



Multi-Year Accessibility Plan

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In 2005, Ontario introduced the Accessibility for Ontarians with Disabilities Act (AODA) so all Ontarians can benefit from services, programs, and employment. The goal of the AODA is to make Ontario completely accessible at all levels of government, private sectors, and non-profits by 2025.

As an educational organization, the intention of the AODA is important to Queen's College of Business, Technology and Public Safety hereafter referred to as "Queen's College" or "the College."

The College strongly believes education should be accessible to all individuals, and any barriers that could challenge this goal should be eliminated. The College has developed the current plan to be worked on over the next three years as per the requirements under the AODA and to set up the foundations for accessibility in the coming years.

Queen's College is proud to collaborate with its employees, students, and third parties to ensure that all can access and utilize the College to its full potential. This includes actively reviewing and improving its policies, protocols, and procedures. Changes to the College's plan will be updated on an annual basis.

Queen's College is committed to making its services, academic programs, and employment opportunities accessible to all. The College has made it its goal to ensure the College community members have equal access to its services and can actively participate with dignity and independence.

1. Background & Highlights

As of the Fall 2022 term, Queen's College has implemented the following actions:

1.1. Customer Service

In response to the COVID-19 lockdown in 2020, Queen's College was challenged to provide programs to its students without significantly hindering the delivery quality. As a result, Queen's College developed an alternative hybrid educational model with accessibility in mind.

The hybrid educational model allows students to attend classes in person or online. After the lockdown, this hybrid model has remained an option for students and is part of our accessibility procedures. Evidence of this achievement is our Remote Learning Policy, attached as Appendix A.

To maintain this hybrid educational model, the College has invested in equipment and continuously provides training and assistance to the faculty in teaching at a high level.



1.2. Information and Communications

Queen's College is devoted to meeting the communication needs of people with disabilities.

The College may provide information and documents such as student records, education/training resources and materials in alternative formats upon request. This extends to the public information about Queen's College policies, services, and facilities.

The College has updated its main website with the accessible low and high contrast feature that complies with the World Wide Consortium Content Accessibility Guidelines (WCAG 2.0) Level AA.

The College also provides faculty and students with multiple communication channels to provide feedback, such as email, telephone, and on-campus assistance. In response to the feedback, the College provides technical and personal support upon request, ensuring accessibility and quality delivery are met.

1.3. Training

In the summer of 2022, Queen's College began a training program on accessibility. The first trainees –in line with the trainers' principles- were department managers involved in academic delivery procedures. In collaboration with Quality Matters, an external third party dedicated to developing accessibility best practices, they are now certified in Addressing Accessibility and Usability in our course materials (AAU).

In addition, the manager in charge of Technology and Education completed their AODA training in Workplace Well-Being in 2021 and, via LinkedIn Learning, completed their Foundation of Accessible E-Learning course in 2022.

Certifications are available upon request.

2. Queen's College Multi-Year Plan (2022-2025)

The following plan follows the standards of the Integrated Accessibility Standards Regulation (IASR).

Customer Service Standards (IASR Part IV. 2)	Deliverables	Completed/To Complete as of
s. 80.46. Policies, practices, procedures	- Establish AODA Queen's College policy.	Completed
	- Include the AODA commitment statement.	Completed
	- Post the AODA policy on Queen's College website page.	Completed
	- Update on the multi-year plan on an annual basis.	Ongoing
s. 80.47. Use of service animals and support persons	- Include a section on support animals, persons, and devices in the Queen's College AODA policy.	Completed
s. 80.48. Notice of temporary disruptions	- Include a section on notices of temporary disruptions in the Queen's College AODA policy.	Completed
s. 80.49. Training for Staff	- Include a section on training in the Queen's College AODA policy.	Completed
	- Develop a training policy for current and new employees in accessibility awareness.	Completed
	- Develop a training plan for staff and instructors.	December 2022
	- Develop and maintain a record of training (dates and individuals).	Ongoing
s. 80.50. Feedback process	- Include a feedback process in the Queen's College AODA policy.	Completed
s. 80.51. & 80.52. Notice of availability of documents & Format of Documents	- Include the availability of alternative document formats in the Queen's College website and the AODA policy.	Completed
	- Have readily accessible convertible documents for student records, program information, and education and training resources.	Ongoing, upon request

Information & Communication Standards (IASR Part II)	Deliverables	Completed/To Complete as of
s. 11. Accessible Feedback Process	- Establish and maintain processes to receive feedback (email, in person, etc.).	Ongoing
	- Notify the public about the availability of accessible formats and communication.	Completed
	- Notify the public of the availability of accessible formats and communication supports (on Queen's College website).	December 2022
s. 13. Emergency and public safety information	- Prepare personalized emergency procedures upon request.	Ongoing
	- Notify the public of emergency procedures' alternative formats upon request.	Completed
	- Present a readily accessible format of the College's emergency procedures upon request.	Ongoing
s. 14. Internet Websites and Web Content	- Ensure website and content conforms with World Wide Consortium Content Accessibility Guidelines (WCAG 2.0) Level AA (low and high contrast accessible option).	Completed
s. 15. Education & training resources and materials, etc.	- Develop a three-year roll-out plan for adapting available educational and training resources (alternative and accessible format).	Plan ready by May 2023
	- Provide student records in an accessible format upon request.	Ongoing, upon request
	- Programs information must have a readily convertible accessible version available.	May 2023
s. 16. Training to Educators	- Develop a roll-out training plan for current and new employees in accessibility awareness and the Ontario Human Rights Code.	December 2022
	- Develop and maintain a record of training (dates and individuals).	Ongoing
	- Develop a training policy on AODA and related topics.	Completed
s. 17. Producers of educational or training material	- Any educational and training materials in a print-based format have a readily convertible version available.	Ongoing, upon request
	- Update key program educational tools to be accessible by default (example in Appendix B) on a roll-out basis.	Ongoing, to be completed in December 2025
s. 18. & s. 19. Libraries of Educational and Training Institutions	- Libraries of educational or training materials will have accessible versions readily available (E-books & printed copies), if available, from the corresponding publishers.	Ongoing, upon request

References

Ontario Human Rights Code, R.S.O. 1990

Accessibility for Ontarians with Disabilities Act (AODA) 2005

Integrated Accessibility Standards (Ontario Regulation 191/1)

Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11

World Wide Consortium Content Accessibility Guidelines

QM Rubrics & Standards - Quality Matters

Appendix A

Remote Learning Policy

Appendix B

Making our Courses Accessible