

The Saskatoon Theological Union (STU)

St. Andrew's College (SAC)

Lutheran Theological Seminary, Saskatoon (LTS)

The College of Emmanuel & St. Chad (ESC)

Accessibility Checklist

This checklist aligns with current legislative and policy frameworks under the Government of Saskatchewan Accessibility Act 2024-27. The following Accessibility checklist is intended as a tool to identify, evaluate and support the removal of accessibility and attitudinal barriers. Guided by compassion, respect, and dignity for all, this document serves not only as a compliance tool but as a living framework for accessibility advancement, ensuring that access and belonging remain central to the mission of the STU and to the broader goal of an inclusive Saskatchewan.

You can locate the Governments Plan at the following link: [Government of Saskatchewan Accessibility Plan 2024-2027 | Accessibility Legislation for Saskatchewan](#)

Please note:

With Saskatchewan's accessibility plan the intent is to address accessibility barriers both physical and attitudinal. The government of Saskatchewan has seven primary goals related to the addressing accessibility in Saskatchewan. The intent of the accessibility approach for organizations is to identify, remove and prevent accessibility barriers both physical and attitudinal for individuals that work at or access facilities, programs and services.

It does not replace official building code requirements, professional accessibility audits, or legal obligations under the Act, its regulations, the Saskatchewan Human Rights Code or other applicable statutes.

Intentionality of the Checklist

The checklist reflects an improvement-process-based approach with the understanding that many accessibility barriers cannot be completely removed in the short term. The province recognizes that “progress will be ongoing”.

Organizations should consult persons that are faced with physical and attitudinal barriers, maintain a publicly available accessibility plan, report progress annually, and update this plan at intervals (e.g., every three years).

While accessibility is a key part for improving the lives of all citizens, please note the building age, occupancy classification, renovations, funding constraints, and safety/heritage considerations. While acknowledging the heritage of St. Andrew’s College with construction finalized in and around 1922, the historical elements may affect timing and scope of potential implementation for increased accessibility.

Checklist for Accessibility

This comprehensive checklist is designed to assist in evaluating the accessibility at St. Andrew's College and within the STU. The checklist is in alignment with Saskatchewan’s Building Standards, the National Building Code (2020), and the Accessible Saskatchewan Act (2023).

People completing the checklist should mark each criterion as ✓ / ✗ / N/A and provide notes where barriers or recommendations are identified. Ensuring consultation with people impacted by accessibility and attitudinal barriers.

The checklist is designed using the underpinnings of the Government of Saskatchewan Accessibility Act 2024-27 as a guide as well as guided by the Government of Canada Accessibility Standards.

The Saskatoon Theological Union (STU) is committed to identifying, removing and preventing accessibility barriers that would hinder full and equal participation in higher education of any person, addressing physical, technological, organizational/systemic, attitudinal, informational and

communications.

This Accessibility Checklist has been developed in alignment with the guiding principles of the *Accessible Saskatchewan Act* and the *Canadian Accessibility Strategy*. These frameworks share a collective vision of a barrier-free Canada, one that values dignity, inclusion, and independence for all individuals.

The *Accessible Saskatchewan Act* recognizes accessibility as a shared responsibility that evolves through progressive realization, consultation, and continuous improvement. Similarly, the *Canadian Accessibility Strategy* emphasizes proactive design, equity, and collaboration as key pathways toward full participation in society.

Through this checklist, STU reaffirms its commitment to fostering an inclusive and accessible environment for students, faculty, staff, and visitors. While recognizing the unique heritage and architectural significance of its 1922 building, the STU shall strive to identify, remove, and prevent barriers wherever possible.

Guided by compassion, respect, and dignity for all, this document serves not only as a compliance tool but as a living framework for accessibility advancement, ensuring that access and belonging remain central to the mission of STU and to the broader goal of an inclusive Saskatchewan.

1. Physical

A. Site / Exterior & Approach

Suggestions:

The government of Canada produces accessibility standards for site planning. Available here:

[5. Site planning - Accessibility Standards Canada](#)

Gentle Grade Pathway: Replace stairs or steep approaches with a curved, landscaped ramp using stone that matches the façade. Include handrails, and regular maintenance to keep surfaces safe and cleared of debris.

Clear signage for accessible entrances, and accessible parking. If there is 1-50 spaces there should be

1 accessible stall, if there are 51-100 spaces, there should be 2 accessible stalls, if there are 101-150 spaces there should be 3 accessible stalls

Automatic Door Operators: Install wireless or push-plate openers using low-impact, reversible mounting methods to preserve heritage door frames.

Temporary or portable ramps can be used for accessibility where applicable.

Item	Requirement	✓ / X / N/A	Notes
Accessible Parking	Adequate number, width, signage, near entrance, and signage at other entrances for notification.		
Curb Ramps	Slope \leq 1:12, tactile warnings, no abrupt edges		
Pathways	Firm, non-slip, min width 1100 mm, obstacle-free		
Exterior Ramps	Slope \leq 1:12, handrails, edge protection		
Main Entrance	Auto opener, level landing, threshold \leq 13 mm		
Lighting	Adequate illumination, no glare, marked edges		

B. Entrance / Lobby / Reception

Item	Requirement	✓ / ✗ / N/A	Notes
Lobby	Turning radius \geq 1500 mm, clear floor space		
Doors	Clear width \geq 810 mm, lever handles, low force		
Reception Counter	Accessible height 860–920 mm, knee clearance		
Floor Surfaces	Non-slip, beveled thresholds tapered to increase accessibility, and to eliminate tripping hazards		
Seating Area	Armrests, wheelchair space, mixed heights		
Tactile signage	for washroom doors, office doors and elevators, stairwells, emergency exits (raised letters & braille) next to the latch side of the door. The provincial guide: “if used for a door, be mounted on the wall beside the latch edge of the door.		

C. Accessibility to different floors

Item	Requirement	✓ / ✗ / N/A	Notes
Elevator	Accessible controls ≤ 1200 mm, audible/visual signals		
Stairways	Continuous handrails both sides, contrasting nosing		
Interior Ramps	Slope ≤ 1:12, handrails, landings every 9 m		

D. Corridors / Paths of Travel, Hallways

Item	Requirement	✓ / ✗ / N/A	Notes
Corridor Width	Min clear width 1100 mm		
Turning Space	Passing spaces every 30 m, 1500 mm diameter		
Door Approaches	Clearance on latch/hinge sides, no obstructions		

E. Washrooms / Toilets

Can convert storage spaces into unisex accessible washrooms, if accessible spaces are difficult to renovate. Following accessibility guidelines in the Accessibility Standards Canada, washroom fixture dimensions that are based on CSA B651-18 / NBC 2020 – Saskatchewan Plan requires barrier-free access but does not list all dimensions. [7. Sanitary facilities - Accessibility Standards Canada](#)

Item	Requirement	✓ / ✗ / N/A	Notes
Accessible	Stall Grab bars, out-swing door, toilet height 450–500 mm		
Sink	Knee clearance 760 mm, lever or sensor faucet		
Accessories	Soap/towel/dryer ≤ 1200 mm high		
Signage	Tactile/Braille, high contrast		

F. Other Rooms / Facilities

Item	Requirement	✓ / ✗ / N/A	Notes
Meeting Rooms	Accessible route, table clearance, seating options		
Classrooms / Offices	Work surfaces 710–860 mm, reach range compliance		
Kitchen / Break Room	Counter ≤ 860 mm, accessible appliances		

Storage / Supply Reach range \leq 1200
mm, clear paths

G. Controls, Switches, Devices

Item	Requirement	✓ / ✗ / N/A	Notes
Light Switches	Mounted 900–1200 mm above floor		
Door Hardware	Lever type, operable with one hand		
Elevator Controls	Braille/tactile markings, audible feedback		
Alarm Systems	Visual strobes, audible signals, tactile signage		

H. Lighting / Acoustics / Sensory

Item	Requirement	✓ / ✗ / N/A	Notes
Lighting Levels	Uniform, adequate illumination, no glare		
Colour Contrast	30 LRV difference at edges, doors, stairs		
Acoustics	Sound absorption to minimize echo		

Visual Alarms Installed in
 washrooms and
 hallways

I. Emergency Egress / Fire Safety

Item	Requirement	✓ / ✗ / N/A	Notes
Egress Routes	Accessible exits, clear of obstacles		
Exit Signage	High contrast, illuminated, tactile/Braille		
Fire Alarm Pulls	Mounted ≤ 1200 mm height		
Emergency Lighting	Operational backup lighting on egress route		

J. Maintenance / Operations / Policy

Item	Requirement	✓ / ✗ / N/A	Notes
Maintenance	Ramps, lifts, doors in working order		
Snow / Ice Removal	Prompt clearing of paths and parking		

Staff Training Procedures for assisting people with barriers, physical and attitudinal

Feedback Accessible complaint process, review cycle every 3–5 years

2. Technological

Technological barriers prevent people from accessing, using, or benefiting from electronic systems and digital platforms, such as websites, learning management systems, Wi-Fi networks, or assistive devices. To ensure full participation, technology must be compatible with assistive technologies, to ensure that every user, regardless of disability, or device, can access digital information, communicate online, and participate in virtual learning and campus services independently.

Item	Requirement	✓ / ✗ / N/A	Notes
Easy to read printing on signage	16mm high for wall mounted signs, contrast with dark on light or yellow on black		
Provision of meeting Web content accessible guidelines (WCAG) 2.1 Level AA with assistive	Ensures equitable access to technology to prevent barriers and		

software/hardware, support accessible
screen-reader learning
licenses, voice
recognition,
enlarged keyboards
available for
students to access.

Technology and
training support Supports students'
available needs, by having
trained personnel,
to build capacity
and awareness

Ensure learning
management Avoids inaccessible
systems, online platforms
learning platforms,
registration etc. is
supported by
assistive
technologies and
alternative formats
and /or closed
captioning.

Free Wi-F in rental spaces and common areas Not a requirement but ensures full participation while on campus

3. Organizational/Systemic

Systemic barriers are embedded in how organizations operate, such as rigid policies, unclear accommodation procedures, or a lack of accountability for accessibility outcomes. Even well-intentioned systems can produce inequitable access when processes are designed without considering diverse needs.

Item	Requirement	✓ / ✗ / N/A	Notes
Staff training, on equity, diversity, inclusion and accessibility	To build awareness, related to inclusive practices and barrier free service, to reduce exclusion		
Encourage organizational inclusive culture	Fostering a culture where strong leadership strives for inclusiveness in everyday operations		

4. Attitudinal

Attitudinal barriers are often the most deeply rooted and difficult to change. They show up when people underestimate abilities, make assumptions, or exclude others due to discomfort or misunderstanding. Training, awareness, and leadership messaging help to challenge these barriers and cultivate a culture of respect, dignity, and inclusion. Barriers that arise from negative stereotypes, misconceptions, stigma, or a lack of awareness about disability and neurodiversity.

Item	Requirement	✓ / ✗ / N/A	Notes
Include people with different abilities in decisions that involve them	Aligning with nothing about us, without us Inclusive practices that promote equity, diversity and accessibility for all		
Senior Leadership commitment to equity, diversity, inclusion and accessibility training	Endorsing and creating policy for awareness that challenges ableist views to create an inclusive culture		

Awareness and language training on diversity and different abilities	Complete regular training and/or hire qualified personnel to facilitate accessibility and accommodation requests
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5. Information

Barriers occur when information is not presented in accessible or understandable ways.

Information barriers include printed materials in small fonts, inaccessible PDFs, missing captions, or overly complex academic or administrative language. When information is not provided in multiple accessible formats, individuals are excluded from decision-making, learning, or participation.

Item	Requirement	✓ / ✗ / N/A	Notes
Signage	High contrast, tactile lettering, wayfinding markers		
Notifications and temporary barriers and disruptions	Providing timely information of any disruptions indicating alternate routes		

Accommodation and accessibility information available for students	Information should be included in course syllabus
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Information related to documents, policy, course materials, data and updates related to student life should be accessible	Students and the public should be aware of accessibility and policy information on how to access and where to locate
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6. Communication

Communication barriers arise when the means of sharing information (verbal, visual, written, or digital) are not inclusive, such as not providing interpreters, captioning, or assistive listening devices. They can also occur when staff are not trained in accessible communication practices. Barriers that prevent effective two-way exchange of information between individuals, groups, or institutions.

Item	Requirement	✓ / ✗ / N/A	Notes
Communication Support	Communication supports, such as		

sign language,
interpretation,
speech to text,
assistive listening
devices etc.
available upon
request

Information should
be available in
multiple formats

Written and spoken
communication
should be presented
in alternative
formats with
availability for
large print, audio,
closed captioned
electronic, and
plain text versions
etc. upon request

Inclusive language

Written and spoken
communication
uses respectful,
person first and or
identity affirming
language, avoiding
deficit framing,
ableist terminology

Plain language

Key information
should be clear, and
policies, emails,

signage
announcements are
easy to understand,
with plain easy to
read language

References

Accessible Saskatchewan Act, S.S. 2023, c. A-3.002.

Government of Saskatchewan. (2023). *The Accessible Saskatchewan Act: Summary of Bill*.

Canadian Standards Association (CSA). (2018). *CSA B651-18: Accessible Design for the Built Environment*. Toronto, ON: CSA Group.

Canadian Standards Association. (Draft, 2023). *CSA/ASC B652: Cognitive Accessibility Standard (Public Review Draft)*. Toronto, ON: CSA Group.

Employment and Social Development Canada. (2022). *Disability Inclusion Action Plan*. Ottawa, ON.

Government of Canada. (2019). *Accessible Canada Act (An Act to ensure a barrier-free Canada)*.

Government of Saskatchewan. (2024). *Accessibility Plan 2024–2027*. Regina, SK.

World Wide Web Consortium (W3C). (2023). *Web Content Accessibility Guidelines (WCAG) 2.2*.