



**St. Andrew's College**



**LUTHERAN**  
theological seminary  
**SASKATOON**



**saskatoon  
theological  
union**

# **Accessibility and Accommodations Plan**

November 2025

To be reviewed every three years

## **1.0 Purpose**

In keeping with the *Saskatchewan Human Rights Code*, the *Canadian Human Rights Act*, and the *Accessible Canada Act*, St. Andrew's College (SAC), Lutheran Theological Seminary, Saskatoon (LTS) and the College of Emmanuel & St. Chad (ESC) recognize the duty to create an environment where all learners can participate equitably. Herein, St. Andrew's College (SAC), Lutheran Theological Seminary Saskatoon (LTS), and the College of Emmanuel & St. Chad (ESC) shall collectively be referred to as the Saskatoon Theological Union (STU).

The STU affirms their commitment to providing an inclusive, accessible, equitable, and barrier-free learning environment. Rooted in their mission of compassion, hope, and Christian leadership, the STU will provide reasonable accommodations to ensure full participation of all learners. In accordance with applicable human rights legislation and guided by a strength-based approach, the STU will support students engaged in theological

education and those preparing for ordination through inclusive educational practices that advance fairness, promote equity, and respect the dignity of every human being.

The Accessible Canada Act (2019) identifies barriers as anything that prevents people from fully participating in society. For academic purposes, this policy includes individuals with a diagnosis that affects their intellectual, cognitive, and/or learning abilities, a diagnosis that impairs full mobility, and various mental health, communication, or sensory impairments, whether permanent, temporary, evident, or not, as well as intermittent or episodic conditions that affect their ability to participate in their education fully. These are identified on an individual-based assessment.

This policy affirms the STU commitment and responsibility under the Canadian Charter of Rights and Freedoms, the Canadian Human Rights Act, the Accessible Canada Act (2019), and the Saskatchewan Human Rights Code to remove barriers and provide equitable access for students, staff, faculty, and community members.

### **The Saskatchewan Human Rights Code, SS 1979, c S-24.1 (the "Code"):**

13(1) Every person and every class of persons shall enjoy the right to education in any school, college, university, or other institution or place of learning, vocational training, or apprenticeship without discrimination based on prohibited grounds other than age.

(2) Nothing in subsection (1) prevents a school, college, university or other institution or place of learning from following a restrictive policy with respect to enrolment based on sex, creed, religion or different abilities “disabilities”, where it enrolls persons of a particular sex, creed or religion exclusively, or is conducted by a religious order or society, or where it enrolls persons who are differently abled “disabled.”

Different abilities “disabilities” are recognized as prohibited grounds under the Code.

Pursuant to s. 2(1)(q) of the Code, undue hardship may include intolerable financial cost or disruption to business, having regard to the effect on:

- (i) the financial stability and profitability of the business undertaking;
- (ii) the value of existing amenities, structures, and premises as compared to the cost of providing proper amenities or physical access;
- (iii) the essence or purpose of the business undertaking; and
- (iv) the employees, customers, or clients of the business undertaking, disregarding personal preferences.

***Undue hardship does not include the cost or business inconvenience of providing washroom facilities, living quarters, or other facilities for people with physical limitations where those facilities must be provided by law.***

## 2.0 Scope

This Policy applies to:

- All students enrolled in any of the STU programs of higher learning.
- All programs, services, and academic activities that involve students enrolled in any of the STU's educational institutions of higher learning.

## 3.0 Guiding Principles

The Colleges are committed to providing an accessible higher educational experience for all students enrolled in programs. The STU will adhere to a set of guiding principles established for each College, including:

- i. Responding to all students with **dignity and respect** while ensuring that all members of the STU community are treated fairly and without discrimination.
- ii. The STU faculty, staff, and employees shall provide **equitable access** to education, services, and opportunities for all students.
- iii. The STU will engage in ongoing **barrier reduction**. Through identifying, preventing, and/or removing physical, attitudinal, systemic, and/or technological barriers where appropriate and without undue hardship.
- iv. The faculty, staff, and employees will engage in a **shared responsibility** through collaboration with students to create individualized and systemic solutions and plans.
- v. All individuals requesting accommodation(s) will be supported with **dignity, respect, and confidentiality**. The faculty, staff, and employees shall review regularly to ensure responsive and effective accessibility practices for **continuous improvement**.
- vi. The STU will provide ongoing employee awareness to increase knowledge and promote an inclusive and accepting educational environment for the students enrolled in the Colleges.

## 3.0 Definitions:

**Duty to Accommodate** means that institutions of higher education (colleges, universities, institutes) have a legal obligation to make adjustments for students (and sometimes employees, etc.) who are affected by barriers related to characteristics or “prohibited grounds” of discrimination (such as learning differently, religion, family status, etc.), in order to ensure equal access, participation, and opportunity — unless doing so would

impose **undue hardship**.

**Undue hardship** is the legal limit of the *duty to accommodate*.

Colleges, universities, and employers in Canada must provide reasonable accommodations for individuals protected under human rights legislation up to the point where doing so would cause “**undue hardship**.”

**Different Abilities (Strength-based affirming language):** As defined by the Saskatchewan Human Rights Code and Accessible Canada Act, this includes any diagnosis or condition, whether permanent, temporary, or episodic (Physical injuries, illness, Cancer, etc., Mental Illness, Neurodiversity’s: ADHD, Anxiety, PTS, Autism, etc.) that is visible or invisible.

**Barriers:** Anything—physical, systemic, attitudinal, or technological—that hinders full participation.

**Accessibility:** The design of products, devices, services, environments, and practices for people of all abilities to increase opportunities for full participation in daily activities.

**Academic or environmental accommodations** are reasonable adjustments to the learning environment, teaching practices, assessments, facilities, or digital platforms that remove barriers and support equitable participation for students. These accommodations are designed to respect dignity, independence, and inclusion, while maintaining essential academic requirements and standards.

**Web Content Accessibility Guidelines (WCAG) 2.1** are international standards that ensure websites, learning management systems, and digital resources are accessible to all users, including those with disabilities. WCAG 2.1 requires digital content to be perceivable, operable, understandable, and robust, with compliance measured at Levels A, AA, or AAA. The STU is committed to meeting WCAG 2.1 Level AA as the institutional standard for digital accessibility.

**Protected Grounds:** The individual must have a characteristic protected under human rights legislation (e.g. verified diagnosis, physical limitations, religion, etc.).

**Individualized Assessment:** Accommodations are not a “one size fits all.” The STU must assess the specific needs, limitations, and circumstances of the individual requesting the accommodation on a case-by-case basis.

## **4.0 Accessibility Standards**

The STU is committed to ensuring that the facilities, academic programs, and technological and digital resources, including course materials, online platforms, and websites, are accessible for all persons and, where applicable, meet the Web Content Accessibility Guidelines.

## **5.0 Policy Specifics**

The STU will address legal obligations bound by the Canadian Charter of Rights and Freedoms, the Canadian Human Rights Act, the Accessible Canada Act (2019), and the Saskatchewan Human Rights Code to ensure students fully enjoy their rights and freedoms to participate in a barrier-free postsecondary experience.

The STU is committed to educating faculty, staff, and students on accessibility and accommodations at the St. Andrew's College building and the Joint Public Sector of the STU. The STU remains committed to ensuring shared responsibility across the institutions.

The STU will work in collaboration with the student to ensure reasonable accommodations are provided in that the student can fully participate in a barrier-free, accessible postsecondary institution of higher education.

### **Working Plans for Accommodations:**

Ensuring that the STU meets the requirements for accessibility under the Accessibility Saskatchewan Act, the faculty, employees, and instructors will engage in a shared approach to the accommodation process between the students, the staff, and faculty of the STU.

The STU through collaboration with faculty, employees, and others, along with Christina Johnson-Quan, Doctoral Candidate, Educational Consultant, will develop a process for providing accommodation(s) for students with a diagnosis requesting accommodations.

### **Student Responsibilities:**

Once the student is enrolled, they can voluntarily disclose their diagnosis for which they need accommodations to their instructor, and or advisor.

They must provide reasonable notice of the requirements for accommodation(s) to ensure arrangements are in place.

The student must provide relevant and current documentation, such as medical reports from a certified practitioner or psycho-educational assessments, to verify and identify the need for the accommodation.

Complete required documentation. If the required documents are not provided, accommodation(s) may be provided at the instructor's discretion.

Provide reasonable notice of any change in personal circumstance, including medical prognosis, which removes the need for accommodation or requires a variation to the accommodation being provided.

Waiving the provision of accommodation(s) should be made ahead of time to their instructor or advisor.

### **Faculty Responsibilities:**

Ensure education and awareness of the accessibility and accommodations policy by informing self, staff, students, and others involved in the students' educational experience.

Provide a written section of such understandings of accommodations for students in their course outline and or syllabus.

Explore professional development related to accessibility and accommodation needs of students in higher education with a diagnosis that requires accommodation(s).

### **Strategic Planning Goals:**

Consultation, Comments, and Discussion

#### ***Strategic Priority: Student Experience***

**Goal 1:** Student participation in Town Halls held virtually.

**Goal 2:** Student accessibility committee that meets equity, diversity, and inclusion needs of the student body.

**Goal 3:** Student surveys to collect information related to:

Student experiences and perceptions of accessibility (across physical, digital, and cultural spaces).

Identifying barriers and supports within the Saskatoon Theological Union (STU) and the St. Andrew's College building.

Inviting ideas for improvement that will inform the strategic accessibility plan.

**Goal 4:** Student registration that offers an opportunity to self-declare a diagnosis with a check box indicating willing to be contacted.

***Strategic Plan: Teaching and Learning***

**Goal 1:** Educator support to expand knowledge about teaching in ways that include all students by providing professional development.

**Goal 2:** Improve accessibility of learning spaces, technologies, and digital content.

***Strategic Plan: Systems***

**Goal 1:** Improve knowledge and awareness of accessibility needs, standards, and compliance.

**Goal 2:** Professional development on universal design principles to align with embedding accessibility into strategic plans.

***Strategic Plan: Physical Space***

**Goal 1:** Enhance accessibility of buildings, washrooms, parking, routes, and signage.

## References

Canadian Human Rights Commission. (2023). *Duty to Accommodate*.

Government of Canada. (2019). *Accessible Canada Act*.

Ontario Human Rights Commission. (2016). *Policy on ableism and discrimination based on disability*.

University of Saskatchewan Access and Equity Services. (n.d.). *Academic Accommodations*.

World Wide Web Consortium (W3C). (2018). *Web Content Accessibility Guidelines (WCAG) 2.1*. Retrieved from <https://www.w3.org/TR/WCAG21/>