

# Three-Year Accessibility Plan for Students with Disabilities

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## **Section 1 – Executive Summary**

### **President’s Message**

I am pleased to present the Three Year Accessibility Plan for Students with Disabilities prepared by the Disability Services division of our Student Affairs Department at Mount Saint Vincent University.

The continued progress that the members of the Mount community make toward removing the barriers that many students with disabilities face in the academic setting is commendable. I am proud of the persistence and care with which these services and academic supports are provided to students with disabilities depending on their individual learning needs, be it for physical, medical, or for mental health reasons.

It is with great honor that I acknowledge the successes of students with disabilities in meeting the high standards of Mount Saint Vincent University, and the progress they each make toward attaining their long-term goals. It is our privilege and our continuing goal to maintain the highest level of services to support these successes.

Kathryn E. Laurin, M.Mus  
President & Vice-Chancellor

### **Executive Summary**

In the past few years, significant modifications to both the physical and academic environment at Mount Saint Vincent University (MSVU) have resulted in a high standard of service to students with disabilities for which the university is known. MSVU continues to identify and address barriers to attract, retain and graduate these top quality students and to this end we offer classroom accommodations, midterm and exam accommodations, assistive technology and service accommodations. As well, physical barriers have been removed, increasing accessibility to buildings on campus.

Although some goals have been achieved, the following strategies to overcome barriers have been identified: a support group for new students with disabilities to meet senior students who also have disabilities; upgrades to existing buildings on campus; fund raising for the new building (one which will extend from the E. Margaret Fulton Communications Centre and house offices, classrooms and labs) which will be fully accessible as well as adhering to universal design; increasing awareness of all services offered to both students with disabilities and faculty; redesigning the total website to be fully accessible as well as installing a new case management system for Disability Services.

Some strategies will be initiated this 2008/09 academic year however, others will take longer to address. The most immediate to be addressed include: making the church

basement and 8 Melody Drive wheelchair accessible, upgrading the stair railings in Assisi, developing and promoting a mentor program, developing a Disability Services information package for faculty, adding a statement regarding Disability Services on course outlines, installing a second Kurzweil workstation in the library. All short- and long-term strategies are detailed in section 3.4 of this document.

## **Section 2 – Background**

### **2.1 Description of University**

Mount Saint Vincent University today is a small, diverse university whose size belies its strength. Building on its distinct features and esteemed history, the Mount is an environment for transformative learning and a university with unparalleled social impact - at home, across the country, and overseas.

Access to education and a commitment to positive social change hold the key. These distinctive features make the Mount unique in the post-secondary landscape and connect out past to our future. The Sisters of Charity founded Mount Saint Vincent as one of the first institutions in Nova Scotia dedicated to the education of women. Well into the 20th century, the Mount was the only independent college for women in the British Commonwealth. The Mount today has a greater proportion of female leaders and faculty than any other university in Canada. While the University has long welcomed both men and women seeking an arts, science or professional education, the commitment to education as a right for all people, the direction to nurture knowledge and spirit, and the dedication to social responsibility burns as brightly today as it did in 1873.

The Mount is nationally recognized for its small class sizes - while larger universities will often have a hundred or more students per class, the Mount is committed to the transformations that occur for students in a rich, intimate learning environment. Faculty members are invested in the successful academic outcome of every student, whom they quickly come to know by name. Professors are not restricted to the model of professor as expert lecturer. Lively group discussions, personalized attention, and small team projects not only enhance learning, they allow classes to become enriched by the background and experience of each student.

The Mount's research is often focused on investigations applied to real world challenges, evident in the investigations of the Mount's four prestigious Canada Research Chairs. Faculty involvement in research - which has become extensive over the last decade - further enhances academic excellence by exposing students to current knowledge and intellectual discovery that ignites their academic vision. While most universities provide research assistantships mainly for graduate students, the Mount engages students at the undergraduate level as well. These opportunities can be life changing for students, opening up professional possibilities and new aspirations.

Faculty members at the Mount are not only the recipients of prestigious research and post-secondary teaching awards, but students notice the difference too. In the 2007

Canadian Undergraduate Survey Consortium (CUSC) survey of first year students, 95 per cent of Mount students said their professors were accessible outside of class time to help them and 94 per cent said they felt welcome at the university.

As well as offering world-class arts and science programs, Mount Saint Vincent University has developed a number of specialty programs over the years, many born out of the University's dedication to contribute to its community, nationally recognized for their excellence and unique within the region and Canada.

More than 5,000 women and men from across Canada and 60 countries around the world take advantage of the Mount's 38 undergraduate programs in Arts, Science, Education, and professional studies including Applied Human Nutrition, Business Administration, Child and Youth Study, Family Studies and Gerontology, IT, Public Relations and Tourism and Hospitality Management. The Mount also offers 21 graduate degrees in 13 areas to build upon the strengths of our bachelor's degrees. The newest additions are a Master of Arts in Public Relations, a Master of Public Relations and new Master of Education concentrations in supporting learners with diverse needs and education leadership.

The Mount offers most of its programs part-time, so that students with families or who are working can earn degrees at their own pace. Currently, 35% of undergraduate students and 91% of graduate students are taking part-time studies. The Mount was the first university in Nova Scotia to provide on-site childcare and the first to enter into articulation agreements with community colleges, so that students could upgrade to degree granting programs.

### **Mission**

At Mount Saint Vincent University, we are committed to academic excellence, and our passion is a rich and rewarding university experience. We are dedicated to the pursuit of knowledge: scholarship, teaching, and intellectual endeavour of the highest quality, and we promote accessibility through flexible learning opportunities and services. We are inspired by our strong tradition of social responsibility and our enduring commitment to the advancement of women. Our people are our foundation and our relationships are built on respect and accountability.

Destination 2012 is the University's Strategic Plan and consists of four strategic goals:

1. Quality: to provide the highest quality teaching, learning and research experience for students, faculty and the community.
2. Advancement of Women: to create and maintain programs and activities which demonstrate our enduring commitment to the advancement of women.

3. Engagement: to create a university experience in which all members of the community are engaged in achieving the University’s mission and reflecting its values.
4. Accessibility: to increase opportunities for students to participate in MSVU programs.

In a strategic plan which includes an emphasis on peer engagement, accessibility and partnerships, Disability Services plays a significant role. As a result of the accommodations and services offered to students with disabilities, including academic modifications, technological assistance and physical, on campus accessibility, Disability Services directly impacts whether or not some students can fully participate in our programs (Goal 4). In addition, the Mentor/Support Group offers the opportunity to engage socially and be successful academically with the support of fellow students (Goal 3, Strategy 1). Finally, the University’s memorandum of understanding with the Department of Education’s Post-secondary Disability Services meets the goal of developing a local partnership (goal 4, Strategy 5), one which is essential in maintaining the services offered by the institution.

**Stats**

During the 2007/08 academic year, MSVU enrolled 4472 students as follows:

	Full-time	Part-time	Total	SWD
Undergraduate	2109	1092	3201	15
Masters	57	1214	1271	

15 students with disabilities, out of 1075 total graduates, graduated from the following programs:

- Bachelor of Arts - 10
- Bachelor of Business Administration - 1
- Other - 4

**Accommodations**

MSVU is committed to supporting the academic achievement and matriculation of students by creating an accessible learning environment for students with physical and/or sensory disabilities. The following accommodations and services are offered by the University:

**Classroom Accommodations**

- Note takers
- Tape recorders
- Accessible seating and mobility assistance

**Test/Exam Accommodations**

- Extended time
- Separate location
- Modified format
- Oral, scribed and dictated tests
- Use of a laptop, spell check, calculator and dictionary

**Assistive Technology**

- Kurzweil 3000
- Jaws Pro
- Dragon Naturally Speaking
- TextHELP Read and Write
- Inspiration
- Zoomtext
- Height adjustable computer workstation
- Digital voice recorder
- CCTV

**Service Accommodations**

- Study skills, counselling and liaising with faculty is offered to students with disabilities through Counselling and Psychological Services
- Writing Resource Facilitator
- Academic advising regarding course selection is available through the Office of the Academic Deans in consultation with the Coordinator of Disability Services
- Accessible parking
- Information on scholarships, bursaries and awards
- Food allergies or dietary requirements accommodation
- Physical accessibility to buildings, classes, residences, labs, elevators
- Limited transportation on and off campus
- Convocation accessible seating and mobility assistance

**2.2 Historical and Recent Barrier Removal Initiatives**

MSVU endeavours to ensure the environment is accessible to all campus and community members through barrier identification and removal initiatives.

Initiatives and outcomes achieved to date include:

<b>Year</b>	<b>Barrier Removal Initiative</b>	<b>Outcome</b>
<b>2001/02</b>	<b>Two laptops are purchased solely for use by SWD</b>	<b>For those whose disability warrants it, students are given the opportunity to type their tests on a laptop</b>

	<b>Disability counsellor's time is increased</b>	<b>Considering the increase in enrolment, particularly of those with disabilities, more time is available to meet with students and make accommodations for them</b>
	<b>The number of proctors is increased</b>	<b>More efficient scheduling of midterms with an increase in proctors</b>
<b>2002/03</b>	<b>Three software packages purchased and installed on new desktop (with scanner) in library, and laptops</b>	<b>For students who do not have their own Kurzweil, it is now accessible to them in the library; Dragon Naturally Speaking and textHELP Read &amp; Write are available on laptops in Student Affairs</b>
	<b>4 track tape player purchased</b>	<b>Students can use books-on-tape</b>
	<b>Quicktionary pen purchased</b>	<b>Helps students with reading difficulties</b>
	<b>College Road Parking Lot-paving and curb</b>	<b>Easier to navigate in wheelchair, cuts in curb allows better accessed for motorized chairs/crutches</b>
	<b>Seton – concrete removal &amp; reinstatement of concrete walkways</b>	<b>Increased wheelchair accessibility</b>
	<b>Installed mobile stair climbing device (wheelchair lift) at chapel</b>	<b>Increased accessibility to chapel</b>
	<b>Westwood student residence building – two special needs suites</b>	<b>Increased opportunity to live in residence</b>
<b>2003/04</b>	<b>Purchased two digital recorders</b>	<b>For students who experience difficulty with lecture note-taking</b>
	<b>Purchased two laptops</b>	<b>More efficient scheduling resulting from increased ability to have more students use laptops for tests</b>
	<b>Disability Resource Facilitator (DRF) now on campus with her services</b>	<b>Increased services by now offering an on campus resource person to help with CSG applications, training of assistive technology software and supplier of tutors</b>
	<b>UID research being conducted</b>	<b>A proposal was developed for a new Distance Education homepage within the Mount site, which will implement UID principals, such as providing technical aspects for persons with disabilities who may be using the site and who may be enrolled in distance courses</b>
	<b>Upgraded washroom in Evaristus Hall</b>	<b>Wheelchair accessible</b>

2004/05	Psycho-educational testing materials purchased	Ability to conduct assessments
	Another counsellor's time increased	Increased and more efficient provision of services
	Presented to new and returning faculty on Disability Services	Increased faculty awareness of disability services and issues
	Presented to Education students re Disability services	Increased student awareness of disability services and issues
	Seton washroom upgraded	Wheelchair accessible
	Seton 3 <sup>rd</sup> floor – installed aluminium safety rail, adjacent loading bay	Increased safety for all persons
2005/06	Concrete steps from The Birches to Evaristus Hall, including aluminium railings	Increased safety, and accessibility, by replacing dangerous wooden steps and adding a rail, wider steps and a rest area with benches
	Seton sidewalk extension	Increased accessibility from Seton up to Evaristus
	Installed paraplegic doors in Rosaria Centre	Increased accessibility
	Installed safety rails in Seton auditorium seating aisles	Increased safety for all persons
	New MOU between Rehabilitation Programs and Services and the University	Maintenance of existing services and accommodations and development of new services as appropriate
2006/07	Added section on website re self-advocacy	Increased ability to meet their own needs
	Added section on website re scholarships/grants specifically for SWD	Increased awareness and financial opportunities specific to SWD
	Increased consultations with faculty and students	De-mystification/advocacy and awareness of disability and support strategies
	Increased awareness of funding	Increased awareness of funding available and ultimately access to goods/services – resulting in life –long learning
	Developed a tutor network	SWD satisfaction with tutoring services
	Trained tutors strategies specific to SWD	Increased effectiveness of tutors
	Offered psychological assessments to a limited number of students	Opportunity for more students to access funding goods/services and identify learning strategies
	Offered an alternate location/expand accessibility of Kurzweil 3000	Increased choice of location for accessing Kurzweil

	<b>Purchased a laptop</b>	<b>Increased efficiency in midterm scheduling</b>
	<b>Offered alternative classroom seating</b>	<b>More comfortable environment for students who, for various reasons, are unable to use a standard desk (on-going)</b>
	<b>Assessed website for accessibility to text readable</b>	<b>First step to more accessible website</b>
	<b>Installed automatic doors in EMF and top floor of Rosaria</b>	<b>Increased access to buildings (on-going)</b>
	<b>In three science labs, installed speakers in ceilings as well as interactive and electronic white boards</b>	<b>Increased access to lectures</b>
	<b>Proposed and obtained PSDS Special Project grant funding for the outreach program (Learning Support) housed in the library's new Learning Commons</b>	<b>Additional support for students with disabilities and increased awareness of Disability Services</b>
<b>2007/08</b>	<b>Provided access to additional lockable cupboards on top of individual study carrels in the library</b>	<b>Minimized body strain for those students with certain physical disabilities with more than one place to leave books</b>
	<b>Installed Braille and tactile buttons in all elevators</b>	<b>Easier access to locations for visually impaired students</b>
	<b>IT&amp;S Help Desk was modified</b>	<b>Easier accessibility to those with mobility issues and hearing impaired</b>
	<b>Purchased a laptop with assistive technology software</b>	<b>Additional workstation for students</b>
	<b>New Disability Services pamphlet</b>	<b>Increased awareness of services to students, faculty and staff</b>
	<b>Developed and facilitated the proctor training program</b>	<b>Consistent and updated strategies for all tutors</b>
	<b>Facilitated a PD session for guidance counsellors on accommodating university students with disabilities</b>	<b>Increased awareness of the services offered by Disability Services to high schools and beginning of relationship building with guidance counsellors</b>
	<b>Completed 13 psycho-educational assessments</b>	<b>More students able eligible for accommodations and funding</b>

	<b>Senate approved new Policy for Students with Disabilities</b>	<b>Formalized and documented the Mount's standards allowing for consistent provision of services to SWD</b>
	<b>Re-vamped webpage</b>	<b>Increased awareness of services</b>
	<b>Initial consultation with DOE regarding a new database</b>	<b>Provided information to DOE specific to the Mount's needs</b>
	<b>Implemented the Faculty Series (information sessions for faculty re disabilities)</b>	<b>Increased awareness to faculty of disabilities and how to accommodate for them</b>
	<b>Proposed and secured funding from DOE for new assistive technology workstation</b>	<b>Additional location for students to work</b>
	<b>DRF's office moved into Disability Services</b>	<b>Centralization of services</b>
	<b>One set of automatic doors linking Assisi to Rosaria were installed</b>	<b>More accessible to students with mobility issues</b>
	<b>Initiated fund raising efforts for the new building</b>	<b>Closer to breaking ground for the new building</b>

To date, previous barrier removal initiatives have resulted in positive outcomes. Although many goals have been achieved, challenges still remain to be identified and overcome. These remaining challenges are addressed in the following section.

### **Section 3 – Three Year Accessibility Plan**

#### **3.1 University Commitment to Accessibility Planning**

Mount Saint Vincent University is committed to creating the best university experience for all members of our community. The University supports academically qualified students with appropriately documented physical, mental and learning disabilities to participate as fully as reasonably possible in university programs. The University is dedicated to adapting the academic environment for students with disabilities to provide them with equal access to opportunities for learning, while maintaining the academic standards of the University. The academic accommodations provided shall be consistent with and supportive of the academic standards of the course, program and the University.

Building upon a commitment to promote post-secondary opportunities for all groups, the Three Year Accessibility Plan is created to enhance, formalize and make public many of our current and proposed practices.

This current plan and subsequent yearly updates/modifications to the plan will set objectives to support and encourage members of the University community to continue to think strategically regarding accessibility planning, and will contribute to increase student success, retention of excellent students and academic excellence.

The Disability Advisory Committee (DAC and formerly the Committee on Learning Disabilities, Special Needs and Policy) was formed in 1996 to ensure equity of treatment among students with disabilities. In order to maintain and enhance opportunities to address the students' particular difficulties, the DAC continues to work in developing fair academic processes and procedures therefore focusing on policy and strategic initiatives.

Since the creation of the DAC, the University has seen significant growth in enrolment of students with disabilities, along with an increase in accommodations and services required as well as an increase in physical accessibility to campus buildings. Due to these increases, the Accessibility Working Group was formed to be accountable for moving the institution forward with respect to facilities, technology and services. This group meets annually to identify barriers and state goals to overcome them.

In meeting the needs of the students, accommodations and services have increased and evolved, including major changes and additions. Some of the most notable would fall under the following five categories:

1. Staffing; addition of on-campus Disability Resource Facilitator (DRF) as well as a Disability Counsellor to conduct psycho-educational assessments
2. Physical; numerous modifications to structures allowing for increased accessibility to campus
3. Technological; the purchase of new technology software/hardware increasing accessibility to learning
4. Policy; development and Senate approval of a Policy for Students with Disabilities allowing for consistent provision of services to students with disabilities as per formalized and documented standards
5. Funding; a new MOU with Rehabilitation Programs and Services for the maintenance and development of new or additional services

### **3.2 Accessibility Working Group**

The primary function of the Accessibility Working Group is to identify obstacles and offer solutions to overcome these barriers as they pertain to facilities, services and technology. For additional, and ongoing, functions of this committee please see the terms of reference listed below.

#### **Accessibility Working Group Members:**

Dean of Student Affairs  
Coordinator of Disability Services

Disability Resource Facilitator  
Advisor, Sexual Harassment & Fair Treatment Policy Officer  
Student Representative  
University Librarian  
Housing Manager  
Director of Facilities Management  
Registrar  
Director of IT&S

Working group terms of reference:

- Develop, in consultation with university departments, a Three Year Accessibility Plan for Students with Disabilities.
- Make recommendations to the University for improving access to university services, programs and facilities on a regular basis.
- Present the Three-Year Accessibility Plan for Students with Disabilities to the President.
- Present the annual yearly update of the plan to the President.
- Recommend to the University the establishment, maintenance and monitoring of programs, measures and procedures respecting access for persons with disabilities to services, facilities and/or programs.
- Obtain information from the University or be consulted about any new facilities, renovations, services or programs.
- Review any major policy changes being considered which might impact the access component of facilities, services and/or programs (e.g. changes to transportation policies, changes to academic policies, major renovations projects under the Department of Facilities Management, etc.).
- Maintain and keep minutes of its proceedings.
- Meet yearly to review progress.

### **3.3 Barrier Identification Process**

The methods used to solicit feedback from the campus community regarding barrier identification included:

- Barrier identification and goal setting was solicited from the Accessibility Working Group

- Emails to registered students with disabilities requesting feedback
- Informal dialogue with students with disabilities
- Individual consultations with both faculty and students with disabilities
- Group consults with individual students and their professors and tutors

### 3.4 Barrier Removal and Accommodation Strategies

#### Short-term goals/objectives

- Increase awareness of Disability Services with a statement on course outlines
- Provide specific registration information to high school guidance counsellors
- A second workstation with Kurzweil and scanner located in the library
- Increase awareness of the features of Win XP such as screen magnifiers and narrators
- Addition of representative from outside the Mount community to sit on the Disability Advisory Committee
- Implement a Disability Mentorship/Support Group for students with disabilities
- Develop an information package on Disability Services for faculty
- Basement of the church to be wheelchair accessible
- Upgrading of stair rails in Assisi to be installed
- Make 1<sup>st</sup> floor of Melody Drive wheelchair accessible

#### Long-term goals/objectives

- MSVU website redesign for the entire website
- Work with DOE on developing case management system
- Facilitate self-advocacy awareness and training
- Offer tours of Disability Services during Open-Campus Days
- More automatic doors for the front of Assisi
- Automatic doors for the front of Seton
- Replace Seton floor at entrance
- More quiet space is needed on campus

#### Three Year Accessibility Plan for Students with Disabilities

<b>Initiative</b>	<b>Strategy to Remove/Prevent barrier</b>	<b>Involved parties</b>	<b>Outcome</b>	<b>Timelines</b>
<b>Increase awareness of Disability Services</b>	<b>Addition of statement regarding Disability Services on course outlines</b>	<b>Disability Services, faculty</b>	<b>More students accessing accommodations</b>	<b>Initiated by Nov. 2009 (on-going)</b>

<b>Increase awareness of Disability Services</b>	<b>Provide high school guidance counsellors information regarding services, intake and procedures</b>	<b>Disability Services, high school guidance counsellors</b>	<b>Increase in high school students accessing accommodations</b>	<b>Initiated by Nov. 2009 (on-going)</b>
<b>Increase number of on-campus assistive technology workstations</b>	<b>Install a second Kurzweil workstation in the library</b>	<b>Library staff</b>	<b>Offer more students the use of</b>	<b>Nov. 2009</b>
<b>Increase awareness of features of Win XP such as screen magnifiers and narrators</b>	<b>Add information regarding these features to Disability Services promotional material</b>	<b>Disability Services, IT&amp;S staff</b>	<b>More students accessing AT</b>	<b>Initiated by Nov. 2009 (on-going)</b>
<b>Additional input/feedback on barriers and solutions</b>	<b>Addition of external rep to sit on the Disability Advisory Committee</b>	<b>Disability Services, external rep of DAC</b>	<b>Additional insight into barriers and solutions</b>	<b>Initiated by Nov. 2009 (on-going)</b>
<b>Increase support for SWD</b>	<b>Develop a mentor program</b>	<b>Disability Services and SWD</b>	<b>Increased success of SWD</b>	<b>Initiated by Nov. 2009 (on-going)</b>
<b>Increase awareness of Disability Services</b>	<b>Develop an information package for faculty</b>	<b>Disability Services</b>	<b>More students accessing accommodations</b>	<b>Initiated by Nov. 2009 (on-going)</b>
<b>Increase accessibility to buildings</b>	<b>Basement of the church to be wheelchair accessible</b>	<b>Facilities Management</b>	<b>Increased accessibility to church building</b>	<b>Completed by Nov. 2009</b>
<b>Increase safety of existing buildings</b>	<b>Upgrade stair rails in Assisi</b>	<b>Facilities Management</b>	<b>Increased safety in Assisi for all students</b>	<b>Completed by Nov. 2009</b>
<b>Increase accessibility to buildings</b>	<b>Make 1<sup>st</sup> floor of Melody Drive wheelchair accessible</b>	<b>Facilities Management</b>	<b>Increased accessibility to building</b>	<b>Completed by Nov. 2009</b>

<b>Increase accessibility to website</b>	<b>Redesign of Mount website to make accessible</b>	<b>Disability Services, Public Affairs, IT&amp;S</b>	<b>Increased accessibility to total website</b>	<b>Completed Nov. 2010</b>
<b>Make current case management system more user-friendly</b>	<b>Work with DOE who is developing a case management system for all institutes</b>	<b>Disability Services, IT&amp;S, DOE</b>	<b>Increase efficiency of case management system</b>	<b>Completed Nov. 2010</b>
<b>Facilitate self-advocacy awareness</b>	<b>Offer individual and group training</b>	<b>Disability Services</b>	<b>Increased ability for SWD to receive required accommodations</b>	<b>Initiated by Nov. 2010 (on-going)</b>
<b>Increase awareness of services</b>	<b>Offer tours of Disability Services to high school students during Open-Campus Days</b>	<b>Disability Services, Admissions</b>	<b>More students accessing accommodations</b>	<b>Initiated by Nov. 2010 (on-going)</b>
<b>Increase accessibility to buildings</b>	<b>Install more automatic doors at the front of Assisi</b>	<b>Facilities Management</b>	<b>More students with mobility disabilities can stay in residence</b>	<b>Completed by Nov. 2010</b>
<b>Increase accessibility to buildings</b>	<b>Install automatic doors at the front of Seton</b>	<b>Facilities Management</b>	<b>More students with mobility disabilities can access classrooms</b>	<b>Completed by Nov. 2010</b>
<b>Increase safety of existing buildings</b>	<b>Replace Seton front entrance floor</b>	<b>Facilities Management</b>	<b>Less chance of accidents for all students</b>	<b>Completed by Nov. 2011</b>
<b>Increase quiet study space on campus</b>	<b>Additional space on campus</b>	<b>Facilities Management</b>	<b>Increased success of SWD</b>	<b>Completed by Nov. 2011</b>

### **3.5 Review & Monitoring Process**

On November 1<sup>st</sup> of each year, the University submits to the post-secondary Disability Services, Department of Education, and posts on the University website, the achievements of the preceding year.

These objectives are monitored and reviewed by the Accessibility Working Group. The procedure for this will include yearly meetings of the committee as well as input from

students. The future methods used to gather input on accessibility issues will include those as set out in the terms of reference for the group, namely:

- Develop, in consultation with University departments, a Three Year Accessibility Plan for Students with Disabilities.
- Make recommendations to the University for the improvement of access to university services, programs and facilities on a regular basis.
- Recommend to the University the establishment, maintenance and monitoring of programs, measures and procedures respecting access for persons with disabilities to services, facilities and/or programs.
- Obtain information from the University or be consulted about any new facilities, renovations, services or programs.
- Review any major policy changes being considered which might impact the access component of facilities, services and/or programs (e.g. changes to transportation policies, changes to academic policies, major renovations projects under the Department of Facilities Management, etc.).

It is understood that a specific goal/objective can be stated for the short term but upon further investigation, it may require multiple years to complete. In such instances a simple note detailing difficulties experienced, along with a new completion date, is indicated.

#### **Section 4 – Communication of the Plan**

The methods to communicate the Three Year Accessibility Plan for Students with Disabilities to all members of the University community include:

- Posting the plan on the University website
- Providing a copy to all faculty and appropriate staff via faculty handbook
- Providing a copy to students with a disability through distribution list as well as hardcopy
- Updating progress to students via distribution list
- Updating progress to faculty and appropriate staff via website

#### **Section 5 – Source and Allocation of Funds**

The source of funding for Disability Services comes from two main areas: 1) the Memorandum of Understanding (MOU) between Rehabilitation Programs and Services, Department of Education and Mount Saint Vincent University and 2) the University.

In terms of additional funding, for students from other provinces/territories and international students with disabilities, the University does not receive or solicit such moneys from outside the University. Only 20% of MSVU students come from outside the province, and only a small proportion of these students have disabilities. Through its operating budget, the University covers this small portion of non-NS students who have disabilities.

The source and allocation of the budget for the three year period cannot be accurately determined until budget proposals have been submitted and approved. However, it may be assumed at this point, that the MOU funding will be similar to this year's allocation. The University's contribution will be similar with additional funds hopefully coming from outside sources, as the Development Office continues to identify and present proposals to other sources.