

BRIDGEWATER STATE UNIVERSITY

Master Plan Update



June 2012

S A S A K I

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EXECUTIVE SUMMARY



2011 BSU MASTER PLAN

Recent/In-Progress Buildings

- A. MARSHALL CONANT SCIENCE BUILDING
- B. EAST CAMPUS PARKING GARAGE
- C. NEW RESIDENCE HALL

Proposed Projects

- 1. BURNELL SCHOOL RENOVATION
- 2. TILLINGHAST HALL RENOVATION AND ADDITION

- 3. RONDILEAU CAMPUS CENTER RENOVATION

- 4. MAXWELL LIBRARY ADDITION
- 5. ART CENTER ADDITION/ACCESS
- 6. HUNT HALL RENOVATION/ACCESS
- 7. KELLY GYM RENOVATION/ACCESS
- 8. NEW COLLEGE OF GRADUATE STUDIES
- 9. NEW ADMISSION AND FINANCIAL AID BUILDING
- 10. NEW EAST CAMPUS QUAD

- 11. NEW ACADEMIC BUILDING

- 12A. PARK AVENUE PEDESTRIANIZATION
- 12B. BURRILL AVENUE PEDESTRIANIZATION

12. Additional Projects

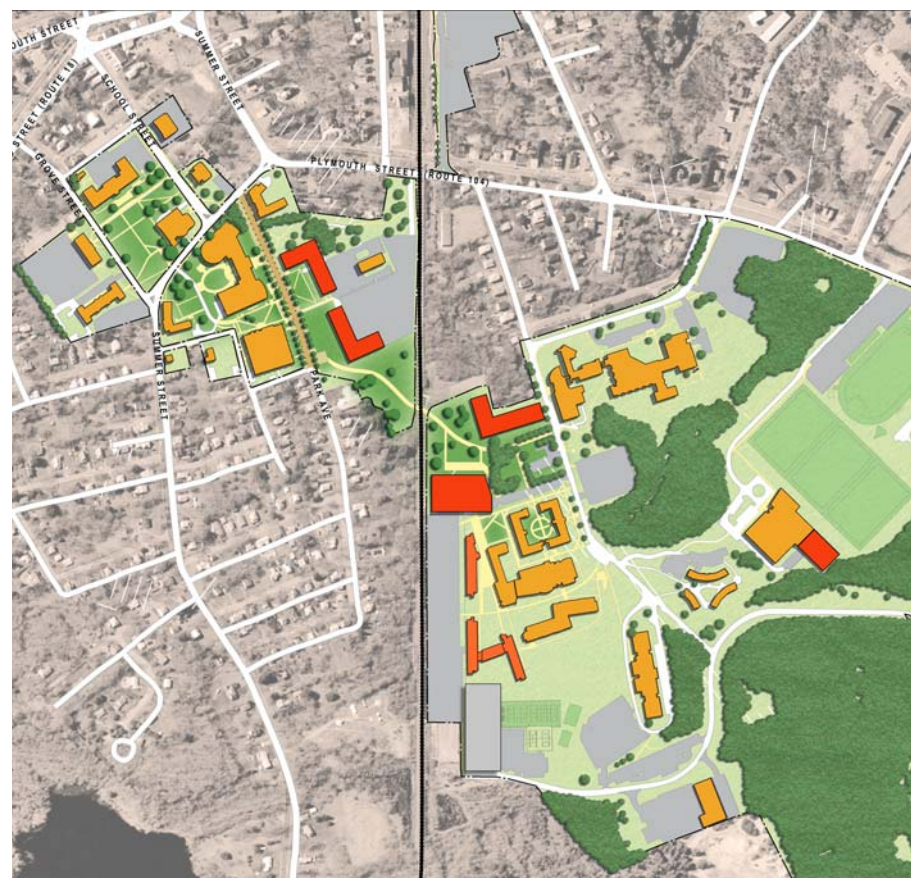
- P1. NEW CAMPUS CENTER
- P2. SPRING STREET PARKING GARAGE
- P3. PHASE 2 RESIDENCE HALL

- EXISTING CAMPUS BUILDINGS
- RECENT/IN-PROGRESS BUILDINGS
- PROPOSED BUILDINGS
- WETLANDS

INTRODUCTION

From 2006 to 2007, Sasaki worked closely with Bridgewater State University (BSU) and the Commonwealth of Massachusetts' Division of Capital Asset Management (DCAM) to create a master plan for future growth. This master plan was part of a state-wide initiative to identify priority capital projects for each of Massachusetts' 24 state universities and community colleges. The resulting plan for Bridgewater State, which at that time was a college, envisioned a campus that united the West and East Campuses through key investments in new buildings and green spaces along a centralized spine of pedestrian travel.

Since that time, BSU has made great strides in implementing the 2007 Master Plan, most notably with the recent construction of the Conant Science and Math Building. The 2011 Master Plan Update reflects this progress and puts forward a phased vision for additional campus projects, including building renovations and space moves, a new academic building and campus green, and new student life investments. The result is a plan that will guide BSU's development through 2018 and beyond.



2007 BSU MASTER PLAN

EXISTING CAMPUS BUILDINGS
PROPOSED CAMPUS BUILDINGS





GOALS OF THE MASTER PLAN UPDATE



EXISTING CAMPUS CONDITIONS

1. GATES HOUSE
2. BOYDEN HALL
3. HARRINGTON HALL
4. WOODWARD HALL
5. TILLINGHAST HALL
6. ART CENTER
7. HUNT HALL

8. SCOTT HALL
9. SUMMER STREET HOUSE
10. DAVIS ALUMNI CENTER
11. BARRY HOUSE
12. MAXWELL LIBRARY
13. RONDILEAU CAMPUS CENTER

14. POPE HALL
15. MARSHALL CONANT SCIENCE AND MATH BUILDING
16. GREENHOUSE / STEARNS GARDEN
17. CENTRAL STEAM PLANT
18. KELLY GYMNASIUM
19. MILES HALL

20. DiNARDO HALL
21. MASSACHUSETTS STATE COLLEGE ASSOCIATION (SCHEDULED FOR DEMOLITION)
22. MOAKLEY CENTER
23. HART HALL
24. BURNELL HALL
25. EAST CAMPUS COMMONS

26. EAST HALL
27. GREAT HILL APTS
28. TINSLEY CENTER
29. SHEA-DURGIN HALL
30. ATHLETIC FIELD
31. ALUMNI PARK
32. SWENSON FIELD

33. ROSEN TENNIS COURTS
34. NEW GARAGE
35. OPERATIONS CENTER
36. CRIMSON HALL
37. BURRILL OFFICE COMPLEX (SCHEDULED FOR DEMOLITION)
38. NEW RESIDENCE HALL

EXISTING CAMPUS BUILDINGS RECENT/IN-PROGRESS BUILDINGS

PROJECT GOALS

At the onset of the Master Plan Update, it was decided that the goals from the 2007 Master Plan continue to embody BSU's aspirations for future physical growth. These goals are as follows:

- Reinforce pedestrian connections between destinations
- Improve the interface between the campus and the community
- Provide spaces that enhance interaction between faculty, staff and students
- Move parking out of the center of campus
- Examine opportunities to capture swing space for renovation of aging facilities

KEY THEMES

To further understand campus needs, the Sasaki team conducted interviews with members of BSU's administration and faculty through the winter and spring of 2011. The key themes that emerged from these interviews were:

- Address key space requests
- Create identity and cohesion for academic programs
- Make the campus the classroom
- Improve campus connectivity with adjacent neighborhoods
- Improve campus accessibility and remove barriers toward equal participation
- Advance sustainability



STUDENTS CROSSING SUMMER STREET ALONG THE MAIN PEDESTRIAN ROUTE THAT RUNS THROUGH THE CAMPUS

BSU faculty and administration members perceived the greatest space need to be for additional classroom and office space, as well as student life space for resident and commuter students.



EXISTING CLASSROOM IN BURNELL HALL

Address Key Space Requests

The faculty and administration members perceived the greatest space desire to be for additional classroom and office space, as well as student life space for resident and commuter students. Many campus stakeholders also mentioned the desire for additional space to accommodate conferences and community events.

The complete list of space requests is as follows:

- Additional and appropriately sized classroom space
- Office space for 40-50 new faculty
- New campus center
- Laboratory space for the social sciences
- Additional undergrad and grad student housing
- Collaborative space
- Student services, including welcome center, admissions, and financial aid
- Space for Connect Program and Readiness Center
- Hotel / amenities close to campus
- IT office and support space, including new data centers
- Visitor parking for tours and events
- Conference and events space
- Alumni Center
- Incubation space for small business growth
- Overflow space



THE NEW MARSHALL CONANT SCIENCE AND MATH BUILDING CREATED A HOME FOR THE COLLEGE OF SCIENCE AND MATHEMATICS WHEN PHASE 1 OPENED IN FALL 2011

Create Identity and Cohesion for Academic Programs

In 2010, as part of its shift from college to university status, BSU decided to reorganize its academic departments into five colleges: the College of Humanities and Social Sciences, the College of Science and Mathematics, the College of Business, the College of Education and Allied Studies, and the College of Graduate Studies.

With the construction of the Marshall Conant Science and Math Building in 2011, the College of Science and Mathematics has a new “home” on campus where it can cluster classrooms, laboratories and faculty and departmental offices. Likewise,

the ongoing renovation of Burnell Hall will create a new home for the College of Education and Allied Studies.

Through the interview process, many faculty members and administrators expressed a desire to create physical homes for the remaining three colleges, as well as additional interdisciplinary space on campus to promote cross-College interaction. The College of Business is currently housed in Harrington Hall, but needs additional space for future growth. The College of Graduate Studies, which currently occupies space in Maxwell Library, needs additional space for growth and identity. Most importantly, the College of Humanities and Social Sciences – the largest of the five colleges – is distributed across the campus, and is in need of space to house its administration and at least a portion of its academic departments.



PEDESTRIAN-VEHICULAR CONFLICTS ON PARK AVENUE POSE A CHALLENGE FOR CAMPUS CONNECTIVITY

Make the Campus the Classroom

Several faculty members and administrators expressed a desire to think creatively about how BSU provides learning opportunities across its campus. They suggested that the University consider creating “learning landscapes,” where students in subjects such as biology or geology could engage in practical laboratory work. They also suggested that BSU reexamine its approach to circulation space, both inside and outside buildings, to consider ways to increase the number of areas where students could meet and congregate. Finally, they suggested that any future modifications to the campus should incorporate universal design strategies to acknowledge the diversity of the campus community.

Improve Campus Connectivity

One of the unique, and challenging, aspects of the BSU campus is the way in which the MBTA railroad tracks split the campus in two distinct districts: the West Campus and the East Campus. While an underpass under the tracks allows pedestrians to move safely between the two sides, there is an ongoing need to improve the sense of unity and connectivity between them.

Other areas on campus which pose challenges for pedestrians are Burrill and Park Avenues, which run through the core areas of the East and West Campuses, respectively. The 2007 Master Plan recommended that BSU convert Park Avenue to a pedestrian street. Key issues related to automobile access are the levels of traffic and congestion on Plymouth Street, particularly at the intersection with Hooper Street, and the need for more parking on the West Campus.

BSU is known within the Massachusetts State University system as one of the best colleges for students with disabilities.

Improve Campus Accessibility and Remove Barriers toward Equal Participation

BSU is known within the Massachusetts State University system as one of the best colleges for students with disabilities. On a campus of 11,000 students, the Disability Resources Office serves approximately 700 students who have self-identified as having disabilities. Anecdotal evidence points to a higher number of students who may have qualifying disabilities but choose not to self-identify, but benefit from the university's accessibility.

As part of the planning process, representatives from DCAM's Office of Planning, Design and Construction assessed the status of ADA compliance. In its report "ADA Strategic Compliance Report", dated September 2011 (see Appendix), the following recommendations were made for inclusion in this master plan:

- Make the theater department completely accessible for performing and teaching
- Make all academic majors accessible to students with disabilities
- Ensure all buildings have an accessible public entrance, accessible restrooms, and clear signage
- Improve wayfinding by providing information and directional signage to address accessibility of campus grounds – walkways, parking and building entrances
- Systemic ADA Priorities
- Locate compliant parking spaces and/or drop-offs for each building

The report also identified specific capital priorities for the BSU campus ADA compliance:

- Make the theater entrance, lobby, and restrooms accessible for the public
- Make Kelly Gym accessible for all programs
- Develop a strategy to make English, History and Economics Departments accessible: elevators or relocation

- Consider constructing elevators at Hunt and Tillinghast to maximize program flexibility
- Provide an accessible entrance and restrooms in the Art Center

Advance Sustainability

A final consideration underpinning the Master Plan Update is sustainability. BSU is a signatory member of the American College and University Presidents' Climate Commitment. As such, the University has committed to creating a Carbon Neutrality Plan, with a goal of reducing total 2003 emissions by 50% by 2035 and by 100% by 2050.





EXISTING CAMPUS CONDITIONS



EXISTING CAMPUS CONDITIONS

EXISTING CAMPUS BUILDINGS RECENT/IN-PROGRESS BUILDINGS

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CAMPUS BUILDINGS

The Bridgewater State University campus is one of the largest in the state system. The historic West Campus features buildings clustered closely around a quadrangle. By contrast, the East Campus has three clusters of buildings that are more loosely dispersed and grouped according to their purpose: student housing, athletics, and academics. While these clusters create a coherent environment internally they do not relate to one another or to the West Campus.

Generally speaking, BSU campus buildings are in good condition. However, several buildings are out of date and in need of renovation and accessibility improvements. These include Tillinghast Hall, Kelly Gymnasium, and portions of Rondileau Campus Center. The University also has a need to replace the temporary modular Burrill Office Complex.



HISTORIC BOYDEN HALL, AN ICON FOR THE CAMPUS



PEDESTRIAN PATHWAYS FOLLOW CLEAR ROUTES WITHIN THE CAMPUS

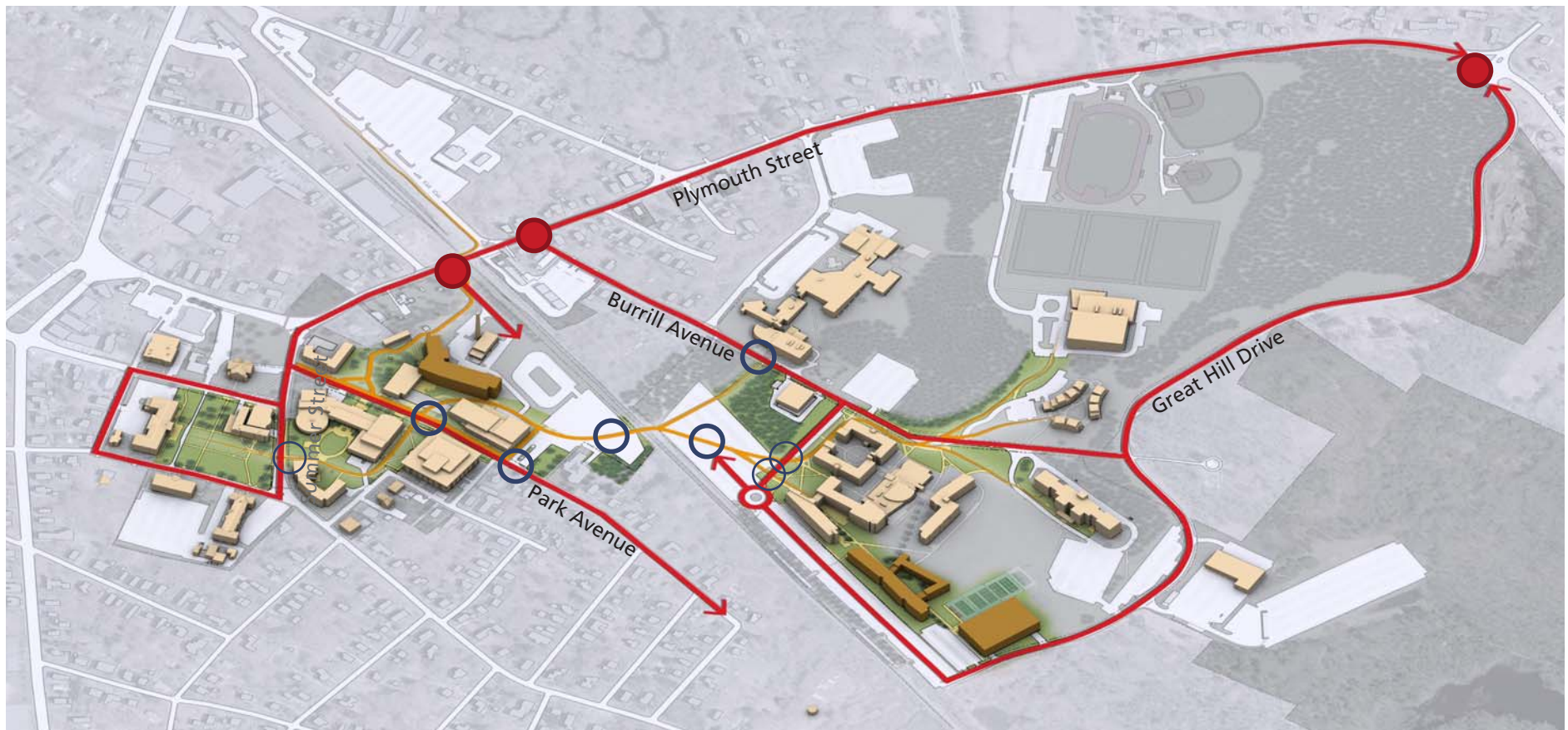
- EXISTING CAMPUS BUILDINGS
- RECENT/IN-PROGRESS BUILDINGS
- MAIN PEDESTRIAN ROUTES

WAYFINDING AND CIRCULATION

Pedestrian circulation is the most challenging element of the BSU campus today. A commuter rail line divides the campus in half, limiting pedestrian access to a single underpass that links East and West Campus. The path to the underpass traverses large surface parking lots, creating an unsafe and ambiguous pedestrian environment.

Vehicular traffic interferes with pedestrian access on both sides of campus. On the western side of campus, Summer Street and Park Avenue bring local traffic through

the campus. On the East Campus, large parking lots and access roads pass through many areas, and high levels of traffic along Burrill Avenue pose dangers for drivers and pedestrians alike. The University has made efforts to direct drivers to Great Hill Avenue to address this conflict, and the current construction of a new parking garage on the East Campus will aid this effort. The construction of the garage also will allow BSU to remove the surface parking lots east of the railroad underpass, and create a new, iconic open space for East Campus.



OPPORTUNITIES INCLUDE ADDRESSING PEDESTRIAN-VEHICULAR CONFLICTS AND IMPROVING CAMPUS GATEWAYS

- EXISTING CAMPUS BUILDINGS
- RECENT/IN-PROGRESS BUILDINGS
- MAIN PEDESTRIAN ROUTES
- PEDESTRIAN-VEHICULAR CONFLICTS
- GATEWAY OPPORTUNITIES

A final challenge for campus circulation is the lack of clear campus gateways and way-finding signage.

Given these constraints, the primary opportunity facing BSU is to clarify and increase connections: across the rail line, between East and West Campus, and along roadways such as Park Avenue and Burrill Avenue.

Since 2007, BSU has completed numerous campus renovation and construction projects, many of which were identified through the previous master planning process.



THE RENOVATION TO MAXWELL LIBRARY IS A GOOD EXAMPLE OF HOW COLLABORATIVE STUDY SPACE FOR STUDENTS PROMOTES INTERACTION AND LEARNING

PROJECTS COMPLETED SINCE 2007

Since 2007, BSU has completed numerous campus renovation and construction projects, many of which were identified through the previous master planning process. These projects include the following:

New Construction

- Pope Hall addition
- Scott Hall addition
- New Burrill office complex
- Crimson Residence Hall and photovoltaic installation

Renovation

- Maxwell Library
- Rondileau ballroom, auditorium and dining room
- Horace Mann Auditorium
- Hunt Hall renovation and addition
- Great Hill Apartments
- Burnell Hall speech and language lab and classroom renovations
- Swenson athletic complex renovation
- Shea-Durgin window replacement and interior renovations



CONSTRUCTION OF THE EAST CAMPUS PARKING GARAGE WILL ALLOW BSU TO REMOVE THE SURFACE LOTS EAST OF THE TRACKS AND CREATE A NEW, ICONIC OPEN SPACE

Acquisition

- Barry House acquisition and improvements (President's House)
- Acquisition and renovation of 25 Plymouth St residence (visiting scholars)
- Acquisition of 41 and 47 Plymouth Street
- Acquisition of 19 Shaw Road

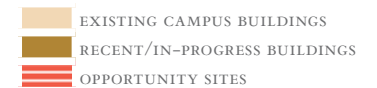
Ongoing Capital Projects and Studies

BSU currently is undertaking a number of additional capital projects on campus, including the following:

- Marshall Conant Science and Math Building (completed August 2011)
- Burnell renovation
- Rondileau Campus Center renovation
- New residence hall
- Parking garage
- New campus signage
- Design for new East Campus quadrangle
- Studies: Geothermal study, Master plan update, Rickes Associates' Space Utilization Analysis, and the Strategic ADA Compliance Update Report



SITES FOR FUTURE DEVELOPMENT LIE ON BOTH THE EAST AND WEST CAMPUSES, AND INCLUDE THE BOC SITE AND THE LAND NEXT TO THE MOAKLEY CENTER



OPPORTUNITY SITES

As BSU considers future development, there are several sites on campus that would be appropriate to accommodate new buildings. These include the following:

- Burrill Office Complex site
- Land east of the Moakley Center
- Area adjacent to Crimson Hall (future residential sites)
- Harrington Hall parking lot

In the long term, it also may be appropriate to consider opportunities to construct a new pool at the Tinsley Center and redevelop the Kelly Gymnasium site for academic and/or open space uses.



VIEW FROM THE SOUTH OF THE EXISTING CAMPUS, HIGHLIGHTING THE INTERNAL SPINE FROM BOYDEN HALL TO THE RAILROAD TRACKS





SPACE NEEDS ASSESSMENT



BURNELL HALL WILL PLAY AN IMPORTANT ROLE AS THE HOME OF THE COLLEGE OF EDUCATION AND ALLIED STUDIES

ENROLLMENT PROJECTIONS

BSU has experienced moderate growth since the completion of the last master plan. The campus today has a total of 10,774 headcount (HC) students, of which 8,903 are undergraduates and 1,871 are graduate students. Roughly 400 faculty and 500 staff members serve this student population.

Through the master planning process, the BSU administration set 12,500 HC students – including undergraduate and graduate – as the target enrollment for the space needs assessment. 9,700 HC of these are expected to be undergraduates, and 2,800 HC will be graduate students. It is anticipated that BSU will need to hire 40–50 faculty to meet the increased academic needs associated with these students.



BSU ENROLLMENT IS PROJECTED TO GROW TO 12,500 HC

HEGIS CODE	HEGIS DESCRIPTION	EXISTING SPACE (ASF)	GUIDELINE SPACE NEEDS FOR PROJECTED ENROLLMENT (ASF)	SURPLUS (DEFICIT) FOR PROJECT-ED ENROLLMENT (ASF)
100	Classrooms	92,264	91,340	924
200	Labs - Teaching	120,220	88,143	32,077
250	Labs - Research	12,702	8,250	4,452
300	Offices	148,229	146,551	1,678
400	Library	65,078	106,129	(41,052)
500	Athletics / Physical Education Media Demonstration Space	56,603	130,993	(74,390)
600	General Use * Lounge/Merchandising Campus Center **	149,303	172,660	(23,377)
700	Plant Operations	35,378	37,204	(1,827)
800	Health Services	1,926	3,995	(2,069)
TOTAL		681,703	785,286	(103,584)

* INCLUDES RECREATION AND MEETING ROOMS

** INCLUDES ASSEMBLY, EXHIBITION AND DINING

SPACE MODEL

To meet this target enrollment, BSU will need additional space in several HEGIS categories. The most significant needs will be for athletics and recreation space, followed by library space, student life space and health services. At 12,500 HC, the space model predicts that there will be adequate amounts of classroom and office space, and a surplus of laboratory space due to the completion of the new Marshall Conant Science and Math Building.

The space model, which provides normative standards and is an important benchmarking tool, did not find a need for additional academic or office space. However, the model does not consider BSU's preference for smaller class sizes.

A consistent theme of conversations on campus was the desire for additional classroom and office space at BSU, as well as specialized instruction space for social science laboratories.

ACADEMIC SPACE REQUESTS

To better understand campus space needs, the planning team held conversations with the following BSU representatives:

- President Mohler-Faria
- Executive Cabinet
- Provost's Council
- Space Committee
- Student Affairs staff
- Chief Information Officer
- Vice President for Human Resources
- Vice President for Institutional Advancement
- Accessibility Task Force

Despite the findings of the space model, a consistent theme of conversations on campus was that there is a need for additional classroom and office space at BSU, as well as specialized instruction space for social science laboratories. Specific requests can be found on the follow pages. The academic space needs amounted to roughly



SPECIALIZED INSTRUCTION SPACE NEED IS DIFFICULT TO CALCULATE IN A PURELY QUANTITATIVE SPACE MODEL

Classrooms (HEGIS 100)

DEPARTMENT	REQUEST	NUMBER REQUESTED	PROJECTED SPACE PER STATION (ASF)	NUMBER OF STATIONS	TOTAL SPACE NEEDED (ASF)
College of Humanities and Social Sciences	Small rooms for seminars	3	22	12	792
	Classrooms in the same building as offices	10	22	30	6,600
TOTAL SPACE REQUESTS					7,392

Specialized Instruction Space (HEGIS 200)

DEPARTMENT	REQUEST	NUMBER REQUESTED	PROJECTED SPACE PER STATION (ASF)	NUMBER OF STATIONS	TOTAL SPACE NEEDED (ASF)
Anthropology	Modernized archaeology lab, larger biological anthropology lab, and new space for applied anthropology lab	1	40	15	600
Art	Exhibit in the Art Center, new media lab and additional drawing studio space	2	60	15	1,800
Communications	Space for radio and for video editing	1			1,000
Foreign Languages	Language Resource Lab	1	40	15	600
Music	5 more practice rooms	5	150		750
	Large ensemble rehearsal space (40+ students)	1	45	40	1,800
Political Science	Space for student-faculty research and survey research	5	120	n/a	600
Psychology	Research laboratory and space for graduate assistants and research assistants	1	40	15	600
Sociology	Lab for student use and space for the Hunger and Poverty Resource Center	1	40	15	600
Social Work	Lab space, including observation rooms, and work space for graduate assistants	1	60	15	900
Theater	Dance space (Burnell renovation)	1	100	30	3,000
TOTAL SPACE REQUESTS					12,250

Office Space and Meeting Rooms (HEGIS 300)

DEPARTMENT	REQUEST	NUMBER REQUESTED	PROJECTED SPACE PER STATION (ASF)	TOTAL SPACE NEEDED (ASF)
General	Offices to accommodate new faculty members	50	155	7,750
IT	Shared work space for staff	50	80	4,000
	Workbench space	1	750	750
	Data centers	2	1,000	2,000
TOTAL SPACE REQUESTS				14,500

Total Academic Program Requested

CATEGORY	REQUEST	TOTAL SPACE NEEDED (ASF)
General instruction space (HEGIS 100)	10 classrooms, 3 seminar rooms	7,392
Specialized instruction space (HEGIS 200)	20 labs/specialized spaces	12,250
Office space (HEGIS 300)	50 faculty and staff offices 50 shared stations for IT staff Work benches 2 data centers	14,500
TOTAL REQUESTED SPACE (ASF)		34,142
EFFICIENCY FACTOR		0.65
TOTAL REQUESTED SPACE (GSF)		52,526

Faculty and staff indicated that there was a desire for a significant amount of non-academic space at BSU, including space for student life, the arts, dining and events, housing, and community outreach.



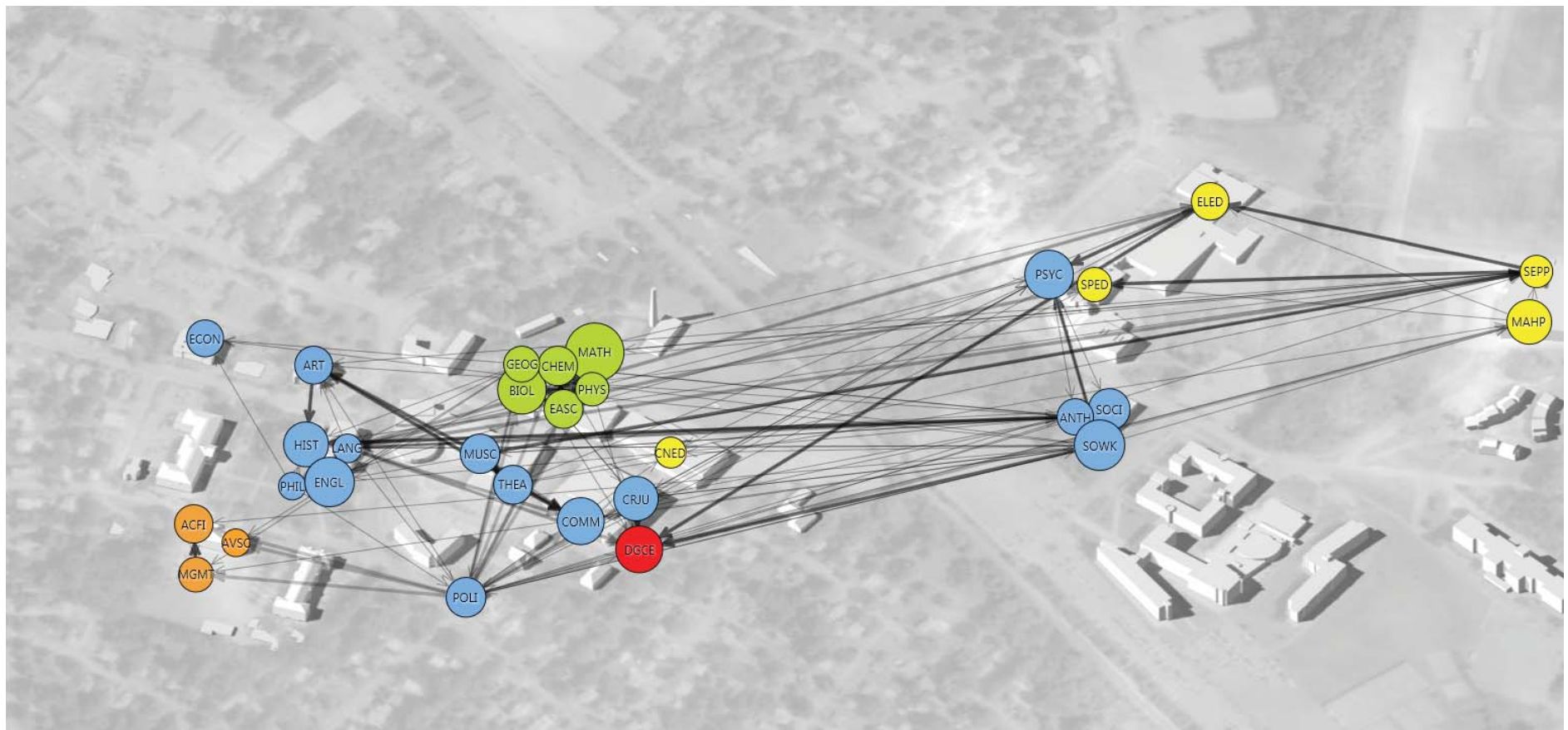
NON-ACADEMIC SPACE REQUESTS

In addition to the academic requests, faculty and staff indicated that there was a desire for a significant amount of non-academic space at BSU. This includes space for student life, the arts, dining and events, housing, and community outreach. It also includes parking and the creation of a “learning landscape.”

It is anticipated that many of the student life and dining requests could be accommodated in a new student center. The projected size of this facility is approximately 60,000 GSF.

BSU NEEDS TO ADD MORE STUDENT LIFE AND DINING SPACE ON CAMPUS TO ACCOMMODATE ENROLLMENT GROWTH AND THE ADDITION OF STUDENT HOUSING

CATEGORY	REQUEST
Student Life	Gathering space for resident, non-resident and graduate students Collaborative space for academic departments and faculty Program space for student organizations and events Women's Center Student services, particularly a Welcome Center
Arts	Smaller/intimate performance space with 75-100 seats Large performance space as well to accommodate our larger ensembles such as the Wind Ensemble and Choir
Dining and Events	"Caterable" spaces Medium and large size meeting spaces, including space for alumni
Housing	Undergraduate and graduate student housing
Parking	Visitor parking, particularly on West Campus
Learning Environment	Garden pond and landscaping in Stearns Garden Rock "outcrops"
Community Outreach and Amenities	Hotel and retail destinations Space for Connect Program and Readiness Center Incubation space for small business growth



SPRING 2011 DEPARTMENTAL DISTRIBUTION, WITH THE COLLEGE OF SCIENCE AND MATHEMATICS HOUSED IN THE NEW CONANT SCIENCE AND MATH BUILDING

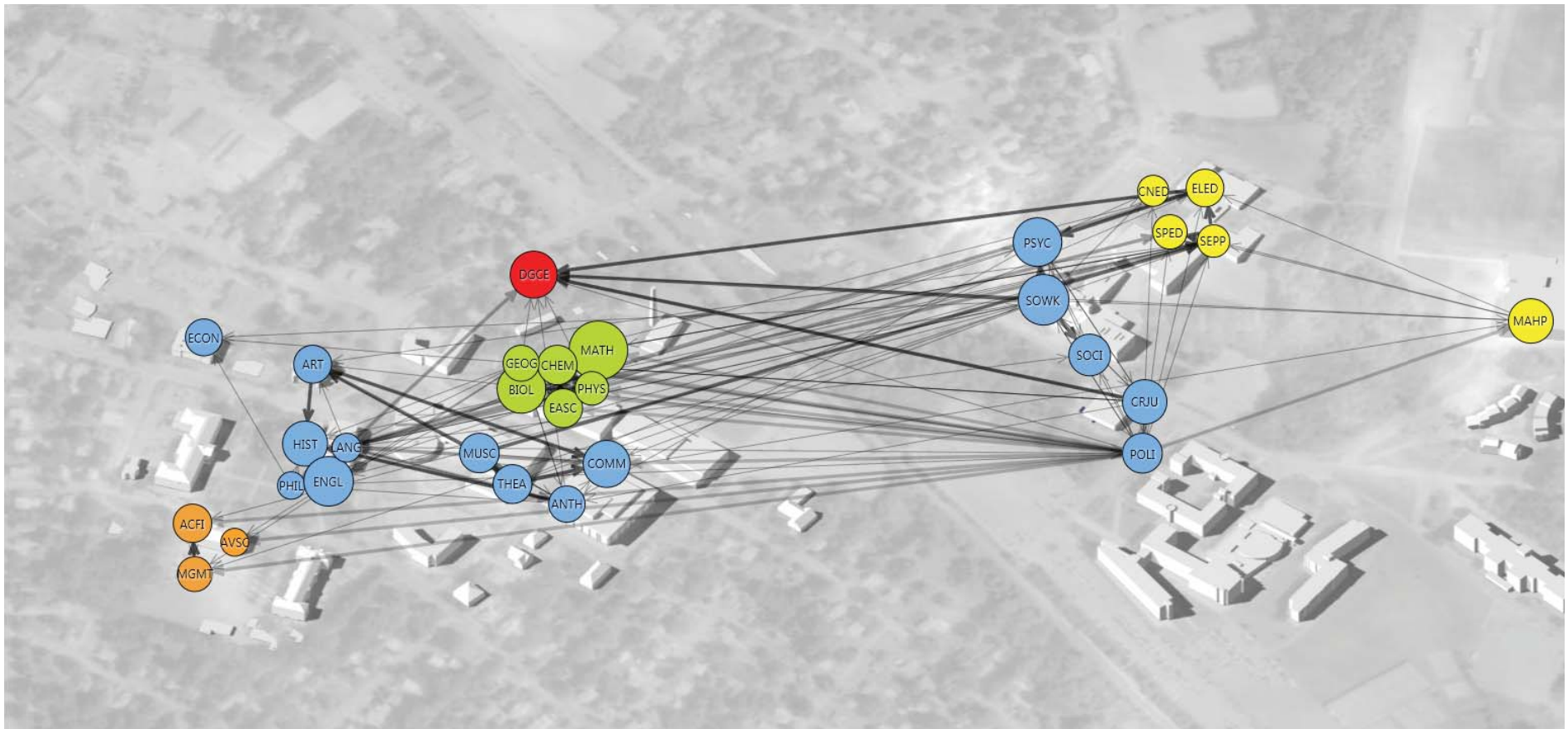
DEPARTMENTAL ADJACENCIES

To better understand how future space moves could improve the identity of the five colleges, the planning team issued a survey to each of the academic departments. 22 of 30 departments responded, and the planning team mapped the results.

The diagrams above show each of the departments as its own circle, with the size of the circle corresponding to the size of the department. Lines between departments indicate desired adjacencies. Thicker, darker lines indicate a stronger connection between departments.



The survey results indicated that the College of Science and Mathematics has the strongest desired adjacency with the departments within its college. The opening of the new Conant Science and Math Building addresses its needs. The College of Education and Allied Studies and likewise has strong connections within its departments. This relationships will be enhanced with the creation of a new “home” in the renovated Burnell Hall. Departments within the College of Business had limited connections outside the college, and thus Harrington Hall appears to meet their needs as a homebase.



FUTURE DEPARTMENTAL REDISTRIBUTION WOULD CLUSTER EDUCATION AND ALLIED STUDIES IN BURNELL HALL, CREATE A NEW HOME FOR GRADUATE STUDIES, CLUSTER SOCIAL SCIENCES ON EAST CAMPUS, AND FOCUS HUMANITIES ON WEST CAMPUS



The adjacency survey revealed that the two colleges in need of reconfiguration were the College of Humanities and Social Sciences and the College of Graduate Studies. The College of Humanities and Social Sciences has numerous desired connections to other departments. However, clustering the College of Humanities and Social Sciences would be difficult given its size.

Upon reviewing this information, BSU administration suggested that a solution for the College of Humanities and Social Sciences would be to group social sciences together in one cluster on the East Campus, and Humanities in another cluster on the West Campus. It also was agreed that the College of Graduate Studies should move to a new building at the center of campus from its current location in Maxwell Library.





MASTER PLAN



2011 BRIDGEWATER STATE MASTER PLAN UPDATE: ILLUSTRATIVE PLAN

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OVERVIEW

The Bridgewater State University Master Plan Update envisions that future investments in campus buildings and open spaces will serve to knit the campus together, and make it a more functional and beautiful environment. Renovations to existing campus buildings will improve their efficiency and accessibility and, combined with new campus buildings, will create new homes for the College of Graduate Studies, the College of Humanities and Social Sciences, and the College of Education and Allied Studies. Key open spaces, including new quadrangles along the railroad tracks, an enhanced open space between the Library and RCC, and protected wetlands, will provide students with new spaces to congregate and learn. These changes, paired with pedestrian improvements along Park and Burill Avenues, also will create a safer campus environment for all users.



A NEW QUADRANGLE BEHIND KELLY GYM WILL PROVIDE SAFER PEDESTRIAN CONNECTIONS, AND WILL CREATE AN IMPORTANT GATHERING SPACE TO PROMOTE INTERACTIONS BETWEEN STUDENTS, FACULTY, AND STAFF, REINFORCING THE THEME OF "MAKING THE CAMPUS THE CLASSROOM"

The Master Plan Update envisions that BSU will use future capital investments to 1) increase the amount of classroom, office, specialized instruction, and student life space on campus and 2) improve the functionality and accessibility of existing campus buildings.



A PEDESTRIANIZED BURRILL AVENUE WILL BE REINFORCED BY NEW ACADEMIC AND STUDENT LIFE FACILITIES THAT LINE ITS EDGE

CAMPUS BUILDINGS

The Master Plan Update envisions that BSU will use future capital investments to 1) increase the amount of classroom, office, specialized instruction, and student life space on campus and 2) improve the functionality and accessibility of existing campus buildings. Specifically, the master plan envisions the construction of new academic and student life buildings, both along Burrill Avenue on the East Campus. The academic building will lie adjacent to Moakley Hall. The student life building will sit across the street, on the site that currently houses the Burrill Office Complex.

The Master Plan Update also envisions strategic renovations to Tillinghast, the Art Center, Hunt, Rondileau Campus Center (RCC) and Maxwell Library. The renovation of Tillinghast will provide access to upper floors by installing an elevator, and the Arts Center addition will provide additional studio space as well as an accessible entrance and restrooms. Renovations to Hunt Hall will add an elevator and accessible restrooms. The additions to RCC and the Library will improve transparency by removing blank walls facing the adjacent open space, address accessibility issues from Park Avenue and make the Theater Department accessible. Kelly Gym is in need of renovation and upgrades to address accessibility issues. The decision to renovate or replace it with a new natatorium addition to Tinsley has not yet been made. If Kelly is replaced, classroom and counseling space currently in Kelly would be distributed among planned new student life and academic buildings. The master plan provides flexibility for either option.

A new building on Plymouth Street will house Admissions and Financial Aid. The College of Graduate Studies will be located in a new building near the center of campus. North of Plymouth Street, a new parking garage on the Spring Street lot will allow conversion of surface lots in the campus core to open space and building sites.



MAJOR INVESTMENTS INCLUDE THE NEW ACADEMIC BUILDING ADJACENT TO MOAKLEY, THE NEW STUDENT CAMPUS CENTER ON THE BOC SITE, A NEW COLLEGE OF GRADUATE STUDIES BUILDING, AND A NEW ADMISSIONS AND FINANCE BUILDING

Recent/In-Progress Buildings

- A. MARSHALL CONANT SCIENCE BUILDING
- B. EAST CAMPUS PARKING GARAGE
- C. NEW RESIDENCE HALL

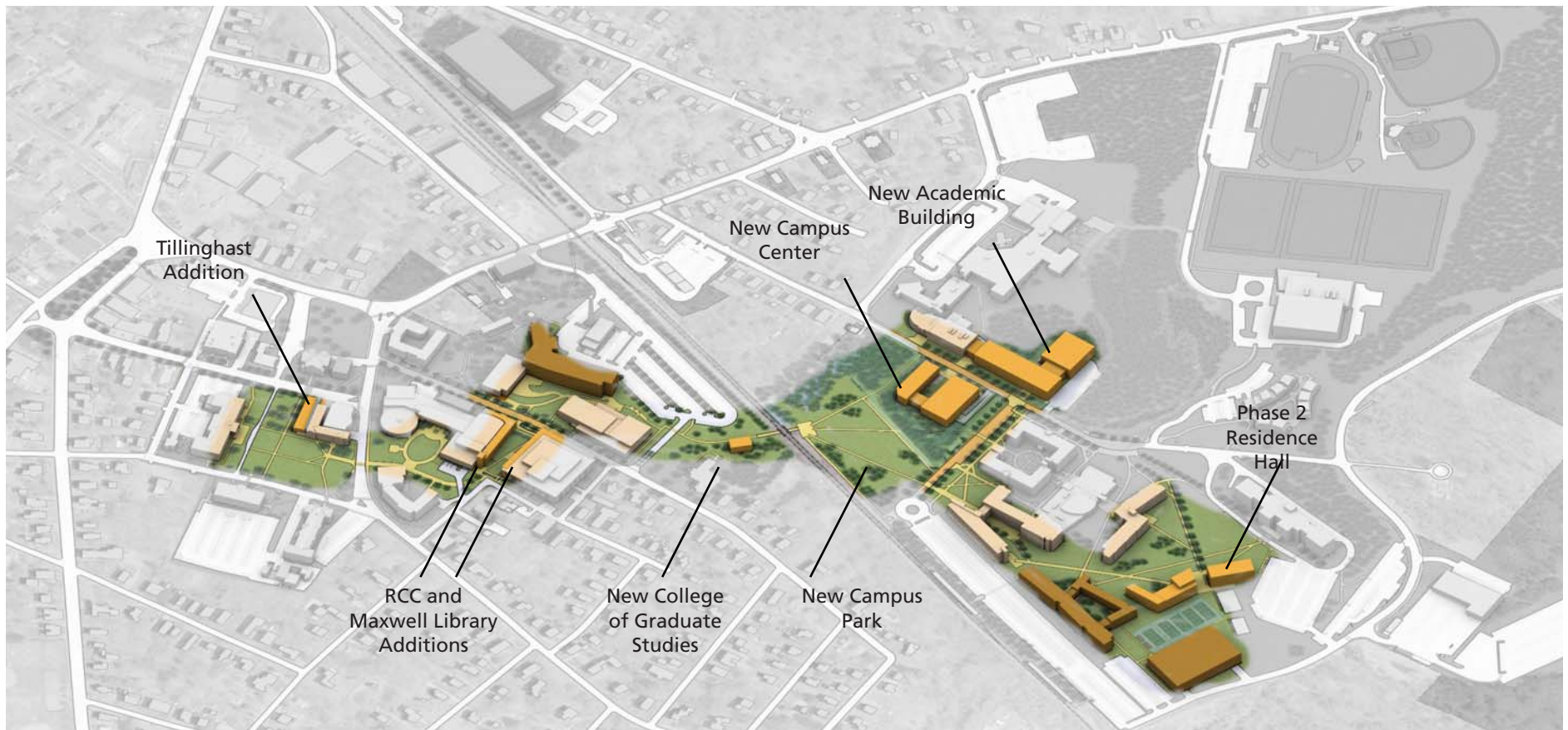
Proposed Projects

- 1. BURNELL SCHOOL RENOVATION
- 2. TILLINGHAST HALL RENOVATION AND ADDITION

- 3. RONDILEAU CAMPUS CENTER RENOVATION
- 4. MAXWELL LIBRARY ADDITION
- 5. ART CENTER ADDITION/ACCESS
- 6. HUNT HALL RENOVATION/ACCESS
- 7. KELLY GYM RENOVATION/ACCESS
- 8. NEW COLLEGE OF GRADUATE STUDIES
- 9. NEW ADMISSION AND FINANCIAL AID BUILDING

- 10. NEW EAST CAMPUS QUAD
- 11. NEW ACADEMIC BUILDING
- 12A. PARK AVENUE PEDESTRIANIZATION
- 12B. BURRILL AVENUE PEDESTRIANIZATION
- 12. **Additional Projects**
- P1. NEW CAMPUS CENTER
- P2. SPRING STREET PARKING GARAGE
- P3. PHASE 2 RESIDENCE HALL

- EXISTING CAMPUS BUILDINGS
- RECENT/IN-PROGRESS BUILDINGS
- PROPOSED BUILDINGS
- WETLANDS



BUILDING RENOVATIONS AND NEW DEVELOPMENT WILL REINFORCE THE CENTRAL SPINE OF OPEN SPACE AND PEDESTRIAN CIRCULATION THROUGH THE BSU CAMPUS

The master plan envisions converting the surface parking lots next to the rail station to quadrangles, in order to knit the two sides of campus together and improve the open space between the RCC and the Library to make it a more inviting space.

OPEN SPACE

It is envisioned that the building renovations and new development will reinforce the central spine of open space and pedestrian circulation through the BSU campus. On a landscape level, the master plan recommends creating new quadrangles on the parking lots next to the rail station in order to knit the two sides of campus together. It envisions improving the open space between RCC and the Library — in tandem with the renovations to these buildings — to make it a more transparent and inviting space. It also promotes the redesign of the area north of the Conant Science and Math Building, including Stearns Garden and the Mohler- Faria Rose Garden.

The Master Plan Update recommends that BSU pursue the notion of developing a “learning landscape” in conjunction with the new campus park and wetlands on the East Campus.



THE MASTER PLAN ENVISIONS A REDESIGNED AREA BETWEEN RCC AND THE LIBRARY WHICH RESPONDS TO RENOVATIONS TO THE TWO BUILDINGS AND IMPROVES ACCESSIBILITY BY ELIMINATING GRADE CHANGES AND EXTERIOR STAIRS

To address the ongoing pedestrian-vehicular conflicts on campus, the Master Plan Update envisions limiting access to Park Avenue.



PEDESTRIANIZING PARK AVENUE REMAINS A KEY GOAL

VEHICULAR/PEDESTRIAN CIRCULATION

The plan proposes several changes to pedestrian access, including pathways through the new campus open spaces on the East and West Campuses and the pathway connecting the Spring Street Lot and Plymouth Street to Park Avenue through the Stearns Garden.

To address the ongoing pedestrian-vehicular conflicts on campus, the Master Plan Update envisions limiting access to Park Avenue and Burrill Avenue. At Park Avenue, due to the concerns of the adjacent neighbors, it is likely that this closure would only occur for a portion of the day (i.e. 9 am – 3 pm). Should the University have the opportunity to extend Elwell Avenue through strategic property acquisition, it may be possible to close the section of Park Avenue between Elwell and Summer Street on a permanent basis.

To address traffic congestion issues, the Master Plan Update supports signaling the intersection of Plymouth Street and Great Hill Drive, constructing a new parking garage on the Spring Street lot, and implementing policies which encourage increased carpooling and transit use.

A final recommendation is that BSU strengthen campus gateways, particularly at the intersection of Plymouth Street and Summer Street, and improve directional signage.



PEDESTRIANIZING PARK AND BURRILL AVENUES, AND IMPROVING PEDESTRIAN PATHWAYS, WILL REDUCE CONFLICTS WITH VEHICLES

- EXISTING CAMPUS BUILDINGS
- RECENT/IN-PROGRESS BUILDINGS
- MAIN PEDESTRIAN ROUTES
- VEHICULAR ACCESS
- PEDESTRIANIZED STREETS

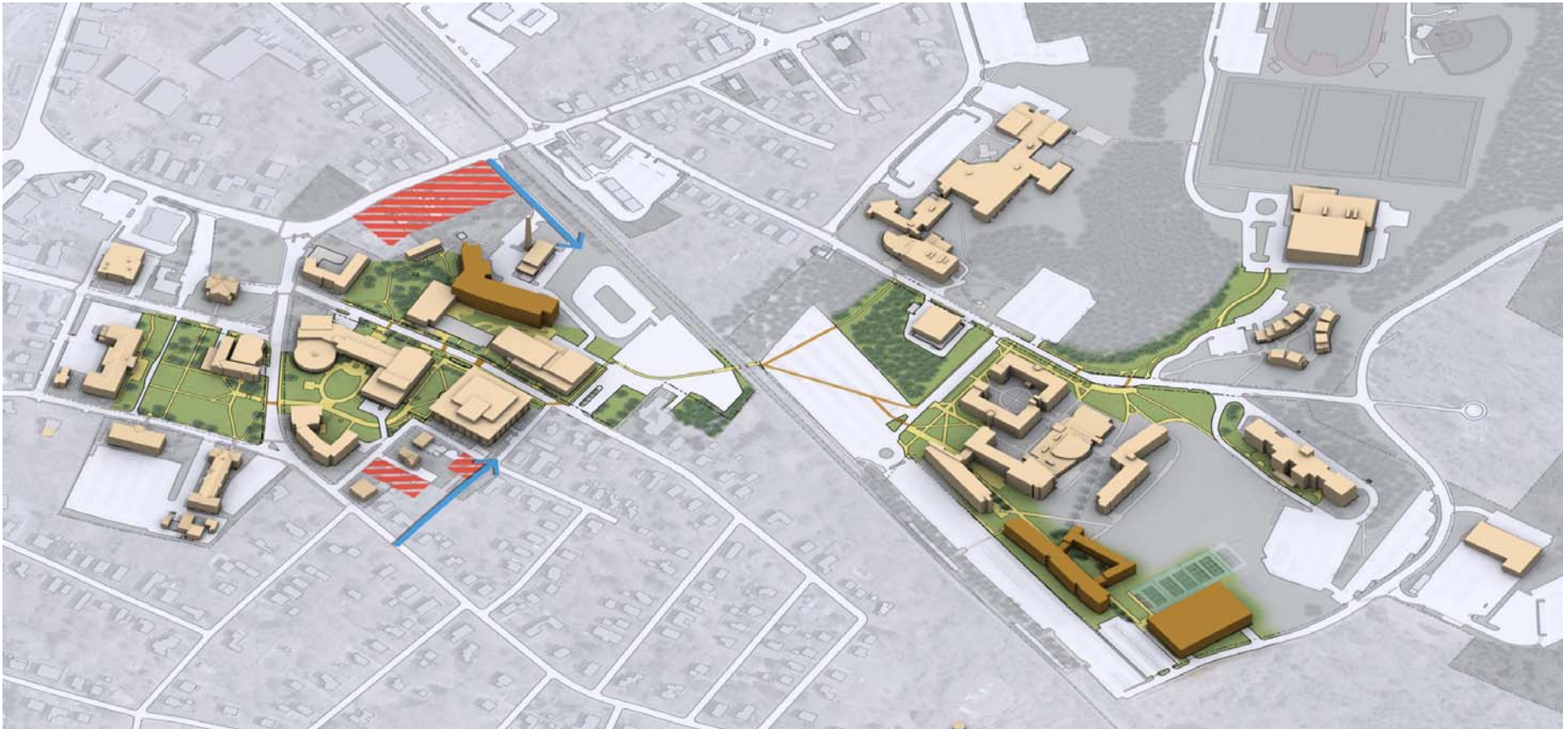
On a physical level, the most critical area that BSU must address to further universal design is to provide access to programs that are currently inaccessible.



FULL ACCESSIBILITY TO PROGRAMS AND FACILITIES, SUCH AS HERE IN THE ECC, IS A GOAL

Circulation issues also include a number of programs which are currently not ADA accessible. Most of these require physical changes such as ramps and elevators. It is recommended that BSU prioritize capital funding requests to resolve the following barriers to programs and activities:

- Full accessibility to the teaching spaces within the Theater Department and to the programs housed in the Arts Center.
- Access to each of the programs located in Kelly Gym through grading, ramps and installation of an elevator.
- Elevators at Hunt Hall and Tillinghast Hall as well as creating an accessible path of travel.
- Accessibility in Rondileau Campus Center, including entrances, restrooms, tickets booths, and the orchestra pit.



RECENT AND POTENTIAL ACQUISITIONS MUST IMPROVE CAMPUS GATEWAYS AND ACCESS POINTS

LAND ACQUISITION

BSU's recent strategic acquisitions along Plymouth Street will provide a new face for the University along this major thoroughfare. Moving forward, the University will continue to explore opportunities to acquire parcels, particularly those that would make it possible to extend Elwell Avenue.

- EXISTING CAMPUS BUILDINGS
- NEW / PLANNED INVESTMENTS
- RECENT / PROPOSED ACQUISITIONS
- IMPROVED ACCESS POINTS

To accomplish the identified projects, the BSU Master Plan Update recommends a three phased approach to implementation: 1) maximize efficiency of existing space, 2) new academic space, and 3) new student life space.

PHASING

To accomplish the identified projects, the BSU Master Plan Update recommends a phased approach to implementation:

- Phase 1: Maximize Functionality and Accessibility of Existing Space
- Phase 2: New Academic Building
- Phase 3: New Student Life Building

Phase 1: Maximize Functionality and Accessibility of Existing Space

Phase 1 will consist of a series of strategic renovations of existing buildings, with a goal of increasing academic and office space on campus. It also will include the construction of a new building on Plymouth Street to house Admissions and Financial Aid and a new building for the College of Graduate Studies near the center of campus.



PHASE 1 WILL INCLUDE AN ADDITION TO TILLINGHAST HALL



PHASE 1: MAXIMIZE FUNCTIONALITY AND ACCESSIBILITY OF EXISTING SPACE

Recent/In-Progress Buildings

- A. MARSHALL CONANT SCIENCE BUILDING
- B. EAST CAMPUS PARKING GARAGE
- C. NEW RESIDENCE HALL

Proposed Projects

- 1. BURNELL SCHOOL RENOVATION
- 2. TILLINGHAST HALL RENOVATION AND ADDITION
- 3. RONDILEAU CAMPUS CENTER RENOVATION
- 4. MAXWELL LIBRARY ADDITION
- 5. ART CENTER ADDITION/ACCESS
- 6. HUNT HALL RENOVATION/ACCESS
- 7. KELLY GYM RENOVATION/ACCESS
- 8. NEW COLLEGE OF GRADUATE STUDIES
- 9. NEW ADMISSION AND FINANCIAL AID BUILDING
- 10. NEW EAST CAMPUS QUAD

- EXISTING CAMPUS BUILDINGS
- RECENT/IN-PROGRESS BUILDINGS
- PROPOSED BUILDINGS
- WETLANDS



PHASE 2: NEW ACADEMIC BUILDING

Phase 2: New Academic Building

Phase 2 will consist of the construction of a new academic building adjacent to the Moakley Technology Center. In addition to classrooms and offices, it is envisioned that this building could house specialized instruction space for the social sciences, and space for two new data centers. Phase 2 will also include an additional residence hall on East Campus, completing the quadrangle at East Hall and Shea-Durgin Hall.

- EXISTING CAMPUS BUILDINGS
- RECENT/IN-PROGRESS BUILDINGS
- PROPOSED BUILDINGS
- WETLANDS



PHASE 3: NEW STUDENT LIFE BUILDING

Phase 3: New Student Life Building

Phase 3 will consist of the construction of a new student life center on the site across the street from the Moakley Center. The program for this building is yet to be finalized, but is likely to include dining, gathering space for resident, non-resident and graduate students, program space for student organizations and events, and collaborative work space. A new parking garage on the Spring Street Lot will also be built in Phase 3.

- EXISTING CAMPUS BUILDINGS
- RECENT/IN-PROGRESS BUILDINGS
- PROPOSED BUILDINGS
- WETLANDS



LONG TERM

Long Term

The master plan identifies sites for future growth beyond the identified programmatic needs. The site to the east of Tinsley is available for the long term recreation growth and is sized to accommodate a swimming pool. The site currently occupied by the Burrill Office Complex, and identified for a new student life building in Phase 3, was also considered for long term academic growth.

- EXISTING CAMPUS BUILDINGS
- RECENT/IN-PROGRESS BUILDINGS
- PROPOSED BUILDINGS
- WETLANDS



THE LONG TERM VISION FOR EAST CAMPUS INCLUDES A MAJOR NEW LANDSCAPE, RELOCATION OF PARKING, IMPROVED PEDESTRIAN CONNECTIONS, AND GROWTH IN ACADEMIC, STUDENT LIFE, AND RESIDENTIAL SPACE

Priorities for future capital investment include the renovation of several campus buildings, a new academic building next to Moakley, and a new student center across the street.



COMPLETING THE BURNELL RENOVATION IS A TOP PRIORITY

Implementation

As the master plan update was completed, the Board of the university adopted a series of near term priority projects. The Board's directive establishes a clear path towards implementation of the plan, with specific steps outlined through the year 2014.

The Board also decided to move forward with a new building for the College of Graduate Studies. Earlier in the master plan process, the College of Graduate Studies was located with Admissions and Financial Aid in a new building on Plymouth Street. The Board decided the College should be an independent building and more central to campus. The master plan provides a flexible framework within which such adjustments can be achieved.

PRIORITIZED LIST OF CAPITAL PROJECTS

The following list of capital projects are priorities for implementation of the Master Plan Update:

1. Burnell renovation
2. Tillinghast Hall renovation and addition
3. Rondileau Campus Center renovation and addition (Theater Department)
4. Maxwell Library addition
5. Art Center addition and access
6. Hunt Hall renovation and access
7. Kelly Gym renovation and access



PRIORITY PROJECTS AT RCC AND MAXWELL LIBRARY WILL REINVIGORATE THE OPEN SPACE BETWEEN THE TWO BUILDINGS.

8. New Building for the College of Graduate Studies
9. New Building for Admission and Financial Aid
10. New Academic Building

Additional Projects

1. New Student Center
2. Parking Garage at Spring Street
3. Phase 2 Residence Hall

Preliminary Cost Estimates

The priorities established in the master plan process are described in the table to the right. Preliminary cost estimates, except where noted, are based on data provided by the Division of Capital Asset Management on August 29, 2011.

	Priority Capital Projects	CAMIS #	Existing SF	Renovated SF
1	Burnell renovation	715BSC0250	77,526	77,526
2	Tillinghast renovation and addition	715BSC0020	51,760	51,760
3	Rondileau Campus Center renovation and addition (Theater Department)	715BSC0170	148,229	127,229
4	Maxwell Library Addition	715BSC0180		
5	Art Center addition and access	715BSC0080		
6	Hunt Hall renovation and access	715BSC0251	23,591	23,591
7	Kelly Gymnasium renovation and access	715BSC0050	70,865	70,865
8	New building for the College of Graduate Studies	-		
9	New building for Admissions and Financial Aid	-		
10	New Academic Building	-		
	Demolish Burrill Office Complex			
	Data Centers (2)			
<i>Sub-total for building projects</i>			371,971	350,971
11	Pedestrianization	-		
	Park Avenue			
	Burrill Avenue			
12	New East Campus Quad			
	Remove 600 parking spaces			210,000
	Construct new campus quad			
<i>Sub-total for landscape and streetscape projects</i>				
	Additional Projects			
P-1	New Campus Center			
P-2	Parking Garage at Spring Street			
P-3	Phase 2 Residence Hall			

Note:

1. Cost Provided by Bridgewater State University

	Unit Cost	Renovation Cost	Proposed SF	Unit	Unit Cost	Proposed Cost	Total ECC	Total Project Cost	Escalated
								51.96%	27%
1	\$300	\$23,257,800					\$23,257,800	\$35,342,553	\$45,040,549
2	\$300	\$15,528,000	20,000		\$230	\$4,600,000	\$20,128,000	\$30,586,509	\$38,979,447
3	\$300	\$38,168,700	26,400		\$300	\$7,920,000	\$46,088,700	\$70,036,389	\$89,254,374
4			25,200		\$260	\$6,552,000	\$6,552,000	\$9,956,419	\$12,688,461
5			5,000		\$275	\$1,375,000	\$1,375,000	\$2,089,450	\$2,662,795
6	\$300	\$7,077,300					\$7,077,300	\$10,754,665	\$13,705,745
7	\$260	\$18,424,900					\$18,424,900	\$27,998,478	\$35,681,260
8			6,000		\$358	\$2,148,000	\$2,148,000	\$3,264,101	\$4,159,770
9			20,000		\$358	\$7,160,000	\$7,160,000	\$10,880,336	\$13,865,900
10			32,000		\$352	\$11,264,000	\$11,264,000	\$17,116,774	\$21,813,617
									\$90,000
		\$102,456,700			\$41,019,000		\$143,475,700	\$218,025,674	\$277,941,918
11									
			960	lf	\$150		\$144,000	\$218,822	\$278,867
			1,160	lf	\$150		\$174,000	\$264,410	\$336,965
12			156,626						
	\$4	\$840,000					\$840,000	\$1,276,464	\$1,626,726
			250,000	sf	\$6	\$1,500,000	\$1,500,000	\$2,279,400	\$2,904,867
							\$2,658,000	\$4,039,096	\$5,147,425
P-1			60,000	gsf	\$240	\$14,400,000	\$14,400,000	\$21,882,240	\$27,886,727
P-2			1,500	spaces	\$15,000	\$22,500,000	\$22,500,000	\$34,191,000	\$43,573,010
P-3			160,000	beds	\$285	\$45,600,000	\$45,600,000	\$69,293,760	\$88,307,968
							\$82,500,000	\$125,367,000	\$159,767,705
						Totals	\$228,633,700	\$347,431,770	\$442,857,048

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APPENDIX

ADA STRATEGIC COMPLIANCE REPORT BRIDGEWATER STATE UNIVERSITY



Prepared by
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Myra Berloff, Director, Massachusetts Office on Disability
in collaboration with
the Disability Resource Advisory Committee

September 2011

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INTRODUCTION

Under the auspices of Universal Access Committee, established by the Executive Office of Administrative and Finance in accordance with Administrative Order 19, the Division of Capital Asset Management and the MA Office on Disabilities have collaborated to test a new approach to tracking ADA compliance in the Commonwealth. The ADA Strategic Compliance Update is designed to identify the Commonwealth's most critical ADA compliance issues at state facilities, while simultaneously providing training and technical assistance to agency staff, which will be responsible for implementing further ADA compliance efforts.

This approach differs from the ADA Self Evaluation and Transition Plan activity that occurred in 1992-1995 because it examines physical accessibility through the lens of programs, services and activities, viewed in their entirety, rather than auditing every building to develop an exhaustive list of barriers to be removed. This approach takes a broad view of potential discrimination in an agency's programs, services and activities. The primary goal is to identify the most critical discrimination issues that need to be addressed at an agency or campus. These may be mitigated by changes in policies and procedures, as well as, program accommodations. However, there are some situations where access to programs, services and activities can only be achieved by removing physical barriers. Once these are identified, project scope and costs can be identified for budgeting and capital planning. This strategic approach may not relieve an agency from needing to conduct an accessibility audit of a specific building in the future but it does provide an initial overview and critical path for planning mitigation of the most critical ADA issues.

This approach builds on the general planning principals established by ADA trainers for developing the order of priorities when ADA transition planning was first conducted in the early 1990s. The perspective used for assessing potential ADA non-compliance is scenario-driven as well as data-driven. User perspectives used to assess educational facilities include those of a prospective student, a registered student, and the general public seeking to attend theater, sports events, or services such as child care. The following questions guided the inquiry: Can I get where I need to go? Is the destination, path of travel, building entrance, and a restroom accessible? And, can I use features and access services like everyone else? One vast difference between assessing ADA compliance in 1990 and 2011 is the role of electronic information technologies, both as a new arena for accessibility scrutiny and an opportunity for creatively implementing effective communication for people with disabilities.

Bridgewater State University agreed to participate in the ADA Strategic Update pilot as part of its revisions to its Master Plan. The university was asked to complete five data collection forms developed by DCAM (see Part 3) to document the level of accessibility the university has achieved and how well it has met its obligations under Title II of the ADA. The forms do not include data about compliance of residential facilities (built through the MSCBA) or satellite campus facilities located away from the Bridgewater campus.

A meeting was held on March 28, 2011 at BSU with the master planning design firm, Sasaki Associates, and BSU senior administrative staff whose work makes them familiar with and responsible for disability services and accessibility issues on campus. (See list attached)

The following summary is based on information that the University provided on the forms and information we were able to collect during our campus walkthrough, as well as follow-up meetings with key staff. Part 2 of the report contains an illustrated analysis of accessibility issues and Part 3 is the worksheets completed by the University, or on its behalf.

PREFACE TO ADA COMPLIANCE FINDINGS

Bridgewater State University has clearly made an ongoing effort to provide equal opportunities to students with disabilities. Although the University did not provide us with a copy of its original 1993 ADA Self Evaluation and Transition Plan, it is evident that they have worked to address accessibility in renovations and new construction as well as developing policies and procedures for addressing the needs of students and employees with disabilities.

BSU is known within the MA State College system as one of the best colleges for students with disabilities. On a campus of 11,000 students, the Disability Resources Office serves approximately 700 students who have self-identified as having disabilities. Anecdotal evidence points to a larger number of students who may have qualifying disabilities and choose not to self-identify, but benefit from the university's accessibility.

All new buildings and renovation projects have been designed to be in compliance with both the ADA and the regulations of the MA Architectural Access Board. Most of the campus buildings are "functionally accessible", even if not in full compliance with accessibility regulations. Specific locations, where lack of regulatory compliance poses a danger or a discriminatory barrier, are noted under Structural Accessibility further on in this report.

1. POLICIES AND PROCEDURES

The University has an ADA Coordinator who serves as Assistant to the University President for Affirmative Action, Equal Opportunity, and Disability Compliance. He chairs the Disability Resource Advisory Committee (DRAC) which meets regularly to address disability and accessibility issues and recommend action. Members of this committee were very helpful in understanding how BSU has already addressed its ADA obligations. While doing a good job to meet the needs of students with disabilities, the University needs to strengthen its communication with the general public on how it addresses accessibility and civil rights for people with disabilities. The most easily found accessibility information for the first time visitor to the BSU website is on the Undergraduate Admissions Page, "[Campus Accessibility \(doc\)](#)" (see Appendix). It is a combination of "Notice of ADA Compliance", and status report on campus and building accessibility. It does not answer the typical questions a member of the public might have about the accessibility of university resources and events. More attention needs to be paid to public communication media to ensure that BSU makes its practice of accommodation more readily available to the public – everyone who interacts or potentially may interact with the University – to meet its ADA obligations. It needs to be an ongoing effort and provide multiple media and formats to ensure accessibility for all.

Beyond the scope of this project is the review of contracts and agreements with third parties who serve the campus community, including vendors and the Foundation. The University needs to include ADA compliance language in its legal documents and review the services and materials provided by vendors to ensure they are

compliant. For example, Dunkin Donuts has a retail space in the Student Center. It has eliminated the lowered counter required for serving people with disabilities by putting a large sign in the space. The University uses buildings owned by the Foundation, which, as a private, non-profit, has obligations as a Title III entity to address the accessibility of its assets.

Recommendations

- 1.1 Post at all building entrances a Notice of ADA Compliance including the location and phone number of the ADA Coordinator. A sample notice is attached.
- 1.2 Provide more information to the public about ADA Compliance and availability of accommodations on the BSU website, in University publications, admissions materials, events notices and program announcements.
- 1.3 Adopt a standard "tag line", stating the university's equal access and accommodation policies, which can be used for all formats of public information and outreach.
- 1.4 Review the policy for the Maxwell Library elevator. Limiting accessible vertical access to only those who carry BSU ID cards results in unequal access to restrooms. The public must ask for assistance to reach the only (nominally) accessible restroom on the lower floor. An informal opinion from the DOJ indicates that this is likely to be a discriminatory practice. There are a variety of solutions that should be considered including constructing an accessible restroom on the main floor.
- 1.5 Determine that the evening escort service vehicles can be used by a person using a wheelchair and can be requested by text message, TTY or relay service.
- 1.6 Review security practices to ensure that accessible entries into each building remain unlocked during the same hours that primary but inaccessible entries are unlocked.
- 1.7 Conduct periodic review of faculty syllabuses to ensure inclusion of an approved accommodations statement.

2. EFFECTIVE COMMUNICATION

The University has institutionalized many communication alternatives through its efforts to accommodate students' needs. The Office of Disability Resources reports that it regularly provides alternative formats for people with vision impairments and ASL interpreters or CART for people with hearing impairments. Its web site is comprehensive (http://www.bridgew.edu/AAC/disability_support.cfm) identifying technologies, aids, formats, and possible accommodations that demonstrate BSU's substantial efforts at effective communication.

Notice of availability of accessible formats, accommodations and accessibility, however, does not extend to BSU's communication with the general public. Print matter, web notices and other outreach materials rarely mention how BSU provides for effective communication such as the availability of alternate formats, interpreters, captioning, and physical accommodations. Currently, most BSU administrative offices rely on Disability Resources to provide accommodations both logistically and financially when requested by a member of the public.

This analysis did not include a survey of the University's web pages for accessible formatting of information. The web page for the Academic Achievement Center indicates it is a Bobby Approved page, meaning that it meets accessible format criteria. It is not clear how much of the University's website has been designed according to accessibility criteria.



Recommendations

- 2.1 The DRAC should consider how to promote the adoption of effective communication policies and procedures by every campus administrative office, both to reduce the time and budget burden on Disability Resources and to promote awareness and engagement by more administrators at BSU.
- 2.2 Campus emergency phones need to be reviewed for whether they can be used by people with vision or hearing/speech impairments.
- 2.3 Review with the BSU webmaster whether the BSU website meets the web accessibility requirements of the Commonwealth, found at www.mass.gov/itd/webaccessibility. Alternatively, request that the website be reviewed according to the WAI procedures at W3C: <http://www.w3.org/WAI/eval/preliminary.html#evaltools>
- 2.4 Provide more content on the website about accessibility so University and public users can "know before they go". For example, graphic representation of the location of accessible parking spaces is especially important while the University installs signage and striping to identify accessible spaces. See Appendix of this report for a sample of some of the web pages that need more accessibility information.

3. PROGRAM ACCESSIBILITY

The University has focused its program accessibility efforts on accommodating students with disabilities through information in the Student Handbook and on the Disability Resources webpage. Faculty and employees are advised of their disability rights in the Employee Handbook.

The University Registrar's Office reports that it has been able to accommodate students with disabilities by relocating classes to accessible locations, as needed. Most of the University's classrooms are located in accessible buildings with vertical transportation. It should be noted that the current Disability Notice places responsibility on the student with a disability to determine whether he/she can access the classroom before making a written request for the class to be moved. The University has sufficient knowledge of classroom accessibility issues to be able to accommodate matriculated students who have self-identified before classes begin. Placing the burden on the student may delay the discovery of more complex accommodations and temporarily prevent a student's participation. That said, students may still discover a needed, but previously unanticipated, accommodation, once the class meets.

An important concern for every educational institution is whether students are able to complete the requirements for a given major or minor. This can be challenging when specialized instructional spaces have unique spatial requirements (such as an observatory), specialized equipment (such as fume hoods), and when teaching techniques and instructional aids do not take into account the

limitations of different disabilities. While some accommodations may be possible when a student registers for a class, spaces and equipment that are structurally inaccessible may require funding and renovation that cannot be provided in a short time frame.

There is at least one academic major at BSU that cannot be completed because of inaccessible teaching and learning spaces. Some of the Theater Department's unique teaching spaces are located in an area behind and below the theater that is accessible only via stairs.

Although the University has recently completed a new addition to Hunt Hall with accessible Art Studio space, it is not clear that all spaces and specialized equipment for teaching and learning in the Fine Arts department are accessible. The Art Center, which is home to the Gallery as well as studio teaching, does have an elevator but the "accessible" entrance does not meet the requirements for accessibility. Inside the building, the restrooms are non-compliant and circulation areas are cluttered with materials and equipment that block the path of travel.

The university has indicated that all campus programs, services and activities listed on Worksheet #2 are in accessible locations, except for the departmental offices for Theater, English, History and Foreign Languages. Each of these departments needs to have written accommodation policies in place for: faculty members meeting with students; student delivery of materials to faculty mailboxes; and the acquisition of departmental materials that are usually obtained at the department office. These policies need to be posted in conspicuous

locations: websites, course syllabi, student handbooks and at the location where students confront the first barrier on the path of travel to the department office.

BSU has the typical facilities and activities that serve the general public beyond matriculated students. These include families taking admissions tours and spectators attending sports venues as well as theater events and lectures. It also includes access to university-based public resources such as the library, continuing education, and conferences. The university also makes campus facilities available to outside groups, whose members may unwittingly assume that the university's facilities are accessible. The Kelly Pool has been used for years by the Special Olympics in spite of its accessibility barriers. Several summer programs for children use campus facilities. The Children's Center was primarily designed to serve children of students, faculty and staff at the university, but also accepts children from the greater Bridgewater community, if space allows. Its entrance ramp is non-compliant and the playground does not meet the requirements for accessible children's play environments. This review did not include the interior facilities and toilets of the Children's Center.

Recommendations

- 3.1 Publish in electronic and print format the seating plans for the theaters, lecture halls and sports venues indicating the availability and location of accessible seating, accessible visitor parking, accessible path of travel and how to arrange for accommodations such as an assistive listening device or companion seating. The lack of toilet facilities at the outdoor venues and the location of the nearest accessible toilets is important information to the general public.
- 3.2 Distance Learning was not included in this survey. The DRAC needs to confirm that any satellite physical locations are designed to accommodate the needs of students and faculty with disabilities, sensory as well as physical, and that the Web-based materials and transmission techniques used for these programs can be accessed by students with disabilities. The time needed to modify web-based instructional materials should not delay a student's participation.
- 3.3 Post policies that describe available accommodations at the location of first barrier in buildings that are currently inaccessible.
- 3.4 Relocate or reconfigure the Disability Services Office to ensure confidentiality of information transmitted during meetings between a staff member and a student. Provide acoustic/visual privacy for student test taking. Student's privacy rights under FERPA and 504 could be violated under the current layout of the offices.

4. STRUCTURAL ACCESSIBILITY

SITE CONCERNS

The university campus, in spite of being bisected by the MBTA rail line, is generally very accessible. Most walkways have been located using natural grades to minimize slope in the path of travel. The distances between remote areas of campus are served by a comprehensive bus and shuttle system using accessible vehicles.

Parking is reported to be adequate in number, however, many of the spaces are difficult to identify as accessible because they have no signage or compliant striping. Not only is this confusing to people in need of an accessible space, but it makes it more likely that a non-disabled driver might use an accessible space by mistake. Some buildings do not have accessible parking close enough to a building entrance.

Most of the steps along campus pathways and leading into buildings do not have handrails. This is not only a problem for people who have difficulty navigating changes in level but it is also a major life-safety hazard.

Signage on campus is limited but is in the process of being replaced because of BSU's name change. Signage locations and text need to consider "decision points" and provide adequate information for finding the shortest accessible route between points.

Recommendations

- 4.1. Bring all accessible parking spaces into compliance in terms of configuration, striping, and signage, including designating van spaces.
- 4.2. Install code compliant handrails at all stairs on campus pathways.
- 4.3. Prioritize the re-surfacing of walkways that have abrupt level changes (anything greater than ½ inch), especially at changes in material.
- 4.4. Redesign curb cuts that are non-compliant and difficult to navigate. Install curb cuts that are missing on heavily used routes and at bus stops.
- 4.5. Review all exterior ramps on campus, and especially at building entrances, for code compliance related to slope, cross slope, landings, and design of handrails.
- 4.6. Ensure that the design of any new exterior signage is in compliance with accessibility requirements, particularly for letter size (with regard to viewing distance) and color contrast. The International Symbol of Accessibility should be used for parking signage and to indicate accessible building entrances when not all are accessible. The ADA requirements for signage are very detailed and compliance needs to be incorporated into any contracts for new signage design and installation.
- 4.7. On all campus maps, identify accessible routes whenever the most direct route is not accessible. Indicate the accessible entrance(s) to each building on all campus maps so people with disabilities do not have to backtrack to find their way into buildings.

4. STRUCTURAL ACCESSIBILITY continued

BUILDING CONCERNS

The University has made a significant effort to make its buildings accessible as it makes repairs and renovations. New buildings have been designed to be at least in minimum compliance with both state and federal accessibility regulations.

The lifts that have been installed illustrate why minimum compliance may not produce the viable long term accessibility. They have been installed because renovating the space and/or installing an elevator was considered too costly. Lifts, in general, are not a reliable form of independent, vertical circulation and are prone to mechanical problems. Every place a lift has been installed should be considered a short term solution and the university needs to be planning for a better long term solution.

Recommendations

- 4.8 Prioritize capital funding requests to resolve the following barriers to programs and activities:
- a. Access to the inaccessible instructional spaces within the Theater Department in the Campus Center. Also, access to the orchestra pit in front of the stage should be incorporated into any plans for renovation so that students can participate in that aspect of musical performance.
 - b. Access to the teaching programs and gallery housed in the Arts Center and renovations to provide accessible public restrooms.
 - c. Access to all of the programs located in Kelly Gym through the installation of ramps and/or elevator(s). Even if a new swimming facility is planned for the future, all programs in Kelly must be made accessible as soon as possible or moved to alternative locations.
 - d. Access to the main entrance to the Theater. Currently, the accessible path of travel from the closest accessible parking behind the building appears to be longer than the 200 feet limit required in the regulations. Inside the theater lobby, the only access up to the theater entrance is via a ramp that is too steep by today's standards and does not have space for handrails, making it dangerous as well. The box office window does not comply with service counter requirements. The closest public restrooms are not accessible. An alternative route to the theater from other parts of the Campus Center requires use of an inclined lift, which has reportedly not functioned reliably when needed. Installing an inclined lift in this location required a variance

from the Architectural Access Board, which was not filed. All building entry steps need to have compliant handrails installed as soon as possible. Many of these conditions are hazardous to everyone, especially in ice and snow conditions.

- e. Install elevators at Hunt Hall and Tillinghast. These two buildings each have limited access for people with disabilities, currently limited to ground level floors. It appears that further investment in improving the accessibility of these buildings has been deferred because the buildings may be replaced in the future. Lack of vertical accessibility in Hunt and Tillinghast limits the programmatic use of the upper levels of these buildings and denies access to casual users.

Until this accessibility is achieved, faculty and staff who occupy the inaccessible portions of these buildings must be advised of the barriers and given clear written guidance on how to be vigilant about non-discrimination and how to make appropriate accommodations.

- 4.9 Install signage at all inaccessible building entrances indicating the location of and directions to the accessible entrance(s). Inside the buildings, at the location of non-accessible toilet rooms, install signage indicating the location of and directions to accessible toilet rooms.
- 4.10 None of the buildings currently have the ADA-required informational signage indicating BSU's commitment to ADA compliance and how to reach the campus ADA coordinator. See Recommendation 1.1 above.
- 4.11 Several buildings have had vertical or inclined lifts installed that may comply with ADAAG but may not be in compliance with MAAB. All of the lifts must be able to be operated independently, without a key, as of November 2011.
- 4.12 Toilet rooms were not formally inventoried during this analysis. The University indicated on Worksheet # 3 that all

buildings have one or more accessible public restrooms. Some of the restrooms that are indicated as accessible are not in compliance with accessibility regulations, cannot be used safely by people with disabilities, and must be modified as soon as possible (e.g. Art Center, Moakley, Library) All inaccessible toilet rooms need to have signage indication the location and directions to the nearest accessible toilet room.

- 4.13 Create an inventory of the following elements so that replacement and improvements can be planned and scheduled over time.
 - a. visual alarm signals: determine whether there are additional locations where they may be needed: places where an individual may be alone in a room such as a toilet room
 - b. drinking fountains: replace single non-accessible drinking fountains with hi-lo fixtures and consider installing bottle filling stations
 - c. telephones: check the height of all publically available phones
 - d. door accessibility:
 - routinely check the pressure required to open doors and replace any door openers where correct pressure cannot be maintained
 - prioritize any doors in general use areas that need lever handles. Supply levers on faculty offices as requested.
 - identify any remaining doors with insufficient clearance space and modify or install automatic door openers.

MOVING FORWARD: ESTABLISHING A TRANSITION PLAN

This report only partially meets the obligations of the University to comply with the requirements of Title II of the ADA. With this document the University needs to plan a course of action.

1. **Providing access to programs that are currently inaccessible** is the most critical area for ADA action. Most of these situations require physical changes such as ramps and elevators. The scope of these projects will require Studies to determine strategy, scope and cost.
2. **Incorporate into the Master Plan** for the University the major building accessibility projects identified in this report.
3. **Formalize an ADA Transition Plan.** That can be achieved by adopting the recommendations of this report or developing a new document. The Transition Plan needs to include, at a minimum:
 - a. compliance actions to be taken;
 - b. a schedule for immediate interim compliance;
 - c. a plan and schedule for projects that require funding, study, design and construction; and
 - d. the names of responsible party(ies) for implementation. Parties assigned to implement projects should submit regular reports to the ADA Coordinator who will keep the UAC informed of progress towards compliance.
4. **Audit compliance at a detailed building level** where it is most critical to equal use. This was not in the scope of this report. There are several areas that the University would be well advised to address:
 - a. **Correcting non-compliant elements on campus:** Given the fact that some facilities are considered accessible by

the University, but are not in compliance with state and/or federal accessibility regulations, elements such as restrooms, paths of travel, parking spaces, and signage need to be systematically scrutinized for compliance. Some renovations likely triggered compliance that did not take place, such as the upgrading of a restroom in the Library.

This audit may be best implemented by hiring an accessibility planner who has the necessary skills and materials to complete this task effectively. It is also possible that Facilities or a student group could complete this survey if provided with the right tools and training.

- b. **Develop sufficient in-house expertise** on accessibility regulations or hire a consultant so that all small improvements, maintenance and repairs, and delegated projects comply with accessibility requirement. Non-compliant work becomes the University's responsibility and may require unnecessary and costly reconstruction.
- c. **Ongoing oversight:** Make sure that vendors of equipment (paper towel dispensers, vending machines, etc.) and tradespeople have contracts with accessibility compliance requirements and are supervised by a knowledgeable person to ensure that the work meets accessibility regulations.

This expedited approach to evaluating ADA compliance did not include consultation with people with disabilities who use the campus. Involving people with disabilities is a component of completing a comprehensive Self-Evaluation. By including people with disabilities (students, faculty, staff, and community) in the planning and implementation of the findings of this report, BSU will benefit from insights that are essential to successful ADA compliance.

APPENDIX

List of participants at ADA Planning meeting

Bridgewater State University

Miguel Gomes, Vice President, Administration and Finance

Karen Jason, Associate Vice President for Facilities Management
and Planning

Dr. Alan Comedy, Assistant to the President, AA/EO, ADA
Compliance Officer

Patricia S. Connolly, Assistant Director of Disability Resources

Pam Spillane, Learning Disabilities Specialist

Patricia Delaney, Environmental Health and Safety Officer

Mary Lou Frias, Sr. Director, Health and Counseling Center

Suzanne Tjoelker, Assistant Registrar

Keith MacDonald, Director of Physical Plant

Denis Maguy, Facilities Management and Planning Consultant

Design Consultant for Master Plan

James Miner, Principal, Sasaki

Elizabeth Sargeant, Project Manager, Sasaki

Division of Capital Asset Management

Elayne Campos, Deputy Director, Office of Programming

Deborah Carey, Project Manager, Office of Programming

Polly Welch, Accessibility Specialist

MA Office on Disability

Myra Berloff, Director

APPENDIX

Sample of problem pages the BSU WEBSITE

It needs to be easier to locate information on disability-related issues throughout the website. The following words, or similar words, should be incorporated into every site index or sub-index: *disability, accessibility for people with disabilities, and/or ADA Compliance*, as appropriate. For appropriate terminology regarding people with disabilities, consult the DRAC.

The following web pages are just a sample of where the public might look for information on accessibility and accommodations:

<http://www.bridgew.edu/sitemap.cfm> Site index needs mention of Accessibility and ADA (accommodations for general public)

<http://www.bridgew.edu/AdminDept.cfm> Index to Administrative Departments

<http://www.bridgew.edu/directions.cfm> Directions for the public on driving to BSU and where to park. There is no mention of the location of accessible parking spaces. This is especially important so guests can determine travel distance in terms of stamina. The site needs to indicate how to get parking accommodations, if needed, such as a phone number and advance notice, if applicable. Graphic representation of accessible parking spaces is especially important until the University installs signage and striping to identify accessible spaces.

[BSC Theater & Dance Season](#) The theater program including box office information has no mention of how to obtain accessible seating or assistive listening devices. Information about the nearest accessible parking should also be included for patrons.

<http://www.bsubears.com/landing/index> The public would expect this site to provide information on accessibility of spectator areas, access to sports events and special events that serve the larger community.

APPENDIX

Campus Accessibility Hyperlink on BSU website: <http://www.bridgew.edu/AffirmativeAction/BSC%20Campus%20Accessibility.doc>

It is the policy of Bridgewater State University to comply with the Americans with Disabilities Amendments Act of 2008 (ADAA), the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and other applicable laws prohibiting discrimination on the basis of disability. The University is committed to providing equal and integrated access for individuals with disabilities to all the academic, social, cultural, and recreational programs it offers.

Although the achievement of architectural and physical access is a work-in-progress, the University has accessible travel ways throughout most of the campus and offers accessible campus bus service. Most buildings are accessible with the use of ramps, lifts and elevators: Pope and Scott Halls are accessible on the main floor and elevators or lifts are available in Boyden Hall, Harrington Hall, the Campus Center, the Maxwell Library, the Conant Science Building, Kelly Gymnasium, the Moakley Center, the Tinsley Center, East Commons, East Hall, Hart Hall, Miles and DiNardo Halls, Woodward Hall and Shea and Durgin Halls. Each campus parking lot has accessible parking.

The University continually works to improve campus accessibility. It has recently begun to undertake a number of construction projects and renovations that will affect the campus. These current and future projects, as well as any periodic work by the Town of Bridgewater, may temporarily impact or disrupt accessible travel routes, building accessibility and/or parking. In an effort to provide the community with as much information as possible regarding such disruptions, the University will promptly issue a campus-wide email to all students, faculty and staff concerning the disruptions and provide information regarding alternative modes of access.

While most of the University's classrooms are physically accessible, students with disabilities are encouraged to plan their schedules to permit adequate travel time between classes. If a class is scheduled in the Rondileau Campus Center RG15, R026B and R026C, or in rooms other than 004 or 013 in Hunt Hall, students should determine if there is another section in an accessible room. After considering all alternatives, students should contact the Disability Resources Office in writing to arrange to move a class to an accessible location. It is located in the Academic Achievement on the ground floor of the Maxwell Library, (508) 531-1214.

The Office of Affirmative Action/Equal Opportunity is the designated office to provide information and coordinate all other services regarding physical access to the campus. Students, faculty, staff, and guests with concerns or questions regarding campus accessibility may contact the Office as follows:

Dr. Alan V. Comedy
Section 504/ADA Coordinator
Office of Affirmative Action/Equal Opportunity
Boyden Hall, Room 206
131 Summer Street
Bridgewater, MA 02325
Tel: 508.531.1241 Email: acomedy@bridgew.edu

APPENDIX

SAMPLE NOTICE FOR POSTING IN BUILDINGS
From The MASS DISABILITY HANDBOOK for Executive Agencies



PUBLIC NOTICE

NON-DISCRIMINATION BASED ON DISABILITY

COMMONWEALTH OF MASSACHUSETTS
(AGENCY NAME)

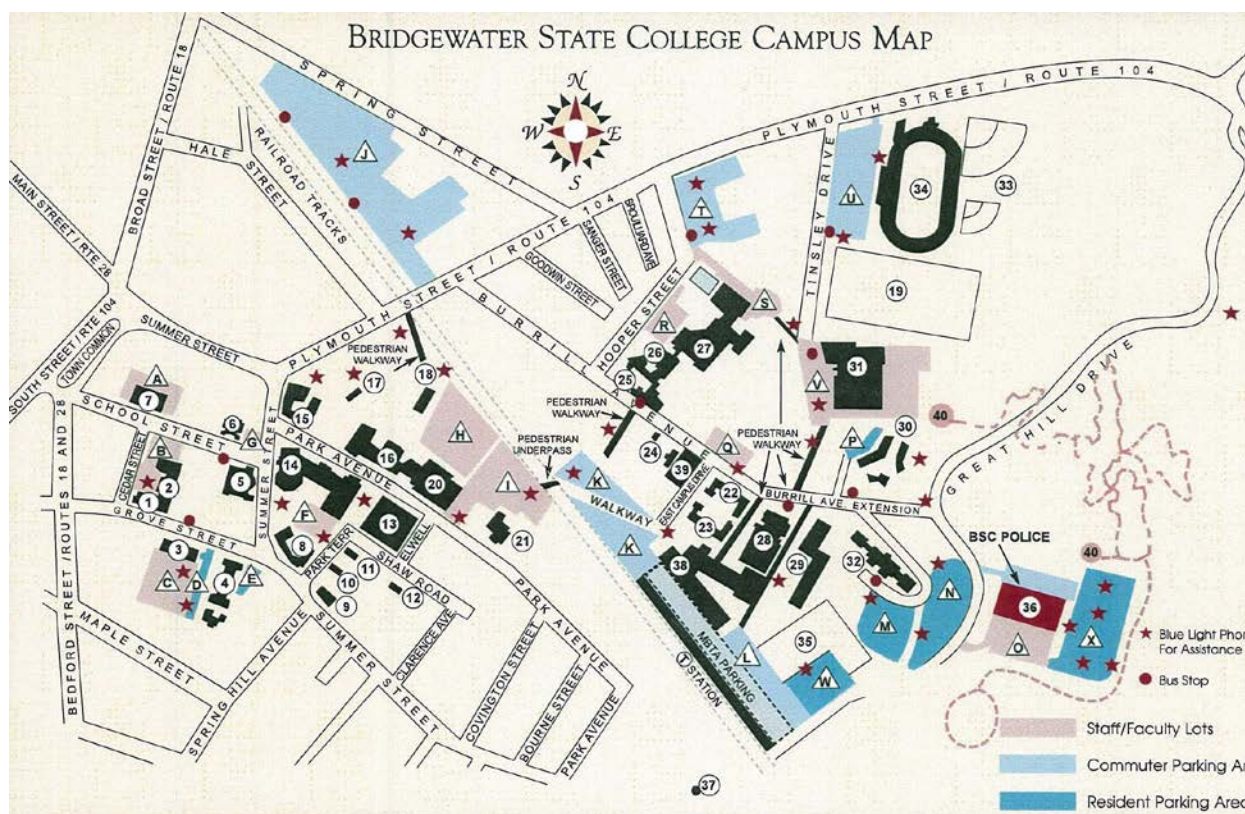
The (AGENCY NAME) advises its employees and the public that it does not discriminate on the basis of a person's disability in employment or in access to its programs, services, and activities. (APPOINTING AUTHORITY NAME), (TITLE), has designated (ADA/504 COORDINATOR NAME), (TITLE), to coordinate efforts to comply with the requirements of Executive Order 478, the Americans with Disabilities Act, the federal Rehabilitation Act and various other federal and state laws protecting the rights of people with disabilities.

Inquiries, requests, and complaints should be directed to:

(NAME), ADA/504 COORDINATOR
(AGENCY NAME)
(STREET ADDRESS)
(CITY/TOWN, STATE, ZIP CODE)
(TELEPHONE NUMBER), (TTY NUMBER), (FAX NUMBER)
(E MAIL ADDRESS)

Part 2: Photographic Inventory of Accessibility Issues

The following pages illustrate in more detail the areas of concern described in the previous pages..



BUILDINGS

- 1 Gates House, 40 Cedar St. (undergraduate admission)
- 2 Boyden Hall, 131 Summer St. (Registrar's Office)
- 3 Harrington Hall, 95 Grove St. (School of Business)
- 4 Woodward Hall, 115 Grove St. (student residence)
- 5 Tillinghast Hall, 45 School St. (health services, financial aid, faculty offices)
- 6 Art Center, 40 School St.
- 7 Hunt Hall, 26 School St.
- 8 Scott Hall, 170 Summer St. (student residence)
- 9 Summer Street House, 180 Summer St. (political science)
- 10 Davis Alumni Center, 25 Park Terrace
- 11 Barry House, 29 Park Terrace
- 12 Christian Fellowship Center, 29 Shaw Rd.
- 13 Maxwell Library, 10 Shaw Rd. (School of Graduate Studies)
- 14 Rondileau Campus Center, 19 Park Ave.
- 15 Pope Hall, 4 Park Ave. (student residence)
- 16 Conant Science Building, 24 Park Ave.
- 17 Greenhouse and Stearns/McNamara Memorial Garden, 16 Park Ave.
- 18 Power Plant, 34 Park Ave.
- 19 Athletic Field
- 20 Kelly Gymnasium, 34 Park Ave.
- 21 Catholic Center, 122 Park Ave.
- 22 Miles Hall, 115 Burrill Ave. (student residence)
- 23 DiNardo Hall, 115A Burrill Ave. (student residence)
- 24 MSCA, 91 Burrill Ave. (faculty union office)
- 25 Moakley Center, 100 Burrill Ave. (Office of Continuing and Distance Education)
- 26 Hart Hall, 90 Burrill Ave. (School of Education and Allied Studies)
- 27 Burnell Hall, 66 Hooper St.
- 28 East Campus Commons, 125 Burrill Ave. (bookstore)
- 29 East Hall, 135 Burrill Ave. (student residence)
- 30 Great Hill Student Apartments, 120-128 Burrill Ave.
- 31 Tinsley Center, 325 Plymouth St.
- 32 Shea Hall and Durgin Hall, 160 Burrill Ave. (student residence)
- 33 Alumni Park (baseball/softball complex)
- 34 Swenson Field
- 35 Rosen Tennis Courts
- 36 BSC Police Headquarters, 200 Great Hill Drive Operations Center, 200 Great Hill Drive (Central Receiving)
- 37 Astronomy Observatory, 400 Summer St.
- 38 Crimson Hall, 200 East Campus Drive (student residence)
- 39 Burrill Office Complex, 95 Burrill Ave. (faculty offices)
- 40 Great Hill Recreation Trail (entrances)

SITE ISSUES

Parking

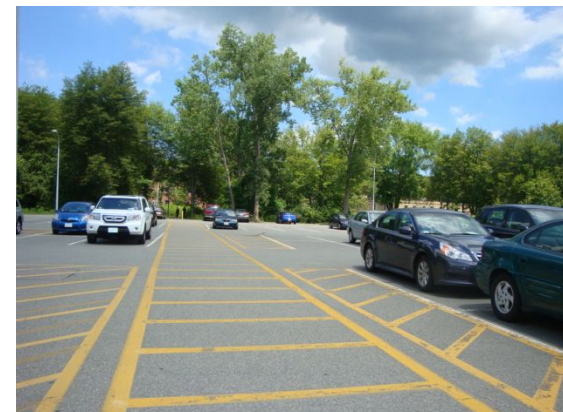
Even though BSU has an adequate number of accessible spaces distributed throughout their lots, many are invisible or non-compliant. The lack of complaint signage is the most critical factor. There are no signs for van accessible spaces and each lot should have a minimum of one.



Newer parking areas have compliant accessible parking, although this one is lacking a van accessible sign for this space.



Accessible parking for Admissions would not be found in snowy conditions; it needs signage as well as an access aisle.



The LGH lot for commuters lacks signage for its 5 accessible spaces. It is unclear which striped area is a walkway and which might be an access aisle.

Paths of Travel

The BSU campus has the advantage of being relatively flat but vehicle-pedestrian conflicts are common because it is a commuter campus.



Steps leading to a Maxwell Library entrance needs compliant handrails and a sign indicating the accessible route leading to the same destination.



Curb cut has been constructed for a different sidewalk condition. Apex curb cuts are not compliant in MA.



The striped path of travel across the parking lot is ambiguous for drivers making it less safe as a route for pedestrians.

BUILDING ENTRANCES

Some buildings on campus do not have accessible front entrances and do not have required signage indicating the accessible path of travel to an accessible entrance.

Admissions Office



Accessible primary entrance at parking lot does not need a sign because the ramp is obvious.

Arts Center



Inaccessible front entrance needs a sign.



"Accessible" back entrance is not code compliant because the slopes are too steep and its missing railings.

Boyden Hall



Inaccessible main entrance needs a sign



Inaccessible rear entrance needs a sign to accessible door into Horace Mann



Accessible entrances to Horace Mann Hall and elevator

BUILDING ENTRANCES continued

Burnell and Hart



Ramp to Child Care is not code compliant



Accessible entrance at parking lot. Curb cut from accessible parking is to left of walkway.

This building can also be accessed through Moakley which has an accessible entrance.

Harrington Hall



Front door was not made accessible during renovations but a sign indicates the route to an accessible entrance.



North and south entrances into stairwells are not accessible and have the required signage.



Rear entrance at parking lot is accessible, connecting to building elevator.

Hunt Hall



The two front entrances of Hunt are not accessible and have no signage.



An addition was added to Hunt Hall including a new accessible entrance at the lower level. The building has no elevator.



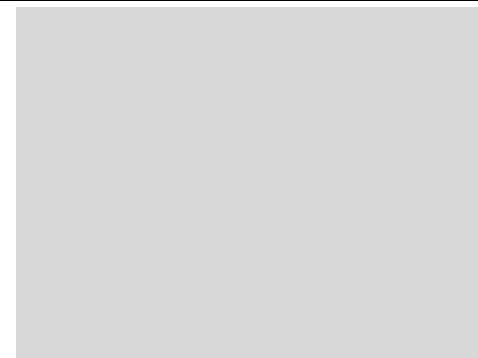
The new accessible entrance enters at the lower level of the building.

BUILDING ENTRANCES continued**Kelly Gym**

The primary entrance to the gyms is not accessible, has no railings, and no signage.



The adjacent primary entrance has a ramp. There are no railings at the steps. This entrance does not give access to some of the building's programs.



An accessible door at the back of the building leads into a stairwell with an inclined lift that goes up one floor.

Maxwell Library

The front entrance to the Library has a ramp but no railings at the stairs.



An accessible entrance on the North side leads to the lower level Testing Center, used by the public.



The accessible east entrance, on Park Avenue, can be reached from the North but not from the street.

Moakley Center

The front entrance is accessible including an automatic door opener on the left door.



BUILDING ENTRANCES conitnued**Rondileau
Campus
Center**

The entrance into the theater needs signage indicating that the accessible route is to the right where a ramp is located. The stairs need compliant handrails.



The main entrance into the Campus Center on Park Avenue is not accessible and has no signage indicating the location of an accessible route or entrance. The stairs need complaint handrails.



The door into the west side of the building from the plaza is accessible. The automatic door button is too close to the door swing to be safe.



This ramp to the north entry door is at the top of a sloped walkway/ramp. If the slope exceeds 5%, code compliant railings are needed.



This ramp was added to the stage loading dock entrance to provide access to the stage for performers with disabilities. Now that there is a vertical lift in the theater that provides access between spectators and the stage, this ramp may no longer be necessary. If it remains in place, several code issues need to be addressed.



BUILDING ENTRANCES conitnued

Tillinghast



The front entrance at the first floor is accessible but needs railings at steps and a sign indicating the location of the accessible entrance to the lower level. The building does not have an elevator.



The lower level of the building is accessible at this entrance and another further west. Signage needs to indicate that this entrance does not provide access to the first floor of the building.

SPECIFIC BUILDINGS WITH CRITICAL ACCESSIBILITY PROBLEMS

The following pages illustrate the four buildings where accessibility issues are preventing equal access to programs, services and activities for students as well as the public.

KELLY GYM

Most of the University's formal athletic programs were relocated to the new Tinsley Athletic Center in 2002. The swimming pool, two gyms and locker rooms remain in Kelly and are used by students as well as the general public. Only one entrance is accessible but it does not provide access to a number of the programs inside the building because of the multiple levels and absence of an elevator. A chair lift has been installed on a stairwell in the back of the building to provide access to the swimming pool area.



Southwest entry is accessible but needs code compliant railings.



Stairs in southwest entry lobby limits access to many parts of the building.



The northwest entry could be accessible with minor changes in grading. It needs railings at steps.

SPECIFIC BUILDINGS WITH CRITICAL ACCESSIBILITY PROBLEMS continued**ART CENTER**

The programs and activities that are housed in the Art Center are inaccessible because neither of the entrances provide a safe and accessible route. There is an elevator serving all floors. The toilet rooms that are identified as accessible are not in compliance. The path of travel inside the building can be accessible as long as equipment and storage are kept out of the corridors.



Front entrance to the Art Center needs a sign indicating the path of travel to the “accessible” entrance to the right.



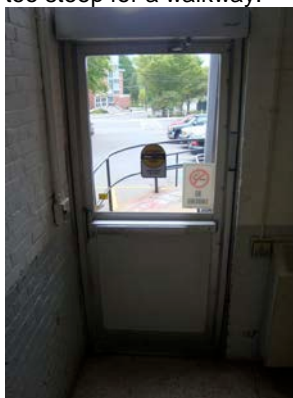
The walkway leading to the “accessible” entry must be redesigned to meet slope and cross slope requirements. Some of the existing slopes may be too steep for a walkway.



The ramp up to the “accessible” entry must be redesigned to meet slope and cross slope requirements, handrail and landing requirements.



The stairs need to have compliant handrails and there needs to be a landing of sufficient size to open the door and maneuver around the door swing.



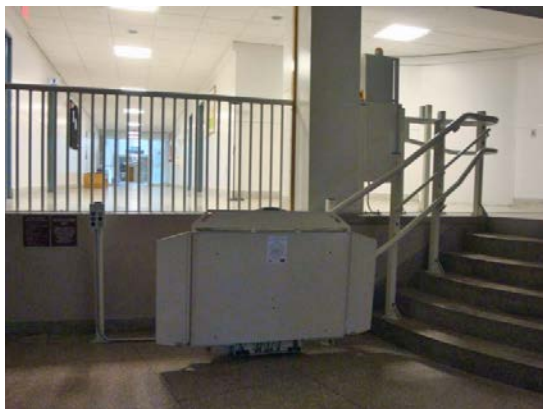
The accessible door does not have sufficient clearances beside the door.



The restrooms that have been modified to be accessible are not in compliance and the toilet location poses a hazard for people with disabilities.

SPECIFIC BUILDINGS WITH CRITICAL ACCESSIBILITY PROBLEMS continued**RONDILEAU THEATER AND THEATER DEPARTMENT**

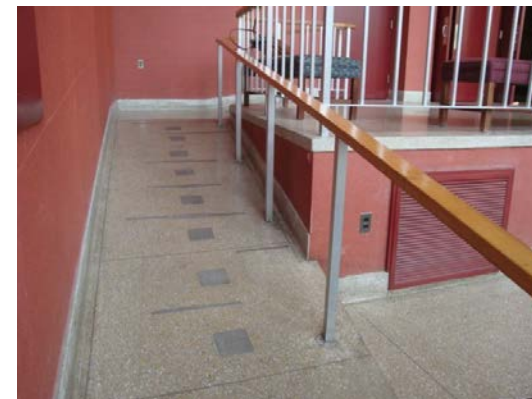
Many accessibility upgrades have been made to the Rondileau Campus Center, but the Theater Department's teaching spaces remain inaccessible. Continuing to improve the accessibility of the theater itself, especially as it serves the public, is critical as well. The Theater is the largest entertainment/assembly venue on campus. It has 1500 seats. An elevator has been added to create an accessible route from seating to the stage. The seating has been made accessible with wheelchair spaces and removable arms. An assistive listening system has been installed and signage informs patrons how to access ALS devices. The greatest remaining barrier to using the theater is getting to it. There is no accessible parking space within 200 feet of the entrance, the front entrance lobby has a non-compliant ramp, and access from elsewhere in the building is via a newly installed inclined lift, which doesn't comply with lift regulations in 521CMR.



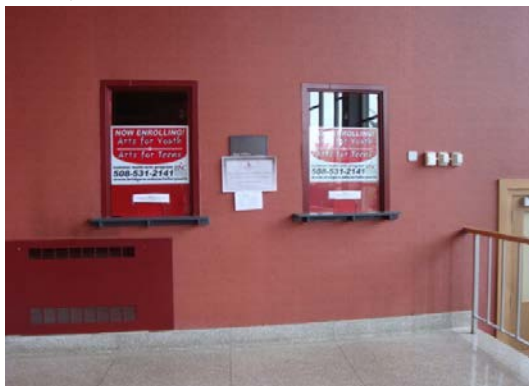
The stair lift from the first floor to the main door of the theater has not been reliable and does not comply with the uses permitted in 521CMR.



The main lobby connects the front entrance to the theater lobby by stairs and a ramp at the far end.



The ramp has excessive slope and is missing handrails making it non-compliant and dangerous. Its layout and tight dimensions limit renovating it for accessibility.



The box office windows are too high for accessible use.



To access the restrooms from the theater lobby requires using the inclined lift, and the closest restroom is not accessible.



The theater is wired for assistive listening and the signage indicates how to access it.

GENERAL ACCESSIBILITY ISSUES

The University in its efforts to enhance accessibility has made some improvements that may not comply fully with accessibility regulations. These photos are provided to show specific instances of non-compliance as well as illustrate some of the typical compliance issues in existing campus buildings.



This inclined lift to the RCC theater is not compliant in this location without evidence that a platform lift could not be installed. A variance should have been sought from the MAAB.



This inclined lift in Horace Mann is permissible for accessing a stage but a platform lift would have been possible in this location and preferred by users.



Typically the removal of two theater seats does not provide sufficient space for two wheelchair spaces at 33" x 48". All theater seating needs to be reviewed for dimensional compliance.

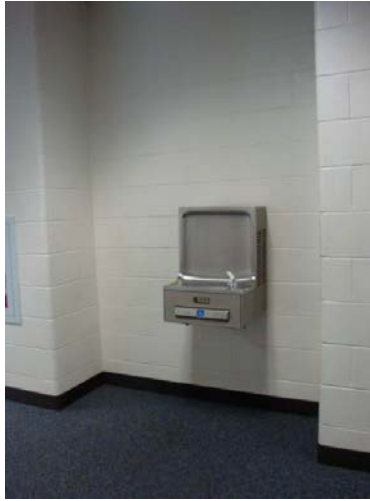


This new toilet, in Moakley, needs some improvements to be accessible. The flush valve needs to be moved to the open side of the toilet or changed to an automatic flush. The toilet paper dispenser is out of reach. Grab bars do not comply.



None of the restrooms in the Maxwell Library are in complete compliance with code. The urinals in the basement restroom are too high and the lack of maneuvering space in the upper floors restrooms makes them inaccessible.





Most of the drinking fountains on campus serve either people in wheelchairs or a person standing. ADAAG requires drinking fountains to serve BOTH people who cannot bend over and people in wheelchairs accessible drinking fountains, such as a hi-lo fixture.



Each of these illustrates situations where an element constitutes a protruding object, which can be a hazard for someone who has visual limitations.



Service counters must be accessible with a 36" wide counter surface at a maximum of 36" in height. In the left two examples, the space was designed to be accessible but has been compromised in use.



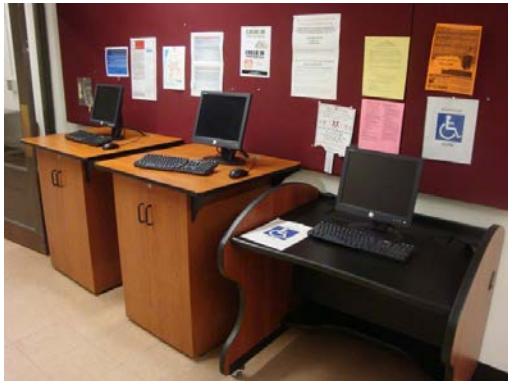
This gender neutral restroom indicates it is vacant but it was locked.



The elevator panel in Harrington does not have any visual or tactile indication that G is the accessible entrance/exit.



This sign does not indicate to a public user of the Library how to get to the ground floor, the location of Disability Resources and the only (partially) accessible restrooms in the building.



In this location in Boyden Hall, consideration was given to providing an accessible computer station next to the other stations.



This location in Hunt Hall does not have an accessible computer station. Where only one station is provided, it should be accessible.



These enhancements did not consider that they need to be accessible to people with disabilities. Portable toilets are available in accessible models. All landscape amenities should be designed to be accessible for someone who uses a wheelchair.



Part 3: Accessibility Status Worksheets

The following five worksheets were given to University administrators to complete. Worksheets #1, 4, and 5 were completed by DCAM based on discussions with staff. The data, along with the campus tour and information from the University's website, formed the basis for most of the recommendations contained in Part I of this report.

The following text prefaced the worksheets given to the University.

Title II of the ADA addresses accessibility through the lens of access to programs, activities and services, rather than auditing building accessibility. The right of people with disabilities to participate equally is often addressed by making program accommodations, rather than removing architectural barriers. For example, a college class or activity located in an inaccessible location may be relocated to an accessible location.

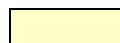
Title II of the ADA requires that each public entity conduct a self-evaluation of its programs, services and activities. To the extent that the entity cannot make all of them "programmatically accessible" it must develop a Transition Plan detailing how and when the agency will remove physical barriers that interfere with access for all individuals.

The following worksheets are intended to assess how well the college is making accommodations and whether there are any programs, services or activities that require the removal of architectural barriers to address a discriminatory situation. Please provide as much information as you can to help us determine where the college's priorities lie in the master planning process.

Please consider whether students and visitors can participate in the functions listed.

- Can a student access the department office for his/her major?
- Can a student access all of the courses that they might take to complete a major?
- Are there specialized spaces associated with a major or a student activity that might have inherent barriers? These might occur in laboratories, art studios, theater arts, radio stations, galleries, observatories, greenhouses. Please do not make any assumptions about the eligibility of a student with a disability to participate.
- Equipment and computers for student use in libraries, administrative offices, etc. need to provide accessibility.
- All public events – sports, arts, lectures, receptions and graduation – and use of the library must be accessible for visitors.

These forms are not intended to be exhaustive, but rather, provide an indicator of general compliance for master planning purposes. If you know of programs that we have missed, please add them.

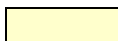
WORKSHEET #1: Policies and Procedures
BRIDGEWATER STATE UNIVERSITY


indicates areas of ADA concern

The following considerations impact building decisions only tangentially but are included in this overview because they are essential elements of Title II ADA compliance.

Basic Requirements for Policies and Procedures	Yes	No	In Progress (give status)
1. Designate a responsible employee as ADA Coordinator	✓		
2. Ensure ADA Coordinator receives periodic training	✓		
3. Establish and publish Grievance Policy	✓		
4. Notice of ADA compliance:			
• at building entrances		✓	Signs need to be printed and posted
• on website (on home page and on pages where public needs access information for events and public building use like library and galleries)		✓	Locations on website need to be identified and easily searched
• in official publications such as student handbook and employee manual	✓		
• for admissions procedures		✓	More information needed especially in regard to accommodations for visits and tours
• for event posters and flyers		✓	Tag line needs to be developed, policy for inclusion in university notices, and distributed
• for campus-run transportation	✓		Add information to Shuttle Bus regarding accessibility
• on program announcements (in abbreviated form)		✓	Notice needs to be developed and distributed to program coordinators
5. Effective Means of Communication			
• Campus-wide alerts and emergency warnings are sent in multiple formats	✓		
• Campus emergency phones can be used by deaf or speech impaired individuals			DRAC will review
• Availability of:			
a. TTY	✓		Students and public tend to use relay service
b. ASL interpreters/CART	✓		
c. Alternative formats for visually impaired	✓		
d. Accessible version of distance learning sites			DRAC will review
• Website accessibility			DRAC will review
• Structural Communication:			
a. Emergency alarms – visual and auditory			In new and renovated buildings. Others?

Basic Requirements for Policies and Procedures	Yes	No	In Progress (give status)
b. Braille and raised letters on signage			In new or renovated buildings only
c. Sound amplification and availability of assistive listening devices in all lecture halls, theaters and places of public assembly	✓		
• Signage:			
a. Location of accessible elements when not all are accessible – entrances, restrooms, drinking fountains, walkways		✓	Must to be incorporated into signage project
b. Signs at lecture halls and theaters for availability of assistive listening systems		✓	Boyden, Moakley and Library need signs
6. Policies and Procedures for:			
• Presence of Service Animals in buildings	✓		
• Emergency Evacuation plans for students with disabilities	✓		
• Security and accessibility			DRAC will review whether all accessible entries remain open during hours building is open
• Access to technology and assistive technology	✓		
7. Lifts do not require a key		✓	University will be changing this before Nov. 2011

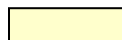
**WORKSHEET #2: Access to programs, services and activities
BRIDGEWATER STATE UNIVERSITY**


indicates areas of ADA concern

	Location of Dept. Office (give building and floor) A = Accessible NA = Not accessible		Specialized spaces List space types and building and floor A = Accessible NA = Not accessible		Identify barriers, if known	Comments
ACADEMIC DEPTS		A or NA		A or NA		
College of Humanities and Social Sciences:						
<i>SAMPLE: Photography</i>	<i>Smith 1 and 2</i>	<i>A</i>	<i>Darkrooms Smith 2 Color technology lab Smith 1</i>	<i>NA NA</i>	<i>Revolving door No accessible station</i>	<i>Technology can be modified to work with laptop</i>
Anthropology	Burrill	A	Lab in Tilly Ground flr			
Art	Art Center	A	Studios in Hunt, Moakley and Art Center	A		
Communications Studies	Library 2 nd floor	A				
Criminal Justice	Library 3 rd floor	A				
Dance Education	Tinsley 2 nd floor	A	Burnell gym and cafeteria	A		
English	Tillinghast 3 rd floor	NA			Stairs, no elevator	Faculty advisors meet students in accessible sites
(Foreign Languages)	Tillinghast 3 rd floor	NA			Stairs, no elevator	Faculty advisors meet students in accessible sites
History	Tillinghast, 2 nd floor	NA			Stairs, no elevator	Faculty advisors meet students in accessible sites
Music	Library 3 rd floor	A				
Philosophy	Tillinghast, 3 rd floor	A			Stairs, no elevator	Faculty advisors meet students in accessible sites
Political Science	Summer St House	A	2 nd floor offices	NA		Leased building
Psychology	Hart 3 rd floor	A				
Social Work, School of	Burrill	A				
Sociology	Burrill	A				
Theater	RCC 018	NA	RCC 026B and RCC 026C Library lecture hall	NA A	Stairs	Specialize equipment in classrooms-may not be able to relocate class
College of Science and Mathematics:						
Biology	Conant Sci Bldg, 2 nd floor	A				New Conant Math and Science Bldg to provide full access to all spaces (fall 2011 and fall 2012)

	Location of Dept. Office (give building and floor) A = Accessible NA = Not accessible		Specialized spaces List space types and building and floor A = Accessible NA = Not accessible		Identify barriers, if known	Comments
Chemistry	Conant Sci Bldg, 3 rd floor	A				New Conant Math and Science Bldg to provide full access to all spaces (fall 2011 and fall 2012)
Chemistry/Geology	Conant Sci Bldg, 3 rd floor	A				New Conant Math and Science Bldg to provide full access to all spaces (fall 2011 and fall 2012)
Computer Science	Hart, 2 nd floor	A				New Conant Math and Science Bldg to provide full access to all spaces (fall 2011 and fall 2012)
Earth Sciences	Conant Sci Bldg, 3 rd floor	A				New Conant Math and Science Bldg to provide full access to all spaces (fall 2011 and fall 2012)
Geography	Conant Sci Bldg, 3 rd floor	A				New Conant Math and Science Bldg to provide full access to all spaces (fall 2011 and fall 2012)
Mathematics	Hart 2 nd floor	A				New Conant Math and Science Bldg to provide full access to all spaces (fall 2011 and fall 2012)
Physics	Conant Sci Bldg, 1 st floor	A				New Conant Math and Science Bldg to provide full access to all spaces (fall 2011 and fall 2012)
College of Education and Allied Studies:						
Athletic Training	Tinsley	A				
Early Childhood Education	Hart 1 st floor	A	Burnell TPC	A		
Elementary Education	Hart 1 st floor	A	Burnell TPC	A		
Health Education	Tinsley 2 nd floor	A				
Physical Education	Tinsley 2 nd floor	A				
(Secondary Education)	Tinsley 2 nd floor	A				
Special Education	Hart 2 nd floor	A				
College of Business:						
Accounting	Harrington 1 st floor	A				
Aviation Science	Harrington 1 st floor	A	FAA classroom, Harrington ground floor	A		
Economics	Hunt, 1 st floor	NA			Stairs	1 st and 2 nd floor offices, not accessible
Finance	Harrington, 1 st floor	A				

	Location of Dept. Office (give building and floor) A = Accessible NA = Not accessible		Specialized spaces List space types and building and floor A = Accessible NA = Not accessible		Identify barriers, if known	Comments
Management	Harrington 1 st floor	A				



indicates areas of ADA concern

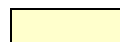
CAMPUS SERVICES and RESOURCES						
	Location of Primary Office or Activity (give building and floor) A = Accessible NA = Not accessible		Specialized spaces List space types and building and floor A = Accessible NA = Not accessible		Identify barriers, if known	Comments or issues that need to be considered
<i>Sample: Shuttle Service</i>	<i>Busses and stops around campus</i>	<i>A</i>	<i>Telephones for calling service</i>	<i>NA</i>	<i>Some are located where the reach to the phone is too great</i>	<i>Can students be expected to use cell phones?</i>
Academic Achievement Center	Maxwell Library, ground floor	A				
Admissions Office	Gates House	A				
Affirmative Action/Equal Opportunity Office	Boyden, 2 nd floor	A				
Alumni Relations Office	Davis Hall	A	2 ND FLOOR IS NOT		STAIRS	1 st floor accessible – public spaces for alumni
Athletics and Recreation Office	Tinsley	A				
Bookstore	East Campus Commons	A				
BSU Police Department	OPS CENTER	A				
Campus Center	RCC	NA				As documented in study, access is provided but poorly
Career Services	RCC ground floor	A				
Children's Center	Burnell ground floor	A				
Community Service Center	RCC, 1 st floor	A				
Commuter Services Office	RCC, ground floor	A				
Computing Support Services	Maxwell Library ground floor, Moakley ground floor	A				
Conference and Event Services Office	RCC, 1 st floor	A				
Connect Card	Hunt Hall, ground floor	A				
Counseling Center	Tillinghast, ground floor	A				
Food Services Offices	Tillinghast, 1 st floor	A				

	Location of Primary Office or Activity (give building and floor) A = Accessible NA = Not accessible		Specialized spaces List space types and building and floor A = Accessible NA = Not accessible		Identify barriers, if known	Comments or issues that need to be considered
Disability Resources	Maxwell Lib, ground floor	A				
Financial Aid	Tillinghast, 1 st floor	A				
GLBTA Pride Center	RCC, ground floor	A				
Graduate Studies Office	Maxwell, ground floor	A				
Greek Societies	N/A					
Health Services	Tillinghast ground floor	A				
Honors Program	Maxwell, ground floor	A				
Institutional Diversity	Boyden, 2 nd floor	A				
International Student Services	Maxwell Library, 3 rd floor	A				
Internship Office	Career Services, RCC ground floor	A				
Library Resources	Maxwell Library	A				
Mail Services	Tillinghast, ground floor	A				
Multicultural Affairs	RCC, 1 st floor	A				
New Student Orientation	VARIOUS	A				Sites used for orientations are accessible
Outreach Education	Tillinghast, ground floor	A				
Off Campus Programs Office	Maxwell Library, ground floor	A				
Registrar's Office	Boyden, ground floor	A				
Residence Life and Housing Office	Dinardo Hall, 1 st floor	A				
ResNet Office	Boyden, ground floor	A				
Safety Escort Service	OPS CENTER, 2 nd floor					
Scholarships and Awards	Boyden, 1 st floor	A				
Student Accounts	Boyden, 1 st floor	A				
Student Affairs	Boyden, 1 st floor	A				
Student Conduct Office	Dinardo Hall, 1 st floor	A				

	Location of Primary Office or Activity (give building and floor) A = Accessible NA = Not accessible		Specialized spaces List space types and building and floor A = Accessible NA = Not accessible		Identify barriers, if known	Comments or issues that need to be considered
Student Employment Services	Boyden, 1 st floor	A				
Study Abroad	Maxwell Library, 3 rd	A				
Undergraduate Research	Maxwell Library, 2 nd floor	A				
Veterans Affairs	Tillinghast 100, 1 st floor	A				

STUDENT GOVERNMENT and STUDENT ACTIVITIES

	Location of Primary Office or Activity (give building and floor) A = Accessible NA = Not accessible		Specialized spaces List space types and building and floor A = Accessible NA = Not accessible		Identify barriers, if known	Comments or issues that need to be considered
Student Government Association	RCC, 1 st floor	A			Parking too far	
Student Involvement and Leadership	RCC, 1 st floor	A			Parking too far	
Student Clubs	RCC, 1 st floor	A			Parking too far	

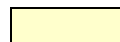
WORKSHEET #3: Facility Conditions
BRIDGEWATER STATE UNIVERSITY


indicates areas of ADA concern

Building Name	Date of original construction and dates of recent renovation, additions and repairs	Front Entrance A = Accessible NA = Not accessible			Other entrances	Public Restrooms (non-faculty) A = Accessible NA = Not accessible GN = gender neutral			Elevator(s) connecting all floors A = Accessible NA = Not accessible			Comments
			If NA, list barriers	If NA, Sign?	Location(s) of other accessible entrances	Male	Female	Gender neutral	# of floors	# of elev.	A or NA?	
Academic Buildings												
Gates House	1876 original 1994 renovation	A	-	-	-	-	-	A	-	-	-	Two story admissions office building, only first floor accessible, needs door operator
original 1926 Boyden Hall 1979 renovation	2008 auditorium 2005 clsrms + Fisc.Aff 2004 entrance + Pub. Aff.	A	-	No	Rear Entrance	A	A	-	3	1	A	2005 – chairlift installed for access to split level second floor hallway. 2008 – auditorium stage and seating accessibility improvements.
Harrington Hall	1926 original, 2002 complete renovation	NA	Two split levels	Yes	Rear Entrance	A	A	-	3	1	A	
Tillinghast Hall, 1916	2009 Dining Hall 2007 fire alarm 2005 Fin.Aid Off.	A	-	-	Ground floor and Health Service	A	A	A	4	-	-	Second and third floors not accessible
Art Center	1904 original, 1957 renovation, 1975 renovation	NA	Two split levels	No	Rear Entrance	A	A	-	3	1	A	Ramp and rear accessible entry need improvements/re-design.
Conant Science Building	1964 original New add. 2011 2004 GIS Lab	A	-----	----	North, East and West sides of addition	A	A	?	4/5	2	A	Renovated section has 4 floors and new addition has 5 floors.
Tinsley Center (classrooms)	New 2002	A	-	-	Rear Entrance	A	A	-	2	1	A	
Astronomy Observatory			-	-	-	-	-	-	-	-	-	1973 Existing rotating table type cannot be made accessible. The new Conant addition will have a new accessible roof top observatory.

Building Name	Date of original construction and dates of recent renovation, additions and repairs	Front Entrance A = Accessible NA = Not accessible			Other entrances	Public Restrooms (non-faculty) A = Accessible NA = Not accessible GN = gender neutral			Elevator(s) connecting all floors A = Accessible NA = Not accessible			Comments
			If NA, list barriers	If NA, Sign?		Male	Female	Gender neutral	# of floors	# of elev.	A or NA?	
Burrill Office Complex	2007(LEASE)	A	-	-	-	A	A	-	1	-	-	Front entrance could be improved with a door operator.
Summer Street House	1925 original 1994 renovation	N/A	Two split levels	-	Rear Entrance	-	-	A	2	-	-	Only first floor accessible (faculty offices)
Maxwell Library	Original 1971, 2007 Fire Protection 2006 2 nd fl. renovation 2005 1 st fl renovation 2004 Fac.Off.+ Supp.Serv.	A	-	-	Rear and Side Entrance	A	A	-	4	2	A	Only accessible restrooms are on the ground floor – for security reasons total access to all floors via elevators is by preapproved card access.
Moakley Center	1995 original 2006 IT Ctr.	A	-	-	Rear Entrance	A	A	-	3	1	A	
Hart Hall	1977 original	A	-	-	Rear Entrance	A	A	-	3	1	A	
Burnell Hall	2009 classrooms 2008 classrooms	A	-	-	Rear Entrance	A	A	-	1	-	-	
Hunt Hall	1936 original, 2002 renovation, 2010 addition, 2011 ground flr	N/A	Two split levels	No	Rear Entrance	A	A	-	3	-	-	Ground floor accessible only
Rondileau Campus Center	2010 elev. 2008 dining, 2008 auditorium rear exit ramp	N/A	Three split levels	No	Side and Rear Entrances	A	A	-	3	1	A	Front entry renovation summer 2012. Front entry and elevator for auditorium summer 2013
Other Programs												
East Campus Commons	2002	A	-	-	Opposite side of Atrium	A	A	-	1	-	-	
Davis Alumni Center	original 1988	A	-	-	-	-	-	A	2	-	-	Second floor not accessible – offices only

Building Name	Date of original construction and dates of recent renovation, additions and repairs	Front Entrance A = Accessible NA = Not accessible			Other entrances Location(s) of other accessible entrances	Public Restrooms (non-faculty) A = Accessible NA = Not accessible GN = gender neutral			Elevator(s) connecting all floors A = Accessible NA = Not accessible			Comments
			If NA, list barriers	If NA, Sign?		Male	Female	Gender neutral	# of floors	# of elev.	A or NA?	
Barry House	original 1935 renovation 1989	N/A	Steps	No	-	-	-	-	-	-	-	Residence purchased for the president. Building is available for special functions – accessibility being studied.
Greenhse + Mem'l. Garden	2012	-	-	-	-	-	-	-	-	-	-	New installation as part of Conant Science Building project.
MSCA (faculty union)			-	-	-	-	-	-	-	-	-	Not accessible – minimal hours used by union officers only – one story, raised level
Athletic Facilities												
Tinsley Center	2002	A	-	-	Sides and Rear	A	A	-	2	1	A	Running track accessible from second floor.
Athletic Field	Renovation 2011	-	-	-	-	-	-	-	-	-	-	Must use adjacent Tinsley Center restrooms
Kelly Gym	1956	A	-	-	Rear Entrance	A	A	A	3	-	-	Chairlift at rear entrance for access to gymnasium – assisted access to swimming pool. Severe split levels that need compound elevator for proper ADA access.
Alumni Park	1997	-	-	-	-	-	-	-	-	-	-	Accessible baseball fields and softball fields. Restroom at Tinsley Center
Swenson Field		-	-	-	-	-	-	-	-	-	-	Fields and seating renovated with ADA access. Need visitors and home field house renovations to include ADA restrooms.
Rosen Tennis Courts		-	-	-	-	-	-	-	-	-	-	Slightly raised above ground level and no nearby restrooms.
Service Buildings												
BSC Police HQ	2003	A	-	-	-	A	A	A	1	-	-	Connected Complex
Operation Center	2003	A	-	-	Rear Entrance	A	A	-	2	1	A	
Power Plant	1965	-	-	-	-	-	-	-	-	-	-	ADA not required due to function and job expectations

WORKSHEET #4: Site Accessibility
BRIDGEWATER STATE UNIVERSITY


indicates areas of ADA concern

Parking:

1. Total # of parking spaces on campus? **4800**
2. Total # of accessible parking spaces on campus? **121** (58 required by ADA)
3. Dispersal:

- Are the accessible spaces distributed across parking lots? **Yes, almost every lot has at least one**
- Are there public accessible spaces at key public locations (admissions, library, theater etc)? **yes, but not fully compliant**
- Are there public parking spaces within 200 feet of an accessible entrance? **In some cases but not all**

NOTE: There are no van accessible spaces identified by signage. There must be at least one in each location where accessible spaces are provided

Walkways:

1. Are there walkways that are not accessible because:
 - level change or steps in path of travel without adjacent accessible route? **Yes, but they'd be OK if they had signage indicating the accessible alternative**
If yes, locations?
 - campus pathway too steep? **No, modifications have been made**
If yes, locations?
 - public sidewalks too steep? **possibly**
If yes, locations? on School Street and Park Street
 - poor surface condition? **yes**
If yes, locations? In a few places around campus, especially where different materials meet
 - flooding/ponding? **yes**
If yes, locations? a few isolated areas
2. Are pedestrians required to walk through vehicular areas such as parking lots to get from accessible parking to an accessible entrance?

Yes, this is the number one pedestrian issue because a person with a disability may be hard to see if using a wheelchair or of short stature, and may not hear an approaching car if deaf or hard of hearing. Chapel Lot and LGH North and South are the most problematic.

Curb cuts:

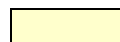
1. Are there locations where curb cuts are needed? **Not assessed**
If yes, locations?
2. Are all existing curb cuts in compliance? **Mostly but not all. Some locations need reciprocal curb cuts**

Transportation, if applicable:

1. Are all busses and vans accessible? **yes**
2. Are bus shelters accessible? **The enclosures are, but some do not have a curb cut which means the vans must come within inches of the curb.**
3. Can shuttle service be summoned by someone with hearing or speech impairments? **The DRAC will look into this**
4. Is transportation available for students who cannot navigate distances or pathways with barriers? **yes**

Sports Venues:

1. Are field venues accessible for spectators? **not all, see Worksheet #5**

WORKSHEET #5: Places of Assembly (completed by DCAM)
BRIDGEWATER STATE UNIVERSITY


indicates areas of ADA concern

Places of Assembly	Total number of seats	Number of accessible seats	Number of seats with remove arms	Dispersal of seating Indicate back, middle, and/or front	Access from seats to stage or presentation area	Access from dressing rooms to stage	Accessible lighting console	Accessible sound console	Accessible projection booth	Permanent assistive listening system	Public restrooms A= accessible NA = not accessible
Theater Venues											
Campus Center Auditorium (Rondileau)	1300	At least 9 spaces provided * 14 needed	At least 2 13 needed	Mostly top, some middle, front can be provided by seat removal	Via vertical lift in space adjacent to seating	??	Yes, portable	Yes, portable	NA	Yes, headsets shared with Horace Mann venue	
Horace Mann Auditorium (Boyden)	500	At least 4 spaces provided * 6 needed	At least 2 5 needed	Front, middle and back	Via inclined lift at stage left	NA	In balcony: accessible via elevator to floor 2	In balcony: accessible via elevator to floor 2	??	Yes, headsets shared with Rondileau venue	Yes, closest are accessible
Lecture Halls											
Moakley Lecture Hall	213	4 provided 4 needed	2 seats	Front and back	From seats at front			?	?	?	Yes, both top and bottom entrances
Library Lecture Hall	198	Under renovation: data unknown									
Sports Venues						Access to locker room				Accessible Press Box**	
Swenson (Football)	1500	14 spaces				Kelly				yes	Tinsley - A
Alumni Field (Baseball)	500	8 spaces				Tinsley				no	Tinsley - A
Tinsley BB courts	1000	Cutouts in bleachers	No arms	Front		Tinsley				NA	Tinsley - A
Kelly swimming pool	300	None in bleachers. Sitting on pool deck permitted with policy in place	No arms	Front		From pool deck				NA	Locker room ?

* An accessible space must be 33" wide and 48" long, hence there is not a direct one -to-one ratio of removing a theater seat to providing an accessible space. A plan of the seating arrangement with wheelchair locations draw to scale is needed to determine the actual count.

** May be grandfathered but will required if renovated

