

**Sheridan College**  
**AODA Multi-Year Accessibility Plan**  
**2023-2025**

## **Acknowledgement**

We would like to acknowledge that the land on which we gather has been and still is the traditional territory of several Indigenous nations, including the Anishinaabe, the Haudenosaunee Confederacy, the Wendat, the Métis, and the Mississaugas of the Credit First Nation. Since time immemorial, numerous Indigenous nations and Indigenous peoples have lived and passed through this territory.

We recognize this territory is covered by the Dish with One Spoon treaty and the Two Row Wampum treaty which emphasizes the importance of joint stewardship, peace, and respectful relationships.

Sheridan College affirms it is our collective responsibility to honour and respect those who have gone before us, those who are here, and those who have yet to come. We are grateful for the opportunity to be working and living on this land.

## **Accessibility at Sheridan College**

In 2005, the province of Ontario enacted the *Accessibility for Ontarians with Disabilities Act* (“AODA”). This legislation mandated accessibility standards in 5 areas:

- 1) customer service
- 2) information and communication
- 3) employment
- 4) the built environment, and
- 5) transportation.

These standards are being phased in and are intended to ensure a fully accessible province by 2025. Since the enactment of the AODA in 2005, the five standards have been harmonized under the Integrated Accessibility Standards Regulation (IASR).

## **AODA Multi-Year Accessibility Plan (MYAP)**

In 2022, Sheridan College took steps to assess our status in meeting provincial accessibility standards and legislation and to determine how to further strengthen a culture of inclusion and belonging in our community. The College recognized that in 2017 the Ontario Government began a process to propose Accessibility Standards for the K-12 education system and for the post-secondary education system. While the Education Standard for the post-secondary education system is not currently in place, the Education Standards Committee members have recommended 9 areas of focus. These nine main categories of barriers are general overarching barriers; attitudes, behaviours, perceptions, and assumptions; awareness and training; assessment, curriculum and instruction; digital learning and technology; organizational barriers; social realms; physical and architectural barriers and financial barriers. Sheridan College has taken these areas of focus into consideration in this renewed approach to accessibility. This plan will guide us as we build capacity to foster an environment that supports diversity and facilitates the success of everyone in our community.

The AODA obligations are far-reaching, with varying levels of responsibility across the College. As such, the College has taken a strategic approach to implementation. At Sheridan, we continue to be committed to making accessibility throughout the organization a reality. All employees of the College have a role to play in fostering an accessible and inclusive work and learning environment. Therefore, this multi-year plan anticipates the forthcoming new accessibility standards for Post-Secondary Education and its 9 areas of focus.

The multi-year plan is a fluid document and framework. By leveraging the recommendations within the AODA's Postsecondary Education Standards Final Recommendations Report, the College has prioritized objectives and activities looking forward. In this regard, the plan reaches five years into the future and as such, the specificity of the plan may decrease as the plan moves forward. This will allow for the addition of emerging activities and the inclusion of new requirements over time.

Accomplishments and progress to date can be found on [the Accessibility webpage](#).

For any questions or concerns, please contact the Centre for Equity and Inclusion.

Email: [equity@sheridancollege.ca](mailto:equity@sheridancollege.ca)

Mailing Address: Centre for Equity, and Inclusion, 4180 Duke of York Blvd., Suite A402. Mississauga, Ontario L5B 0G5

## AODA Sheridan College Committee Members

The College AODA Committee is comprised of both employees and students. Members work collectively as a team to address and identify the accessibility needs of the College and make recommendations for the removal and prevention of barriers.

### AODA, IASR (O. Reg. 191/11)

Year 1: 2023				
Theme	Deliverables	Activities	Responsibility	Status
<b>Planning and General Requirements</b>	<p>Develop a Multi-Year Accessibility Plan (MYAP)</p> <p>Continue to monitor commitment to meet and excel in fostering an accessible and inclusive learning environment</p>	<ul style="list-style-type: none"> <li>Partner with third-party to develop multi-year accessibility plan</li> <li>Communicate plan to college community</li> <li>Post MYAP on public website</li> <li>Prepare to develop a plan to conduct an environmental scan of the areas where the AODA requirements have been implemented and assess for further opportunities for enhancement (AODA general requirements environmental scan shall be referred to as AGRES)</li> </ul>	<p><b>Centre for Equity and Inclusion</b></p> <p><b>ACSA Committee Members</b></p> <p><b>Student groups or SSU to promote focus groups</b></p>	<b>March 2024</b>
<b>Accountability</b>	Report on AODA compliance activities	<ul style="list-style-type: none"> <li>Submit AODA Compliance Report on or before December 31<sup>st</sup>, 2023</li> <li>Make available Compliance Report on Sheridan website</li> <li>Prepare and make available on website Sheridan AODA Status Report</li> </ul>	<p><b>Centre for Equity and Inclusion</b></p> <p><b>Vice President, Inclusive Communities</b></p>	<b>Complete</b>
<b>Education and Training</b>	Provide training to all employees, volunteers, contractors	<ul style="list-style-type: none"> <li>Maintain training records</li> <li>Continue to monitor relevance of training material on an annual basis</li> <li>Continue to provide training and resources on developing accessible documents to all faculty</li> <li>Assess faculty needs/skills to build upon and enhance existing professional learning resources and</li> </ul>	<p><b>Centre for Equity and Inclusion</b></p> <p><b>Centre for People and Organizational Development (CPOD)</b></p>	<b>Ongoing</b>

Year 1: 2023				
Theme	Deliverables	Activities	Responsibility	Status
		<p>opportunities for faculty to support and develop an inclusive and accessible pedagogy</p> <ul style="list-style-type: none"> <li>Explore and discuss the idea of a UDL framework for the college.</li> </ul>	<b>SPARK</b>	
<b>Built Environment Accessibility Improvements</b>	Maintain commitment to fostering accessible and inclusive built spaces,	<ul style="list-style-type: none"> <li>Undertake an internal and external review of all physical spaces, including sensory aspects of spaces (including common spaces, event spaces, learning spaces)</li> <li>Undertake reviews of virtual spaces and environments (eg. the Sheridan Website, SLATE, etc.)</li> <li>Continue to refer to the Brock University Facility Accessibility Standards (2014) document and adopt the OCAD University Facility Accessibility Design Standards (FADS) as a guide to identifying barriers in built environment spaces</li> </ul>	<p><b>Facilities</b></p> <p><b>Facilities Accessibility Committee</b></p> <p><b>Entities in charge of virtual spaces at Sheridan- webmasters, etc.</b></p>	<b>Ongoing</b>

Year 2: 2024				
Theme	Deliverables	Activities	Responsibility	Status
<b>Planning and General Requirements</b>	<p>Approval of MYAP</p> <p>Monitor progress of the AODA Post-Secondary Standards</p> <p>Develop a strategy to build awareness of and increase</p>	<ul style="list-style-type: none"> <li>MYAP to be discussed at AODA Committee and approval of plan to happen no later than September 2024</li> <li>Complete impact assessment for meeting new accessibility standards and determine opportunities for advanced implementation that aligns with College's accessibility commitment</li> </ul>	<p><b>Centre for Equity and Inclusion</b></p> <p><b>ACSA Committee Members</b></p>	

**Year 2: 2024**

<b>Theme</b>	<b>Deliverables</b>	<b>Activities</b>	<b>Responsibility</b>	<b>Status</b>
	feedback on Sheridan College's commitment to accessibility and inclusion	<ul style="list-style-type: none"> <li>Enhance communication and outreach strategies to promote annual student and employee focus groups, to encourage feedback on accessibility and inclusion across all functions and departments of the College. Commit to host 2 focus groups to receive feedback on College's accessibility and inclusive practices</li> <li>Prepare to launch AGRES</li> </ul>		
<b>Accountability</b>	Report on College's accessibility achievements	<ul style="list-style-type: none"> <li>Prepare and make available on website, Sheridan AODA Status Report. Report to include all achievements to increase accessibility that align with the College's commitment to inclusion, challenges, and any barriers to implementation along with next steps for upcoming year</li> <li>Status report to include any AGRES identified opportunities for enhancement to increase accessibility and inclusion</li> <li>Update all training records</li> </ul>	<b>Centre for Equity and Inclusion</b>  <b>ACSA Committee Members</b>	
<b>Education and Training</b>	Continue to improve College climate related to accessibility through maintenance of training requirements to raise awareness  Plan to create a college-wide UDL framework	<ul style="list-style-type: none"> <li>Continue AODA training for new hires</li> <li>Plan to prepare for the development of a UDL framework for the College to strengthen faculty adoption of UDL across both curriculum development and delivery</li> <li>Develop training and resources on UDL to all faculty and adopt <a href="https://www.cast.org/impact/universal-design-for-learning-udl">https://www.cast.org/impact/universal-design-for-learning-udl</a> as a primary resource for faculty</li> </ul>	<b>Center for Equity and Inclusion</b>  <b>SPARK</b>	
<b>Built Environment Accessibility Improvements</b>	Continue to meet requirements for accessible and inclusive built spaces	<ul style="list-style-type: none"> <li>Establish a process to integrate accessibility into the design phase of new and retrofit projects</li> <li>Audit and assess formal and informal learning spaces across the College, and develop a multi-year plan to implement cost-effective enhancements</li> </ul>	<b>Centre for Equity and Inclusion</b>  <b>Facilities</b>  <b>Facilities Accessibility Committee</b>	

Year 2: 2024				
Theme	Deliverables	Activities	Responsibility	Status
		<ul style="list-style-type: none"> <li>Establish a working group to undertake an assessment of the College's wayfinding system to identify any gaps</li> </ul>		

Year 3: 2025				
Theme	Deliverables	Activities	Responsibility	Status
<b>Planning and General Requirements</b>	Report on AGRES	<ul style="list-style-type: none"> <li>Develop a report on the AGRES and communicate to college community</li> </ul>	<b>Centre for Equity and Inclusion</b>  <b>ACSA Committee Members</b>	
<b>Accountability</b>	Report on College's accessibility achievements to meet Province's Accessible Ontario 2025  Develop new Multi-Year Accessibility Plan (MYAP)	<ul style="list-style-type: none"> <li>Launch an AODA Summary Report celebrating all the achievements to meet and exceed the province's Accessible Ontario 2025 in the College sector</li> <li>Establish a team to develop a new Multi-Year Accessibility Plan</li> <li>Continue to engage members of the College community to ensure MYAP is informed by a diverse range of lived experiences of people with disabilities</li> </ul>	<b>Centre for Equity and Inclusion</b>  <b>ACSA Committee Members</b>	
<b>Education and Training</b>	Evaluate the deployment of the UDL framework	<ul style="list-style-type: none"> <li>Continue to explore the implementation of a UDL framework</li> </ul>	<b>Centre for Equity and Inclusion</b>  <b>SPARK</b>	

Year 3: 2025				
Theme	Deliverables	Activities	Responsibility	Status
		<ul style="list-style-type: none"> <li>Develop a plan to foster partnerships with and among faculty to continue to create a community of excellence in teaching and learning</li> </ul>		
<b>Physical Accessibility Improvements</b>	Maintain investment in capital projects	<ul style="list-style-type: none"> <li>Implement a comprehensive accessibility improvement plan with regular audits and upgrades to enhance accessibility and inclusion</li> <li>Formalize a process to include AODA compliance in capital projects</li> </ul>	<b>Facilities</b>  <b>Facilities Accessibility Committee</b>	