultural adjustment assistance, and integration resources.
7. Indigenous Student Services
   - Provides culturally relevant support and resources for Indigenous students to foster academic success and community connection.
8. Health Services
   - Offers on-campus health consultations, wellness resources, and referrals to support student health and well-being.
9. Library Services
   - Provides research assistance, information literacy instruction, and access to academic resources to support student learning.
10. Writing Centre
    - Offers support for writing assignments, including brainstorming, drafting, and revising, to enhance students' academic writing skills.
11. Learning Strategies
    - Supports students in developing essential skills such as time management, study strategies, note-taking, and exam preparation to improve academic performance.
12. Math Learning Centre
    - Provides tutoring and resources to help students build confidence and skills in mathematics, from foundational to advanced levels.

Appendix 4: Parking Services

Subject: Accessibility Improvements for Parking Services

Dear [Parking Services Contact],

I am reaching out to request a review of current parking equipment to address accessibility concerns that have been raised. Specifically:

1. **Keyboards with Faded or Difficult-to-Read Keys**: Users have reported challenges with keyboards where the keys are worn or difficult to read. Replacing these keyboards with accessible, high-contrast, or backlit options would improve usability for all, particularly for individuals with visual impairments.

2. **Screens affected by Sunlight**: Some screens are difficult to read due to glare or direct sunlight. Adding sunscreens, anti-glare treatments, or providing shading for these devices would enhance visibility and accessibility.

   These adjustments would align with Capilano University's commitment to creating an accessible and inclusive environment for users. I appreciate your attention to these matters and would be happy to discuss further or provide additional feedback as needed.

   Thank you for your consideration.

   Best regards,

   [Your Name]

   Accessible CapU

_____

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Capilano University