

**AMERICANS WITH DISABILITIES ACT**

**SELF-EVALUATION**

**AND TRANSITION PLAN**

**San Jose State University**

December 11,1995

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## I. EXECUTIVE SUMMARY

As required by the Americans with Disabilities Act of 1990 and the Department of Justice implementing regulations, San Jose State University completed its Self-evaluation Survey (1995) and Transition Plan for removal of Architectural Barriers (1993-1994). The University has accomplished the following:

- reviewed *all* of the programs and services
- reviewed *all* of the buildings and facilities
- identified areas needing further review
- prioritized projects and developed costs for correcting physical plant projects

The results of the ADA Task Force training, dissemination of the Self-evaluation Survey and review of the policies and procedures of programs have revealed that SJSU has made great progress towards improving access for people with disabilities. After implementing a new "accommodations" policy (see Presidential Directive 95-04, Appendix D.), the campus is currently reviewing its areas of programmatic concern and the procedures for monitoring renovations/modifications of buildings. The University remains committed to equal access for students and employees with disabilities and expects to continue to implement ADA requirements over the next several years.

### *Compliance Issues and Recommendations: Self-evaluation Survey*

With 98% of the campus responding to the survey instrument, the Self-evaluation process provided the campus with a reliable and rich body of evidence that confirms the University's general compliance with the requirements of the ADA. Nevertheless, there are a number of themes that have emerged from the analysis of the data and that will require attention.

Most important of these themes is the need to develop *inclusion of the ADA* requirements as a routine operation when we do training, plan and make capital improvements, make contractual agreements, plan for computer laboratories, and develop curriculum.

In addition, the University will also need to formalize and regularize training across the campus about the issues relevant to the ADA and provide departments and programs written guidelines with respect to Title I. Employment.

From the Self-evaluation Survey, responses are segregated into two groups: areas needing further review and areas of immediate concern. Areas needing further review are not necessarily in violation of ADA. However, survey responses may indicate some ambiguity or point out possible lack of understanding regarding a particular aspect of disability or access. The Executive Committee of the Task Force will address each of these areas individually with units after first undertaking review of the immediate concerns. Areas of immediate concern were identified through the survey as probable accommodations issues or risks. Most relate to planning processes and are not necessarily representative of on-going/existing "violations."

Areas needing further review as a result of the Self-evaluation Survey are noted below:

- (1) safety and disaster evacuation planning and implementation procedures for individuals with disabilities
- (2) training and awareness of the tools already available to enhance communication to specific disabled populations, e.g., deaf and hard of hearing
- (3) full review of the method to ensure compliance with the ADA when contractual agreements are undertaken
- (4) periodic training for staff and faculty on the requirements of the ADA
- (5) the grievance process available for disabled individuals to ensure departmental understanding and dissemination of the policies
- (6) the implementation by departments and programs of the requirements needed to provide accessible transportation for disabled participants
- (7) written guidelines on the ADA requirements for employment
- (8) notice of reasonable accommodations throughout the employment process
- (9) the use of physical requirements with respect to employment
- (10) provision of alternative formats (e.g., large print, audio cassette for job applications, events or campus brochures)
- (11) student recruitment process to ensure compliance
- (12) efforts to include disabled individuals in searches
- (13) access to technology as it relates to personal computers (PC), PC laboratories and the curriculum (e.g. use of adaptive hardware and software readily available to provide access)
- (14) academic program requirements
- (15) what if *any* options exist for alternative testing when writing is a measure of performance and can be documented that this exists inherently in the disability
- (16) follow-up reviews of programs where individual programs have encountered problems implementing accommodations and provision of auxiliary aids
- (17) aspects of admissions outside the general admissions process (e.g., use of accessible sites, criteria used to measure admissions, pre-admission inquiry, alternative admissions testing procedures)
- (18) purchase of a wheelchair lift accessible shuttle (south campus)

**Areas of immediate concern are as noted:**

- (1) safety and disaster evacuation planning and implementation procedures for disabled individuals
- (2) a plan of action to implement access to technology (e.g., identification of computer laboratories and stations needing modifications, developing a "standard" and timeline for completion)
- (3) review of ancillary admissions process (e.g., accessibility of alternative admissions testing)
- (4) coordination of campus wide execution of Title I, Employment requirements of the ADA to ensure consistent implementation (e.g., written guidelines, preparation of search committees)
- (5) full review of the method to ensure compliance with the ADA when contractual agreements are undertaken

***Steps Towards Corrective Action: Self-evaluation Survey***

Five areas have been identified as being of immediate concern to the University through the Self-evaluation Survey: *safety and disaster evacuation planning, access to technology, ancillary admissions processes, Title I requirements, and contractual agreements.*

***Safety and Disaster Evacuation***

Although the University has been proactive with safety issues, the data suggest that a *renewed* effort is necessary to ensure that each department and program has the knowledge, training and appropriate tools to assist disabled individuals with evacuation during a disaster.

***Access to Technology***

With the rapid expansion of technology across the campus and into the classroom, we are compelled to expand the existing effort to provide adaptive technology for students, staff and faculty with disabilities. A plan of action will need to be developed to identify and prioritize computer laboratories in need of support, so that acquisition of adaptive hardware and software can be employed. The goal is to have at least one fully accessible station per laboratory to support the demands of the curriculum.

***Ancillary Admissions Processes***

A comprehensive review of *all* ancillary admissions processes needs to be undertaken to ensure full compliance with both Section 504 of the Rehabilitation Act of 1973 and Title II of the ADA. By ancillary admissions processes we are referring to processes conducted outside the standard process of the Admission and Records Office, specifically as they relate to special departmental programs.

### ***Title I Requirements***

Although a number of steps have been taken to ensure compliance with Title I of the ADA, such as policies and procedures to request accommodations, orientations for faculty, and the establishment of an Accommodations Resource Team (ART), additional steps are necessary. For example, written guidelines need to be developed and widely disseminated to the campus explaining the requirements of the ADA with respect to the recruitment process, pre-employment medical inquiries, hiring, selection criteria, testing, award of tenure, promotion, fringe benefits, layoff and return from layoff, compensation, training, job classifications, and employer sponsored activities. Each aspect of employment must be conducted without bias or discrimination towards disabled individuals.

### ***Contractual Agreements***

Under ADA, a public entity must ensure that contractual arrangements do not discriminate against persons with disabilities. Agreements should be reviewed for disabilities access and non-discrimination. In most cases, such review/assurance may be obtained through written form.

### ***Compliance Issues and Recommendations: Transition Plan***

The Transition Plan gives a general overview of architectural modifications needed to comply with ADA. Projects have been graded by priority from 1 (highest priority) to 5 (unmandated, lowest priority). As of June 1994, the University had accomplished almost half of the Priority 1 projects. Other projects have been undertaken since then which have decreased the number of priority projects across the board.

The major compliance issues remaining relate to overall University projects and the funding needed to accomplish such projects on a yearly basis.

### ***Steps Toward Corrective Action: Transition Plan***

Planning, funding and implementing work on Priority 1-3 projects needs to continue with a defined yearly schedule. To facilitate this, an Access Review Sub-Committee (see appendix G) could be formed to guide this process.

## II. INTRODUCTION

### **About the Americans with Disabilities Act**

The Americans with Disabilities Act of 1990 (ADA) is a comprehensive civil rights law that prohibits discrimination against individuals with disabilities in the areas of employment, public services, public accommodations, transportation, and telecommunications. The ADA expands the scope of previous legislation, namely Section 504 of the Rehabilitation Act of 1973 and the Civil Rights Act of 1964.

The ADA defines a "disability" as a physical or mental impairment that substantially limits one or more major life activities such as: walking, hearing, seeing, speaking, breathing, learning, and working. A "disability" may also be determined if the person has a record of having such an impairment or is regarded as having one. The term "disability" covers a wide range of conditions and includes mobility, vision, hearing, or speech impairments, learning disabilities, chronic health conditions, emotional illnesses, HTV disease (symptomatic or a-symptomatic), and a history of drug addiction.

A "qualified individual with a disability" is further defined as a person who, with or without reasonable modifications to the University's policies or practices; removal of architectural, communication, or transportation barriers; or provision of auxiliary aids and services, meets the University's essential eligibility requirements to receive services or participate in its programs. For the purposes of employment, a "qualified individual with a disability" is a person who can perform the essential functions of the job, either held or sought, with or without reasonable accommodation.

There are five sections (called Titles) in ADA: Employment (Title I), Public Services and Transportation (Title II), Public Accommodations (Title III), Telecommunications (Title IV), and Other Provisions (Title V).

### **Requirements Under the Act**

Title II of the ADA took effect on January 26, 1992. Under this section, all programs, activities, and services of public entities, including the California State University System (its auxiliaries and student governments), must be readily accessible to and usable by individuals with disabilities unless doing so would result in a fundamental alteration in the nature of the programs, activities or services, or would result in undue financial and administrative burdens, or would threaten or destroy the historic significance of an historic property. This measure, known as *program accessibility*, can be achieved by a number of methods. These include, but are not limited to, provision of adaptive equipment, reassignment of services to accessible buildings, provision of auxiliary aids and services, delivery of services at alternate accessible sites, or the alteration of existing facilities. When choosing a method of providing program access, a public entity must give priority to the one that results in the most integrated setting appropriate to encourage interaction among all users, including individuals with disabilities.

**All public entities are required to conduct a Self-evaluation** (see Section 35.105 of the U.S. Department of Justice's implementing regulations). Through the self-evaluation a public entity must accomplish the following:

- (1) Evaluate current services, policies, and practices, and the effects thereof, that do not or may not meet the Title II requirements and, to the extent modification of any such services, policies, and practices is required, proceed to make the necessary modifications.
- (2) Provide an opportunity to interested persons, including individuals with disabilities or organizations representing individuals with disabilities, to participate in the self-evaluation process by submitting comments.
- (3) For at least three years following completion of the Self-evaluation, maintain on file and make available for public inspection:
  - (a) a list of the interested persons consulted
  - (b) a description of areas examined and any problems identified
  - (c) a description of any modifications made

Areas that need careful examination in the Self-evaluation process include, but are not limited to, general policies and practices, communications, auxiliary aids, computer and science laboratories, eligibility and admission requirements, evacuation from buildings, employment, building and construction policies, and physical/architectural barriers.

Where physical modifications are undertaken to achieve program accessibility, **a public entity with 50 or more employees must develop a Transition Plan** (by July 1992). The Transition Plan must cover the following items:

- (1) List the physical barriers in a public entity's facilities that limit the accessibility of its programs, activities, and services to individuals with disabilities.
- (2) Describe the methods that will be used to remove these barriers.
- (3) Specify the schedule for taking the necessary steps that will be taken.
- (4) Provide the name of the official responsible for implementing the Transition Plan.

### **SJSU Compliance with ADA Requirements**

Self-Evaluation: To address general program accessibility issues, the University's ADA Task Force developed a *Self-evaluation Survey Instrument* and disseminated it across campus during the Spring semester 1995. Over 115 administrative and academic units were surveyed with 98% of the units completing the evaluations.

Transition Plan: The California State University System (CSU) already has conducted an extensive review of architectural barriers to program accessibility (1992-1993 academic year). SJSU developed its Transition Plan based upon this information in 1993-1994.

Findings and recommendations from both of these documents are included in this report, called the ***SELF-EVALUATION/TRANSITION PLAN***.

### **Other Compliance/Access Efforts**

In general, Task Force members found among University community members a high level of awareness about and commitment to the general principles of Section 504 and the ADA. This is consistent with San Jose State University history, which distinguishes the campus as having established one of the first programs to serve people with disabilities in 1972, five years before the implementation of Section 504 of the Rehabilitation Act of 1973 (implementation date 1977).

The following list details some of the University's efforts beyond the Self-evaluation Survey and Transition Plan to ensure compliance with the letter and spirit of the Americans with Disabilities Act:

- (1) notified all employees regarding ADA and the availability of reasonable accommodations
- (2) developed a Disabled Employee Assistance Program
- (3) established an Accommodations Resource Team to provide a standard by which "reasonable accommodations" are made available for employees through the Disabled Employees Assistance Program
- (4) established guidelines to ensure that campus events are accessible to people with disabilities
- (5) established a new "accommodations" policy with clarified grievance process for students with disabilities, Presidential Directive 95-04
- (6) established a process to inform faculty and staff regarding ADA requirements
- (7) provided access to emergency phones
- (8) provided faculty with appropriate statements that will be placed on green sheets (syllabi for students)
- (9) notified the campus regarding the need to have all announcements with non-discrimination statements
- (10) provided training for University employees on disability issues and the requirements of the ADA

## **University Resources and Services for Individuals with Disabilities**

Prior to the passage of the Rehabilitation Act of 1973, and its implementation in April of 1977, San Jose State University established a program to serve students with disabilities. The program, formerly known as Disabled Student Services, was established twenty-three years ago in 1972. SJSU has managed to embellish its naturally accessible terrain for people with disabilities by promoting an inviting and hospitable campus climate, one that has attracted nearly 1,200 students with disabilities and a growing number of employees with disabilities. The campus has attempted to be proactive in responding to needs. The following is a description of organizations, programs and services which contribute toward creating a more receptive campus climate for people with disabilities.

### ***Disability Resource Center***

The Disability Resource Center, formerly known as Disabled Student Services, is charged with providing comprehensive services for *all* of the self-identified students with disabilities. The full-time center was originally established to serve 66 students with disabilities and to ensure that counseling and auxiliary services were provided as needed. The Center now serves approximately 1,200 students with disabilities, roughly 5% of the campus population. The Center acts as an agent delivering services that support the curriculum as well as enhance retention of students with disabilities. Services to the classroom include, but are not limited to, sign language interpreters, notetakers, readers, proctored exams, assessment of specific learning disabilities, academic and personal counseling, disability management, articulation of ADA compliance, loan and use of adaptive equipment (e.g., personal computers). The Center also provides consultation to faculty and staff regarding accommodation of students with disabilities as well as to the campus at large with respect to physical access requirements under Title 24 of the California Code of Regulations (CCR), the Uniform Federal Accessibility Standards (UFAS), and the Americans with Disabilities Act Guidelines (ADAAG). In addition to serving students with disabilities, the Center also administers the Disabled Employee Assistance Program (DEAP) (see below).

### ***Disabled Employees Assistance Program (DEAP)***

The Disabled Employees Assistance Program (DEAP) was formerly housed in the Office of Equal Opportunity. It moved to the Disability Resource Center in 1993. Employees with disabilities are regularly served on an individual basis and provided with auxiliary aids and consultation regarding "reasonable accommodations." Funding is awarded on an annual basis to the campus, via the Office of the Chancellor to provide adaptive equipment and auxiliary aids, such as readers and sign language interpreters. The Director of Human Resources and the Associate Vice President for Faculty Affairs work in concert with the DEAP/DRC Director to review requests and respond to cases. The three administrators comprise the Accommodations Resource Team (ART). The ART allows employees, as well as managers/supervisors, access to consultation and services through three different points of entry. Disabled employees have self-identified at a high rate since the formation of the ART and the dissemination of ADA information.

### ***Disabled Student Association (DSA)***

The DSA is an active Associated Students (funded) organization and is committed to the concept of civil rights for students with disabilities, to the full implementation and success of ADA, and to serving as a voice for students. The DSA has been active in promoting deaf culture at SJSU and towards the inclusion of people with disabilities as an under-represented group on campus. They seek to educate the non-disabled community about their needs, concerns and abilities. The DSA sponsors an annual campus wide "Awareness Day" focusing on themes that promote the advancement of the civil rights of students.

### ***High Technology Center (HTC)***

The HTC was established in 1986 under the Community College Foundation Grant to systematically encourage adaptations to the computing environment that promote equal access for people with disabilities. The HTC is operated and funded under the DRC and is located in Clark Library featuring the latest adaptive software and hardware. The HTC is staffed by two half time professionals who provide training for students with disabilities as they prepare to mainstream throughout the campus.

### ***Office of Equal Opportunity (OEO)***

The OEO provides assistance to faculty, staff and students with disabilities in addressing complaints of discrimination. This includes investigating and mediating internal discrimination complaints filed with state and/or federal agencies. The Director of the OEO is a member of the ADA Task Force.

### ***University Library***

The University Library has long established accommodations and services to disabled patrons. The Library has a member of their faculty designated as the liaison to the disabled community. The liaison is responsible for ensuring that the resources of the Library are accessible and for training students, faculty and staff on how to access resources. In addition to the High Tech Center, located in the main Library, the Library has adapted its technology to be accessible to individuals with print impairments and has developed standing policies and procedures to ensure that services throughout the Library are accessible via technology or staff.

### ***Office of Faculty Affairs***

The Office of Faculty Affairs collaborates with the staff in the Disability Resource Center (DRC) to resolve issues that involve faculty-student interactions. The Office of Faculty Affairs includes information and resources related to the implementation of the ADA and the DRC in the Orientation Guide for New Faculty Members. The Office also disseminates the brochure on Accommodations at San Jose State University for Employees with Disabilities to new faculty as well. Within the Orientation Guide is information to assist faculty members to secure accommodations for students along with information on accommodations for faculty with disabilities.

## **ADA Task Force**

The ADA Task Force was established by the Vice President for Student Affairs at the end of the Spring 1994 semester and charged with developing a self-evaluation instrument. The Task Force met regularly throughout the 1994-1995 term and concluded its work in the Fall semester of 1995. The Executive Committee of the Task Force meets regularly as needed to monitor compliance issues as identified in this report.

While the major effort of the Task Force was the development and dissemination of a self-evaluation survey to address the reporting requirement, several other initiatives were undertaken to respond to immediate campus needs as noted below:

- (1) revised accommodations policy for students with disabilities
- (2) created and disseminated guidelines for campus events
- (3) conducted training with the Department of Rehabilitation (DR) of the State of California for senior faculty and administrators. Over seventy senior administrators, including Vice Presidents, Deans and Department Chairs attended the seminar. The training served to set the tone for the work of the Task Force and to introduce to the campus the importance of ADA compliance.

## **ADA Task Force**

### **Martin B. Schulter**

Director, Disability Resource Center/ DEAP  
Chair, ADA Task Force

#### ***ADA Report Committee***

Accommodations Resource Team (ART)

### **Emily Lee Kelley**

Director, Human Resources  
ADA Executive Committee  
ART

Vacated position on October 15, 1995  
Replaced by Steve Bartz, Acting Director of  
Human Resources

### **Lela Llorens**

Associate Vice President for Faculty Affairs  
(Interim)

ADA Executive Committee

#### ***ADA Report Committee***

ART

### **Stacey Morgan-Foster**

Associate Vice President for Student Affairs  
ADA Executive Committee

#### ***ADA Report Committee***

### **Kathy Abriam-Yago**

Assistant Professor of Nursing

#### ***ADA Report Committee***

### **Cathy Busalacchi**

Executive Director, Student Union  
and Events Center

### **Alan Freeman**

Director, Planning  
and Program Management

#### ***ADA Report Committee***

### **Gloria Soto-Alva**

Office Manager, DRC

Administrative support to the ADA Task Force

### **Stephan French**

Associate Dean, Humanities and the Arts

#### ***ADA Report Committee***

### **Susan Hansen**

Director, University Housing (Interim)

### **Vera Hawkins**

Director, Human Resources  
University Foundation

### **Lidia La Garda Rios**

Director, Office of Equal Opportunity

### **Cynthia Margolin**

Associate Dean, Undergraduate Studies

#### ***ADA Report Committee***

### **Jerry Mimnaugh**

Director, Dining Services

### **Olivia Nunez**

Student, Director, Intercultural Affairs,  
Associated Students (1994-1995)

### **LaVonne Orput**

Student, Occupational Therapy

### **Linda Robinson**

Student, Occupational Therapy

#### **Report Committee Consultants:**

### **Jack Williams**

Director, Institutional Research

### **Steve Aquino**

Staff Analyst, Institutional Research

### III. SELF-EVALUATION

#### Survey Development

##### *Early Efforts*

Prior to the formation of the ADA Task Force, the Associate Vice President for Faculty Affairs, the Director of Human Resources and the Director of the DRC worked to explore resources and options that the campus might have employed as a tool to survey a comprehensive university. At one point, a joint venture with other CSU campuses seemed to be the most expedient means; however, this later proved to be unwieldy and was not implemented across the system. A promising approach, utilizing high technology, was carefully reviewed and not selected due to the precarious nature of the product and the costs associated with it.

##### *Survey Design*

Ultimately, the ADA Task Force was formed in Spring 1994 by the Vice President for Student Affairs and worked to develop a survey instrument that would be applicable across the campus, provide an educational component and reflect the uniqueness of our culture and climate. The Executive Committee of the ADA Task Force began a series of discussions with Dr. Douglas Martin, ADA Compliance Officer at the University of California, Los Angeles (UCLA). The Task Force carefully reviewed the UCLA Self-Evaluation Survey and felt that it would provide a foundation to construct a survey tool that would best reflect SJSU. UCLA granted permission to SJSU to utilize their instrument, overview and transition report. Dr. Douglas Martin acted as a consultant to the ADA Task Force on the process of training, survey dissemination and data analysis.

In the development of the SJSU Self-evaluation Survey, several sources, in addition to the UCLA documents, served as resource materials: The Americans with Disabilities Act Compliance Guide, Thompson Publishing Group, June 1994; the Federal Register of July 26, 1991 (28 CFR, Part 35); the U.S. Department of Justice's Americans with Disabilities Act Title JJ Technical Assistance Manual of January 24, 1992; and the Guide to Section 504. Self-Evaluation for Colleges and Universities of January 1978 by G. Richard Biehl.

The survey was designed to provide a framework for the ADA self-evaluation and to provide an educational component through highlights of specific regulations as they pertain to survey questions. The pedagogic format of the survey was intended as an aid for respondents to more fully realize and understand the legislation and the context of the questions.

The Self-evaluation Instrument consists of two survey booklets (See Appendix B). The first survey booklet, which contains Section I, *General Access to Programs*, Section II, *Employment*, and Section III, *Computers and Information Technology*, was required of every participant. The second survey booklet (Supplemental Sections) consisted of ten sections, which had application for entities directly responsible for providing the specific service(s) referenced. Section IV, *Academic Programs*, was required of each department chair or program head of an academic unit.

Survey questions were developed to elicit responses on a number of levels to include required compliance, problem solving and future planning. Because of the variety of units addressing different

survey topics, the survey questions are comprehensive in nature and present some overlapping areas among the various sections.

The following is a synopsis of the 13 sections:

#### Section I: General Access to Programs

This section was designed to be completed by every participant and to assess the level of interaction with disabled individuals, the nature of the accommodations offered and the degree to which respondents provided basic access.

#### Section II: Employment

Required of each participant, the employment section was designed by the three senior administrators overseeing their respective human resource areas, as well as the Director of OEO. The section seeks to ascertain the degree to which SJSU employees are aware of ADA training materials, reasonable accommodations, distinctions of essential versus non-essential functions and appropriate application procedures.

#### Section III: Computer and Information Technology

With the proliferation of computers in the classroom, as well as the work environment, the Task Force felt that this area was a very important component of overall access. This section is intended to gather an overall assessment of the degree to which adaptive computing exists on campus and to raise the level of awareness. All participants were required to complete this section.

#### Section IV: Academic Programs

This section was required of each of the department chairs, program heads and academic administrators. Designed by the senior academic administrators on the Task Force, Section IV assesses the overall compliance of those areas delivering instruction, making academic policies and providing modifications to the curriculum.

#### Section V: Admissions, Records and Recruitment

Section V attempts to determine if there is any discrimination in the recruitment, screening or admission of undergraduate students with disabilities.

#### Section VI: Testing and Evaluation

Section VI seeks to ensure that any and all diagnostic testing provided will offer the necessary modification and accommodations that students with disabilities require.

#### Section VII: Undergraduate and Graduate Studies

Designed by two of the senior academic members of the Task Force, this section seeks to determine if there are appropriate modifications, appeals practice and procedures, that uphold the academic standards yet provide for the required accommodations students with disabilities may need.

#### Section VIII: Library

Designed by senior members of the Library staff and the ADA Task Force, this section is intended to conduct a comprehensive review of the general compliance of the Library in all aspects of its services.

#### Section IX: Housing

This section reviews overnight accommodations and University housing for people with disabilities to assess that the accommodations are readily available.

#### Section X: Transportation

Section X assesses the availability of equal access to transportation services.

#### Section XI: Dining Services/Retail Operations

Designed by two senior auxiliary administrators, this section was developed to determine the overall access of retail services.

#### Section XII: Disabled Student Services

Section XII was designed to determine the level of support services, retention services, and accommodations provided directly to students with disabilities.

#### Section XIII: EEO/AA

This section was designed to review the 504 ADA complaint process available to students and employees to ensure that an effective and timely process exists.

## **Survey Process**

Dissemination of the Self-evaluation Instrument followed the theme of education and information sharing. The ADA Task Force developed a short training program for small groups of faculty, staff, administrators and students. Each representative of the 115 programs or entities identified across the campus, was required to attend a training session conducted by one or more Task Force members. A six and a half minute video was produced to introduce the survey process and to educate participants about the programmatic aspects of accessibility. The video was shown at each training session, followed by an overview of the Self-evaluation Instrument, review of resource materials provided, and steps on how to complete the survey via floppy diskette or hard copy. The training sessions lasted three weeks (see Appendix A for a list of participants).

## **Programs Surveyed**

All academic and administrative units of the University were surveyed for a total of 115 units. Responses were received from 98% of surveyed programs. As noted earlier, all respondents were asked to complete the first survey booklet, containing Section I (General Access), Section II (Employment) and Section III (Computers and Information Technology). Specific departments were then asked separately to complete particular sections of the second booklet, depending upon the unique functions of that department. The chart on the next page illustrates how the programs were identified and who responded on their behalf (see Appendix A for the complete listing).

**ADA SELF-EVALUATION SURVEY RESPONDENTS**

OFFICE	PROGRAM(S)	RESPONDENT	SECTIONS (X) = missing section													IR#	COMMENT		
			1 Gen.Access	2 Employment	3 Comp.&Inf.Tech.	4 Academic Prog.	5 A&R	6 Testing	7 Undgrad/Grad St.	8 Libraries	9 Housing	10 Transportation	11 Dining & Retail	12 Disab.Res.Ctr.	13 EEO/AA				
<b>CENTRAL ADMINISTRATION</b>																			
President's Office		Buerger	X	X	X													26	
Foundation	General Access	Gibson	X	X	X													35	
EEO/AA		LaGarda-Rios	X	X	X											X		22	
Intercoll.Athletics		Lewis	X	X	X	X	X						X					27	
Univ. Advance.	Alumni Affairs	Redding	X	X	X													50	
	Development																	*50	
	Public Affairs																	*50	
Spartan Shops	Inc.	Bonacorsi	X	X	X													25	
	Dining services	Mimnaugh												X				201	Core included in #25.
	Bookstore	Rimbach												X				202	
<b>ADMINISTRATION</b>																			
VP Administration		Lantow	X	X	X													104	
Adm. & Records		Chambers	X	X	X		X											45	
Financial/Budget		Lee	X	X	X													66	
Controller	Acctg,Travel,Fin.	Green	X	X	X													90	
Payroll		Howell	X	X	X													103	
Student Fin. Serv.	Cashier.Disburs,	Vasquez	X	X	X													48	
	Collect.Acct Rec.																		
Logistical Services	Graph.Receiv,	Lamica	X	X	X													109	
	Stock.Purchas,																		
	Dupl, Mail																		
Facilities Oper.		Johnson	X	X	X								X					15	Sec. 10 not in analysis
Hum Res/Emp Rel		Lofton/Kelly	X	X	X													64	

## Method of Analysis

After disseminating the survey instrument to the campus, the Task Force established an ADA Report Committee. The committee was charged with the following:

- a) managing the enormous quantity of data compiled from the survey instrument
- b) extracting the core compliance questions
- c) designing the format for the final report
- d) analyzing the data

The committee worked with a team from Institutional Research to develop how we manage the large quantities of data. It was decided that we would use our Statistical Package for the Social Sciences (SPSS) software, to create the database. The committee then reviewed all of the data and each of the variables. The first task before the committee had to be to pare down the number of variables or questions. Sections 1, 2, and 3, for example, represent 179 variables. The committee then decided to focus on a "core" group of variables, most likely to indicate whether or not the respondent was in compliance. Core variables were developed for each of the 13 sections of the survey instrument. The committee then coded each variable to signify whether a negative or affirmative response indicated compliance.

The committee also addressed the issue of how to present the many varied responses in the each of the 13 sections of the survey. The decision was made to include all of the written comments so that a better understanding of why respondents answered questions the way they did would be provided. For example, question 1.7, *"Does your program provide auxiliary aids or accommodations to individuals with disabilities?"* With 113 respondents (1 case missing) the responses indicate that 59% of those responding are in compliance and 41% need review. Along with the "yes" or "no" responses are 49 written comments with answers suggesting a far greater number in compliance but misunderstanding the difference between physical access to a facility and the provision of auxiliary aids. Thus, including the responses helps us understand whether or not there is an issue of compliance or another variable affecting the response(s).

After an overview of the raw data in SPSS, the committee converted the data into a software package capable of presenting each of the "core" variables in a graphic format. After each question, a pie chart appears representing the percent of respondents in "**compliance**" or "**needing review.**" Those respondents who did not answer the question are listed as "cases = x." The analysis is conducted section by section, including every core variable.

The data appears at the end of this section, (III), after the **ADA Compliance Discussion and Recommendations.**

## **ADA Compliance Discussion and Recommendations**

The ADA Compliance Discussion and Recommendations incorporates a section by section summary of the basic information regarding the total number of surveys distributed, the total number of units responding to the survey, and the number of general variables and core compliance variables. General variables represent the total number of questions and sub-questions asked in the survey. Core compliance variables are those which have been pre-selected by the Report Committee of the Task Force as representing specific compliance issues that are germane to the Self-evaluation process. Answers were coded for the core compliance variables (see discussion earlier) to determine compliance or further review.

Following the *Summary* of the data is a short synopsis of the analysis. The analysis is then presented in two categories: areas needing further review and areas of immediate concern. Areas needing further review are not necessarily in violation of ADA. However, survey responses may indicate some ambiguity or point out possible lack of understanding regarding a particular aspect of disability or access. The Executive Committee of the Task Force will address each of these areas individually with units after first undertaking review of the immediate concerns. Areas of immediate concern are identified through the survey as probable accommodations issues or risks. Most relate to planning processes and are not necessarily representative of on-going/existing "violations."

## **Section 1**

### **General Access To Programs**

#### ***Summary***

Total # of surveys disseminated:	115
Total # of respondents:	112
Total # of variables:	56
Total # of core compliance variables:	31

Section 1 of the survey instrument covers a broad spectrum of questions designed to ascertain whether or not a program or service is readily accessible to individuals with disabilities and if there is any bias or discrimination. The majority of responses to questions indicate that participants are in compliance, with most of the responses ranging between 75% to 97% in compliance. In review of the Comments under each question, patterns emerge indicating that although participants understand the questions, they do not necessarily understand some of the terminology. Several questions focus on programmatic access to services and goods provided, rather than physical access. Responses in the Comments indicate that the two types of access issues are often confused with one another. Regular training and awareness across the campus about the ADA requirements would address this issue.

#### **Areas needing further review are:**

- plans applied consistently across the campus to assist disabled individuals with evacuation during an emergency
- awareness of how to apply access via the telephone for deaf and hearing impaired individuals (e.g., use of California Relay Service)
- assurances that programs that have *any* contractual arrangements with agencies or organizations bind these agencies or organizations to adhere to the requirements and provisions of the ADA
- periodic training and noticing of staff and faculty of the requirements of the ADA
- dissemination by programs and departments of information that participants can file a grievance based on disability
- requirements by programs of the need to provide accessible transportation for disabled participants
- provision of auxiliary aids and accommodations at University events
- availability of accessible formats
- dissemination of information regarding resources
- portrayal of disabilities in media

#### **Areas of immediate concern are:**

- review of evacuation procedures applied by departments for individuals with disabilities
- coordination and review of contractual agreements to ensure third party compliance

## Section 2 Employment

### *Summary*

Total # of surveys disseminated:	115
Total # of respondents:	111
Total # of variables:	27
Total # of core compliance variables:	27

The Employment section of the survey instrument seeks to evaluate whether or not discrimination exists in any aspects of employment, including but not limited to, the recruitment process, pre-employment medical inquiries, hiring, selection criteria, testing, award of tenure, promotion, fringe benefits, layoff and return from layoff, compensation, training, job classifications, and employer sponsored activities. **Since Section 2 relates to employment issues, it will be viewed with more scrutiny and held to a higher standard than most of the other sections.** For example, when responses to a question have percentages of 20% or more needing further review, action will be suggested.

The data in question #2.1 suggest that a significant number of respondents are unclear or are unaware of whether or not their staff/faculty have preparation for employment issues (33% need further review). In question # 2.1A, the respondents are asked whether or not they would like to have a training session and the responses are overwhelmingly yes (67%).

While 76% of the responses are in compliance to question # 2.2, "Are all members of all search committees familiar with typical forms of reasonable accommodations..?", the numbers and Comments suggest that this is an area in need of further review.

In question # 2.3 we ask about the application forms (supplemental) and whether *notice* of reasonable accommodations when requested be provided (51% needing further review). The Comments also support the need to better clarify the requirements of employers in this regard and to extend training and/or written policy. Question #2.3A bears out the fact that the vast majority of respondents understand what accommodations are, even if they are unsure when and how to apply them (99% in compliance).

Question # 2.4D asks whether or not physical requirements have been reviewed. With 21% of the responses needing further review, this complex issue requires further study and review. Question # 2.4E seeks to find out if *notice of reasonable accommodation* is present when there are internal job postings. With 42% needing review, this also is an area needing attention. Although 84% of the responses are in compliance to question # 2.4F, which asks if job postings are made available in alternative formats when requested, requests for accommodations may never have been made. To ensure that a timely response to a request is feasible, further action may be necessary.

Twenty-eight percent of the responses need further review to question # 2.6D, which asks if efforts are made to include disabled persons on recruitment committees (to ascertain whether or not there is inclusion).

**Section 2**  
**Employment**  
**Continued**

Question # 2.12 seeks to find out if student recruitment publications contain *non discrimination statements*. With 28% of the responses needing further review, additional training and review are warranted.

**Areas needing further review are:**

- training of staff/faculty in any employment related activity on a routine basis
- written guidelines
- review of notices, non-discrimination statements
- notice of reasonable accommodations
- physical requirements
- provision of alternative formats
- inclusion of disabled persons on searches
- student recruitment

**Areas of immediate concern are:**

- concise coordination of the requirements under the ADA
- preparation of search committees

### **Section 3**

#### **Computer and Information Technology**

##### ***Summary***

Total # of surveys disseminated:	115
Total # of respondents:	111
Total # of variables:	10
Total # of core compliance variables:	10

This section of the survey instrument covers issues of accessibility to adaptive computing with respect to both hardware and software. The data indicate that to some degree various departments as well as the Disability Resource Center have adaptive equipment and are aware of the needs of disabled individuals.

##### **Areas needing further review are:**

- a plan of action to have campus wide training of faculty and staff who serve disabled individuals
- a process to identify all of the adapted/accessible stations (e.g., personal computer labs, training facilities) and parties responsible for these facilities
- implementation of a standard when employing the software and hardware used to provide access
- a means by which the University can make facilities equally available and accessible to disabled individuals as well as to able bodied staff, students and faculty

##### **Areas of immediate concern are:**

- the development of a plan of action to address the above referenced items

## **Section 4 Academic Programs**

### ***Summary***

Total # of surveys disseminated:	58
Total # of respondents:	56
Total # of variables:	54
Total # of core compliance variables:	33

Section 4 of the survey instrument covers aspects of the academic programs to assess the University's compliance procedures for equal access for students with disabilities. The section covers Admissions Tests (questions 4.1 - 4.8), Program Requirements (questions 4.9 -4.11, 4.13-4.17, 4.21, 4.22, 4.29, 4.29a), Student Performance Evaluation (question 4.12), Procedures and Process (questions 4.18, 4.19, 4.30), and Accommodations (questions 4.20, 4.23 , 4.25 -4.28, 4.31, 4.32). Each area is discussed separately below:

### **ADMISSIONS TESTS**

Regarding admissions tests, the data show that the number of respondents to each of the questions in this category varied. Findings related to admissions tests indicate that, overall, admissions tests are administered in an equitable manner for students with disabilities.

#### **Areas needing further review are:**

- alternate admissions tests or test administration procedures
- accessibility for alternate admissions tests

#### **Areas of immediate concern are:**

- the coordination of accessibility for *alternate* admissions tests

### **PROGRAM REQUIREMENTS**

Program requirements entail evaluations and review of course content as well as requirements by faculty committees. The data did not show any patterns of obvious bias or barriers to access.

#### **Areas needing further review are:**

- a random, in depth, case by case review of academic programs requirements

#### **Areas of immediate concern are:**

***None***

**Section 4**  
**Academic Programs**  
**Continued**

PERFORMANCE EVALUATION

Written compositions and examinations were the most frequently reported response to the question on student performance evaluation.

**Areas needing further review are:**

- how and what accommodations are made for students who may encounter barriers due to disability in areas that would make performance in writing a measure of successful academic achievement

**Areas of immediate concern are:**

*None*

ACCOMMODATIONS

In the area of accommodations, the data show that the majority of responses indicate that an appropriate spectrum of accommodations have been used: mobility and physical access, degree modifications, direct services (e.g., readers and sign language interpreters), and alternate formats for examinations.

**Areas needing further review are:**

- follow-up reviews in areas where individual programs need assistance providing appropriate accommodations for students with disabilities

**Areas of immediate concern are:**

*None*

## **Section 5**

### **Admissions, Records and Recruitment**

#### ***Summary***

Total # of surveys disseminated:	8
Total # of respondents:	8
Total # of variables:	26
Total # of core compliance variables:	15

Eight respondents answered this section which is designed to assess whether or not discrimination exists in the admissions and recruitment process or the tools used for this process. The respondents are Admission and Records, Intercollegiate Athletics, University Police, Student Outreach and Recruitment, Nursing, Moss Landing Marine Laboratory, Continuing Education, and Studies in American Languages. Due the unique nature and mission of each of the units, the responses do not conform to any consistent pattern of either compliance or discrimination. The general practices of the Office of Admission and Records has had a track record of compliance. However, further review of each of the units will be necessary.

#### **Areas needing further review are:**

- criteria used to validate instruments
- criteria used to measure sensory skills (e.g., speech)
- availability of alternate admissions tests
- scheduling of alternate admissions tests
- use of accessible sites
- pre-admission inquiries (e.g., disability or health)
- availability of recruitment materials in alternative formats
- availability of catalogues and course descriptions
- ADA training of admissions and recruitment staff
- how programs advertise academic program offerings

#### **Areas of immediate concern are:**

- review of ancillary admissions testing (for departmental or special programs as distinguished from Admission and Records testing requirements)

**Section 6**  
**Testing**

*Summary*

Total # of surveys disseminated:	4
Total # of respondents:	4
Total # of variables:	14
Total # of core compliance variables:	8

Four units responded to this section on testing: University Police, Nursing, Moss Landing and Marine Laboratory, and the Testing and Evaluation Office. This section is designed to determine what units administered testing, if tests were offered in accessible sites with test accommodations, and whether there was any bias employed by the tools used to measure criteria. The data suggest that the units are in compliance and that they meet the requirements of the ADA.

**Areas needing further review are:**

- announcements of made in a variety of formats and accessible materials or means

**Areas of immediate concern are:**

*None*

## **Section 7**

### **Undergraduate and Graduate Studies**

#### *Summary*

Total # of surveys disseminated:	3
Total # of respondents:	3
Total # of variables:	22
Total # of core compliance variables:	22

The Undergraduate and Graduate Studies section reviews the process for students to appeal grades, academic standards and modifications. Three entities were asked to review this section and all complied in full. The review of data suggests that the policies, grievance procedures and all dispute resolution processes are in accordance with the ADA requirements. Publication of the policies, practices and procedures in alternative formats is an area needing further review. Question # 7 asks if required books are available on tape, Braille or large print, and the responses suggest that this is an area in need of further review. Additionally, training on a regular basis will need to be reviewed.

#### **Areas needing further review are:**

- publication of policies and procedures in accessible formats
- training for appropriate faculty and administrators
- provision of books/materials in alternate formats

#### **Areas of immediate concern are:**

*None*

## **Section 8 Libraries**

### *Summary*

Total # of surveys disseminated: 2  
Total # of respondents: 2  
Total # of variables: 24  
Total # of core compliance variables: 14

The data in this section was completed by the main Library (the Library) and one additional entity. Section 8 seeks to find out if the services that are available to all students are readily accessible to students with disabilities. The data suggest that the Library has identified areas of both physical and programmatic access and has provided accommodations beyond what is required. The Library conducts training, has appointed a liaison to patrons with disabilities, purchased adaptive software and hardware, and assigned staff to support identified needs. The Library has also established an effective policy to deliver goods and services to patrons with disabilities. At some point when signage is being redone, the Library may need to revise existing signs to be more ADA compliant.

### **Areas needing further review are:**

- acquisition of a TDD or use of California Relay Service
- review signage as needed
- general access (for the additional entity responding to survey, distinguished from the main Library)

### **Areas of immediate concern are:**

*None*

**Section 9  
Housing**

*Summary*

Total # of surveys disseminated: 4  
Total # of respondents: 4  
Total # of variables: 12  
Total # of core compliance variables: 8

Section 9 covers aspects of campus housing and overnight accommodations for persons with disabilities. Four entities responded to this section: University Housing, Intercollegiate Athletics, Hospitality Management, and the Continuing Education Travel Program. It is clear from the responses that the units involved in housing are in compliance with the requirements of the ADA. Housing and overnight accommodations are provided for disabled individuals in sufficient variety and at the same cost for able-bodied students. Educational programs and policies against discrimination are in place.

**Areas needing further review are:**

- review of recruitment publications for on-site employment

**Areas of immediate concern are:**

*None*

## **Section 10**

### **Transportation**

#### *Summary*

Total # of surveys disseminated:	4
Total # of respondents:	3
Total # of variables:	15
Total # of core compliance variables:	10

The Transportation section was designed to assess the degree to which accessible transportation or parking facilities are readily accessible to disabled individuals. The supplemental survey was sent to four participants. Of the four, two responded. The data suggest that on the whole the University is in compliance in this area, although the vehicles utilized are not readily accessible. The vehicles in question are employed by the ancillary parking program designed to encourage students to park in an area far from main campus. The University has undertaken an effort to increase the necessary ground lot parking spaces in lieu of this cumbersome fixed route shuttle from south campus thereby enhancing access on the main campus for people with disabilities. It would be beneficial for the University to investigate the possibility of purchasing a vehicle that accommodates physically disabled individuals the next time a purchase is made.

#### **Areas needing further review are:**

- purchase of wheelchair lift vehicle

#### **Areas of immediate concern are:**

*None*

**Section 11**  
**Dining and Retail Services**

*Summary*

Total # of surveys disseminated: 2  
Total # of respondents: 2  
Total # of variables: 26  
Total # of core compliance variables: 22

The Dining and Retail Services section looks directly at the overall access to facilities and the delivery of service to disabled patrons.

**Areas needing further review are:**

- tables and shelving for required height
- menus and signage in alternative formats
- formalizing training

**Areas of immediate concern are:**

*None*

**Section 12**  
**Disabled Student Services**

***Summary***

Total # of surveys disseminated: 2  
Total # of respondents: 2  
Total # of variables: 20  
Total # of core compliance variables: 14

This section seeks to evaluate whether or not the department designated to be the primary focal point of academic services for students with disabilities at the University provides the appropriate and required services. Two entities responded to this section: the Disability Resource Center (formerly Disabled Student Services) and Moss Landing Marine Laboratory. The data suggest that the required services under the ADA are provided.

**Areas needing further review are:**

- provision of assistive devices off campus

**Areas of immediate concern are:**

*None*

**Section 13**  
**Office of Equal Opportunity**

*Summary*

Total # of surveys disseminated:	2
Total # of respondents:	2
Total # of variables:	1
Total # of core compliance variables:	9

Section 13 reviews the availability of the grievance process within the University and to ensure that it adheres to the requirements under the ADA. The data suggest that there is general compliance with the ADA.

**Areas needing further review are:**

- review of the number of complaints and the categories of complaints

**Areas of immediate concern are:**

*None*

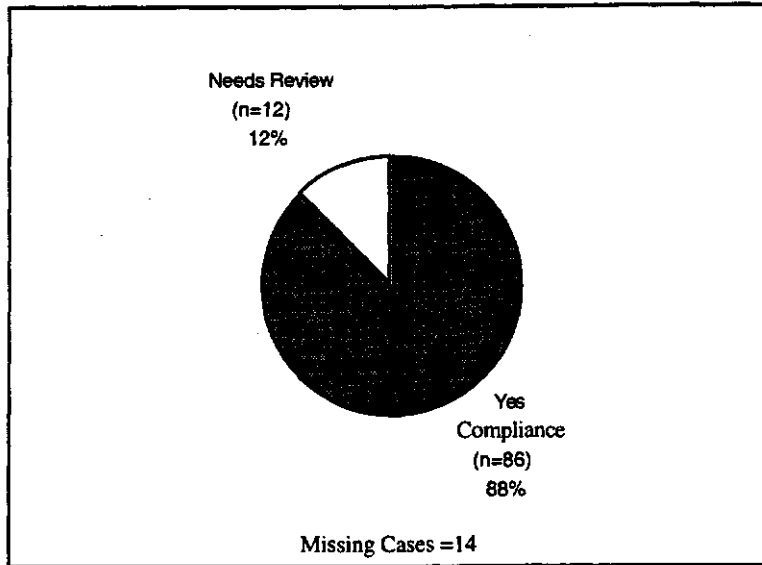
*For the text of the Self-evaluation Instrument, please see Appendix B.*

**CORE COMPLIANCE  
QUESTIONS  
WITH RESPONSES**

# **SECTION 1**

## **General Access to Programs**

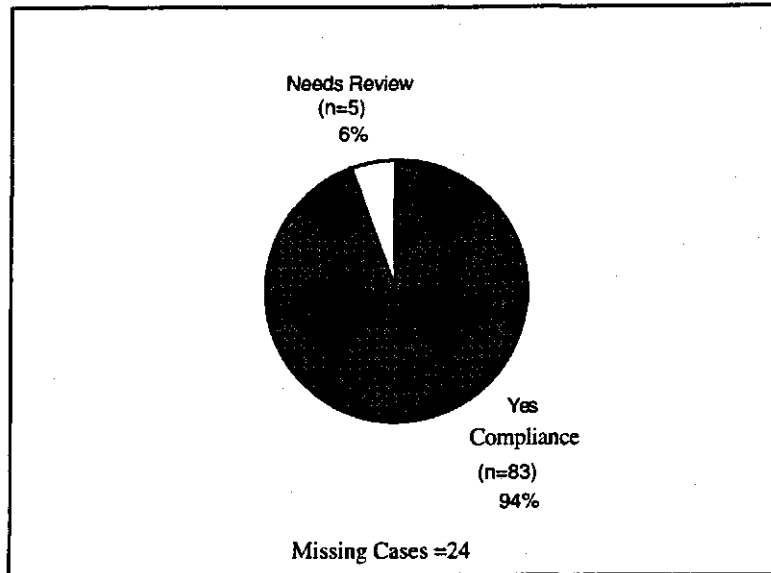
1.3 If individuals with disabilities are associated with your program (as students, employees, faculty), are inquiries regarding their disabilities and needed accommodations made only after the individual is admitted or employed?



Comments

1. Health care facility.
2. Interested in accommodating needs of disabled people on a proactive basis.
3. As part of medical history/part of intake process for clients (n = 2).
4. Human Resources made inquiries regarding disabled individual and then required physical exam as a condition for employment.
5. If special accommodations are necessary in the hiring phase, we would like to know so that arrangements can be made.
6. Application forms and questionnaires inquire about the need for accommodation in order to participate in a program for interview; questions allow the program the opportunity to provide such accommodations (n = 2).
7. The admission has a voluntary question regarding disabilities.
8. Individuals with disabilities who need help/accommodations moving (n = 2).
9. Disability is one of the criteria for eligibility in the ASPIRE Program; students who apply for admission bring referral from DRC with them when they schedule their first appointment to request tutoring services.
10. No comment (n = 99).

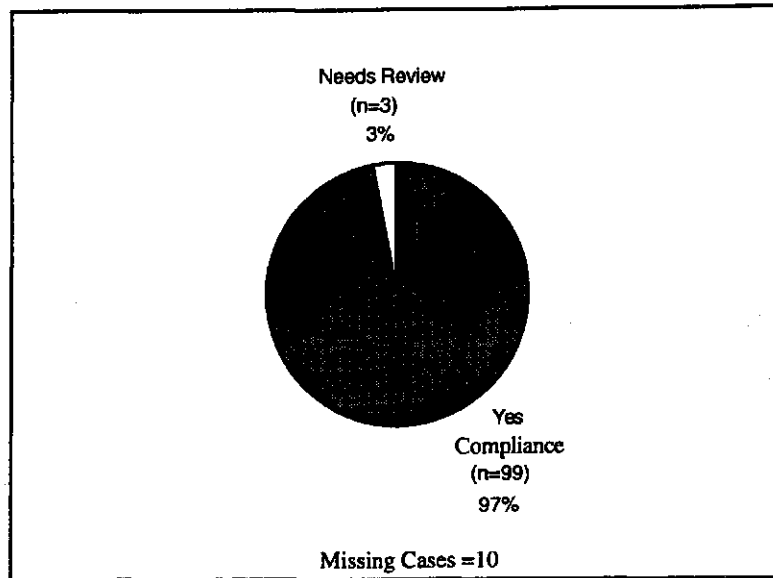
1.3b Are requests made only on a voluntary basis?



**Comments**

— No Responses —

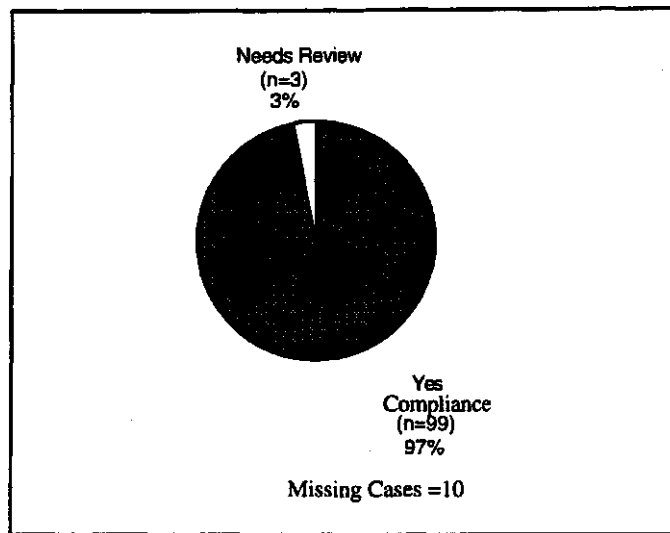
1.4 Is information about an individual's disability kept confidential?



Comments—

1. This issue has not come up.
2. Don't know of anyone with a disability.
3. Unless disability is apparent.
4. Although we keep the information confidential, it becomes known by others when students ask for and receive accommodations.
5. Request for assistance in our off-camps sites is handled by site assistants who contact me; I in turn will contact DRC for advice..
6. A student's disability is known only to staff; it is kept confidential with students who are non-employees; need guidance from DRC (n = 2).
7. No comment (n = 104).

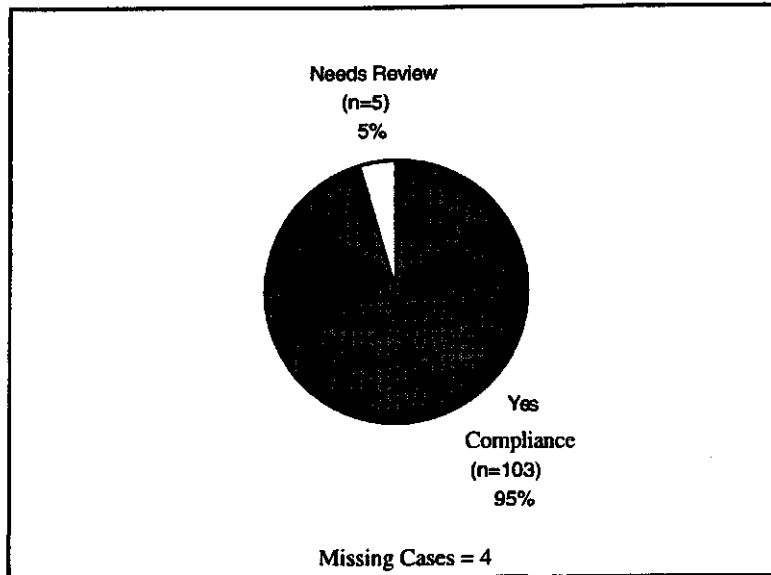
1.5 Do you limit the number or proportion of students with disabilities who may participate in a program, activity, or employment opportunity?



— **Comments** —

1. It is dependent upon the destination or area traveled (n = 2).
2. Need to be able to have enough teachers to watch children.
3. By law, participants must pass a physical exam.
4. No comment (n = 107).

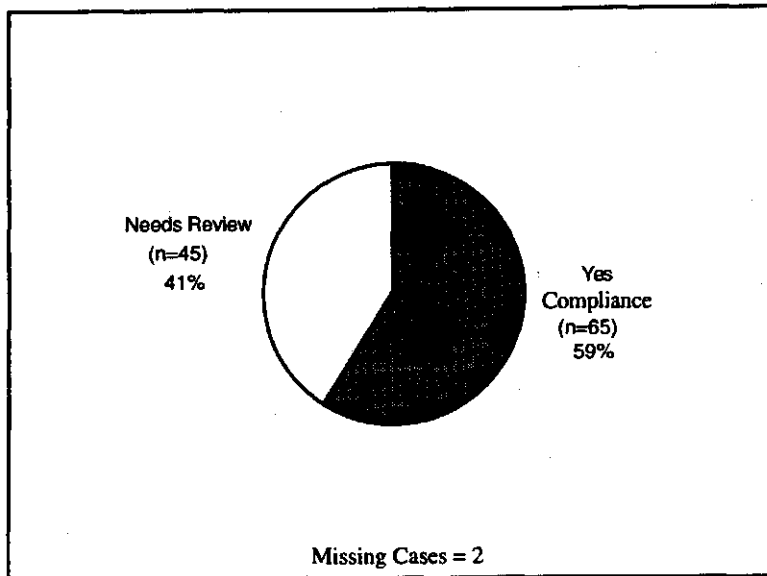
**1.6** Are tape recorders, Braille note taking devices, computers, attendants, note takers, sign language interpreters, and guide dogs permitted in all classes, meetings, and/or events within your program?



#### Comments

1. Don't know of anyone with a disability.
2. If problems arise consult DRC.
3. They are permitted in all classroom activities, however meetings outside the classroom may limit use based on sensitivity of material.
4. Certain restrictions apply for participating in intramural sports.
5. No comment (n = 108).

1.7 Does your program provide any auxiliary aids or accommodations to individuals with disabilities?



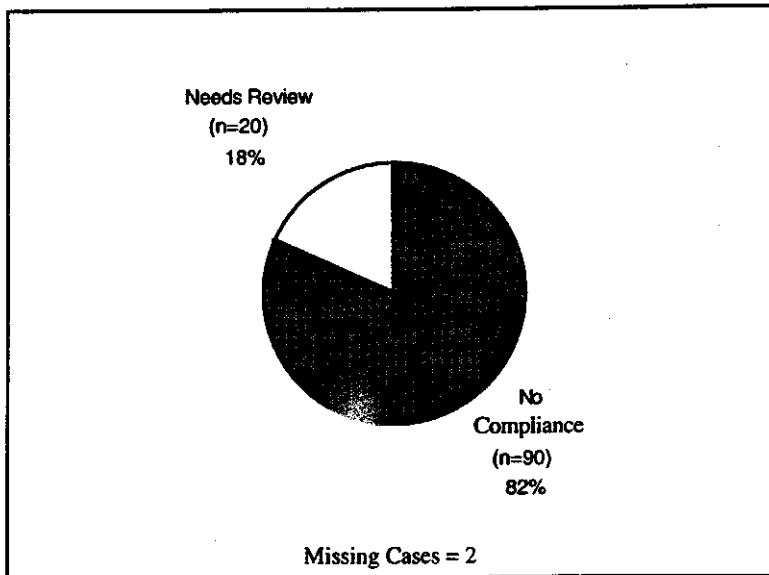
#### Comments

1. TDD (n = 3).
2. Chairs/Wheelchairs (n = 3).
3. Special lamps for visually impaired.
4. Ergonomic work station.
5. Space and personnel to test disabled students.
6. Extra time on exams (n = 7).
7. Alternative testing/meeting locations.
8. Upon request/case-by-case basis/as needed (n = 14).
9. Through DRC (n= 10).
10. Tape recorders (n = 3).
11. Assistance when traveling to foreign countries.
12. We have never had a request of any aids or accommodations.
13. Enlarged bathroom stall.

14. Common sense.
15. Ramps/rails.
16. Automatic doors.
17. Provide accommodations upon request with advance notice in order to plan for an event or activity (n = 3).
18. Interviewing in accessible locations.
19. Early access to job fairs.
20. Enlarger for magnification of text.
21. Interpreters (n = 8).
22. Captioning of video tapes.
23. Don't know of anyone with a disability.
24. Note takers/other assistants.
25. Providing a welcoming and supportive atmosphere.
26. Emergency evacuation chair.
27. Need to consult with DRC/make arrangements through DRC (n = 2)
28. Inform dept. of need and seek information/assistance.
29. Changes in height of tables in computer lab.
30. Listening devices (n = 4).
31. Funding is supplied through University (n = 3).
32. Arrange for alternate entrances/exits.
33. Wheelchair ramps (n = 2).
34. The President's office makes it a part of all program procedures to est. how accommodations will be provided and what accommodations are needed which are then incorporated into the budget, the publicity, etc.
- 3 5. Wheelchair access for field trips
36. Personal advising.
37. Oral exams.
38. Students may use a student-access computer to take exams.
39. Provide seating for students in wheelchairs.

40. Provide large monitors for students who are sight-impaired.
41. Place an interpreter in a box on the video tapes so that a deaf student could make up the class she missed.
42. An individual with a disability was assigned duties and she was adequately able to perform with her disability.
43. All drama and production spaces have to be refitted to accommodate everyone; interpreters are available for plays.
44. Because our office primarily serves faculty, we would facilitate the acquisition of needed equipment and accommodations for faculty with disabilities; the IAVP/ Faculty Affairs is a member of the Disabled Employees Accommodation Team.
45. Any accommodation necessary (n = 2).
46. Computer input for sightless persons.
47. Cipher locks with individual assigned codes for ease of entry at all times.
48. Work station adaptations.
49. Through existing campus services.
50. No comment (n = 22).

**1.8** At this time, are you aware of any policies or practices that need to be modified in order to include people with disabilities in your programs or activities? (Please include off-campus elements, such as field trips or recreational outings).

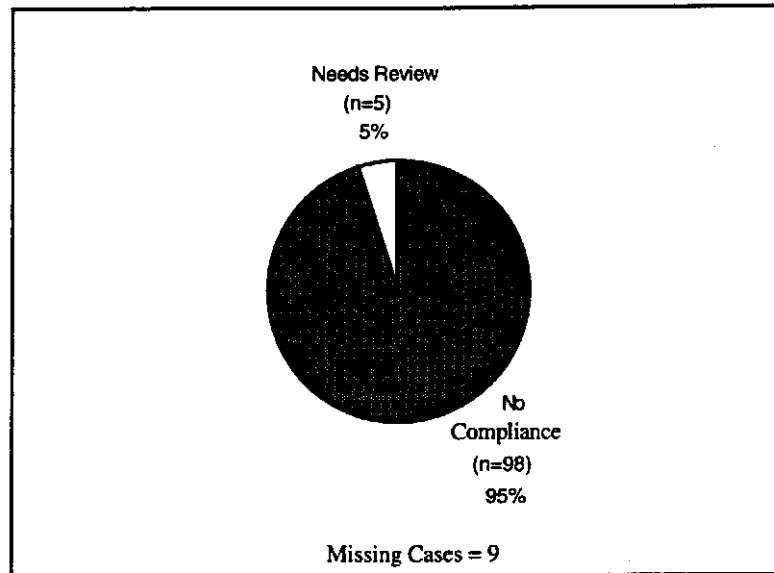


#### Comments

1. SJSU bus needs wheelchair lift (n = 2).
2. Wheelchair accessible lab benches in lab.
3. Statements on all flyers/brochures indicating provisions will be made for people with disabilities (n = 4).
4. Maintaining ongoing dialogue with foreign hosts to secure assistance for people with disabilities.
5. Depends on nature of disability/work on case-by-case basis (n = 3).
6. Instructors need to be informed of ADA regulations/ways accommodations need to be made.
7. IRC needs automatic doors.
8. Seek assistance from DRC.
9. Need to consult with appropriate offices and clarify obligations.
10. Additional way of submitting an application for admission.
11. Assistance carrying equipment.

12. Provide headphones/listening device.
13. Provide ramps.
14. Field trips are planned taking into consideration accessibility of wheelchairs as was the department's graduation.
15. Include accommodation statement on publicity on all events in UHS; license and legal documentation needs to be placed on cassette tape.
16. UPD Building is not accessible; looking to relocate to a facility that meets ADA requirements.
17. Some classrooms are not accessible to mobility impaired students when elevators are not working, this is very common in Health building the University should repair.
18. We need our vehicles to be modified for disabled accessibility.
19. Fraternity and sorority houses may not be accessible for individuals with disabilities and some fraternity/sorority programs may not include individuals with disabilities.
20. Participation in intramural sports.
21. No comment (n = 89).

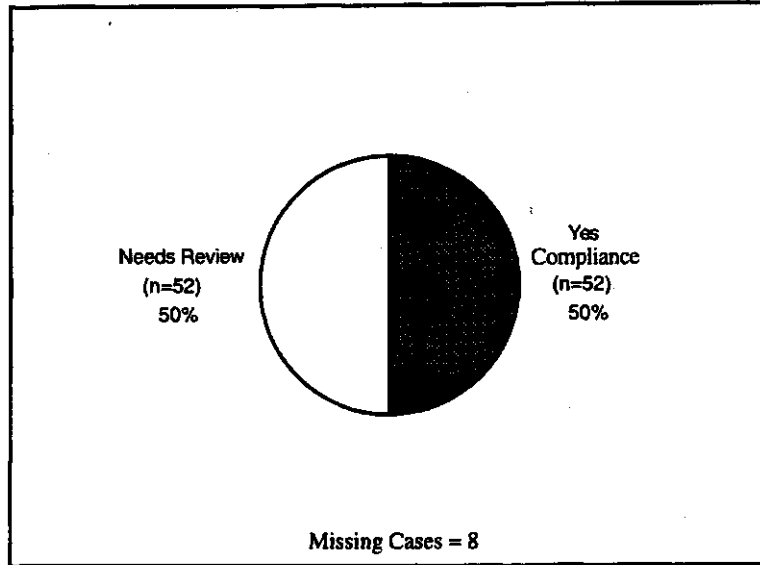
**1.9** Are any programs or services offered that are available only to full-time students?



**Comments**

1. Not Applicable.
2. This needs to be investigated.
3. Scholarships are only available to full-time students.
4. One major objective of the ROTC program is to commission officers into the military; full-time status is required as is passing a physical exam.
5. Student athletes must be full-time; student athletes with disabilities may apply for a waiver of this rule through NC.
6. Both the Greek Life and Spirit Team Programs require full-time student status for participation.
7. No comment (n = 105)

**1.10** Does the program have provisions to ensure that public notices, consent forms, announcements, and other communications can be made readily available in accessible formats?

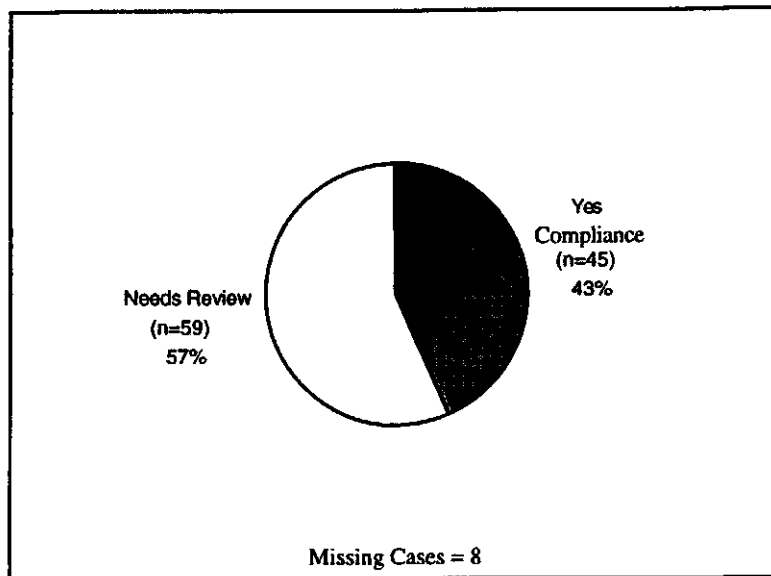


#### Comments

1. Notice/provide information/voice mail.
2. It's up to the individual instructors to address special needs (n = 3).
3. Through assistance from DRC/establish relationship with DRC (n = 10).
4. Alert secretarial staff to the issue and take conservative action.
5. Develop required procedures/provide upon request (n = 4).
6. All future announcements/flyers/public notices will contain appropriate notification that other forms of communication are available and whom to contact (n = 10).
7. Do not have the funding to provide this (n = 2).
8. Work with other departments (to handle cost and efficiency) to ensure accessibility (n = 2).
9. Educate faculty and staff (n = 2).
10. On a limited basis.
11. Ask University for support/help.

12. All communications can/should be in form of Braille/large print/ASCII diskette/interpreters/assistive listening devices/audio tape (n = 2).
13. Would contact DRC for assistance (n = 2).
14. All information should be circulated by dept. office to the dept. (n = 2).
15. Need to investigate/look into this.
16. Has not been a need for such provisions (n = 2).
17. Presently, due to the large volume of all media items, the department is not able to do this for all publications; accommodations can be made on an individual basis.
18. We provide large print menus and Braille instructions at the entrance for the disabled; additional provisions may be addressed and brought to our attention (n = 2).
19. We may want to put our internal documents on tape and/or Braille.
20. Annual orientation to staff; revise current materials to include ADA;include ADA in all policies and procedures manual.
21. The nature of our program restricts people with disabilities; however on a case-by-case basis we would ensure that public notices are available in accessible formats (n = 2).
22. No comment (n = 60).

**1.11** Do program announcements specify whom to call for physical or other accommodations?

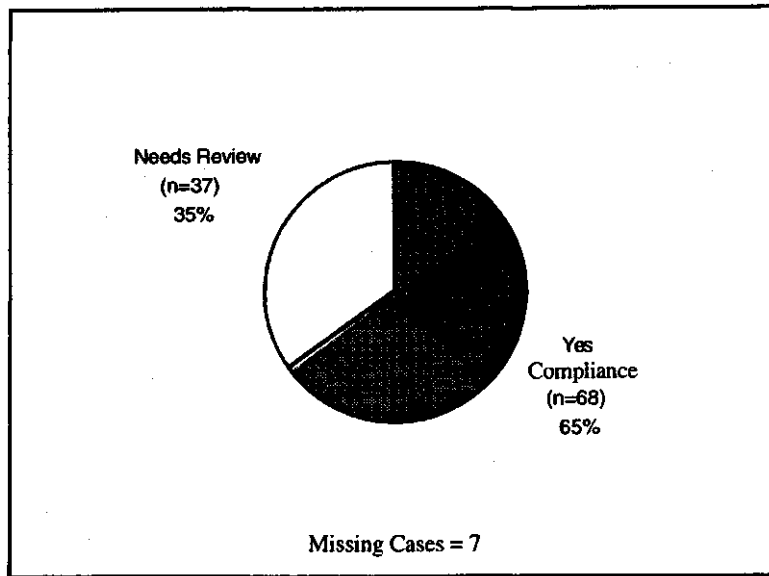


#### Comments

1. We will make audio recordings of test information.
2. We will provide large print test bulletins.
3. We will provide dept. phone number (n = 2).
4. Ask DRC for assistance (n = 3).
5. Designate staff member(s) in office to follow-up on accommodation needs (n = 3).
6. Revise/add to future notices/announcements/brochures (n = 28).
7. Educate faculty and staff (n = 2).
8. If resources were available, documents would be modified to include such a statement.
9. Per recommended procedures in this questionnaire.
10. All announcements in the future will (n = 3).
11. Catalog referral (n = 2).
12. Would be part of routine process.
13. We don't have program announcements.

14. Dept. staff would handle accommodation request.
15. Information should be made through DRC.
16. Dept. catalog refers students to appropriate services.
17. In future, all announcements will list DRC in flyer (n = 2).
18. They have not traditionally, once we have begun including this statement on fliers, faculty and staff have been notified of this requirement.
19. So far, our office has no programs that include the public; however receptions sponsored through Sponsored Programs Faculty Development has.
20. Standard language could be on announcements throughout the University.
21. Primary coordinator of event or activity will be contacted for accommodations; coordinator of the event will contact the Asst. Director of Residential Life; Asst. Director of Residential Life will work to satisfy the needs of the event.
22. Do not have funding to provide this.
23. A media kit for funded organizations is being developed.
24. No comment (n = 54).

**1.12** An area that needs careful examination is the portrayal of people with disabilities in written and audio-visual materials. Has such an examination been carried out?

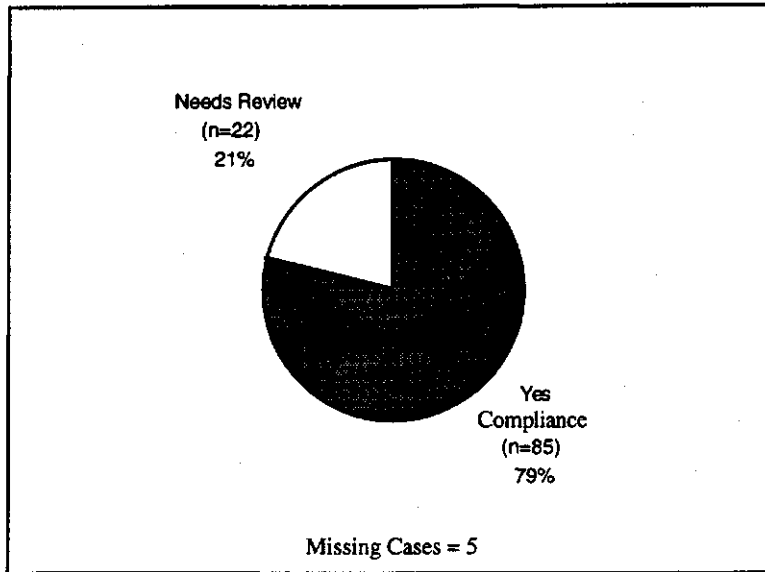


**Comments**

1. Provide instructors with guidelines on how to determine what may be considered "offensive or demeaning."
2. Allow instructor to revise/address situation and/or bring it to the attention of the department (n = 6).
3. Such language will be revised/incorporated in future material (n = 8).
4. Alert staff to revise material they develop and handle and revise as appropriate (n = 7).
5. Alert Health Education Dept./committee to review materials
6. Discuss at departmental/staff/faculty meeting (n = 3).
7. We don't have such material/don't use same material all the time that deals with disabilities (n = 2).
8. Training workshops
9. No written or audio-visual materials have been made that include references to individuals with disabilities.
10. Not applicable (n = 2).

11. As a dept., that deals with language and cultural differences, we have constantly been aware of our use of language, we constantly strive to ensure our publications and language use are in line with the language preferences of the particular group being described.
12. The only place in our documentation that specifically addresses this is in our applications for employment which we are in compliance with under the law.
13. Will include as agenda at dept. meeting and direct each program coordinator to initiate such reviews (n = 4).
14. Faculty in the department are sensitive to any negative stereotyping and do not use — will not use — such materials.
15. No comment (n = 75).

**1.13** Are all of your programs and events (including those held off campus) architecturally accessible and are potential users informed of this?

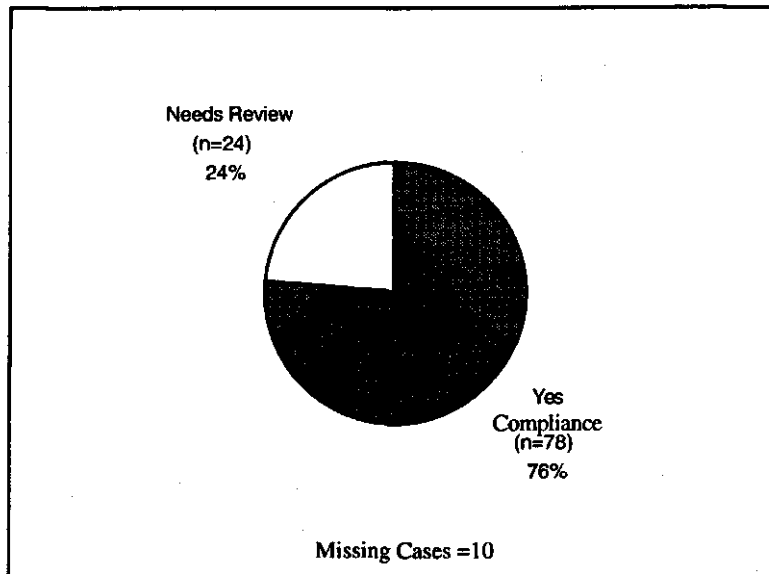


**Comments**

1. I'm not sure (n = 2).
2. Include a statement in all program announcements (n = 4).
3. Inquire and make requests as needed (n = 2).
4. Don't have off-campus events.
5. All events are accessible but users are not informed (n = 4).
6. A full assessment should be performed.
7. Because one student could not negotiate the steep ramp at our convocation we now will be more persistent in arranging functions for our dept. to ensure accessibility.
8. They have always been accessible.
9. We would have to relocate one of our off-campus classrooms as there are stairs to climb in order to reach the classroom.
10. The Spartan Gymnasium is not accessible during home gymnastics meets; it needs major renovation to accommodate persons with disabilities (n = 2).
11. All programs and events are held in architecturally accessible areas, but we do not specifically advertise that; we do need some guidance in the appropriate language to include in our announcements (n = 2).

12. Dance performance space has been moved to other accessible venues.
13. Crime prevention programs are held in accessible areas.
14. Pay more attention to ensure events are held in accessible locations (n = 3).
15. Fraternity and sorority houses are not architecturally accessible, a full assessment should be performed.
16. No comment (n = 84).

**1.14** These events must also be accessible programmatically to people with disabilities. This can be accomplished through provisions such as interpreters for people who are deaf, captioned videos, etc. Are such accommodations made upon request and are potential users informed of this?

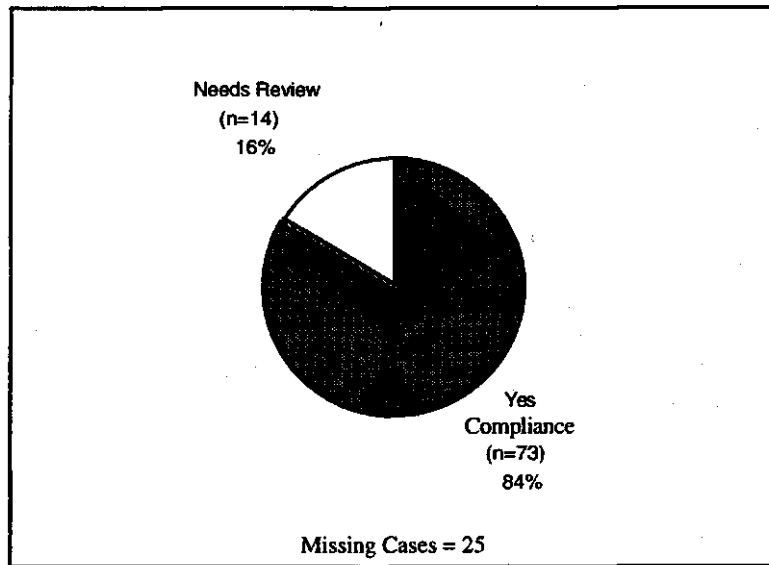


### Comments

1. Accommodations would be made upon request/through assistance of DRC (n = 6).
2. Include phone number on flyers.
3. Contact on campus offices for provision.
4. A standard statement could be included/advertised in program information/green sheets (n =8).
5. We will make all efforts to comply/would provide on request (n = 5).
6. Provide large print brochures.
7. Provide listening devices.
8. Need funding to provide interpreters for our programs or evening events/have to pay for interpreters; should be a University expense (n = 2).
9. Make sure future events/programs have assistance for disabled persons (n = 3).

10. Educate faculty and staff (n = 2).
11. Have not had any requests (n = 2).
12. Not applicable.
13. Information should be provided regarding DRC.
14. We have always met such requests.
15. Program workshops would need to have materials designed in multiple types of formats to meet such requirements.
16. No comment (n = 79).

**1.15** If your program or department provides any training or orientation for individuals, are steps taken to accommodate individuals with disabilities?



**Comments**

1. Only as requested/whatever is necessary (n = 20).
2. We work on a case by case basis (n = 2).
3. Orientation/training/general meetings (n = 9).
4. We provide no training or orientation outside the regular classroom/accessible locations (n = 3).
5. Assistance from DRC (n = 2).
6. Modify coursework or procedures for working with disabled students.
7. Students with learning disabilities given special testing conditions.
8. May be hard to accommodate some students to some programs/equipment within programs.
9. Calendar and instructional/information materials encourage individuals to request accommodations.
10. We have not been aware of individuals with disabilities (n = 2).
11. Facilities checked for accessibility/scheduling of events in accessible facilities (n = 6).
12. Programs relocated when necessary.

13. Announcements made to students regarding resources and DRC.
14. We do not have any disabled employees.
15. Interpreters (n = 6).
16. TDD's provided.
17. Staff has taken a sign language class.
18. Video tapes of orientation available upon request (n = 2).
19. Modify equipment for students with disabilities.
20. Wheelchair ramps (n = 2).
21. Disabled students can see videotaped orientation.
22. President's office does not provide training, but staff is aware of need to provide reasonable accommodation at all university events.
23. Student orientation is given both orally and in written language.
24. We meet them at the elevator after propping open doors as there are not any automatic doors in IRC which are greatly needed.
25. We have provided memos in another language to individuals who do not read well.
26. All labs are fully accessible.
27. All programs are scheduled in accessible locations; if accommodations for disabilities are requested, they will be provided (n = 3).
28. First floor assignments for all mobility impaired or individuals using wheelchairs; informational sessions are accessible and scheduled on first floor.
29. UPD are called upon to assist others egress across campus in an emergency.
30. Note taking available.
31. This is available only for positions which a person with a disability could fill, in our situation it's only a secretary.
32. If we were to do such an orientation appropriate campus personnel would be used.
33. No comment (n = 40)

**1.16** What procedures exist to identify individuals with disabilities and to evacuate them during an emergency from your program's building(s)? In particular, what means are there for providing wheelchair egress from inaccessible floors and rendering evacuation assistance to other individuals with disabilities? If there are none, suggest steps to be taken to develop such procedures.

### Comments

1. We have devices/evacuation chairs to help people in wheelchairs to descend stairs (n = 4).
2. The fire alarms have flashing lights for deaf people.
3. University has an emergency procedures manual that clearly states to "Assist Disabled or Injured Persons in Evacuating the Building" (n = 7).
4. Designated volunteers/safety teams/buddy system to assist individuals with disabilities in an emergency (n = 15).
5. Employees in wheelchairs have offices on first floor near exits.
6. Periodic evacuations assure individuals with disabilities will be able to evacuate in an emergency situation.
7. Published procedures/evacuation plans exist (n = 13).
8. Building security coordinators should have list of employees in building who have disabilities/evacuation plans (n = 4).
9. Educate faculty and staff accordingly (n = 3).
10. We have wheelchair ramps (n = 2).
11. Stairways equipped with special devices so wheelchair users can descend them.
12. Elevators equipped with Braille.
13. We have not had anyone with a disability who needed assistance.
14. Building is one story with several accessible exits and ramps.
15. We have no inaccessible floors within our building.
16. Cellular phones or police radios.
17. Design special evacuation plans for individuals with disabilities.
18. Disabled students are tracked by dept. secretary so that evacuation procedures can be put into place.

19. We are located on first floor which has no barriers (n = 4).
20. Need to discuss issue in meeting/meetings to inform people of how to assist disabled individuals in an emergency (n = 4).
21. The small staff in Tower Hall on the second floor does not require procedures because there are no disabled employees on staff, however, if there were any procedures would be developed.
22. Staff are aware of individual with disabilities and have noted procedures (emergency team will care for individual), also visitors with disabilities will be cared for according to University's Emergency Team Guidelines (n = 5).
23. No particular plans are in place, our dept. is housed in the Art Building which has the emergency management team, we will work with them to ensure equal egress for all individuals.
24. We will discuss with DRC.
25. Game personnel and campus security handle all emergency procedures at athletic events; special carts are available at Spartan Stadium for transportation.
26. At present time we have no plans which specifically address the needs to evacuate disabled persons and we need to develop a segment of our evacuation plan to accomplish this.
27. Disaster Preparedness Offices have been trained by campus emergency personnel.
28. In our office, procedures for egress are known; in the Admin. Building, I am not sure that procedures are known regarding evacuation from second floor if elevator is not operating; training should be undertaken.
29. None/Don't know (n = 9).
30. Resident Advisor training includes emergency evacuation procedures, further needs for individuals will be provided in outside emergency services.
31. The University has a procedure in place for alerting the police about potential evacuation plans (n = 2).
32. Discussed at emergency team meetings.
33. No comment (n = 20).

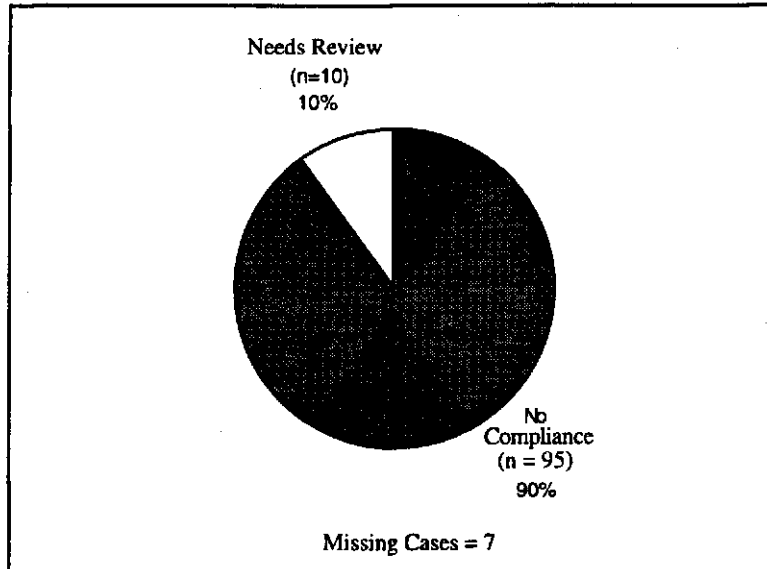
**1.17** List below only those smaller architectural features (those not apt to be contained in the Barrier Removal Assessment) that limit access to your program or office, where the non-structural measures indicated above cannot achieve program accessibility.

**Comments**

1. There are heavy doors in our building that need automatic openers.
2. Small office space crowded with furniture.
3. Narrow door frames.
4. A lab bench that is wheelchair accessible.
5. Stairwell cluttered with debris.
6. None/I don't know of any (n = 37).
7. Narrow aisle ways (n = 2).
8. No access to upper floors if elevators do not function.
9. No access to upper floors (no elevators) (n = 3).
10. No access for wheelchair users to aircraft used in aviation maintenance program.
11. Heavy doors/double set of doors/doors not wheelchair accessible (n = 4).
12. Lack of crosswalks on nearby streets make access inconvenient.
13. Furniture blocking access.
14. Poor egress/only one exit.
15. Public service desks/entry gate in library too high.
16. Limited space in cubicles.
17. Fraternity and sorority houses.
18. Student Activities Office front counter.
19. Need more room between equipment for better access.
20. Business Tower and Business Classroom building are not accessible because doors do not have push-plates and buttons in elevators are out of reach for wheelchair users, also ramps to buildings are steep.
21. Building BB needs an improved ramp, signage to location of ramp, and Braille markings in the building.

22. There are no accessible offices in the main Housing Office so we accommodate our customers in the Housing Break Room or other accessible offices on the same level.
23. Front steps; upstairs.
24. Elevators that are not always operational (n = 2).
25. Lab equipment on occasion difficult to access (n = 2).
26. Occasional obstruction of interoffice hall by storage.
27. No comment (n = 43).

**1.18** Are you aware of any non-structural measures that would be effective in providing program access as an alternative to structurally removing a major architectural barrier in your program?



#### Comments

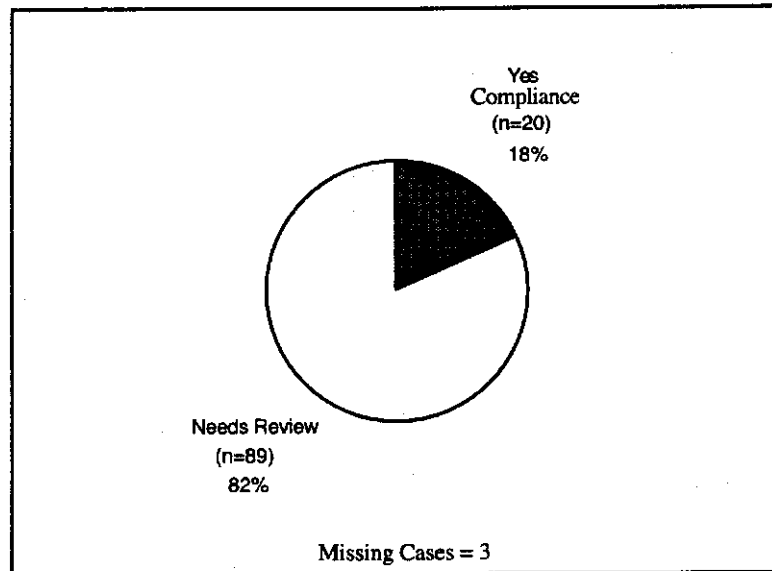
1. Additional space/relocating to new space.
2. Test tables more compatible with wheelchair users.
3. Better janitorial services or maintenance for stairwells.
4. Add wheelchair list to floors only accessible by stairs.
5. Some program events can be moved on-campus into accessible buildings.
6. DRC should provide aids to assist disabled with access to buildings, etc.
7. We could televise classes that are taught in the television classrooms which are located on the third floor to other classrooms on the first floor; we could offer our courses on cable television so home bound students could take advantage of the University.
8. Storage space for file cabinets which make it difficult to negotiate a wheelchair into advising cubicles.

**1.19** If your office is not accessible, please describe how personnel meet with persons who use wheelchairs or other mobility devices.

**Comments**

1. I must open the door for someone in a wheelchair.
2. An alternate location would be agreed upon (n = 7).
3. Tower Hall second floor is not accessible, however the President's conference room is on the first floor and all who work in the President's office use that room for such meetings.
4. Request person phones ahead to office and we attempt to make the building accessible by opening the back door (where ramp is located) or we meet at an accessible location (n = 2).
5. Utilize housing break room or UHS conference room, dependent upon needs of individual.
6. By a blue light phone at the front of the building.
7. This is not a problem if elevators are working.
8. Distraction free area to tutor students who cannot work in a complex or noisy environment.
9. No comment (n = 96).

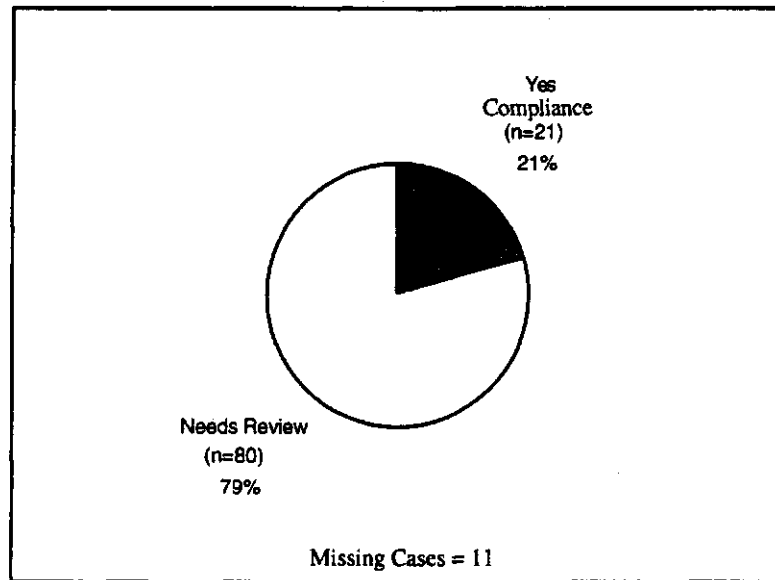
1.20 Does the program have a TDD?



**Comments**

1. We use/have California Relay Service (n = 12).
2. We use/have E-mail (n = 5).
3. We use/have a fax machine (n = 32).
4. Assistance/contact DRC (n = 32).
5. I am not aware of this having been a problem/don't know (n = 5).
6. Will abide by University policy regarding acquisition of a TDD.
7. We will use whatever equipment is needed/need arises (n = 6).
8. Student and faculty assistance.
9. Contact DRC (n = 3).
10. No comment (n = 28).

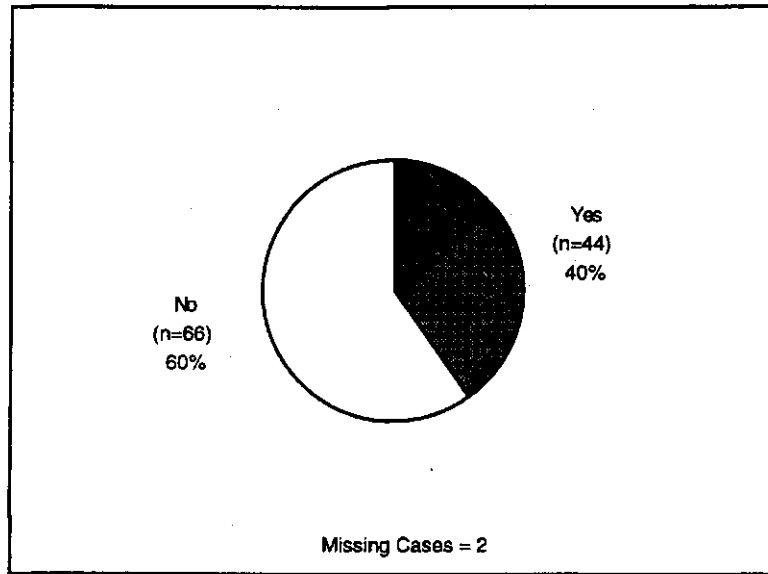
1.21 Are telephone emergency services provided by the program?



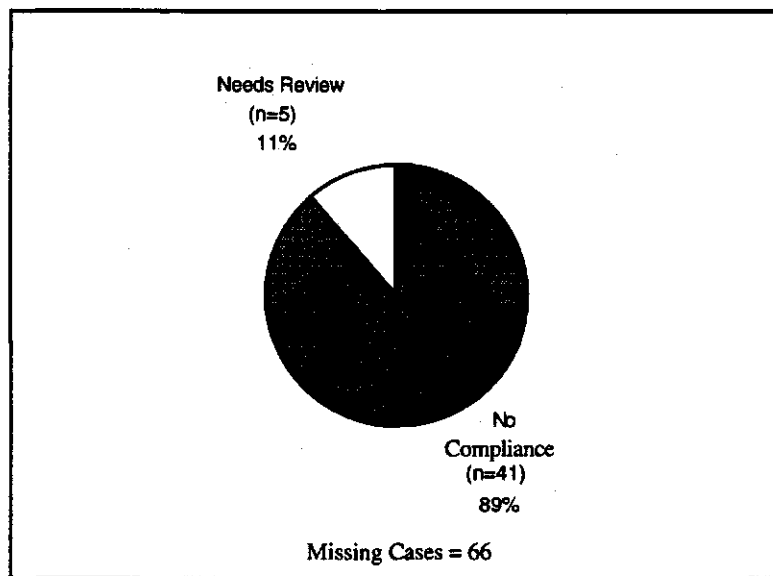
**Comments**

1. University provides these services upon the request of a particular dept. or faculty member.
2. Instructors, assistants, or admin, will summon help, make changes when/as needed.
3. We have not had anyone who needed TDD/computer modems.
4. UPD transfers 911 calls originated from a TDD telephone to their dept. TDD telephone.
5. Work with vendor to create 911-like code that when dialed from on-campus phone will ring directly to UPD TDD.
6. Contact Pacific Bell to code coin-telephone associated TDD phones installed on campus to ring into UPD phone just as 911 calls dialed from campus coin phone ring into UPD dispatch desk telephone.
7. Campus phones directly contact police who will inspect open lines if someone does not answer or cannot respond.
8. No comment (n = 104).

1.22 Are there entities, such as private businesses, fraternities, sororities, or student clubs, that contract with or receive significant assistance from your program?



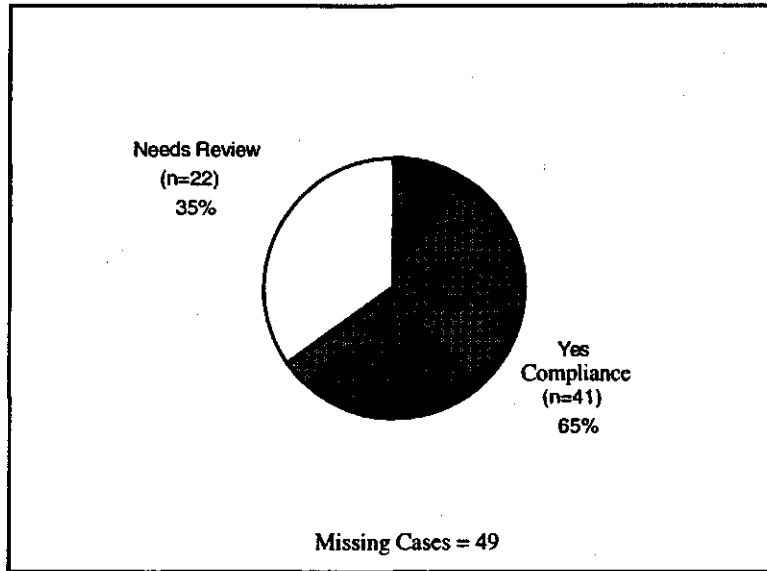
1.22A If YES, are you aware of ways in which these entities' programs or activities are not accessible to individuals with disabilities?



**Comments**

1. Visually impaired students may need readers (n = 2).
2. We do contract training or hold classes on the premises.
3. Fraternity and sorority houses may not be accessible — individual chapters may have standing procedures for accommodating individuals with disabilities.
4. Associated Students could broaden student participation to include disabled students if accessibility and accommodations were publicized.
5. No comment (n = 106).

**1.23** Has assurance been requested and received that these contractors, agencies, organizations, or individuals do not discriminate on the basis of disability and that they will comply with all applicable provisions of the ADA?

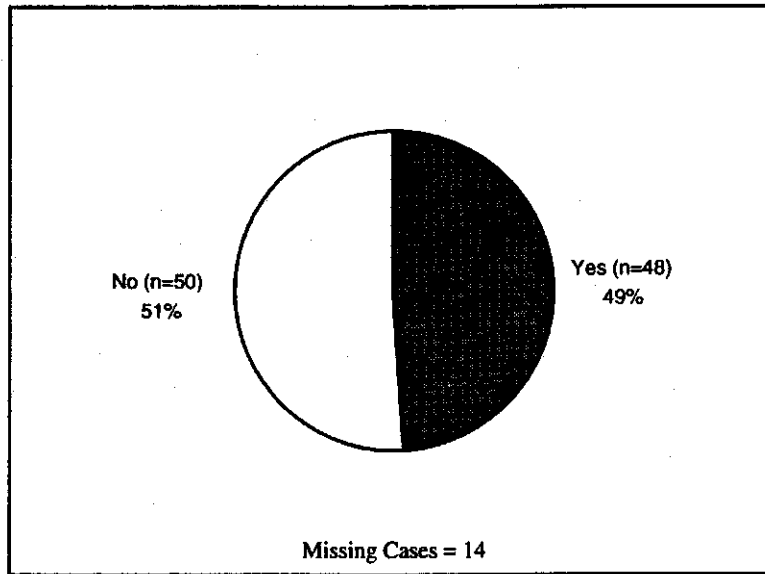


#### Comments

1. Implement a program to obtain written notification of ADA compliance by contractors, agencies, organizations, etc. (n = 4).
2. We will work with student clubs to make sure that they are aware of ADA requirements.
3. We will review this area/assure individuals of no discriminatory practices.
4. Not sure how to handle this (n = 3).
5. Ongoing training.
6. Advisors for student clubs discuss issues with club officers.
7. Impossible to ascertain compliance.
8. Such assurances should be requested by Student Affairs or Academic Vice President's Office or any other designated University body responsible for bringing group on campus (n = 2).
9. Seek clarification of relationship between University and individual sorority and fraternity chapters regarding ADA; Conduct assessment of each chapter's compliance with ADA; research implementation of ADA requirements in other Greek life programs; generate action plan.

10. Will handle on a case by case basis (n = 2).
11. Will attempt to acquire assurances from said agencies to comply.
12. The only group we work with is the LLD Student Association, they have been informed that they need to announce on all flyers that accommodations are available.
13. Need to develop practices to accomplish this.
14. Written annual agreement from all groups that will comply with ADA guidelines; leadership training for student groups and include information on ADA requirements (n = 2).
15. We will make sure that all literature, pamphlets, flyers produced by the Student Occupational Therapy Association includes statements assuring accessibility of programming to students with disabilities.
16. No comment (n = 89).

**1.24** Are there planning or advisory boards or similar bodies on which program participants sit?



#### Comments

1. Alert these participants to regulations listed under section 35.130 of the ADA.
2. Depends on what is needed/as needed (n = 5).
3. Case by case basis (n = 2).
4. Written notices will be given to all programs.
5. Office is equipped for individuals with disabilities.
6. Campus planning boards.
7. None of our program participants are disabled.
8. Have/planning advisory committee for program and field component/would like DRC to be a part of it.
9. Representation on Academic Senate Library Committee by the Senate.
10. Any meetings would be held in accessible locations and accommodation would be provided (n = 4).
11. This information is posted in SJSU Faculty and Staff Telephone Directory.
12. We provide sign language interpreter.

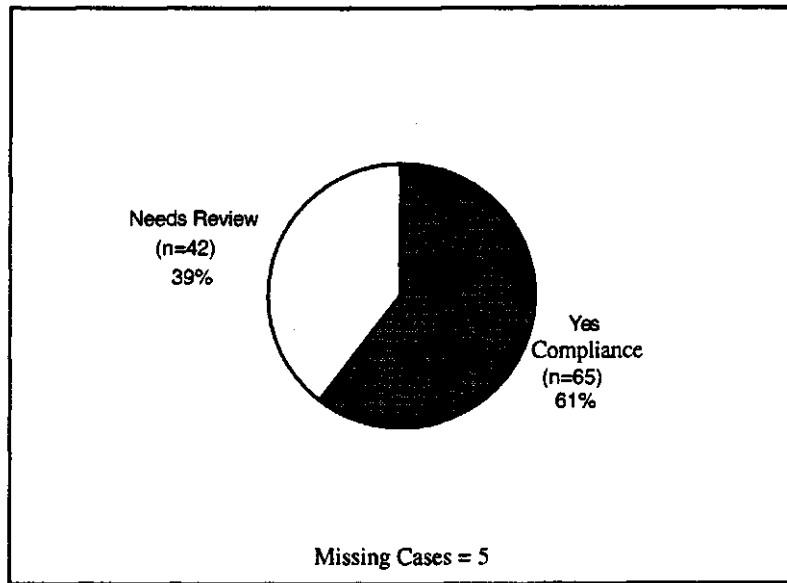
13. All selection procedures are independent of disability considerations (n = 4).
14. Verify compliance (n = 3).
15. Meeting places held in accessible area/all requests are accommodated (n = 6).
16. President sits on top-level Boards, etc. that are usually in the forefront of those who are aware of ADA issues in ensuring that everyone is providing equal access and opportunities.
17. The Division does not discriminate in its selection of its various boards; accommodations have been made and will continue to be made for persons with disabilities.
18. Once we are informed of any special needs we will take the appropriate steps to accommodate them.
19. Boards, committees will be assessed to determine accessibility.
20. Interpreters are provided.
21. Training sessions.
22. We will emphasize this need to associated students.
23. Our dept. has its own Safety committee which addresses these issues as well as safety in general for all individuals; our dept. also has a representative that sits on the campus wide Safety Council which also addresses this issue.
24. DRC.
25. DRC.
26. Meet by teleconference.
27. No comment (n = 68).

**1.25** What steps will you take to ensure that all faculty and staff involved in your program will be informed periodically regarding the existence and implementation of the ADA requirements of nondiscrimination on the basis of disability?

**Comments**

1. Annual written notice (n = 3).
2. Posting of notice/memo (n = 21).
3. Periodic written materials (n = 26).
4. Talk to assistant directors and any others who may be involved in the program.
5. Teach staff to become more proactive in dealing with programs to insure implementation of ADA requirement (n = 2).
6. Periodic meetings (n = 10).
7. Training/workshop/seminar sessions (n = 14).
8. Through direction and support of University Continuing Education's Administration Council and Continuing Ed.'s mailings and publication.
9. Videotapes (n = 3).
10. Assistance from DRC (n = 4).
11. Include ADA/accommodation/assistance statements on all written materials (n = 6).
12. Faculty are educated regarding ADA requirements (n = 3).
13. We have talks with people from DRC.
14. This will be mentioned during orientation to the classrooms as well as in the instructors handbook (n = 2).
15. This information will be provided to faculty before any search positions in writing.
16. Will work with Health Science dept.
17. Information is/will be provided based on need/as needed (n = 2).
18. A copy of this survey will be provided to all faculty and staff and a discussion will follow in a faculty meeting in the fall semester.
19. DRC.
20. No comment (n = 8).

**1.26** Are faculty, staff, students, and visitors in your program informed that they can file a grievance based on disability?

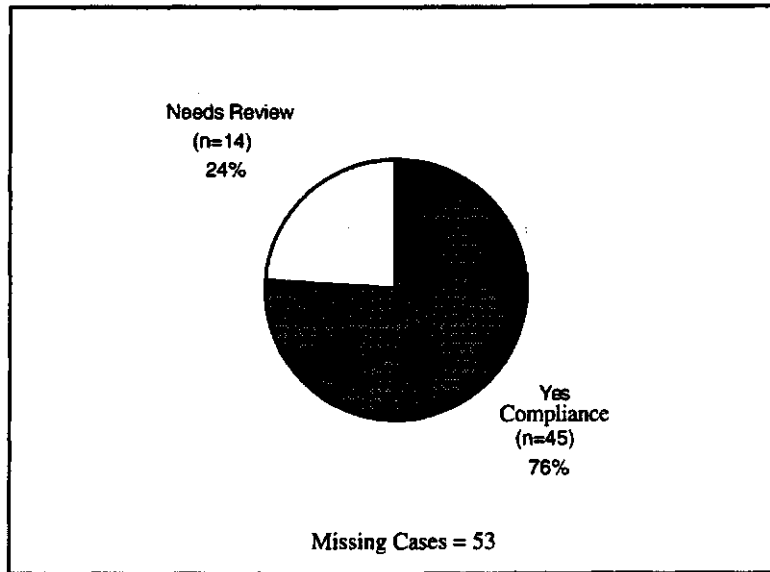


**Comments**

1. Inform them of the fact/post notices (n = 8).
2. Distribute/post information/memo (n = 7).
3. Seek advice to determine how to best do this.
4. Assistance from DRC (n = 3).
5. University should provide information (n = 6).
6. Add statement to all written material (n = 5).
7. Need to know more about this area (n = 3).
8. Grievance procedure added to handouts and brochures (n = 2).
9. Will handle situation as need arises.
10. Information will be provided on request (n = 4).
11. Conform to University policy.
12. All faculty and staff receive notices that come about disabilities or other discrimination; we will continue to provide this information (n = 2).
13. A statement will be put in the Division's Policy Manual and the Student-Athlete Handbook.

14. Not specifically — any employee may file a grievance on any issue.
15. Make necessary documents available at dept. office.
16. Rely on Health Science Dept. info.
17. Most are aware of this right.
18. No comment (n = 66).

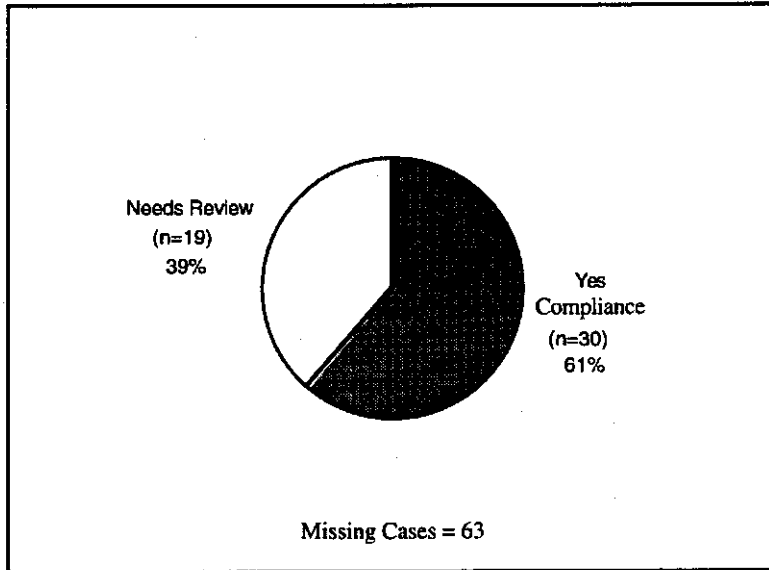
**1.27** Is a variety of housing or overnight accommodation provided for individuals with disabilities at the same cost as that provided for others without disabilities?



#### Comments

1. We will handle it on a case by case basis.
2. We haven't had an occasion to provide housing to visitors/students (n = 3).
3. Fraternity and sorority houses may not be accessible.
4. Not applicable (n = 11).
5. No comment (n = 95).

**1.28** If your program arranges for transportation services, do you routinely inquire about the accessible transportation needs of your riders?



**Comments**

—No Responses—

**1.29** If you receive a request for accessible transportation, how do you make the necessary arrangements?

Comments

1. We use SJSU buses/bus company (n = 3).
2. Make arrangements with the Facilities Transportation Dept. (n = 7).
3. Make arrangements through DRC/Marty Schulter (n = 9).
4. We make arrangements on a case by case basis (n = 8).
5. We have not received any requests (n = 11).
6. Travel agent.
7. Faculty would arrange if had a request (n = 3).
8. Through Public Safety/Parking (n = 2).
9. Don't know.
10. Students make own travel arrangements when needed.
11. Through various university services and offices (n = 4).
12. I will check with transportation dept.
13. By consultation with DRC (n = 3).
14. Notify the watch commander.
15. Include in contract arrangements.
16. They make arrangements with SCTA.
17. No comment (n = 55).

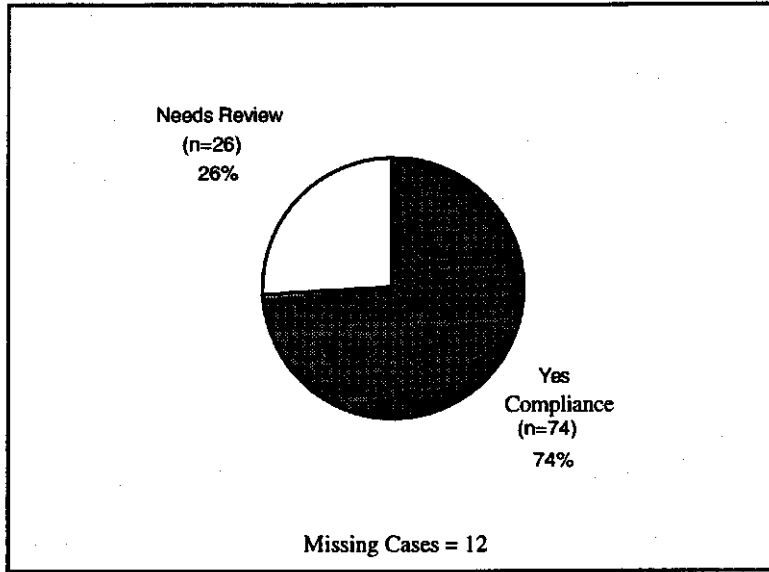
**1.30** Please describe any modifications your program has made to policies and practices to increase accessibility for individuals with disabilities since January 26, 1992.

**Comments**

1. Meetings with DRC to insure that students who have special testing needs can be accommodated.
2. Added equipment to make a workstation more physically comfortable for students with disabilities (n = 2).
3. Modify program requirements as needed (n = 6).
4. Appropriate notification and whom to contact (n = 3).
5. Held lectures regarding ADA requirements (n = 3).
6. Ask DRC for assistance.
7. None (n = 17).
8. Signage (n = 5).
9. Color stripping on steps.
10. Purchasing TDD/furniture/other equipment.
11. Keeping hallways/restrooms/computer labs/office spaces open and accessible for individuals with disabilities (n = 2).
12. Additional interpreters.
13. Early access to job fairs.
14. Readers for job listings/access to career information.
15. Modify policies/updated materials/add statement to green sheets (n = 7).
16. Relocate offices/classroom locations (n = 3).
17. Modify classroom assignments/extra time on exams.
18. Fax machine/E-mail.
19. Open captioning in television communication.
20. Constructed ramps to building.
21. Purchased emergency evacuation chair.
22. Posted legible evacuation routes around building.

23. Enrolled in classes about working with children with special needs in order to be more effective in including children in program.
24. Modified employee and student access to cashier windows.
25. Added warning light to fire alarm.
26. Added doorbell light to signal if someone wants to see a deaf employee.
27. Modified service areas/writing areas/access to receptionists.
- 2 8. Provided drop-off box for documents.
29. Held seminars regarding student accommodations for faculty.
30. We continually refine our policies and promotional material to better serve people with disabilities, often are advised by DRC (n = 3).
31. Announced all info made available to dept. and have informed faculty that accommodations must be made for persons with disabilities.
32. We have had various seminars with DRC.
33. We pay for interpreters for our plays; we've had our radio and TV studios renovated and modified for access; we regularly distribute all literature.
34. Policies and practices have been distributed to all new faculty members and staff (n = 2).
- 3 5. Added electric doors to outside of building/panic hardware on doors.
36. Awareness of student accommodation needs in scheduling of classes.
37. Special pagers.
38. Widened walkways.
39. Modify architectural plans and coordinate activities with DRC to ensure that the needs of all program participants are met.
40. Listening devices (n = 2).
41. Assigned a fellow grad student to help guide a blind student.
42. No comment (n = 38).

1.31 Do all student recruitment publications and employment advertisements contain [a] comprehensive nondiscrimination statement?



**Comments**

—No Responses—

**Section 1: General Access to Programs**  
**Additional Comments**

1. Give wheelchair students a photocopy of solutions instead of requiring them to copy solutions by hand.
2. Departments don't provide a way of covering expense for sign language interpreters.
3. We encourage students to call us with any questions or information they need.
4. All forums or seminars have always been held in a location that is accessible for individuals with disabilities.
5. We have never had a request for an accommodation but would make every effort to accommodate someone with a disability if the situation arose.
6. We have had very few requests for assistance/accommodations.
7. We always do our best to provide a needed accommodation.
8. We do not have an accurate number of the disabled students in our department (n = 2).
9. Have not needed to have accessible formats in the past.
10. Dept. cannot afford to make formats accessible.
11. We would seek help from Marty Schulner/DRC if needed to make accommodation accessibility issue (n = 2).
12. Section One does not account for student organizations on campus.
13. Student bylaws are required to include a statement of non-discrimination that includes disability status.
14. There is minimal contact with student organizations other than the recognition process and student organizations are not monitored in any other way to determine ADA compliance.
15. Dept. believes it is imperative that it act in accordance with established University procedures/need advice how to do this.
16. Responses apply to both undergraduate and graduate programs.
17. Not possible for Music Dept. to provide instruction with hearing impairments or accommodate persons at concerts or recitals with hearing impairments — classes require students be able to hear (n = 2).
18. The lack of physical access to the second floor of Tower Hall is not currently a problem, since the President's conference room is on the first floor, as are alternative facilities. It could be a problem in the future, however. An elevator is

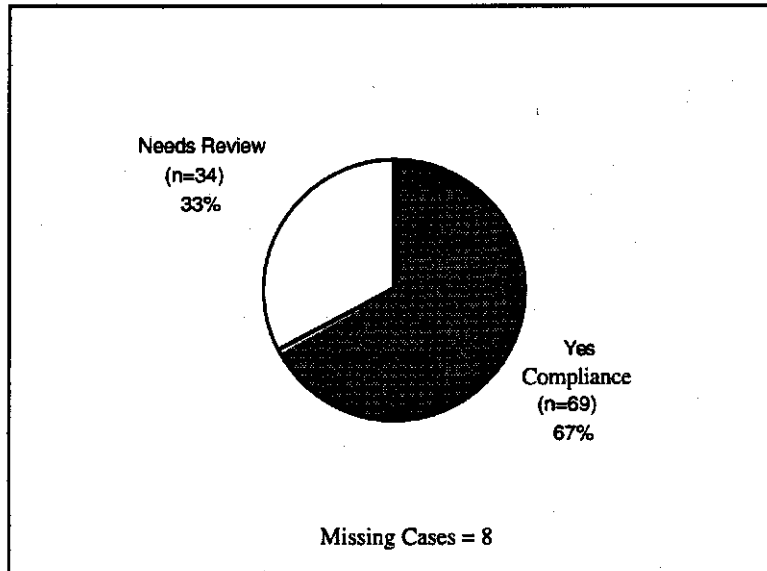
the best solution, but the most expensive. A lift may be an option at some point in the future.

19. We have tried very hard as a dept. to meet requests of students or faculty with disabilities; we currently have no staff or faculty with known disabilities, but we have made accommodations in the past; our most pressing recent requests have come from students with learning disabilities; we have two concerns: one of our degrees, linguistics, is very analytical. We are concerned how we can best guide a) students with analytical learning disabilities who might choose this major and b) students in other majors who must take some of our classes and have such learning disabilities. We will continue to discuss this internally and have talks with DRC to help in this matter.
20. Spartan Shops has a similar "non-discrimination" statement which we need to include on all employment advertisements.
21. TA (especially RTUF) needs advice with regards to off-campus internships; many performance sites cannot accommodate our students with disabilities.
22. The Air Force Reserve Officer Training Corps Program is a restrictive program. However, it is our intent to make those parts of our program that can be accessible to people with disabilities accessible.
23. No comment (n = 93).

# **SECTION 2**

# **Employment**

2.1 Has training and/or written material on Title I of the ADA (the employment related regulations) been provided to staff involved in any employment related activities such as, preparing job descriptions, advertising, interviewing, testing, hiring, training, and supervising?

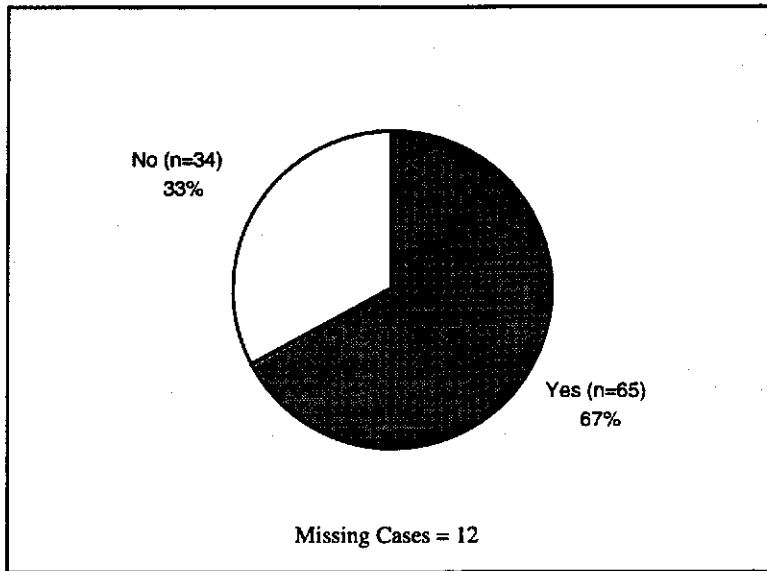


**Comments**

1. I will speak with assistant director.
2. Human Resources should supply appropriate material in recruitment packages (n = 4).
3. Yes, all managers/faculty/staff should receive ADA training.
4. We will plan such training (n = 3).
5. On a limited basis only (n = 2).
6. Hiring is done by another dept./area.
7. Have not hired anyone in last year/few years (n = 2).
8. Self-Evaluation Survey will be distributed.
9. Have participated in ADA training.
10. Appropriate written materials will be obtained and provided to staff (n = 2).

11. Do not believe information is consistent/have received training as it pertains to students.
12. We need some assistance to provide training/advertising, etc.
13. Vague guidelines have been provided; would like to see a guideline established by HR to train University on ADA.
14. Would like to receive written information.
15. Dean and Associate Dean (n = 2).
16. These activities are handled at a different location (n = 2).
17. Request assistance from DRC.
18. No comment (n = 85).

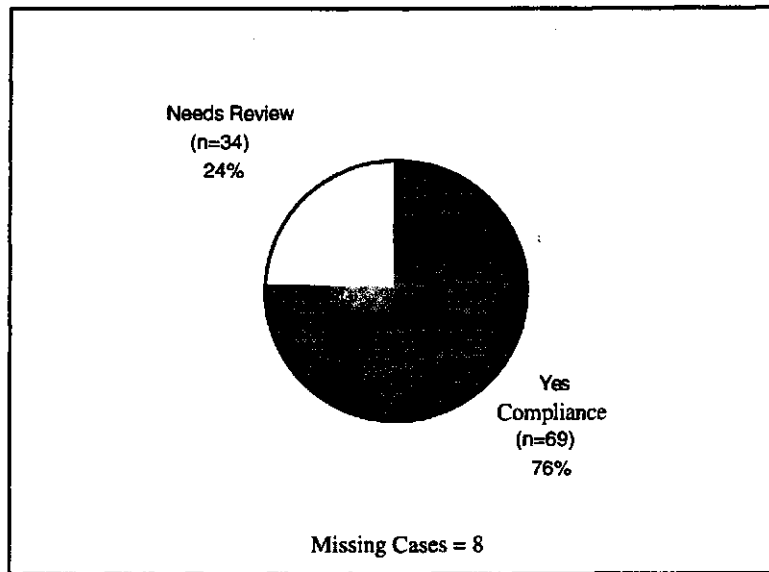
2.1A Would you like to have a training session on the ADA?



**Comments**

1. Written guidelines should be sufficient (n = 3).
2. ADA training was provided (n = 5).
3. Yes, for first line managers.
4. Yes, as needed, appropriate (n = 8).
5. Staff has attended/been involved in ADA training/workshops/video conferences (n = 3).
6. Yes, when/if we ever hire someone (n = 2).
7. Appropriate written materials will be obtained and provided to staff (n = 2).
8. No comment (n = 87).

2.2 Are all members of all search committees familiar with typical forms of reasonable accommodation (such as wheelchair access, sign language interpreters, note takers, etc.)?

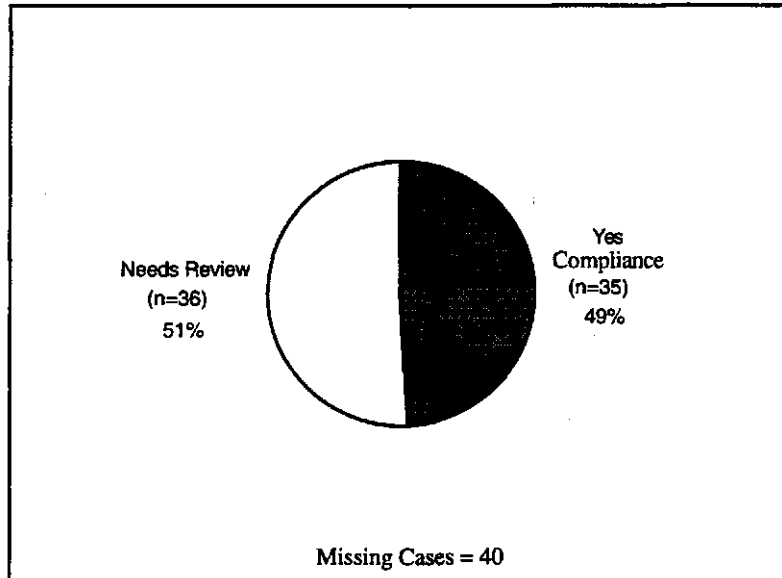


#### Comments

1. Provide these members with written info addressing various means of accommodation and how or where they can access mem or where to direct others to their availability (n = 2).
2. Ask Human Resources for assistance (n = 4).
3. Ask DRC for assistance.
4. We do not have a search committee.
5. We will make issues known at next meeting (n = 3).
6. We will need to have a training session on ADA (n = 3).
7. Made aware during recruitment process.
8. Will investigate possibilities/correct situation.
9. Majority of them are but not all/will inform (n = 3).
10. Not a reasonable expectation of search committee (n = 2).
11. As it pertains to students, not other faculty.
12. They will be informed as soon as they are elected in the fall.

13. We have not been involved in any hiring process; would assume this is all in the instructions for Human Resources.
14. This should be added to the recruitment procedures packet (n = 2).
15. No comment (n = 87).

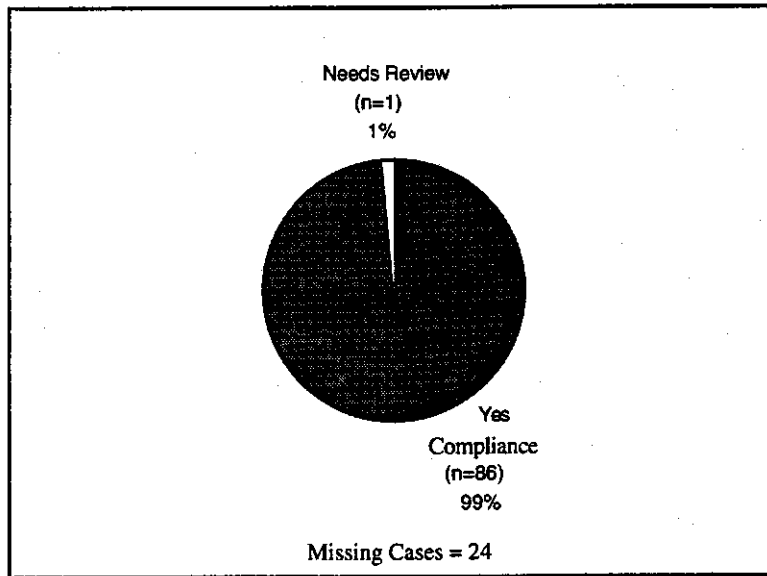
**2.3** Do internal departmental employment application forms (supplemental) include notice that reasonable accommodation will be provided when requested by applicants with disabilities?



**Comments**

1. Do not have internal forms/applications (n = 12).
2. We will plan to change the forms (n = 13).
3. Not formally but it is understood.
4. Don't know (n = 3).
5. We use campus forms (n = 2).
6. Have not had applicants with disabilities.
7. Foundations supplies this information
8. It requires that all office personnel be informed about these new regulations.
9. Not all do; this should be reviewed.
10. I assume HR makes necessary accommodations.
11. No comment (n = 78).

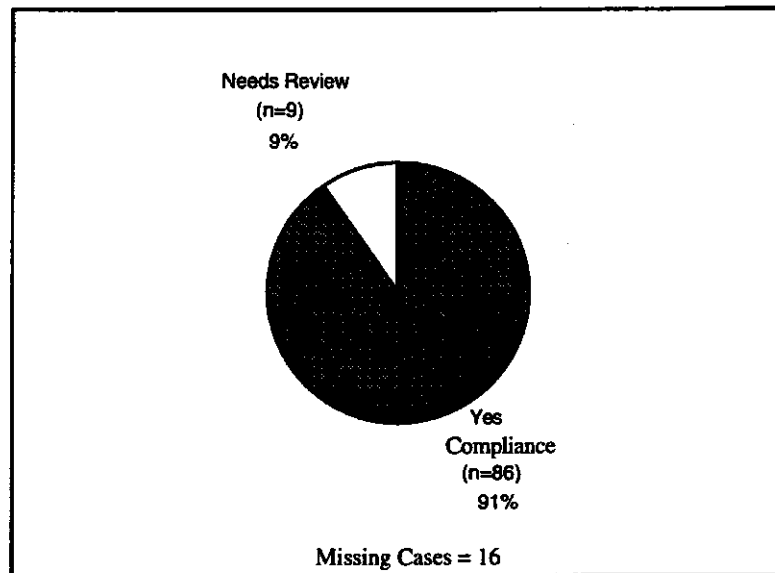
**2.3A** Is reasonable accommodation provided during the application process when requested by applicants with disabilities?



**Comments**

1. We never had an applicant that we knew had a disability/ no request has ever been made (n = 7).
2. Yes, if it was needed/requested (n = 4).
3. Will add to future forms.
4. Yes, during recruiting/searches.
5. I do not think we can do a better job with advertisements for Student Association.
6. No comment (n = 97).

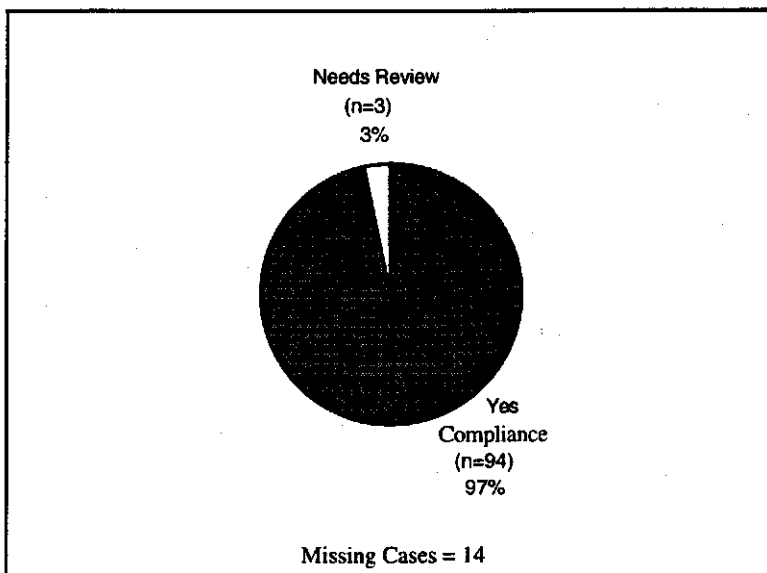
2.4 Are job descriptions current and up-to-date?



**Comments**

1. Within context of state classification description (n = 6).
2. Accommodation statement/notice is not there/missing.
3. Not at this time due to resources/staffing/time.
4. Do not have formal job descriptions/job descriptions only for directors, dept. heads/faculty (n = 2).
5. As positions become vacant essential functions are added to descriptions.
6. Job descriptions/forms will be updated/reviewed where necessary (n = 4).
7. Should be provided by Human Resources.
8. Job descriptions are updated on an on-going basis as needed and usually every 3-4 years.
9. No comment (n = 94).

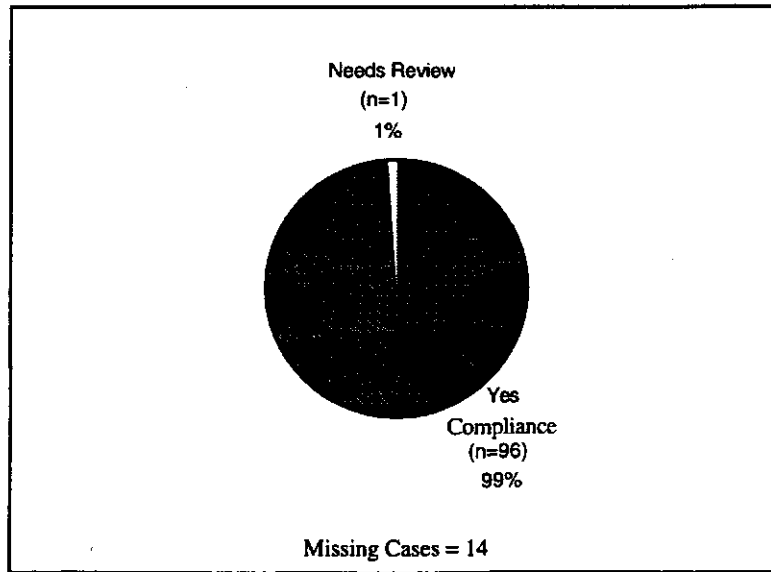
2.4 A Do duty/job responsibility statements identify the essential functions of the job?



**Comments**

1. Yes, as positions become vacant (n = 6).
2. For faculty.
3. Some jobs have been completed to indicate essential functions but more need to be completed to include them.
4. Military jobs are filled by military members.
5. No comment (n = 102).

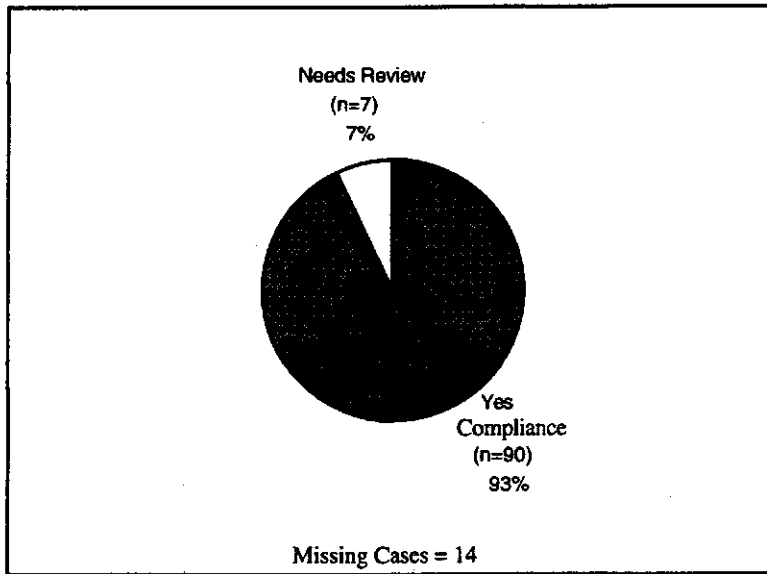
**2.4B** Are required skills, knowledge, and abilities directly related to specific duties included on job descriptions?



**Comments**

1. For faculty only (n = 5).
2. No comment (n = 106).

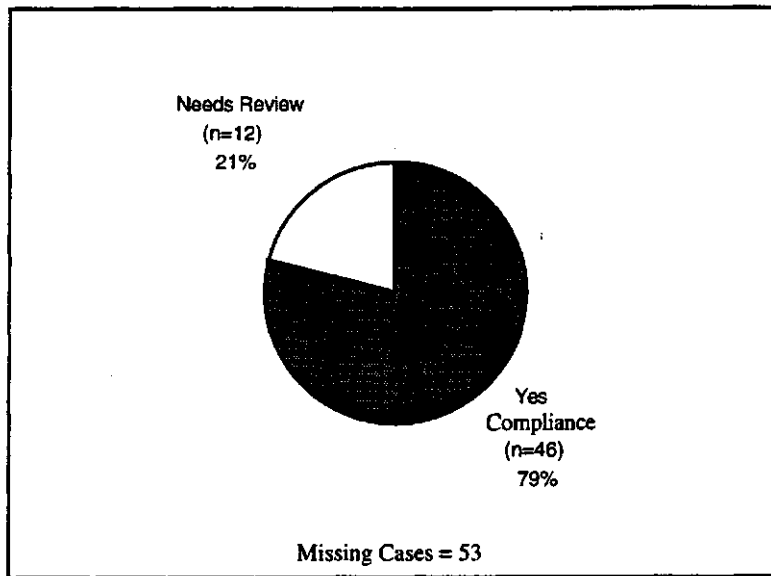
**2.4C** Are qualification statements written so as not to inappropriately screen out people with disabilities?



**Comments**

1. They are not intended to do so (n = 5).
2. For faculty only (n = 2).
3. Military jobs are filled by military members.
4. No comment (n = 103).

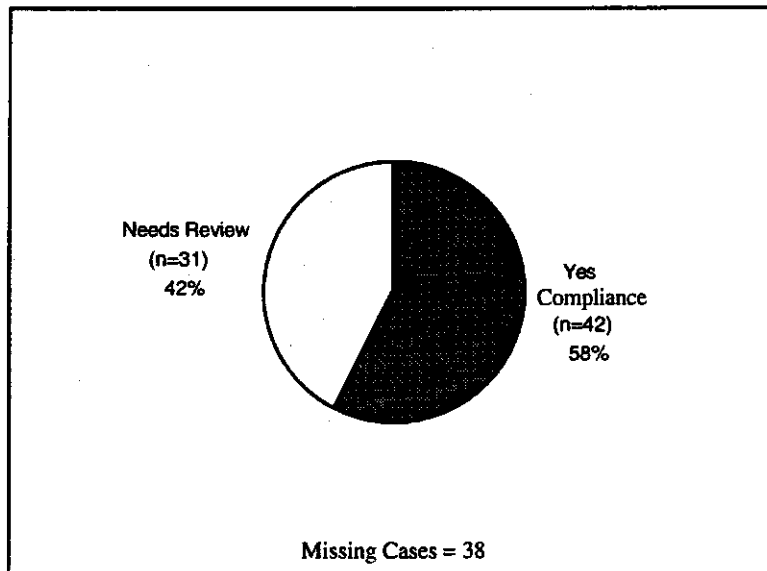
**2.4D** If physical requirements are included, have they been reviewed by appropriate compensation managers?



**Comments**

1. We have none currently (n = 3).
2. We will be looking for a technician.
3. Not required/not applicable (in general) (n = 8).
4. All job descriptions will be directed to EEO/AA officer.
5. Will check on this.
6. Will be included when job descriptions are revised.
7. Never been requested.
8. Rely on HR and CSU Chancellors Office for requirements.
9. No comment (n = 95).

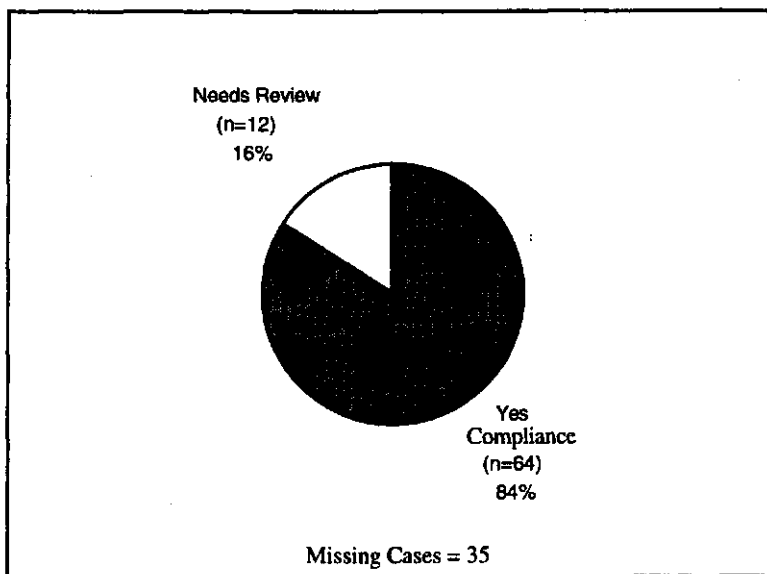
**2.4E** Do internal departmental job postings include notice that reasonable accommodation will be provided when requested by applicants with disabilities?



**Comments**

1. This could easily be noted on any internal job posting.
2. Do not have internal department listing/posting (n =6).
3. We will include this information in future job announcements (n = 13).
4. Not applicable/not required.
5. Foundation supplies information.
6. None have been requested/would if were requested.
7. It is not spelled out that reasonable accommodations will be made, it simply states there will be no discrimination on the basis of disability.
8. Need to make this known on job postings.
9. No comment (n = 86).

**2.4F** Are job postings made available in alternate format when requested by applicants with disabilities?

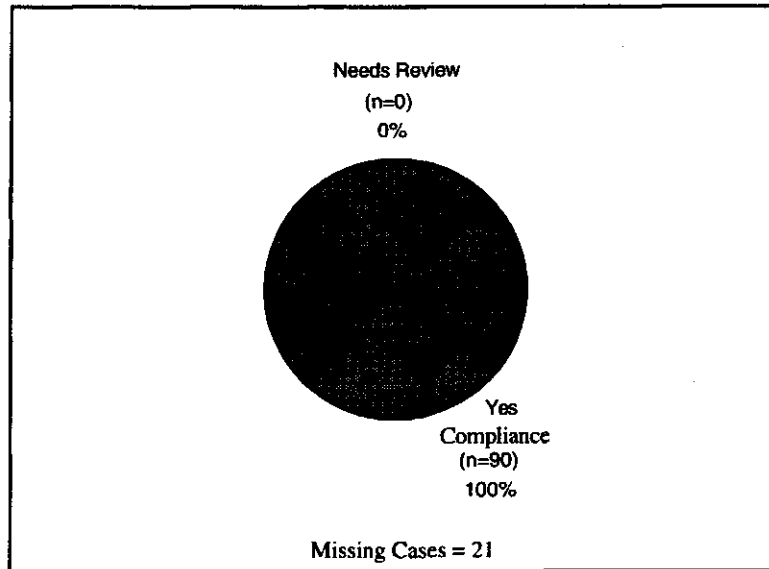


#### Comments

1. Request has never been made (n = 7).
2. Will seek assistance of Human Resources if needed (n = 2).
3. We don't handle job postings.
4. Only by way of recorded job line.
5. Will accommodate if requested (n = 13).
6. Job descriptions can be enlarged.
7. Readers can be requested.
8. Not required/applicable.
9. Have not had any requests.
- 10.. Human Resources is responsible for job postings/would expect them to provide this service (n = 7).
11. We would do so through consultation from DRC (n = 2).
12. Foundation supplies information.

13. Don't think so/don't know.
14. TDD phone line is available.
15. No comment (n = 76).

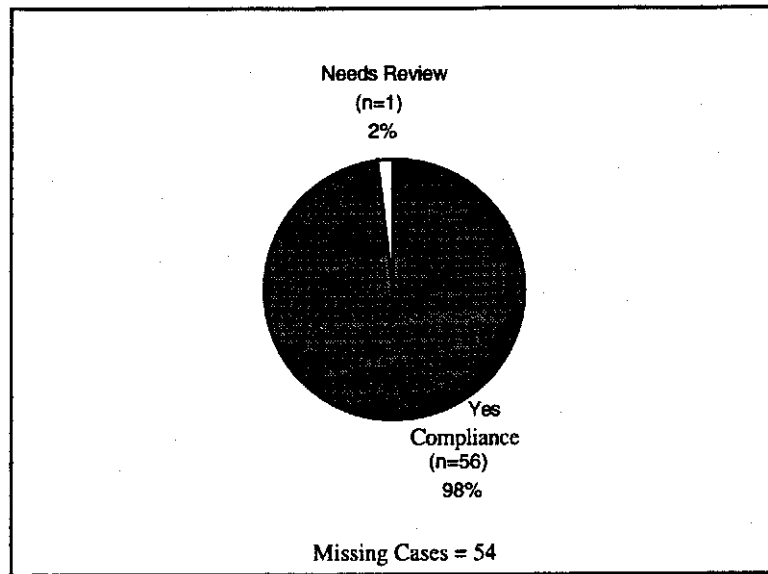
**2.4G** Are job postings displayed in accessible locations?



**Comments**

1. We don't display job postings (n = 2).
2. Available on paper/over telephone/on computer.
3. Staff postings are displayed; faculty positions are not posted as such but are available in accessible locations.
4. UHS Bulletin Boards in the Housing Office and in residence halls.
5. No comment (n = 106).

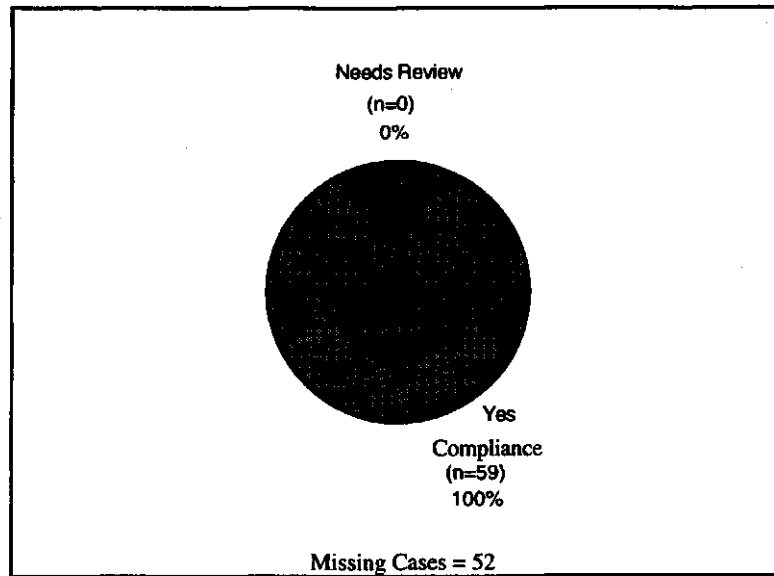
2.5 If employment tests have been validated, are they given uniformly to all applicants, not just to individuals with disabilities?



**Comments**

1. We don't give tests (n = 13).
2. Only typing/computer skills tests are given.
3. Employers are reminded of this requirement.
4. All tests will be uniformly given to all applicants.
5. No comment (n = 95).

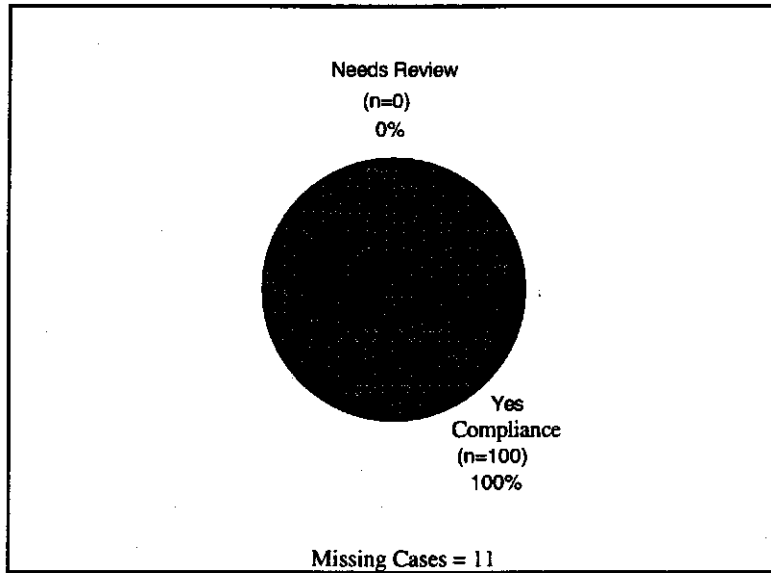
2.5 A Is reasonable accommodation provided during the testing process when requested by individuals with disabilities?



#### Comments

1. If requested, accommodations would be made (n = 8).
2. At Testing and Evaluations Office.
3. We don't give tests (n = 2).
4. No comment (n = 100).

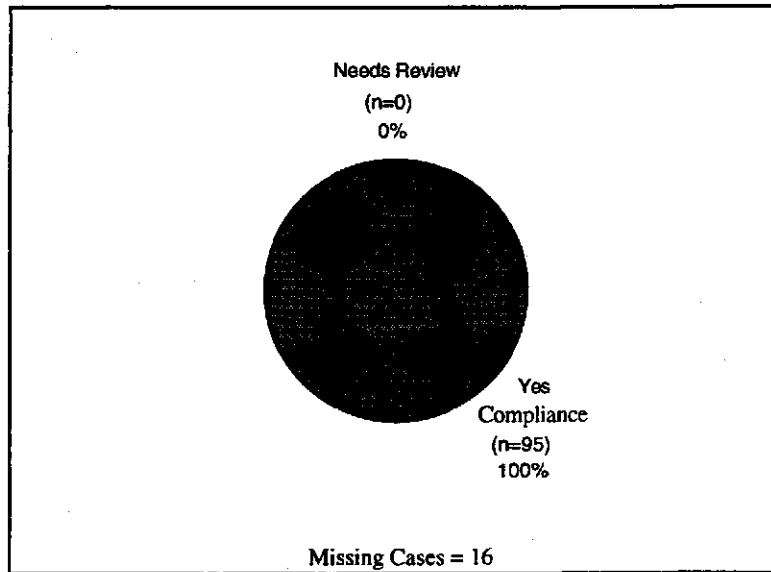
2.6 Are employment interviews conducted in physically accessible locations?



**Comments**

—None—

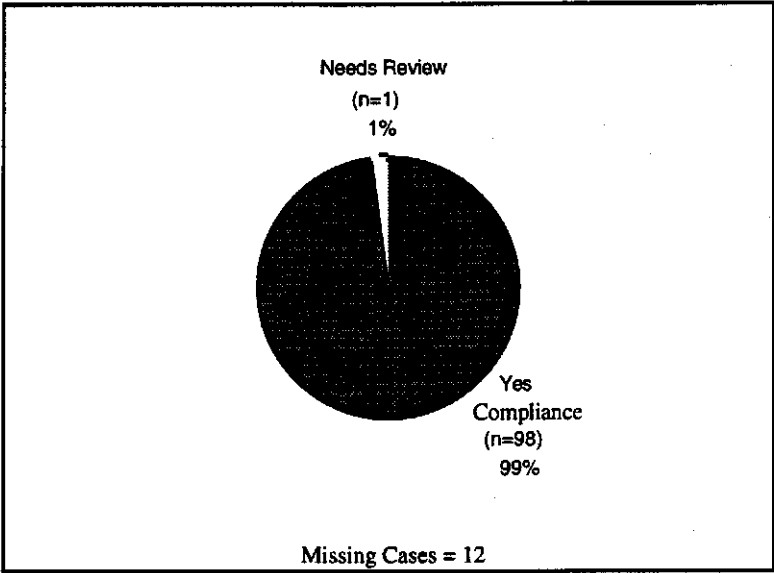
**2.6A** Is reasonable accommodation provided during the interview process when requested by applicants with disabilities?



**Comments**

1. No requests have been made (n = 2).
2. We have not interviewed/hire anyone in year/last few years.
3. It would be if requested (n = 8).
4. No comment (n = 101).

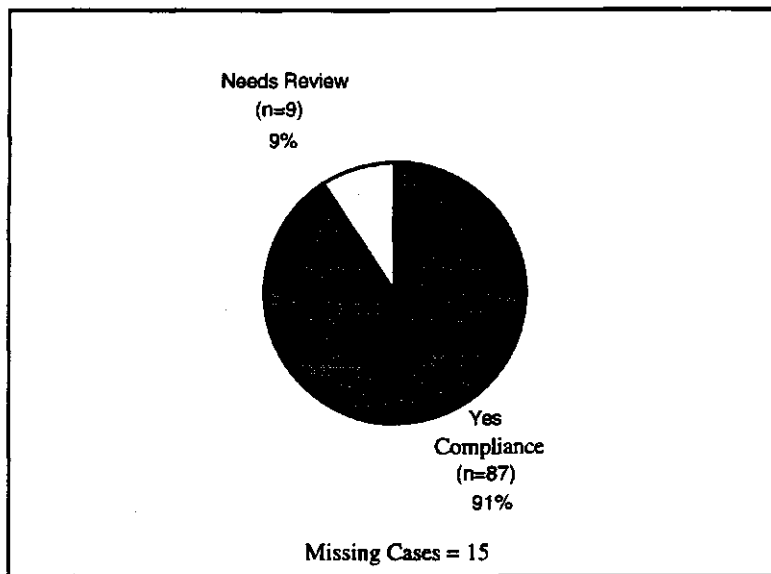
**2.6B** Are all interviews conducted in physically accessible locations?



**Comments**

- 1. Not campus-wide (n = 2).
- 2. No comment (n = 109).

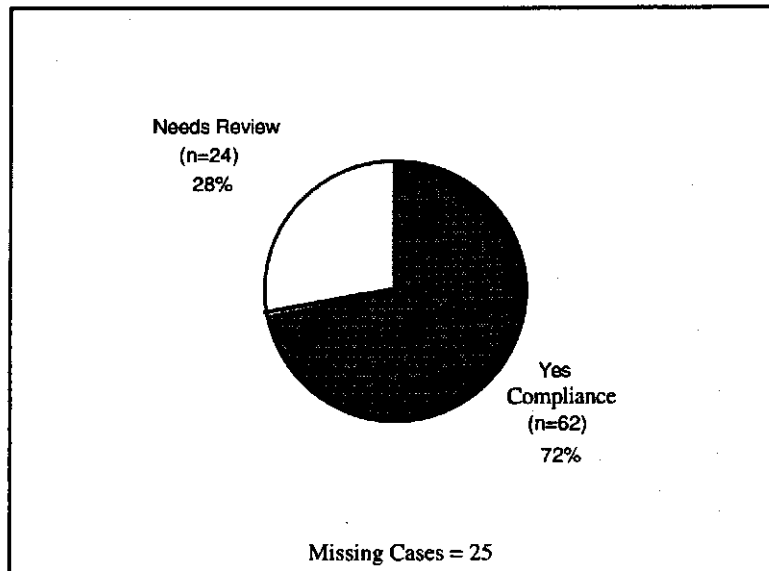
**2.6C** Do interviewers know what questions can and cannot be asked of applicants with disabilities?



**Comments**

1. I don't know but will check on it (n = 3).
2. We ask standard set of questions (n = 2).
3. Questions regarding disabilities are not asked.
4. Questions need to be/will be reviewed for future interviews (n = 2).
5. We will learn.
6. We need training and literature on this (n = 2).
7. Written materials will be provided to staff (n = 2).
8. Will train staff on ADA.
9. For staff and faculty only.
10. Human Resources inform you on what can or cannot be asked?
11. We have reviewed this on an on-going basis (n = 2).
12. Depends on the employee committee guidelines, some employees need assistance on what they can or cannot ask.
13. No comment (n = 94).

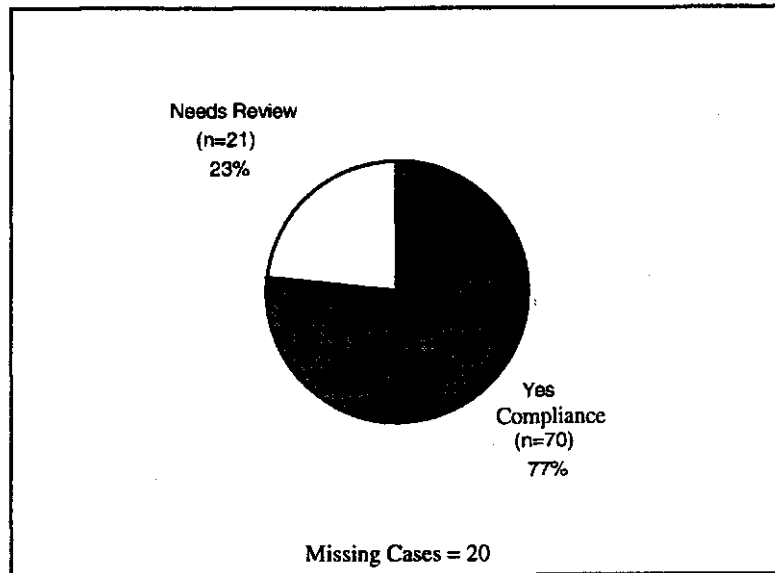
**2.6D** Are efforts made to include disabled persons on recruitment/search committees?



**Comments**

1. We have no disabled faculty (n = 7).
2. Our faculty do all the recruiting.
3. Disabled persons are not purposely excluded or included on committees/all staff are involved (n = 5).
4. I don't know.
5. No special efforts are made/would include person if had qualifications regardless of disability (n = 6).
6. Do not have search committees.
7. Recruitment/search committees are drawn from small pool of locally available personnel.
8. Not applicable.
9. We have no tenured/track faculty/nor staff who have identified themselves as disabled.
10. No special effort is made as the jobs are open to any qualified individuals (n = 4).
11. Needs to be reinforced (n = 2).
12. I have not be aggressive in this effort while searching for student assistant (n = 2).
13. No comment (n = 82).

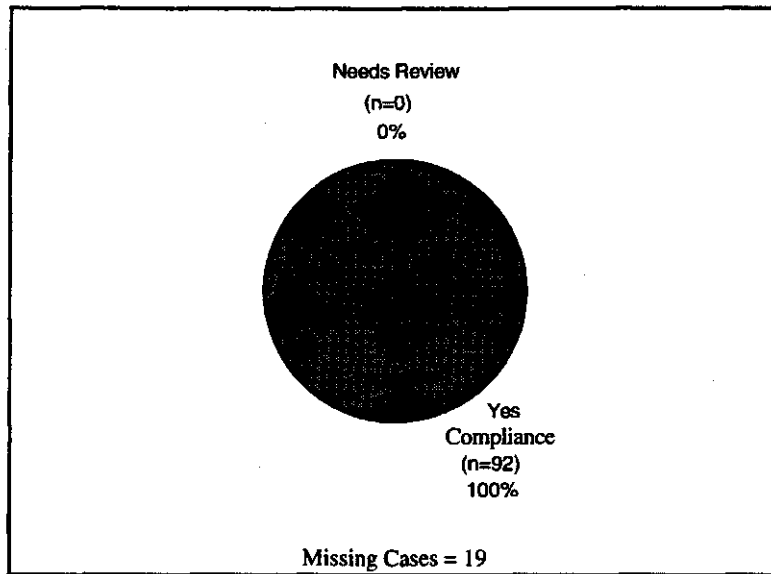
**2.6E** Do all employment announcements contain [a] nondiscrimination statement?



**Comments**

1. We will include this in future employment announcements (n = 17).
2. Will investigate this (n = 2).
3. All announcements are given to Human Resources for review and correction (n =2).
4. Not applicable/has not/will not happen.
5. Needs to be reviewed (n = 3).
6. Only full-time announcements.
7. No comment (n= 86).

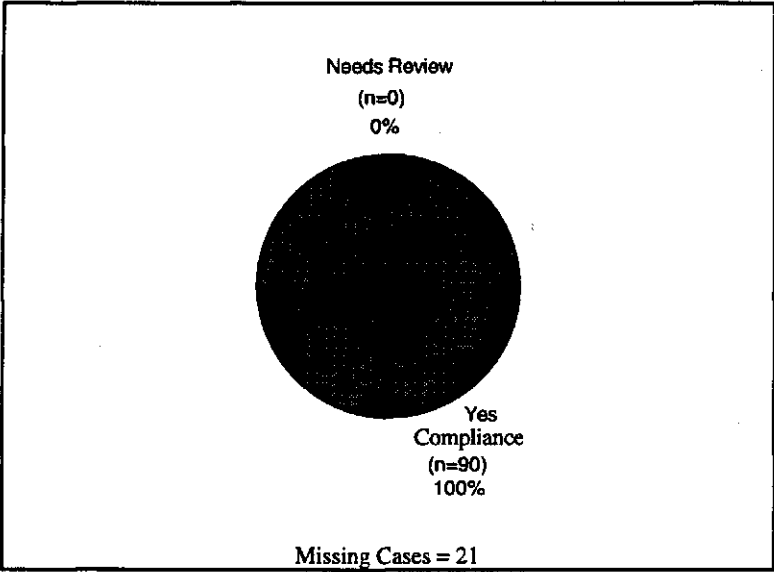
**2.7** Is reasonable accommodation provided when requested by individuals with disabilities during the employment process?



**Comments**

1. It would be if requested (n = 9).
2. Have not had a request.
3. No comment (n = 101).

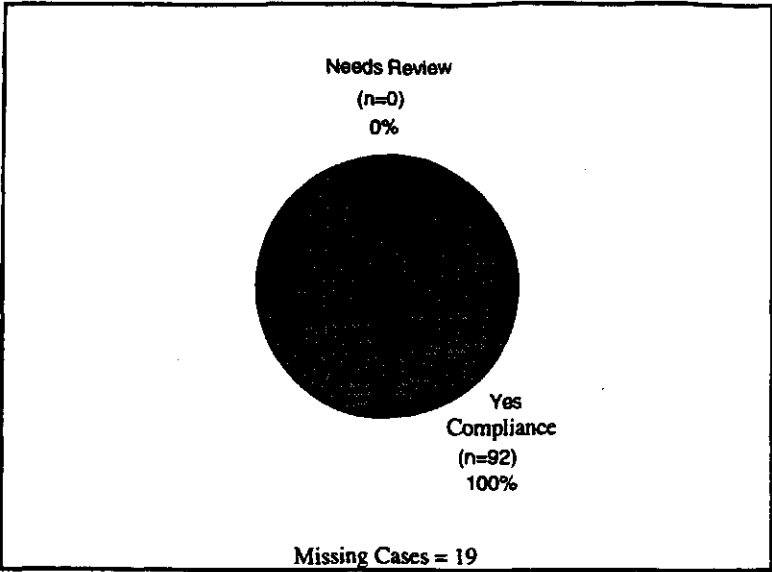
2.8 Is reasonable accommodation provided in all phases of employment when requested by current employees with disabilities?



**Comments**

- 1. Would be if requested (n = 6).
- 2. No current employees are disabled.
- 3. No comment (n = 104).

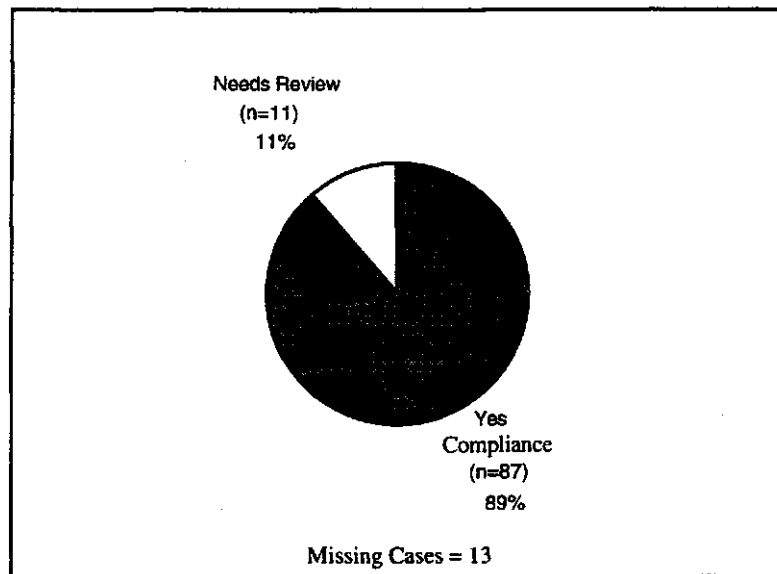
**2.9** Is reasonable accommodation provided when requested to enable employees with disabilities to participate in training and/or other professional development activities?



**Comments**

- 1. Would be provided if requested (n =5).
- 2. No comment (n = 106).

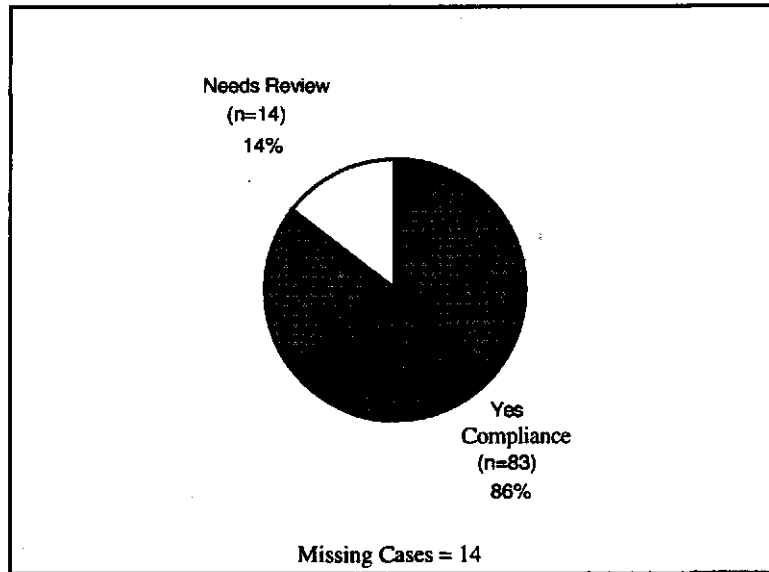
**2.10** Are all areas used by employees including work areas, restrooms/lounges, break rooms, and/or lunchrooms physically accessible?



**Comments**

1. Rooftop observatory not accessible without special help.
2. Restrooms do not have wheelchair access (n = 3).
3. Not sure/don't know.
4. Limited office space.
5. Narrow entry ways.
6. Furniture may limit accessibility.
7. Individual programs may not be.
8. Second floor of Tower Hall not accessible.
9. Building BB needs major renovation to become physically accessible; the second story is not accessible to persons in a wheelchair.
10. Within the parameters of "reasonable accommodation" (n = 3).
11. Would be impossible for immobile, impaired/wheelchair person to function in UHS office, upper levels of residence halls and Spartan Village.
12. All areas under dept. control are accessible.
13. No comment (n = 98).

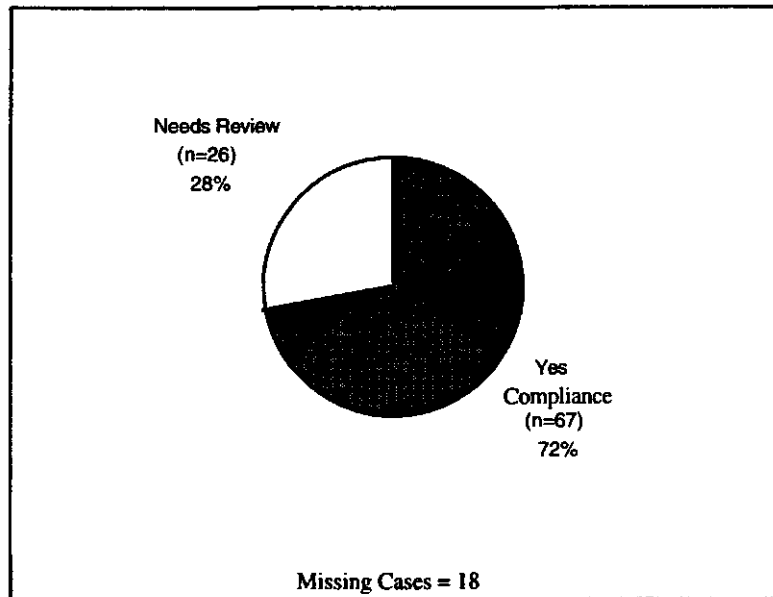
**2.11** Is staff aware that the ADA prohibits discrimination against applicants and/or employees who have a relationship or an association with a person with a disability?



#### Comments

1. I will talk to assistant director and take appropriate action as needed (n = 2).
2. Discrimination is not permitted at any level (n = 3).
3. Staff are reminded of this information (n = 3).
4. Not all staff is aware although we make this clear to people who participate on search committees.
5. Need training and literature on this.
6. Will distribute written materials regarding ADA and/or have training (n = 2).
7. No comment (n = 99).

**2.12** Do all student recruitment publications and employment advertisements contain [a] nondiscrimination statement?



#### Comments

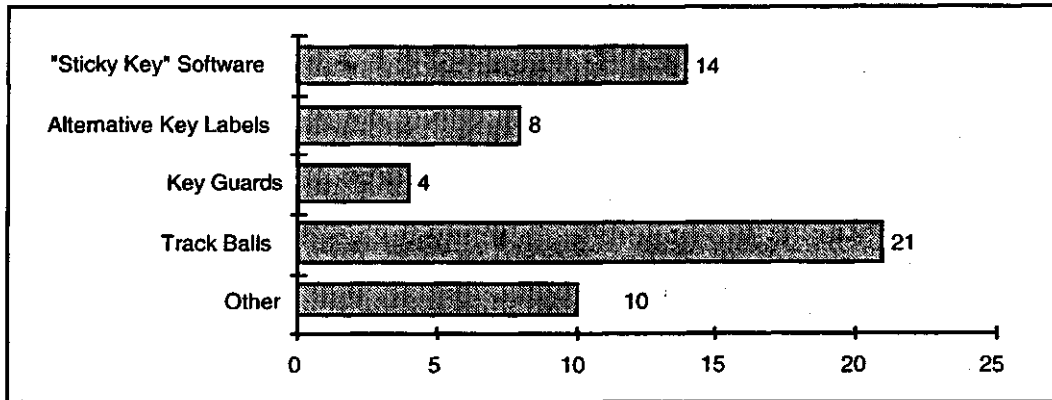
1. In the past it has not.
2. Will be in future recruitment publications/advertisements (n = 13).
3. Will be investigated (n = 2).
4. Not applicable/not required.
5. We do not advertise employment positions.
6. Don't know/don't think so (n = 2).
7. Not unless it is provided by Human Resources upon their review and corrective action (n = 2).
8. On employment of faculty and staff only (n = 2).
9. We are in the process of including it (n = 2).
10. The Job Posting Request does not include that statement but I am not aware of the publication advertisement.
11. No comment (n = 86).

**Section 2: Employment**  
**Additional Comments**

1. Faculty recruitment job descriptions are crafted when dept. seeks to hire a colleague.
2. Staff positions are described in state documents and those on file in Human Resources Dept.
3. Students are not hired according to any particular job description.
4. Although this office is not directly involved with the recruitment and selection process, it conforms to the process dictated by the HR office; recruitment documents strive not to contain language that would adversely impact persons with disabilities.
5. There appears to be some confusion regarding the EEO statement and whether the shortened version (an EEO/AA University) is acceptable for short classified ads for employment (e.g. in the newspaper). We would appreciate clarification.
6. No comment (n = 106).

**SECTION 3**  
**Computer and**  
**Information Technology**

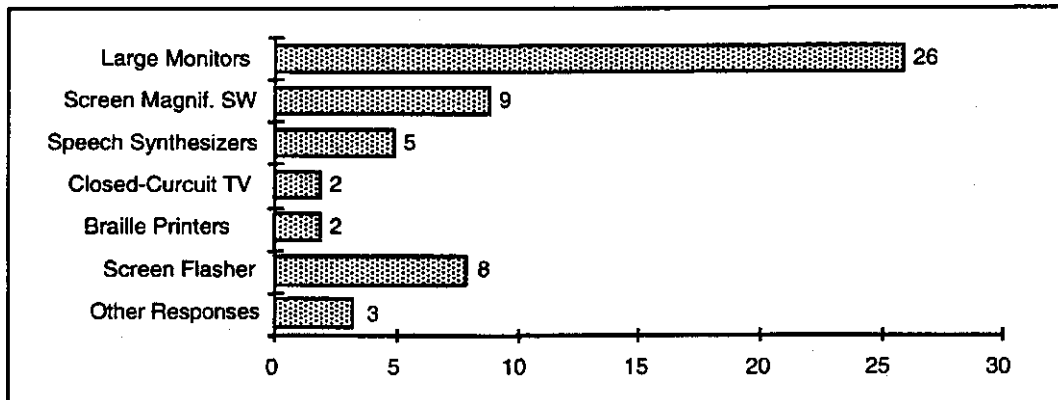
3.1 Please check each accommodation currently supplied by your unit.



**Comments**

1. Deal with accommodations on a case by case basis/mouse keys/ ergonomic keyboard (n = 6).
2. Whatever is supplied by DRC (n = 2).
3. Wrist guards/pad/wraps (n = 3).
4. Footstools (n = 2).
5. Anti-glare screens.
6. Drop down keyboard desk.
7. Items can be provided on request (n = 6).
8. No one has requested any of the above (n = 9).
9. Voice recognition.
10. We contact DRC for those who need services (n = 2).
11. Large monitors (n = 2).

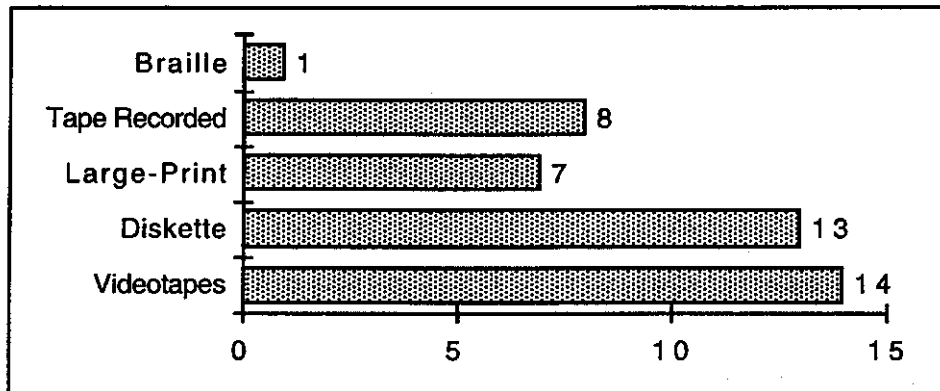
3.2 Please check each accommodation currently supplied by your unit:



**Comments**

1. Whatever supplied by DRC/will contact DRC (n = 2).
2. Can be provided on request (n = 6).
3. No one has requested any of the above (n = 11).
4. Kurzweil Reading machine (n = 2).
5. Employees read data to students (n = 1).

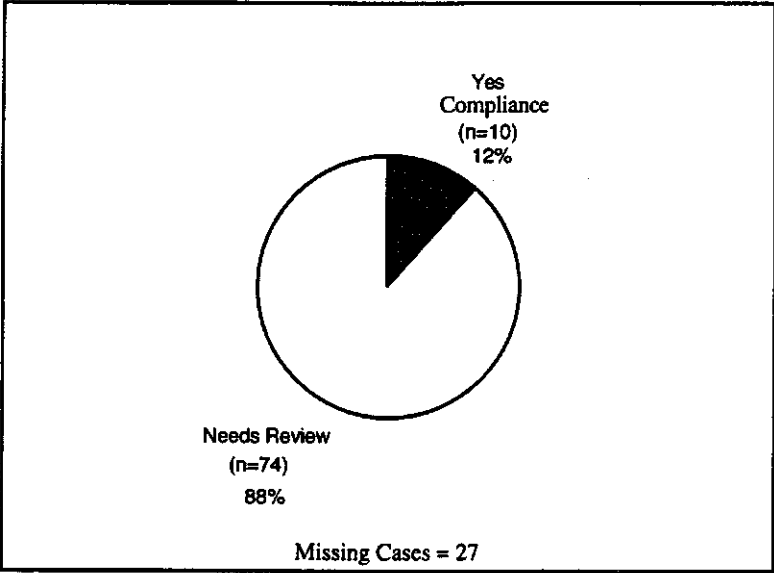
3.3 Please check each accommodation currently supplied by your unit:



**Comments**

1. Whatever is supplied by DRC (n = 3).
2. Accommodations on a case by case basis (n = 7).
3. None (n= 11).

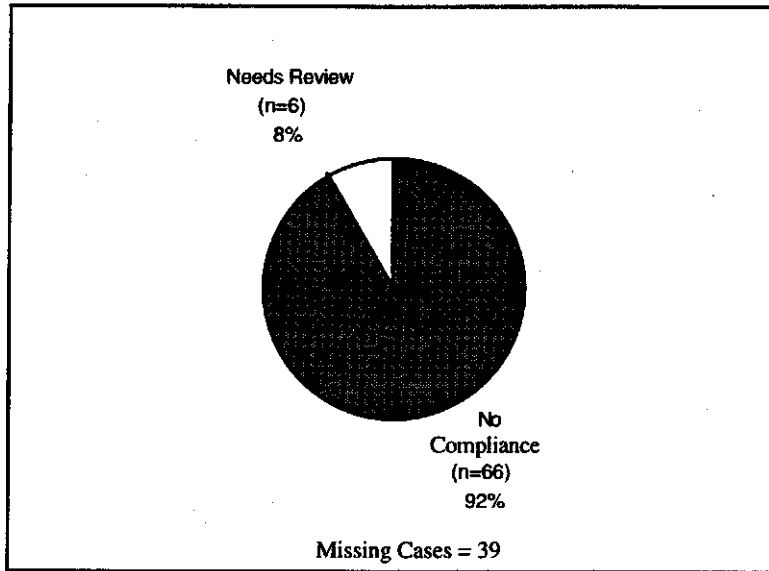
3.4 Do you provide any training for consultants on assisting students, faculty, or staff with disabilities?



**Comments**

—No Responses—

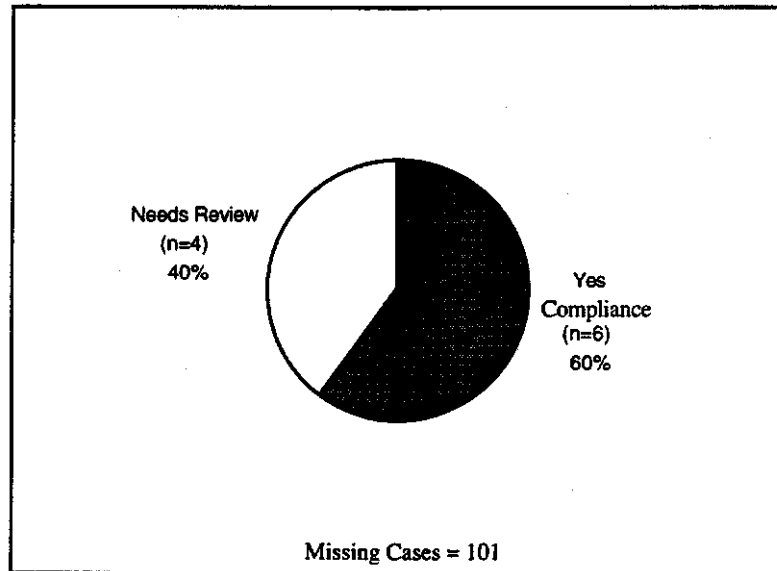
3.5 Are any of your computing labs and classrooms in facilities not accessible?



**Comments**

—No Responses—

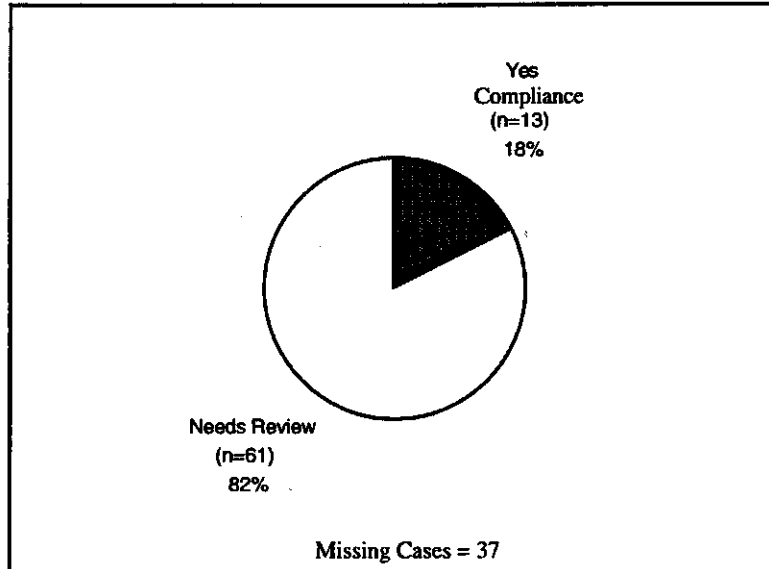
**3.5A** If YES, are alternate and equivalent facilities available in accessible locations?



**Comments**

—No Responses—

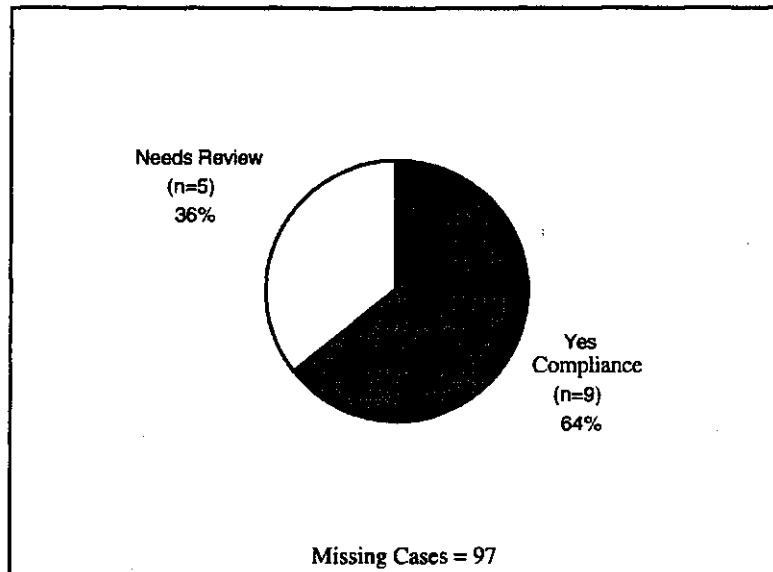
3.6 Is adaptive computing technology for persons with disabilities available in your facility?



**Comments**

— No Responses —

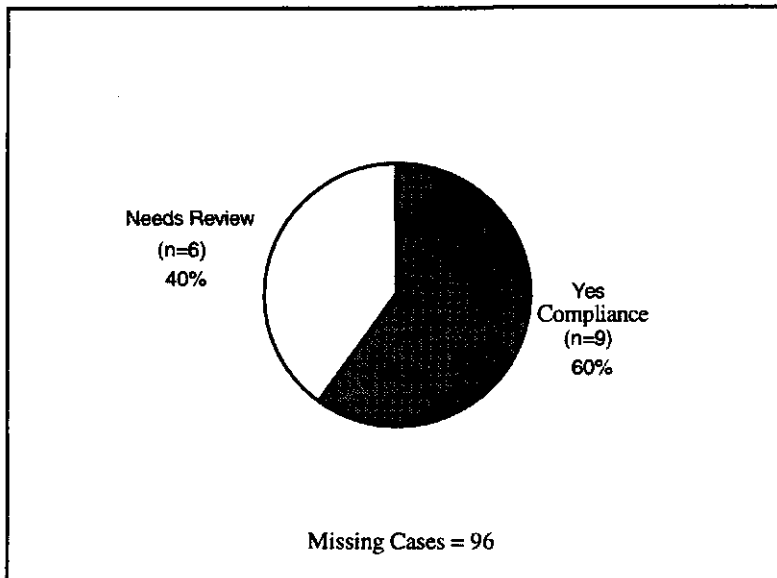
**3.6A** If YES, is your adaptive technology available during the same times and does it have the same computing capabilities as your non-adapted computers?



#### Comments

1. The need has not arisen/would if someone had need/if requested (n = 5).
2. Cost is a major restriction.
3. Limited computer availability; most computers were secured through donations and are no longer state of the art.
4. Office technology is limited to use by staff only and we currently have no disabled staff.
5. No comment (n =103).

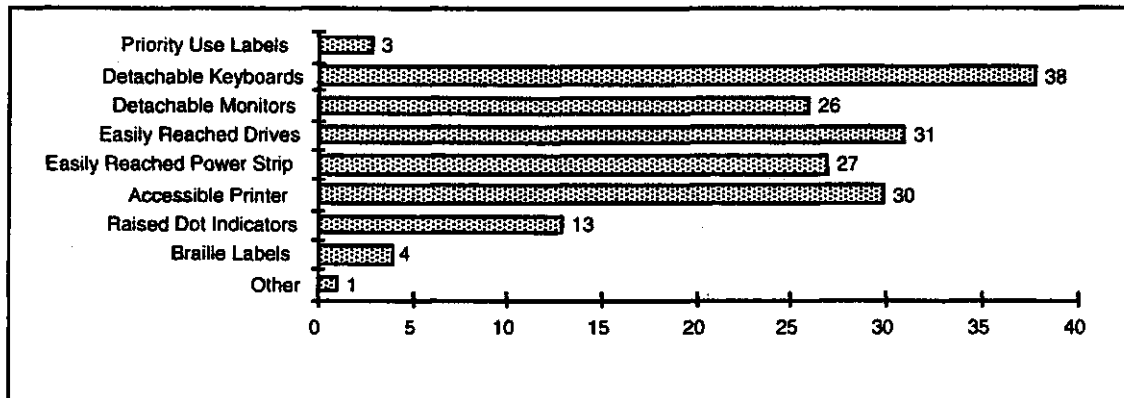
**3.6B** If YES, are adapted computers located in the same room as your other computers?



#### Comments

1. All Macintosh computers have a desk accessory to make keyboard use easier.
2. The need has not arisen (n = 2).
3. We are developing a computer lab.
4. No comment (n = 107).

3.7 Please check each accommodation currently supplied by your unit.



### Comments

1. None (n = 3).
2. Deal with on a case-by-case basis (n = 6).
3. Wheelchair accessible computer tables (n = 1).

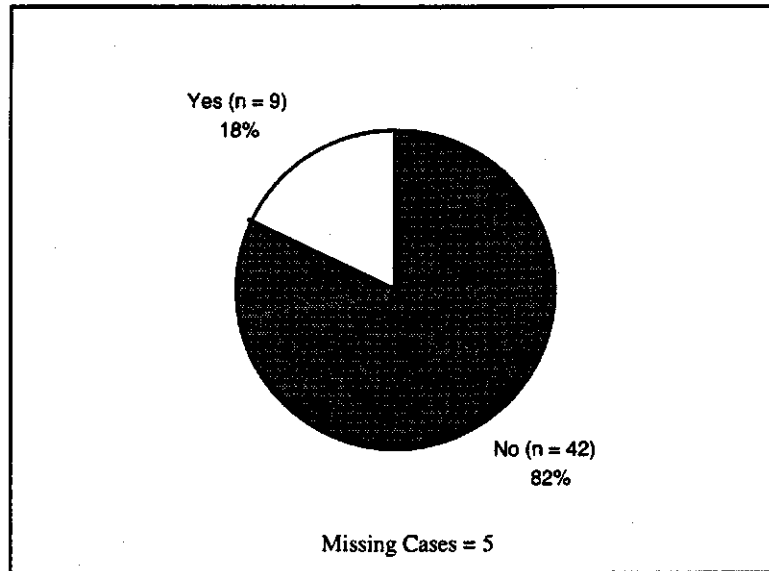
**Section 3: Computers and Information Technology**  
**Additional Comments**

1. General Ed. classes can be made better for all students with the development of GE computer tutorial labs with easy access (Menu driven).
2. Availability of electronic resources is rapidly expanding in the library.
3. Difficulties in finding, funding and installing adaptive software for individuals with disabilities.
4. Staff interventions are necessary to aid individuals with disabilities/can be time-consuming.
5. Campus lacks licensing for wide-range of adaptive software/can be problematic.
6. TDD.
7. Back/feet rests/chair accommodations.
8. Large screen computers/anti-glare keyboard/monitor height adjustments.
9. ADA training for central office managers.
10. Our program does not have any adaptive technology, however if it is needed for an event, workshop, etc. it could be secured in advance.
11. Undergraduate studies has not had a need for accommodations for computer equipment/does not provide computer access for any students.
12. School of Nursing provides information through computer-assisted and videotape programs and texts, reprints periodicals/full-time support staff is available for consultation and assistance. Audio duplication of lectures is available upon request. Various computers with accommodations made for disabled students.
13. Meteorology classes can be made better for all students with the development of GE computer tutorial labs with easy access to information with menu-driven CBL systems can be easily adapted for the physically disabled.
14. No comment (n = 98).

# **SECTION 4**

## **Academic Programs**

**4.1** Do you require any pre-admission evaluation or testing for applicants, written or otherwise, in addition to standardized national admissions tests (e.g., SAT, ACT, GRE)?



#### Comments

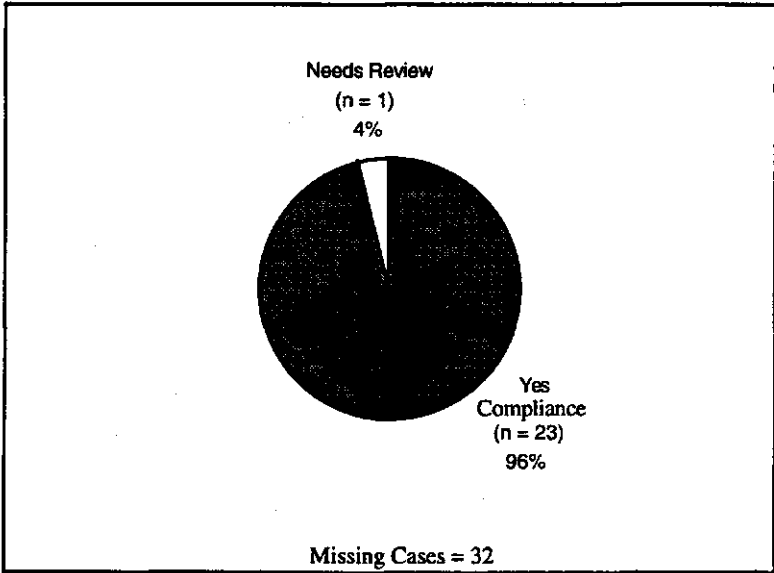
1. Graduate applicants are evaluated on suitability of their academic qualifications/based on statement of purpose, transcripts, letters of recommendation.
2. Portfolio review by faculty.
3. GRE (n = 2).
4. All music majors are required to audition on their instrument or voice before they are admitted (required by accrediting agency).
5. Letters of recommendation.
6. Written and oral boards held in accessible areas.
7. Pre-admission evaluations are legislated for entry into the military - Air Force Officers Qualifying Test (AFOQT).
8. No comment (n = 43).

**4.2** Federal law requires that instruments used for determining admissions status be valid predictors of overall success. How have your instruments been validated against this criterion?

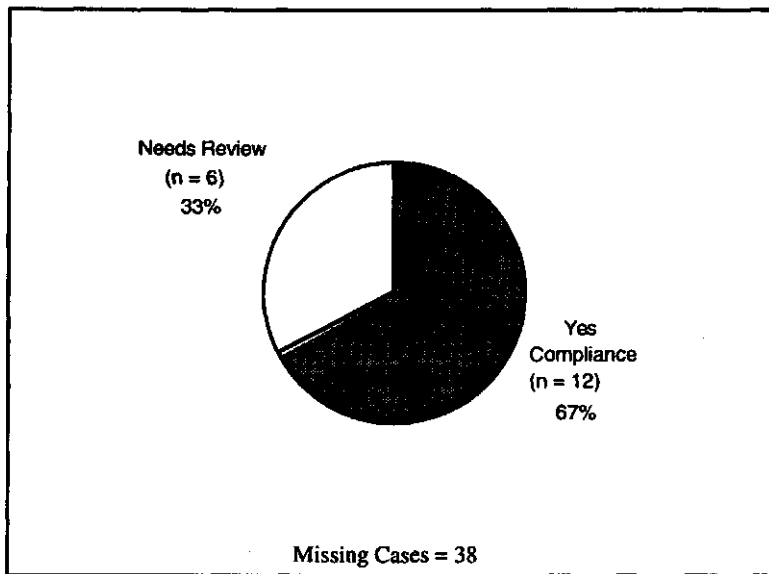
**Comments**

1. The National Association of Schools of Art and Design, has determined that portfolio reviews are the most valid predictors.
2. Standardized tests (SAT & ACT) and University guidelines (n = 2).
3. Not sure (n = 2).
4. Compare GPA of each graduate with his/her entrance GRE score (n = 2).
5. The GRE is administered by non-university body — ETS.
6. The university MATE requirements for admissions are the same as those required by the university; no independent validation has been performed.
7. Don't use written tests for undergraduates; we give written tests to entering graduate students.
8. Success in completing program requirements and obtaining a professional position.
9. The AFOQT is distributed by the dept. of Air Force who validates the test we administer.
10. No comment (n = 39).

**4.4** Federal law requires that admissions tests reflect aptitude or achievement rather than impaired sensory, manual, or speaking skills — except where sensory, manual, or speaking skills are integral to what the test is designed to measure. Do your admissions tests meet this criterion?



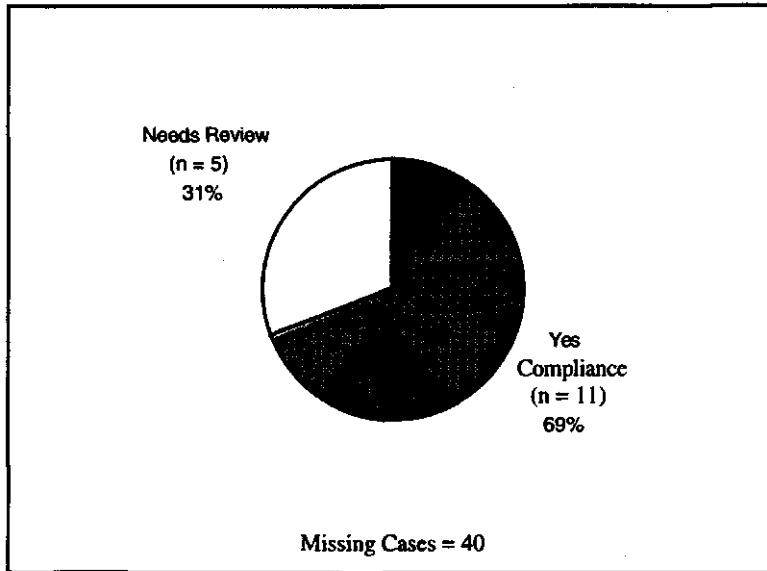
4.5 Do you make alternate admissions tests or test administration procedures available for applicants who have disabilities?



#### Comments

1. Graduate admission is based on quality of art/undergraduate is same if circumstances warrant.
2. Handled by admissions and records/do not have separate admissions exams (n = 2).
3. Not sure.
4. SAT and GRE tests are not administered by this dept., any accommodations would be requested of the testing services (n = 2).
5. Admission tests are not used.
6. Such individuals might not be medically qualified for military service.
7. No comment (n = 44).

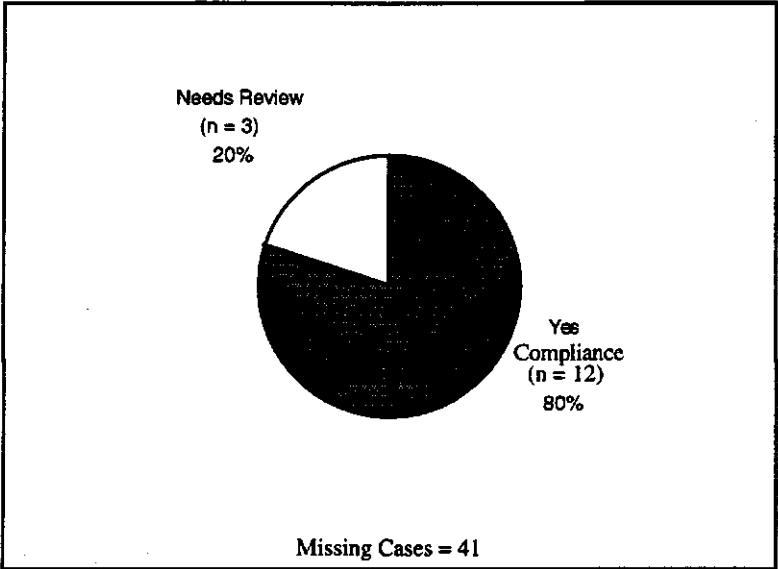
**4.6** Federal law requires that these alternate admissions tests for applicants with impaired sensory, manual, or speaking skills be scheduled as often and in as timely a manner as regular admissions tests. Are your tests scheduled in this manner?



**Comments**

1. Do not have separate admissions tests (n = 3).
2. Not sure.
3. Tests are scheduled and administered by testing services.
4. No comment (n = 46).

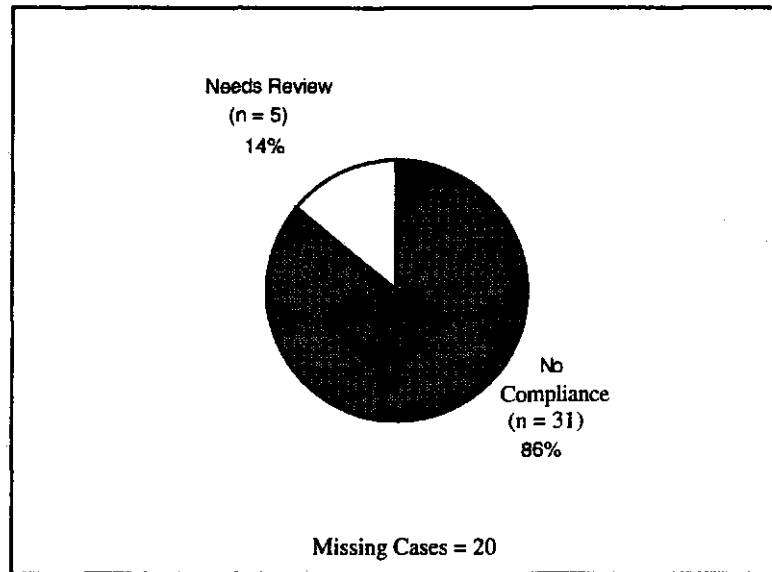
4.7 Are these alternate admissions tests administered in accessible sites?



**Comments**

- 1. Do not have separate admissions tests (n = 3).
- 2. Not sure.
- 3. No comment (n = 47).

**4.8** Are any pre or post admission inquiries made to applicants or currently enrolled students regarding possible disabilities?



#### Comments

1. Notice in CSU application document.
2. Student can take SAT/ACT on non-standardized format if certified with a learning disability.
3. On application and course syllabus students are asked to indicate if any accommodations will be needed while in the program or for testing (n = 2).
4. A physical is required to enter military service.
5. No comment (n = 46).

**4.9** Describe how program requirements, course objectives, standards and testing procedures are established in your program(s).

**Comments**

1. Requirements are based on National Association standards (n = 3).
2. Faculty, faculty meetings, dept. meetings (n = 20).
3. Programs proposed by dept. curricular committees are reviewed by Chair, College Undergraduate Studies Committee and Office of Undergraduate Studies prior to implementation; General education requirements are proposed by board of General Studies, approved by the Academic Senate, then implemented by Office of Undergraduate Studies.
4. Program curriculum committee.
5. CASA curriculum committees.
6. Dept. and college curriculum committees (n = 11).
7. Department faculty.
8. We use accepted nationwide ESL program practices.
9. Faculty curriculum committee establish programs approved by the University according to policy; standards and test procedures are individual faculty responsibilities.
10. By means of written verbal assignments.
11. Programs meet accreditation requirement (ABET).
12. All university curriculum controls are of college/dept. level.
13. Course objectives are presented by individual faculty to the curriculum committee for approval; program requirements are recommended by this committee to the whole faculty.
14. NCAA has established an Initial Eligibility Clearing House criteria through ACT.
15. Guidelines for employment are modeled after those of Univ. Police Dept.
16. Student Affairs Committee make recommendations to full faculty who make final decisions.
17. Through usual procedures of Health Science Dept.
18. Mandated by law for admission into ROTC.
19. No comment (n = 1).

**4.10** How are requirements and course content reviewed?

Comments

1. By departmental/school curriculum, graduate committees, university admin, (n = 4).
2. Faculty committee (n = 11).
3. Curriculum committee (n = 20).
4. HPRF Committee.
5. By American Chemical Society.
6. National planning accreditation board.
7. They have not been reviewed.
8. By instructors.
9. At retreat each summer by MATE faculty.
10. Reviewed by faculty and NASM.
11. Reviews are completed on minimum 6 year intervals.
12. ACT reviews.
13. Infield supervisory reviews and evaluate job performance as well as periodic test administered by cadet staff.
14. Reviewed by dept. faculty (n = 2).
15. Provided by AFRO & C Headquarters - National program.
16. Student performance in subsequent courses.
17. No comment (n = 2).

**4.11** What general requirements are expected of all students in your programs or college?

For example, grade point average, written composition, oral presentations, note taking, attendance.

**Comments**

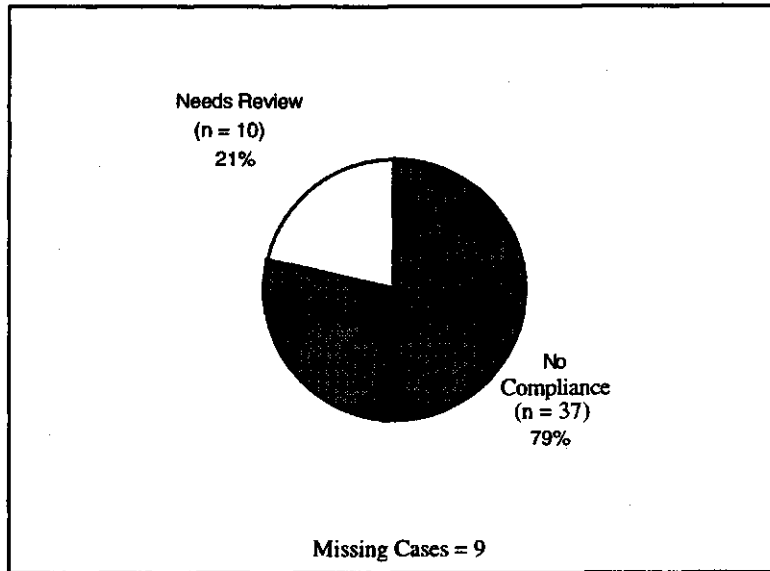
1. Must have a 2.0 GPA in major (n = 14).
2. Written compositions and examinations (n = 13).
3. Oral participation/presentations (n = 2).
4. 3.00 GPA (n = 2).
5. Over 60 units of Graduate level studio Art and Art History.
6. General Ed. requirements include oral, written, mathematical, lab, critical thinking, and integrative skills; Areas of knowledge include science, social science, arts, and humanities; 2.0 GPA overall for major and minor coursework; participation required.
7. Same as University requirements (n = 6).
8. High School diploma and financial documents.
9. None, other than university requirements.
10. Ability to sing or play an instrument, achieve minimum GPA.
11. Must pass each class with a C- or better (n = 2).
12. Statistical skills, knowledge across at least 4 content areas in psychology.
13. 2.0 GPA and NCAA satisfactory progress requirements must be met.
14. Must be enrolled in 6 units Jr. or state college, attend all training and meetings, plus 12 hours volunteer time a month.
15. Passing scores on all prerequisite courses.
16. No comment (n = 3).

**4.12** How is student performance in your programs and classes evaluated?

Comments

1. Written compositions and examinations (n = 19).
2. Oral participation or presentation (n = 6).
3. By individual faculty/faculty reviews.
4. Graduate reviews (n = 2).
5. Varies by class, but conforms to university policies (n = 3).
6. Typical methods.
7. Written term papers/projects (n = 3).
8. Quizzes (n = 2).
9. Experiments/sample preparation/written lab reports/instructor observation/student's attention to safety concerns.
10. Papers/computer print outs/drawings/presentations (n = 2).
11. Homework and classwork.
12. Course syllabi on file and available on request.
13. Clinical performance in agencies based on clinical objectives.
14. Projects may include data collection, interviews, research; papers similar to projects; exams in-class and out-of-class; grad students must take a final comp. exam — written and take-home.
15. Students are evaluated by exit criteria established by the faculty member.
16. Varies from course to course and by level (n = 2).
17. No comment (n = 4).

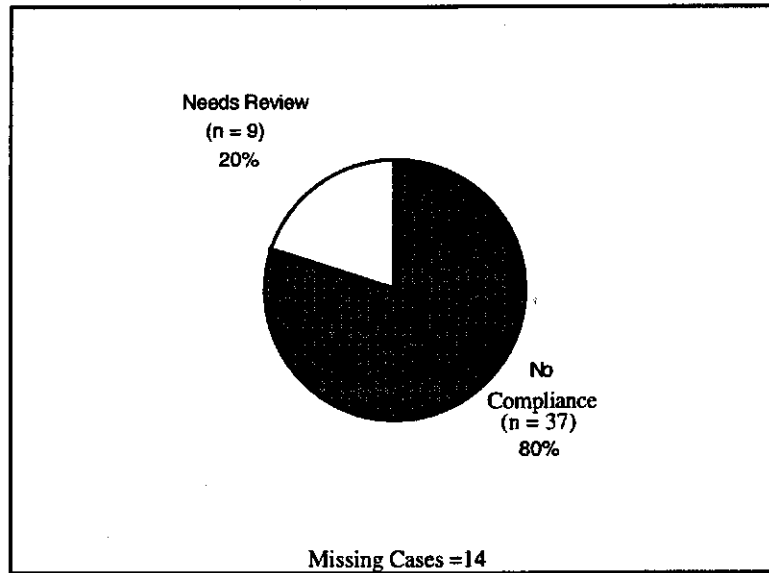
**4.13** Do any programs in your department or college require a foreign language?



**Comments**

1. Alternative additional courses (n = 2).
2. Voice students are expected to sing some pieces in foreign languages; exceptions can be made if necessary (n = 2).
3. Accommodations are coordinated with DRC (n = 2).
4. ASL is accepted as a foreign language.
5. No comment (n = 44).

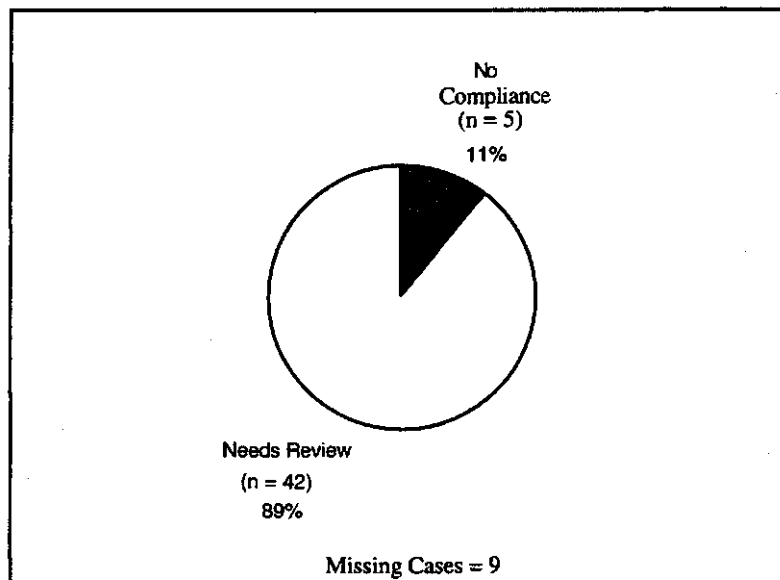
**4.14** Do any programs in your department or college require a physical education course?



**Comments**

1. It can be waived (n = 5).
2. Special adaptive physical education courses are available and waiver of requirement petitions are available (n = 2).
3. Service program has an adapted PE course, all courses in dept. may be mainstreamed with adaptations included.
4. Only the usual GE requirement; if student could not meet requirement we would consult with DRC (n = 3).
5. It is beyond our jurisdiction (n = 3).
6. No comment (n = 37).

**4.15** Do any programs or courses in your department or college require oral presentations?

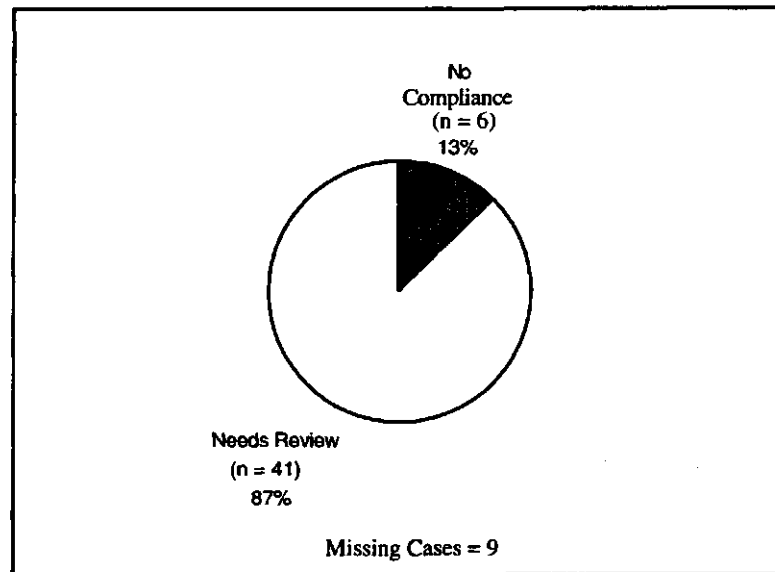


#### Comments

1. A written presentation may be substituted (n = 7).
2. Should be worked out with individual instructor (n = 2).
3. Alternative work could be substituted (n = 7).
4. DRC can provide interpreter.
5. It's up to the instructor.
6. Accommodations are made as needed (n = 4).
7. Consultation with instructor and assistance from DRC (n = 3).
8. Videotaping (n = 2).
9. Miming (n = 2).
10. Department chair.
11. Honors Program awards credit for GE Oral Communication skills; we will agree to any accommodation consistent with GEAP and BOGS instructions upon request.
12. Interpreters (n = 4).

13. Students must defend masters theses orally, written or computer presentations might be substituted (n = 2).
14. If student couldn't make an oral presentation we wouldn't require it.
15. Individualized based on the disability.
16. Waiver (n = 2).
17. Faculty make individual accommodations for students on a one-by-one basis.
18. No comment (n = 9).

**4.16** Do any programs or courses in your department or college require extensive written compositions?

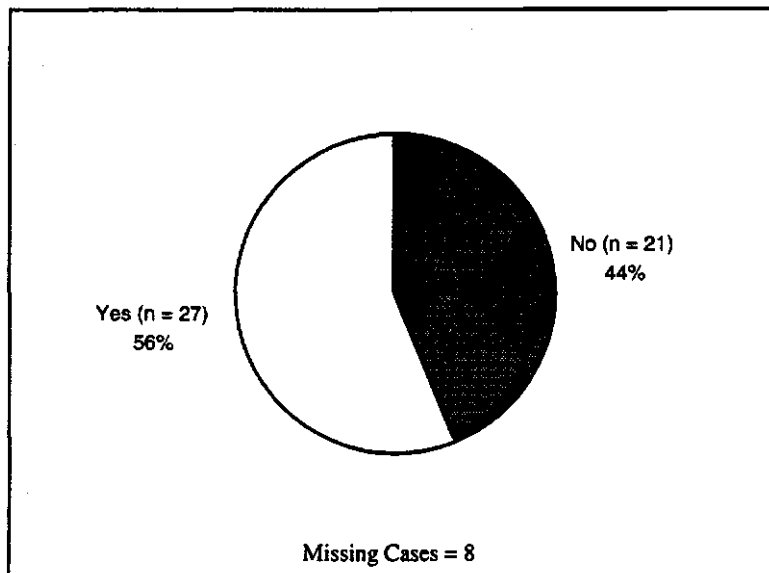


### Comments

1. Modification is not possible (n = 2).
2. It's up to the instructor/talk to instructor (n = 2).
3. Modifications are arranged with cooperation from DRC Office (n = 7).
4. A blind student could dictate composition to person who could write it up/students with learning disabilities could provide documentation to instructor and seek assistance at learning center.
5. They are allowed to prepare their compositions using a computer, therefore adaptive technologies could be utilized (n = 3).
6. Discussion with Dept. Chair.
7. Tape record talk or report.
8. Oral presentation (n = 4).
9. Lower and upper division courses are GE certified which requires extensive written composition; we will agree with any accommodation consistent with GEAP and BOGS instructions.
10. Computer assistance (n = 4).
11. Time extensions (n = 2).

12. Any method can be used to produce written material for instructor evaluation.
13. Students work in teams so responsibilities can be distributed.
14. The masters thesis can be converted to written form from other forms.
15. Individualized based on the disability (n = 2).
16. Students can have help putting their knowledge in appropriate written form (n = 2).
17. Worked with DRC when we have identified or students have self-identified as disabled (n = 2).
18. No comment (n = 14).

**4.17** Do any programs or courses in your department or college require the use of laboratory equipment?



#### Comments

1. Computer equipment has been/will be modified (n = 6).
2. Courses have been/will be modified.
3. Modifications made as needed (n = 5).
4. We copy audio-tapes for students to listen to at home/visually impaired students can enroll in the regular courses rather than in the video-based course.
5. Modify lab stations (n = 2).
6. Have students work together.
7. They could own their own lab equipment or tables could be made for wheelchair access.
8. Don't know.
9. Cannot be modified.
10. A student aid can be assigned (n = 2).
11. Can substitute.
12. No comment (n = 29).

**4.18** Describe the procedure a student in one of your programs would follow to obtain/request an exemption, modification or substitution for a particular course or requirement.

**Comments**

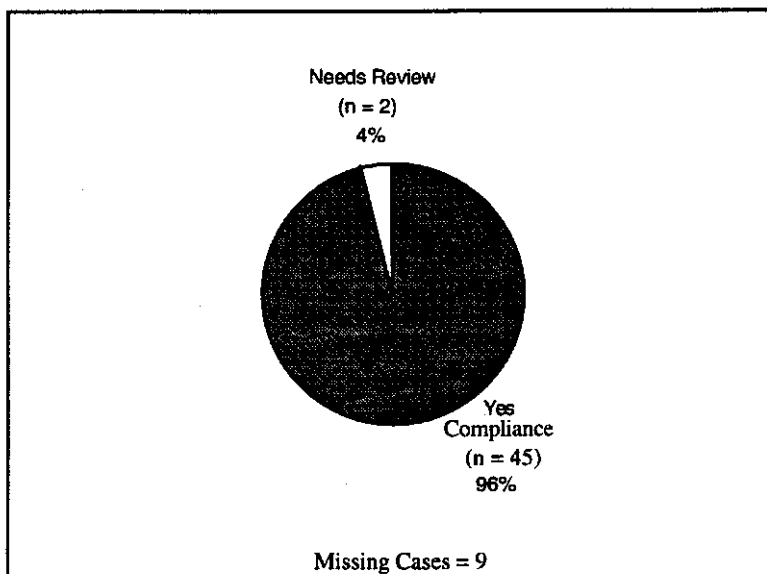
1. Student would meet with an advisor (n = 6).
2. Discuss/petition with instructor or dept. chair or Dean's office (n = 26).
3. Seek assistance with DRC (n = 2).
4. Make request through instructor and work with program coordinator and chair to accommodate (n = 2).
5. Talk with Associate Director.
6. Submit a request to the appropriate curriculum coordinator.
7. Ask the chairperson.
8. Simple request to faculty member (n = 2).
9. Talk with faculty teaching course and then they will either make accommodations or consult with DRC (n = 2).
10. Student follows waiver procedures that are published through NCAA.
11. A written request to the Sgt. would be needed for the appropriate modification to be made (n = 2).
12. On an individual basis.
13. No comment (n = 4).

**4.19** Describe the process whereby a student could appeal a decision by a faculty or staff member not to provide an accommodation.

**Comments**

1. Student would seek advice from department director or associate chair (n = 4).
2. Seek help from DRC.
3. Appeal to Dept. Chair, Dean, DRC, Undergraduate Studies and Ombudsman (n = 11).
4. Appeal to instructor and then to chair (n = 6).
5. Talk/write to dept. chair (n = 15).
6. Never had a student appeal/would accommodate his/her needs.
7. Talk to professional standards committee.
8. Discuss with school director (n = 3).
9. First appeal to chair, next the dean, and finally the University ombudsman (n = 4).
10. The dept. has a grievance procedure published in the student manual.
11. No comment (n = 4).

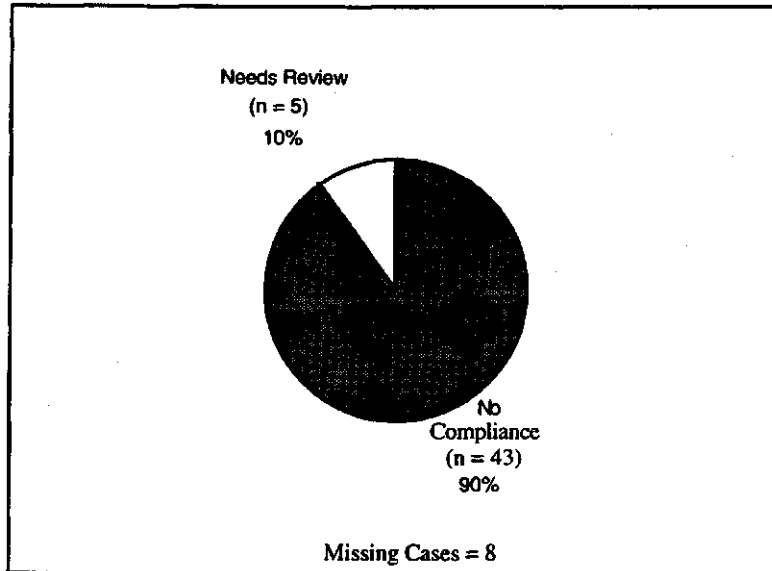
4.20 When necessary, do you reassign classes or relocate meetings from inaccessible to accessible rooms in order to accommodate students or faculty with mobility impairments?



C o m m e n t s

1. We would if necessary.
2. Have not had a problem (n = 2).
3. The sport activity may not allow us to change the location to make an accommodation.
4. By working with University scheduling office.
5. Contacting scheduling office.
6. No comment (n = 45).

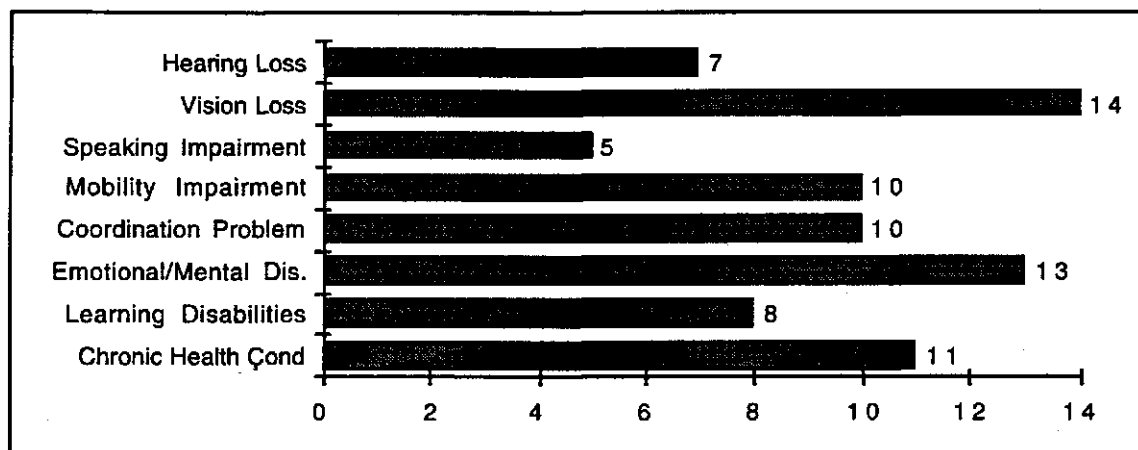
4.21 Are there any departmental or college time limits for the completion of degree requirements that CANNOT be modified for students with disabilities?



Comments

— No Responses —

4.22 Are there programs, activities, courses or degree requirements which would exclude students with: (Number on graph represents number answering yes to this item.)

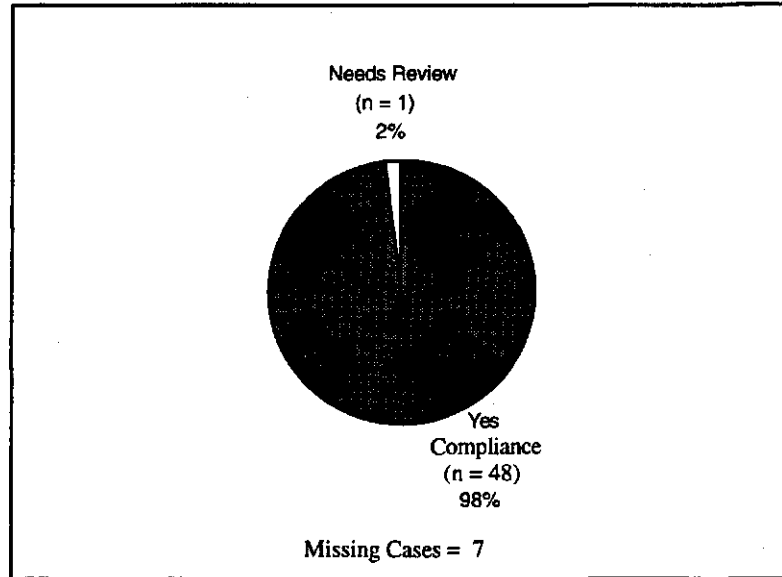


### Comments

1. Courses may include sound editing/video editing/on-air newscasts/reading from a TelePrompTer.
2. Would depend on severity of disability for emotional, learning or chronic health disabilities.
3. Graduate program is a visual arts program/graduates with speaking or visual impairments may have problems completing intricate design projects or oral presentations/undergraduates with chronic health problems may have attendance problems.
4. Traditional cartography and image interpretation classes could not be expected of a blind person/cartography could be offered for visually impaired.
5. Need to work on a case by case basis (n = 3).
6. Courses involving visual inspection — might be safety problems with vision or hearing loss (n = 2).
7. Lab courses with hazardous materials requires vision, coordination, mental/emotional stability/student may be allergic to some lab chemicals (n = 2).
8. Some computer oriented quantitative methods can be very challenging for students with emotional/mental and learning disabilities.
9. Students with total hearing loss could not participate in our listening discipline class.

10. Certain specific field placements would require skills that are tied to the safety and well being of the individual; care is taken to place students appropriately (n = 2).
11. Total loss of vision and serious loss of mobility could be difficult to accommodate; need support from program coordinator to accommodate disabled in these instances (n = 2).
12. When the learning disability prevents learning, the students will fail (n = 2).
13. 6 week summer field camp.
14. Engineering requires that a person be able to see what they are designing.
15. There are always exceptions, depends on individual and physical environment.
16. Students with emotional disabilities are not appropriate for our program which trains clinical psychologists.
17. Archaeology Field Methods requires physical labor in often primitive conditions.
18. The nature and safety requirements of certain intercollegiate sports would not allow for some persons' participation (safety factor).
19. Individuals are assessed due to licensure requirements; priority is given to patient safety issues; a medical release will be required for the individuals.
20. We have not excluded anyone based on disability, however there are concerns regarding candidates who are profoundly deaf or have speech impairments (n = 2).
21. In the hardware design laboratories, students are using power supplies which could be dangerous if not handled correctly.
22. Only if it is a security risk (n = 2).
23. No comment (n = 20).

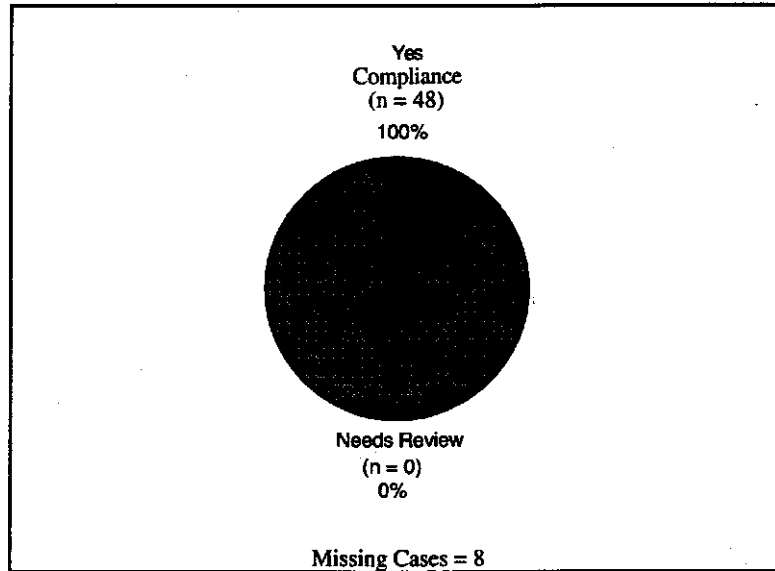
4.23 Are tape recorders permitted in all classrooms?



**Comments**

1. Only if it is a security risk.
2. Up to instructor (n = 2).
3. No comment (n = 48).

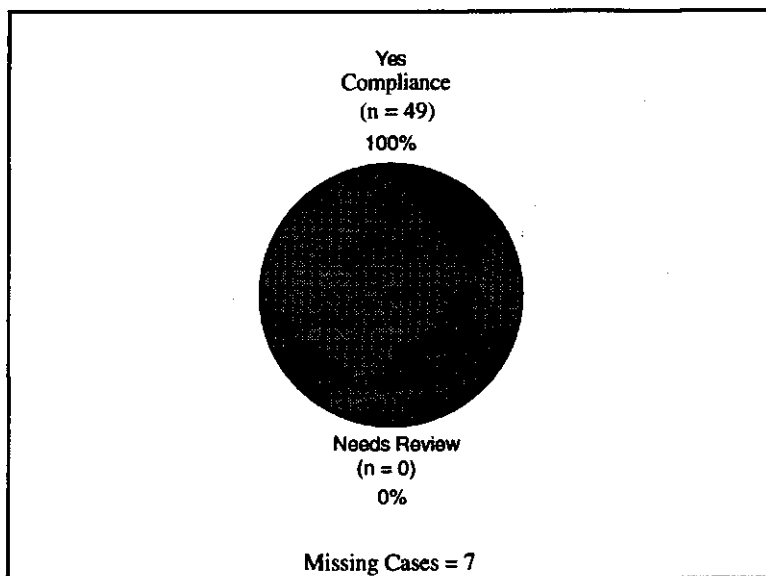
4.24 Are Braille note-taking devices or computers permitted in all classes or meetings?



Comments

1. If they can be permitted/used/are being used (n = 2).
2. Not unless it creates a security risk.
3. No comment (n = 48).

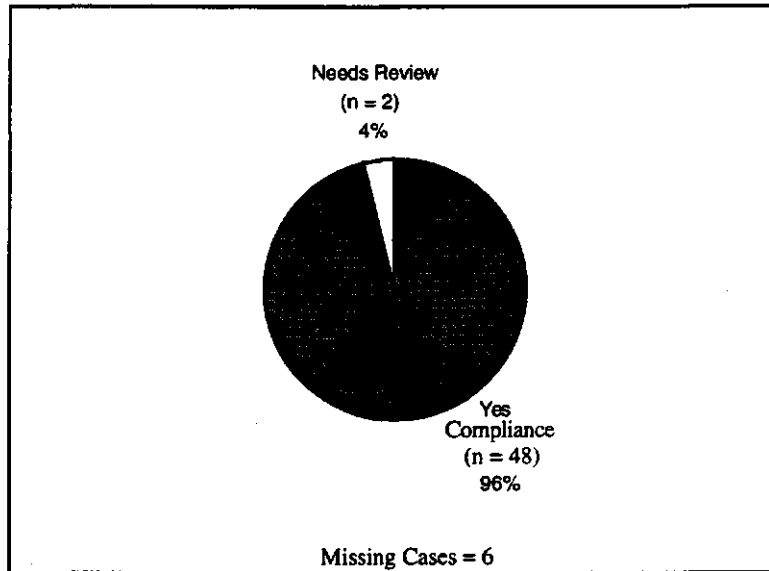
**4.25** Are attendants, notetakers, or sign language interpreters for individuals with disabilities permitted in all classes or meetings?



**Comments**

1. May not be permitted in some situations.
2. May not unless it creates a security risk.
3. No comment (n = 49).

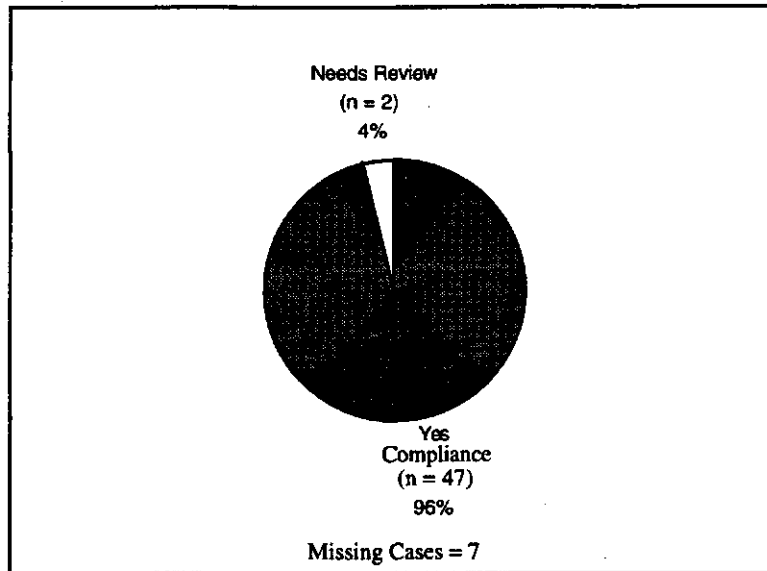
4.26 Are guide dogs, service dogs, and signal dogs permitted in all classes or meetings?



**Comments**

1. May be excluded from shipboard activities.
2. May be a problem in food labs/would seek help from DRC.
3. No comment (n = 49).

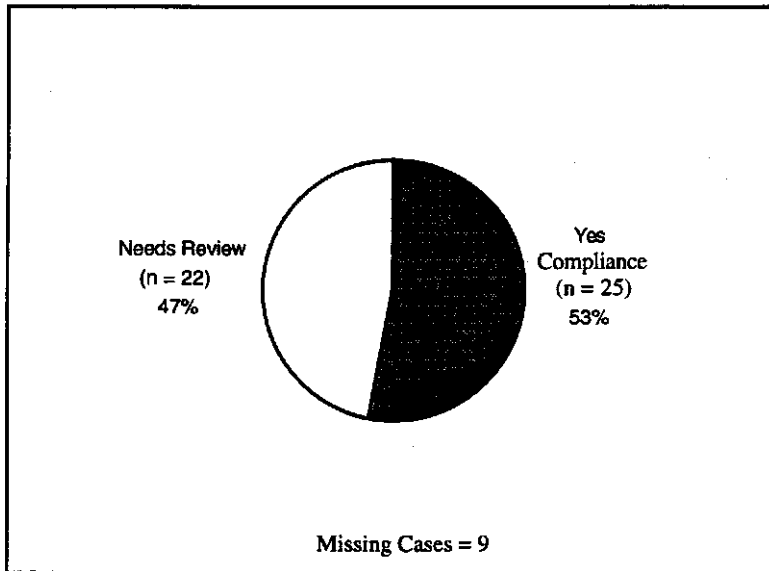
**4.27** When taking tests, a student with a disability may require an oral exam, an exam in alternate format, reader, scribe, computer, time extension, alternate location, or other reasonable accommodation. Are such accommodations provided?



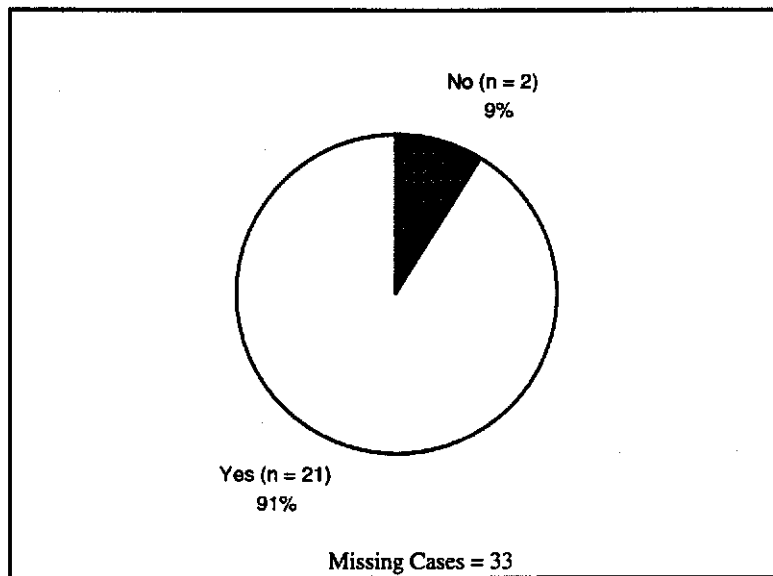
### Comments

1. Don't know.
2. There have not been any requests made.
3. Accommodations can be provided via DRC.
4. No comment (n = 48).

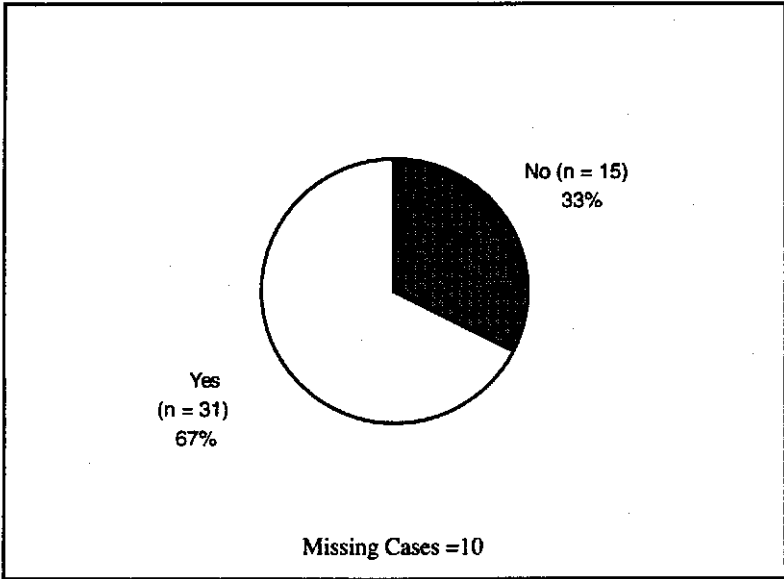
4.28 Do you allow substitution of all required courses?



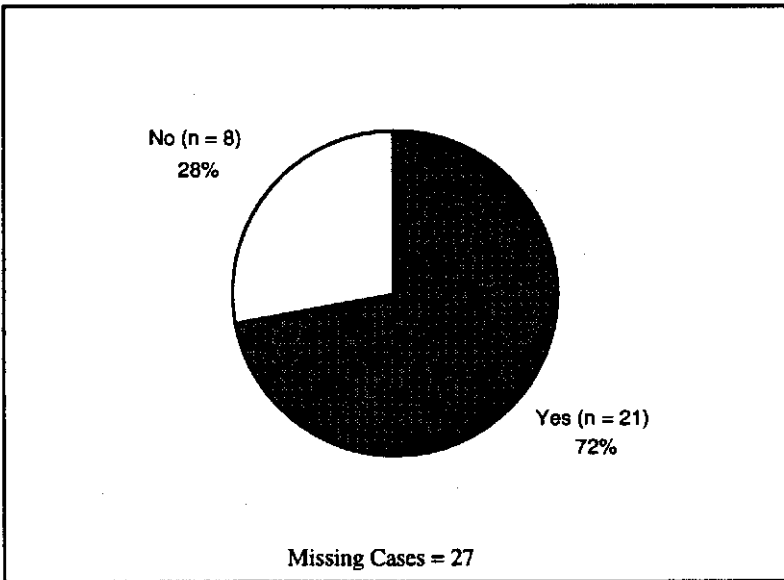
4.28A If NO, are the courses in question essential to instruction or required for licensing?



4.29 Does your program offer or require an internship or field placement?



4.29A If YES, are the same or similar field placements or internship opportunities available to students with disabilities as to other students?



### Comments

1. Students are placed on their personal initiative.
2. Internship sites will be asked.
3. Students may consult with faculty to design special major in related interdisciplinary fields.
4. Explain situation to supervisor.
5. Work with organizations utilizing interns to assure discrimination doesn't exist.
6. Student is free to select internship.
7. In field placements where certain skills are required — care is taken to ensure safety and protection for disabled students.
8. Will not accept discrimination from an outside agency.
9. Careful screening of placement sites prior to placement (n = 2).
10. We mostly place students in places which are bound by the ADA; students usually choose their own work placements so the problem has not yet arisen; students with disabilities have so far not had trouble finding placement.
11. We use the training period to ensure appropriate assignments (n = 2).
12. This is accomplished through our agency approval guidelines established in the dept. (n = 2).
13. The problem has never arisen - the dept. will work with employers to assure that it does not (n = 3).
14. Will seek help from DRC.
15. No comment (n = 32).

**4.30** Please describe briefly the process of registering for courses in your program and the modifications available for individuals with disabilities.

**Comments**

1. Touch SJSU (n = 22).
2. This is done at the university level (n = 7).
3. General willingness to do what is necessary to help the student (n = 3).
4. Done at DRC (n = 3).
5. Disabled student have a contact person to help them register.
6. None specific to program/but would do what is needed (n = 2).
7. Accessible registration sites and person to person registration is available (n = 2).
8. Direct contact with dept. office.
9. Paper registration (n = 2).
10. As per university procedures.
11. No history of doing so formally.
12. No comment = 6.

**4.31** Please describe your efforts to make your materials accessible.

Comments

1. We retrieve materials upon request/physical assistance (n = 4).
2. Research assistance/readers (n = 2).
3. Computer/technological assistance (n = 2).
4. We use the university library facilities (n = 7).
5. Not located in School of Art and Design/no reading rooms maintained in dept.
6. Have not made any modifications but would through DRC and Learning Center.
7. Depends on dept.
8. None/no requests have been made (n = 5).
9. All reading material is available in open access university libraries (n = 3).
10. We use Clark and Wahlquist facilities; our facilities are accessible to disabled students (n = 2).
11. Dept. doesn't have such for students, we have no faculty who are disabled (n = 2).
12. Refer to university resources.
13. We have a student graduate library which is wheelchair accessible, however data is not necessarily accessible; we would have a student assistant available or talk with DRC.
14. We will deal with this when the need arises.
15. It's up to individual faculty to facilitate students' needs.
16. No comment (n = 17).

**4.32** Please describe modifications that are made to your orientation program to accommodate incoming students with disabilities.

Comments

1. Written materials prepared in alternative formats (n = 2).
2. Interpreters (n = 3).
3. Accommodations would be made if required (n = 11).
4. Arranged through DRC (n = 5).
5. None/no requests have been made (n = 6).
6. We hold orientation meetings at various times and locations.
7. Handouts.
8. Videotape alternative to standard orientation meeting (n = 2).
9. Materials are provided in print and we conduct a live presentation/question-and-answer.
10. We do not have an orientation program (n = 7).
11. Work with University resources to accommodate.
12. Assign student coaches/advisors.
13. No comment (n = 13).

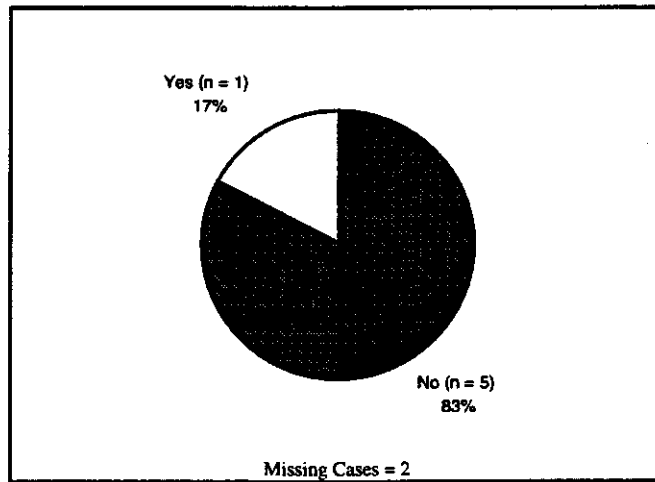
**Section 4: Academic Programs**

**Additional Comments**

1. Accommodations are available for all university-wide requirements. Some individual academic programs may have requirements that cannot be accommodated without compromising the standards and integrity of the degree.
2. DRC is very helpful. We ask them for advice whenever we don't know what to do.
3. It is recognized by the Dept. of Occupational Therapy that reasonable accommodation should be made for students with disabilities as well as students without disabilities.
4. All students are permitted to register for the classes that AFROTC teaches — these are not restricted; however actual enrollment into the Reserve Officer Training Corps is restricted by law.
5. All music classes require that students be able to hear music and perform on their instrument or voice.
6. No comment (n = 46).

**SECTION 5**  
**Admissions, Records  
and Recruitment**

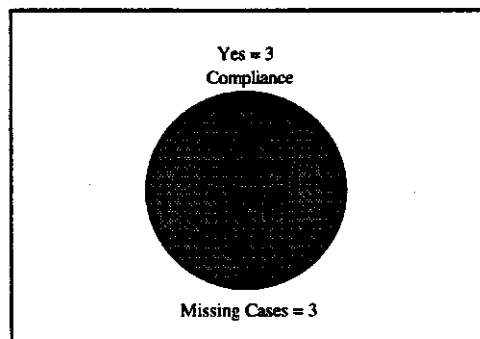
**5.1** Do you require any preadmission evaluation or testing for applicants, written or otherwise, in addition to standardized national admissions tests (e.g., SAT, ACT, GRE)?



**Comments**

1. Cadets-oral/written; officers-written, physical agility, oral, medical, psychological.
2. No comment (n = 5).

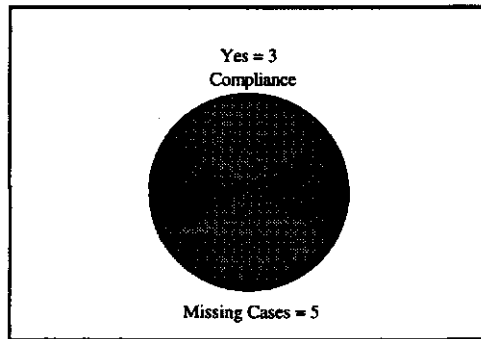
**5.2** Federal law requires that instruments used for determining admissions status be valid predictors of overall success. Have your instruments been validated against this criterion?



**Comments**

— No Responses —

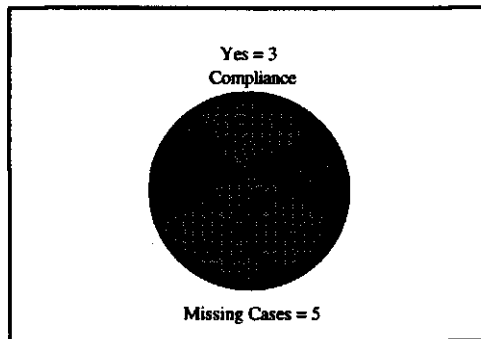
**5.3** Federal law requires that admissions tests reflect aptitude or achievement rather than impaired sensory, manual, or speaking skills — except where sensory manual or speaking skills are integral to what the test is designed to measure. Do your admissions tests meet this criterion?



**Comments**

— No Responses —

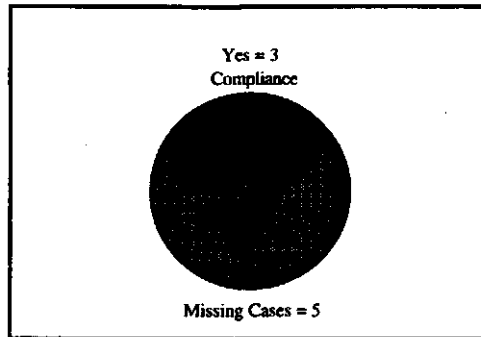
**5.4** Do you make alternate admissions tests or test administration procedures available for applicants who have disabilities?



**Comments**

1. Through DRC and testing office.
2. No comment (n = 5).

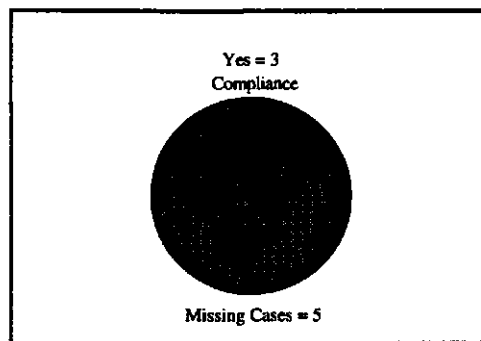
**5.5** Federal law requires that these alternate admissions tests for applicants with impaired sensory manual, or speaking skills be scheduled as often and in as timely a manner as regular admissions tests. Are your tests scheduled in this manner?



**Comments**

— No Responses —

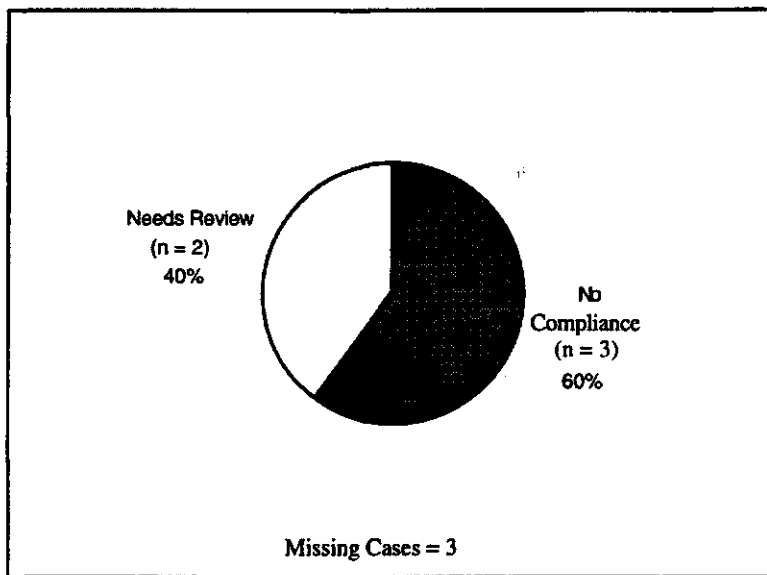
**5.6** Are these alternate admissions tests administered in accessible sites?



**Comments**

— No Responses —

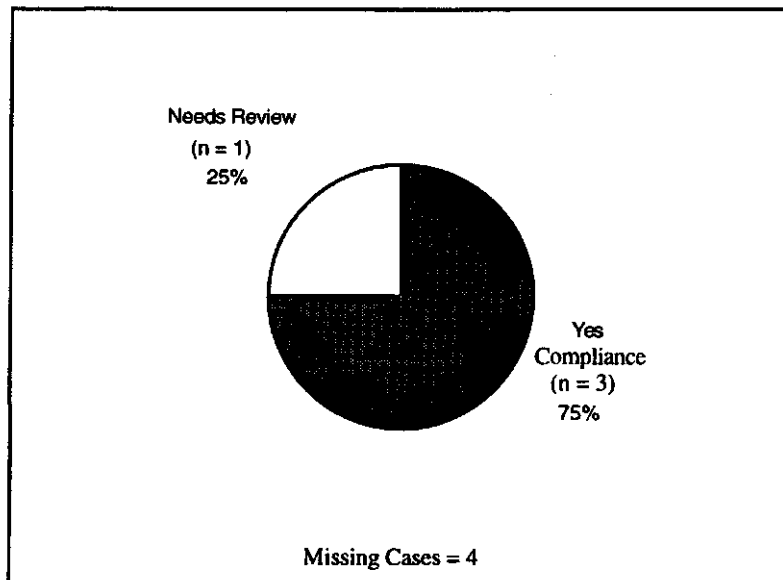
**5.7** In general, Federal law prohibits pre-admission inquiries as to whether an applicant for admission is an individual with a disability or has any health problems. Do you currently require this information?



### Comments

1. This is a health field.
2. NCAA eligibility rules allow for Learning Disabled students to take a non-timed SAT/ACT; this information is necessary in order for the University staff to assist the student-athlete in meeting the requirements of the NCAA eligibility rules.
3. No comment (n = 4).

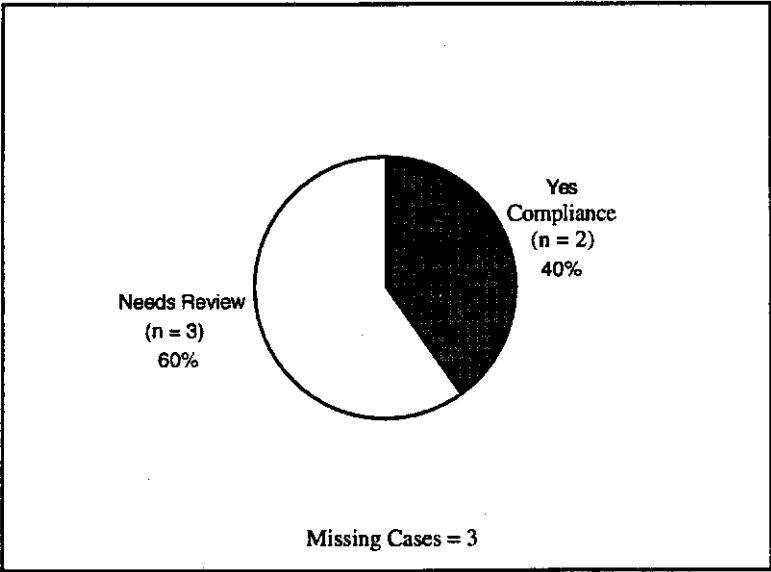
**5.8** Are recruiting activities conducted in sites accessible to persons with mobility disabilities?



**Comments**

—No Responses—

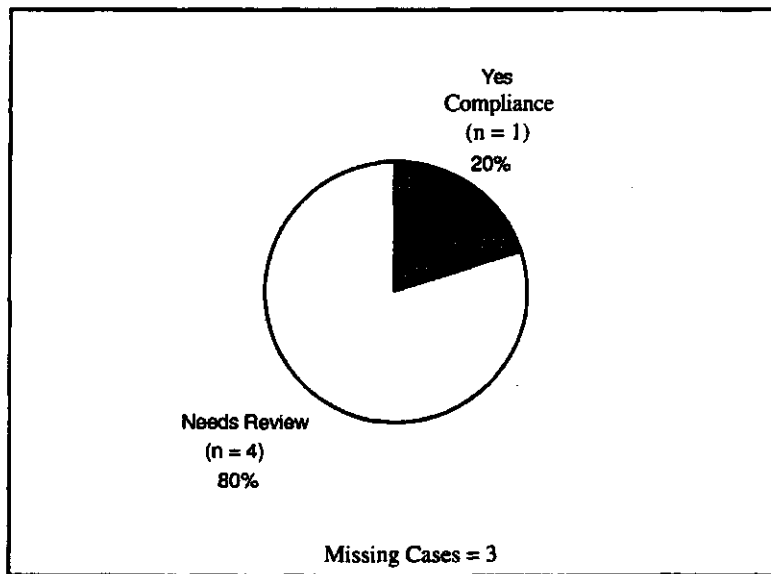
**5.9** Are recruiting and admissions materials available in a variety of formats (see Section 1) for individuals with disabilities?



**Comments**

- 1. None that I am aware of.
- 2. Recruiting materials are not since athletes recruiting is mainly verbal; admissions materials are.
- 3. No comment (n = 4).

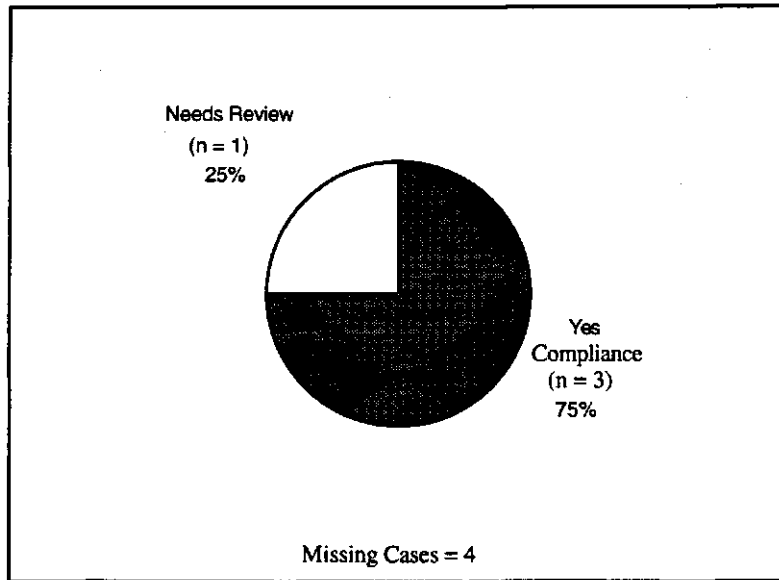
**5.10** Are your catalogues and course descriptions available in alternative formats (i.e., tape, Braille, large print)?



**Comments**

1. No requests/will look at market needs.
2. Have not worked at putting material in other formats.
3. No comment (n = 4).

**5.11** Are admissions and recruiting staff informed about ADA requirements and provided with training to make appropriate accommodations for students with disabilities?



**Comments**

1. Sensitive to needs, but no formal training.
2. No comment (n = 5).

**5.12** What is the process for dropping a course?

**Comments**

1. University procedure.
2. Touch-tone and forms (n = 4).
3. No comment (n = 1).

**5.13** Where do you advertise your academic program offerings?

**Comments**

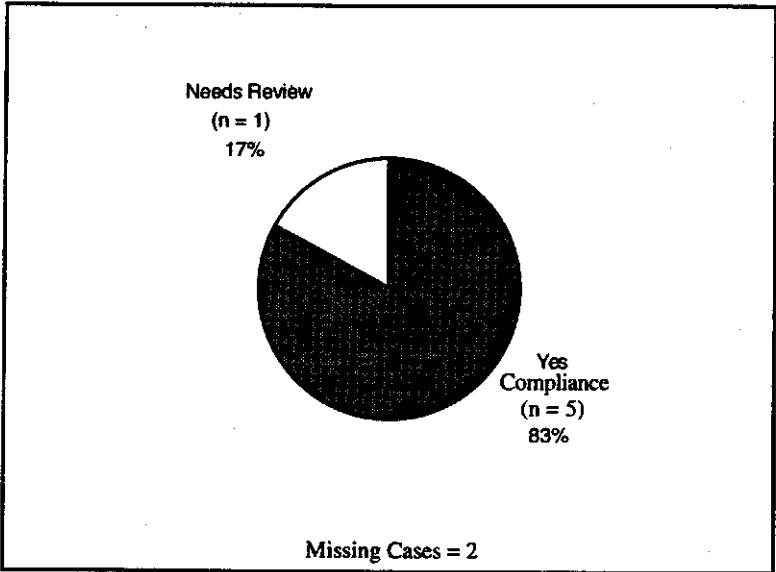
1. Mail, radio, newspaper, rack distribution in all counters of service area (n = 2).
2. Through the Schedule of Classes by telephone, through registration, and "Spartan Access" (n = 2).
3. Professional journals,/meetings/conferences.
4. University catalogue.

**5.13A** In what format do you advertise (i.e., print only, public announcement)?

**Comments**

1. Print only (n = 4).
2. Verbal.
3. No comment (n = 1).

**5.14** Do all student recruitment publications and employment advertisements contain [a] non-discrimination statement?



**Comments**

— No Responses —

**Section 5: Admissions, Records and Recruitment  
Additional Comments**

— No Responses —

# **SECTION 6**

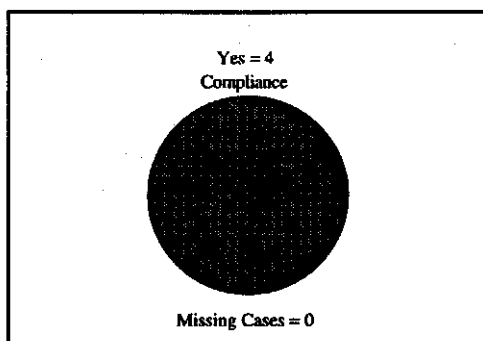
## **Testing**

**6.1** What tests are administered through your department?

**Comments**

1. TOEFL.
2. Personality, vocational, and other standardized tests.
3. NLNpre-test.
4. Codes, beats and general procedures.

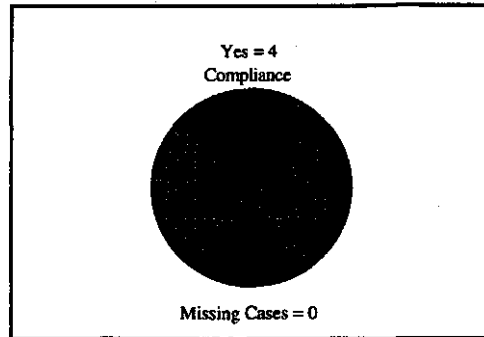
**6.2** Do you provide accommodations for persons with disabilities in the testing process?



**Comments**

1. Space and personnel for administration of non-standardized tests or special equipment or proctor.
2. As recommended/designed by DRC.
3. Tests can be given orally or written and will be modified if needed.
4. No comment (n = 1).

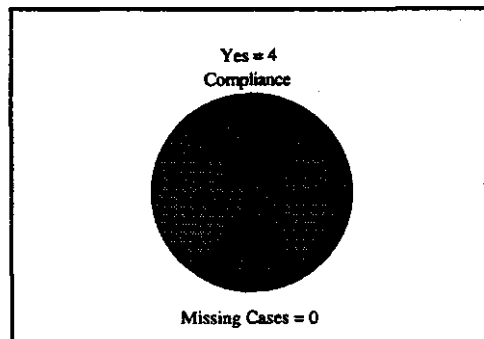
**6.3** Do testing materials reflect aptitude or achievement rather than impaired sensory, manual, or speaking skills — except where sensory manual or speaking skills are integral to what the test is designed to measure?



**Comments**

1. Done through educational testing services, American college testing or DRC, EFT, ELM, WST; some local tests are scheduled in our office.
2. Have a set test schedule, however if student needs a special test administration, we work with student to set time.
3. Verbal notification and written.
4. No comment (n = 1).

**6.4A** Are tests and accommodations scheduled in a timely manner?



**Comments**

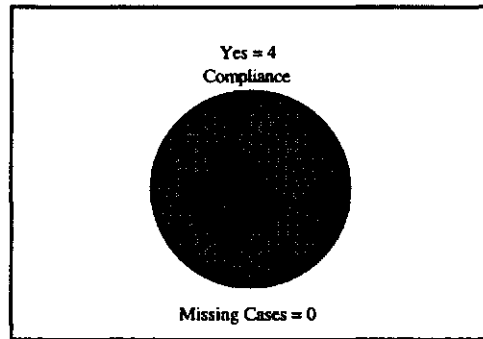
1. Would reserve an accessible location and written/verbal notice would be given.
2. No comment (n = 3).

**6.5** How do students with disabilities obtain accommodations for tests? Please describe.

**Comments**

1. Students have to make a specific request by indicating on the test application form and provide documentation.
2. Ask Associate Director.
3. Consult with DRC.
4. During training process, appropriate modifications will be made to accommodate everyone's needs.

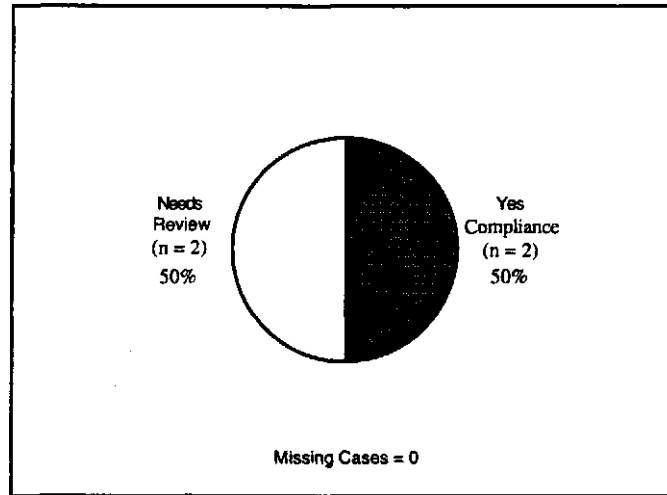
**6.6** Are tests administered in facilities which are accessible to persons with disabilities?



**Comments**

— No Responses —

6.7 Are testing announcements made in a variety of formats accessible to individuals with sensory disabilities?



C o m m e n t s

1. Students are referred to DRC/sometimes we read information to them in our office/we plan to make recorded versions of local test bulletins.
2. Testing announcements are printed and announced in class/can be printed in large print (n = 2).
3. No comment (n = 1).

6.8 If certification assessments or departmental placement tests are administered by your department, please describe each test and indicate whether it has been validated as an accurate indicator or assessment of placement for persons with disabilities.

C o m m e n t

— No Responses —

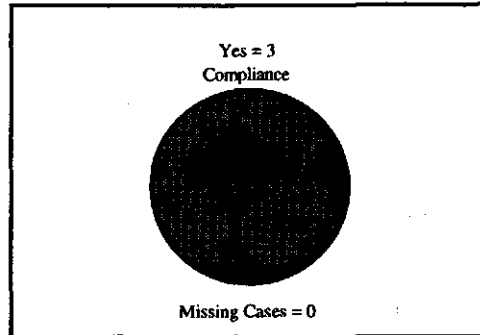
**Section 6: Testing**  
**Additional Comments**

— No Responses —

# **SECTION 7**

## **Undergraduate and Graduate Studies**

**7.1** Is there a written policy for grievances?



**Comments**

— No Responses —

**7.2** Who makes decisions when issues are in dispute?

**Comments**

1. The university policies direct students to the Ombudsman for graduate students, the AARP/GS&R serves that role by long-standing agreement.
2. The Executive Committee.
3. Director/Dean.
4. Associate Dean for Undergraduate Studies and Associate Vice President for Undergraduate Studies.

**7.3** Who is responsible within each department for establishing course and degree requirements?

**Comments**

1. The faculty as a whole/full faculty.
2. Faculty and accreditation requirements.
3. Curriculum committee (n = 2).

**7.4** Who provides academic advising to students in a given major?

**Comments**

1. Faculty/full-time faculty/director/peers (n = 3).
2. Graduate coordinators.

**7.5** What individuals or committees have the authority to modify curriculum?

**Comments**

1. Curriculum committee and dept.
2. University Graduate Studies Committee reviews and recommends degree and concentration changes to the University Curriculum and Research Committee; minor changes are approved by the AAVP/GS&R and implemented by the staff in Graduate Studies.
3. Full faculty based on recommendation from curriculum coordinating committee (n = 2).

**7.6** How does a student learn about course requirements, substitutions and exemptions?

**Comments**

1. Published information/catalogs/brochures (n = 4).

**7.7** What is the process for adding or dropping a course?

**Comments**

1. Same as university/instructor or chair or dean at later stages.
2. Through application to faculty in class/drops through computer during first week of class and appeal through dept. or college for later drops.
3. Notification by dept. to Graduate Studies.
4. No comment (n = 1).

**7.8** How are course prerequisites established? Who establishes the prerequisites?

**Comments**

1. Department (n = 2).
2. Full faculty with approval of California Board of Registered Nursing.
3. Faculty; with governing board approval.

**7.9** How are degree requirements established?

**Comments**

1. Dept. proposal and approval by University committees, administrators and Chancellor's office (n = 2).
2. Dept. curriculum committees establish all curriculum elements (n = 2).

**7.10** Who can override a given degree requirement?

**Comments**

1. AAVP/GS&R on petition by dept. unless courses are part of degree core.
2. Curriculum committee.
3. Advisor.
4. No comment (n = 1).

**7.11** Who is responsible for monitoring academic standards within each department?

**Comments**

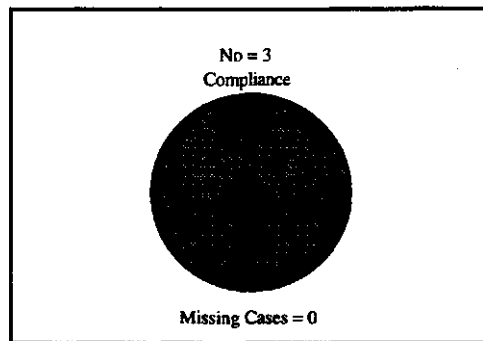
1. Curriculum committees, chairs, deans (n = 2).
2. Self-study by dept. is reviewed by the college; formal program review and/or accreditation standards are applied every 6-8 years.
3. Graduate studies.

**7.12** How does a student request an extension or course completion?

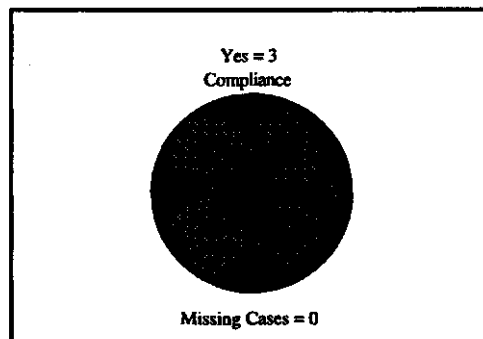
**Comments**

1. Submit an "Extension of Incomplete" form approved by instructor and dept. chair to Admissions and Records.
2. Petition to faculty for INV; petition to AAVP/GS&R for extension of one-year limit with faculty approval.
3. From individual faculty members.
4. Petition to director.

**7.13** Do you have a mandated attendance policy?



**7.14** Is there a procedure for substituting courses to meet a degree requirement?



**7.15** How are students informed of these policies, practices and procedures?

**Comments**

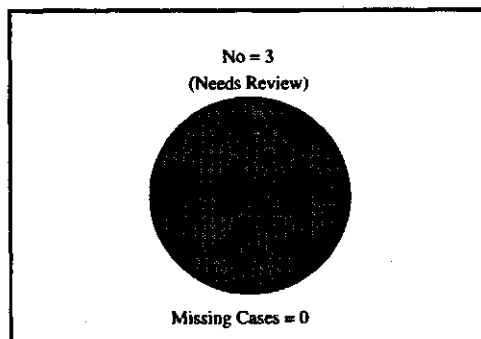
1. Published information.
2. Advisors.
3. University catalog (n = 2).

**7.16** Where can students go to receive additional services?

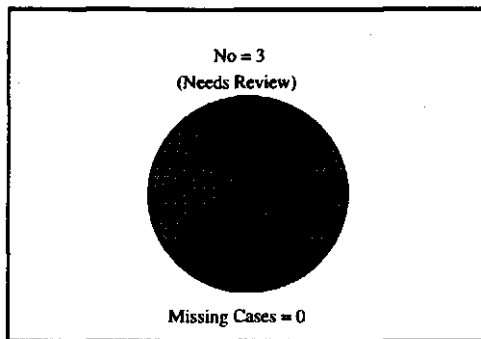
**Comments**

1. Dept. advisors.
2. Counseling services.
3. Student development services.
4. No comment (n = 1).

**7.17** Are your catalogues and course descriptions available in alternative formats (i.e., tape, Braille, large print)?



7.18 Are required course books available on tape, Braille or large print?

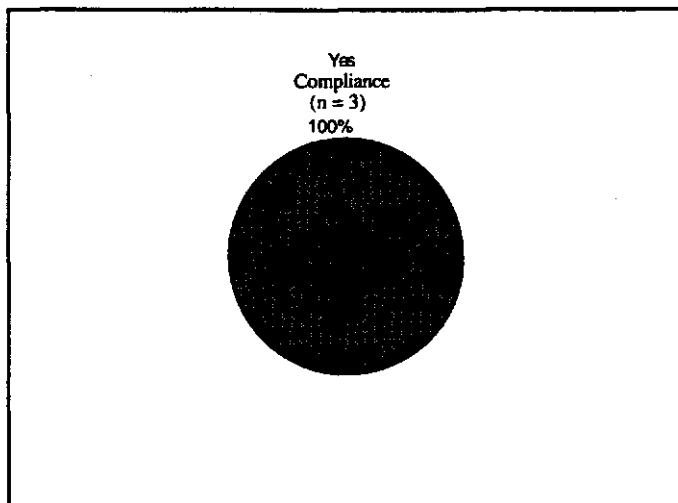


7.19 Where do you advertise your academic program offerings?

**Comments**

1. University catalog (n = 2).
2. Printed announcements distributed to public libraries, school districts, community colleges, high schools, and private industry.
3. Peterson's Guide published by AACN.

7.20 Will you provide [ADA] training to faculty and administrative staff?



**7.21** Who will be responsible for providing sign language interpreters if needed?

**Comments**

1. DRC. (n = 2).
2. Individual faculty members.
3. MLML student services.

**7.22** How will you keep on and off campus officers abreast of course requirements as they are modified or as new courses are offered?

**Comments**

1. Articulation Officer, student outreach and recruitment, memos, university catalog, schedule of classes.
2. catalog.
3. written material will be distributed to EOP, Student Development Services, assessment office, DRC, community colleges, and high school counselors.
4. Electronic mail.

**Section 7: Undergraduate and Graduate Studies**

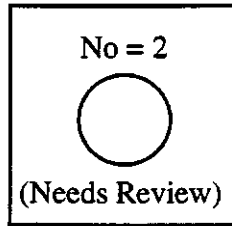
**Additional Comments**

1. UGS and GSR operate mainly as coordinating bodies, your questions don't seem to understand that.
2. No comment (n = 3).

# **SECTION 8**

## **Libraries**

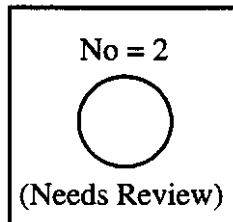
**8.1** Has the library appointed an ADA coordinator?



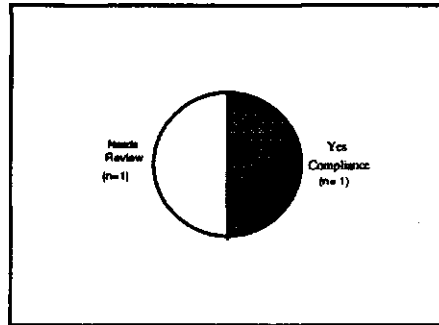
**8.2** Does the library meet the following ADAAG Physical Requirements for libraries?

	Yes	No	Requirement
(Needs Review)	2	0	General
	2	0	Reading and student areas
	1	1	Check out areas
	2	0	Card catalogs and magazine display
	2	0	Stacks
	2	0	Meeting and instruction rooms

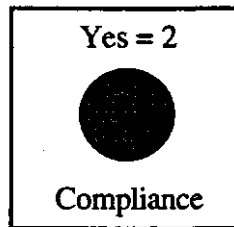
**8.3** Are library directional and informational signs available in a variety of formats, at appropriate heights, and at proper illumination levels?



8.4 Does the library have a TDD?



8.5 Does the library have a policy of service to persons with disabilities?

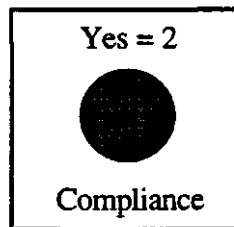


8.5A If YES, how often is it revised?

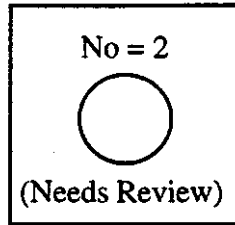
**Comments**

1. Every two years or more as often as needed to reflect new services (n = 2).

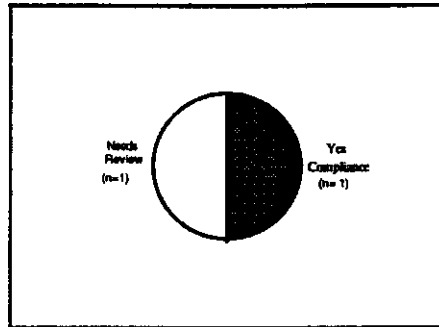
8.6 Are accommodations made to provide equal access to library services for persons with disabilities?



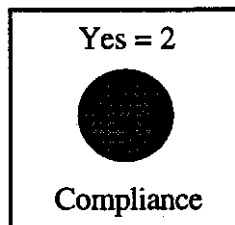
**8.7** Does the library provide public information about its policies, services, etc. in various formats for persons with disabilities?



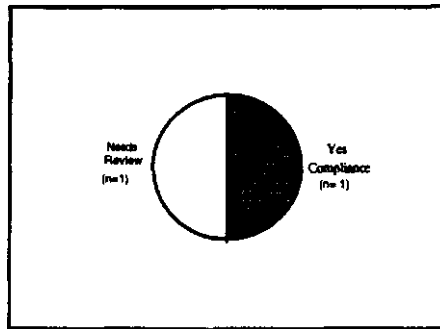
**8.8** Does the library provide instructional handouts in various formats for persons with disabilities?



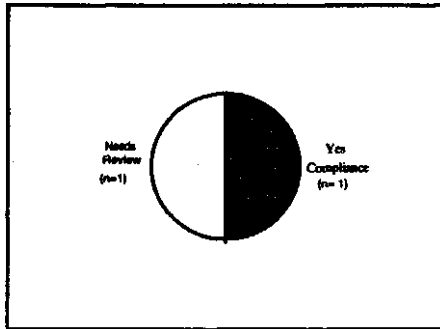
**8.9** Does the library provide training on ADA requirements?



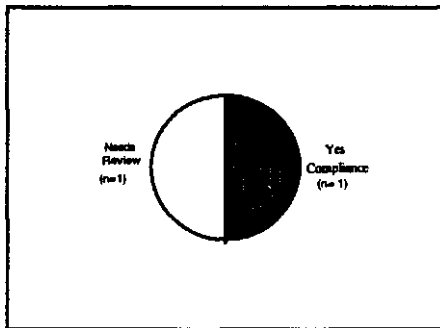
**8.10** Does the library provide training to library staff on effective communication with sensitivity for persons with disabilities?



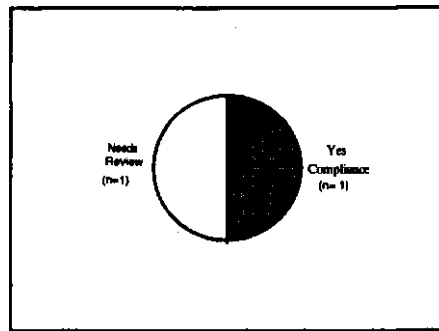
**8.11** Does the library solicit feedback from persons with disabilities and the University Disabled Student Services Program on an ongoing basis?



**8.12** Does the library purchase information resources in alternative formats?



**8.13** Has the library identified any barriers in its programs and services for disabled persons?



**Comments**

1. YES, the entry gate is too high.
2. NO, but we will review.

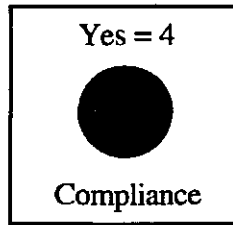
**Section 8: Libraries  
Additional Comments**

1. SJSU Library is committed to serving needs of students, faculty and staff with disabilities.

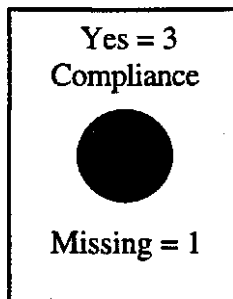
# **SECTION 9**

## **Housing**

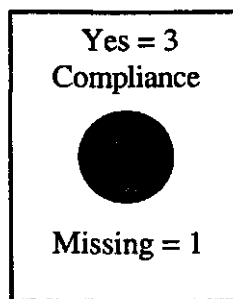
**9.1** Is housing or overnight accommodations provided for individuals with disabilities at the same cost as that provided for others without disabilities?



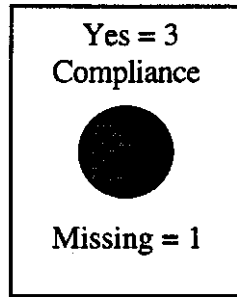
**9.2** Is housing or overnight accommodation for persons with disabilities available in sufficient quantity and variety so that the scope of their choices of living accommodations is, as a whole, comparable to that of others without disabilities?



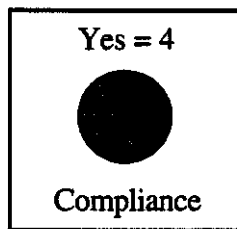
**9.3** When recommending off-campus housing or lodging facilities, do you routinely include information about the facilities' accessibility?



9.4 Are policies in place regarding housing for attendants, adaptive devices?



9.5 Can disabled students request a roommate assignment as other students do?

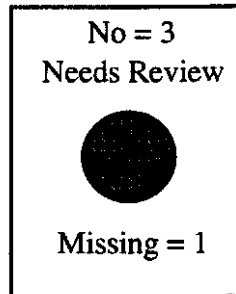


9.6 What procedures are in place to ensure that disabled residents are not discriminated against or harassed by other non-disabled residents?

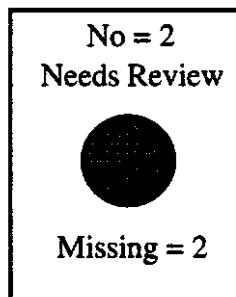
**Comments**

1. Educational programming; harassment policies; discipline procedures.
2. No comment (n = 2).

**9.7** Are all programs and activities within or sponsored by the hall or residential life program fully accessible to persons with disabilities?



**9.8** Do all student recruitment publications and employment advertisements contain [a] non-discrimination statement?



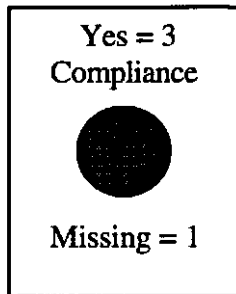
**Section 9: Housing**  
**Additional Comments**

1. University Housing Services would like assistance (in the form of formal meetings) with the ADA Steering Committee to assess "what is reasonable" in the form of modifications to our buildings, the Campus Transition Plan is inconsistent between residential buildings.

# **SECTION 10**

# **Transportation**

**10.1** If your program arranges for transportation services, do you routinely inquire about the accessible transportation needs of your riders?

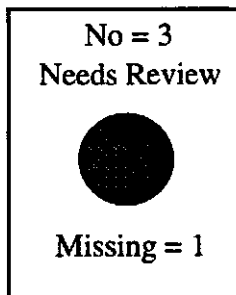


**10.2** When you receive a request for accessible transportation, how do you make the necessary arrangements?

**Comments**

1. At this time there is sufficient disabled parking on campus that the shuttle bus is not needed (n = 2).

**10.3** Since August, 1990, the ADA has required that providers of fixed route service purchase or lease only vehicles that are readily accessible to people with disabilities, including those who use wheelchairs. Have you complied with this requirement?

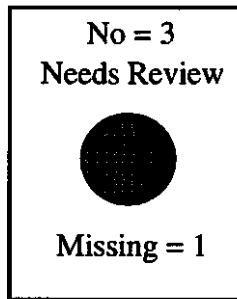


**10.4** Please describe how you make transportation schedules available in alternate media.

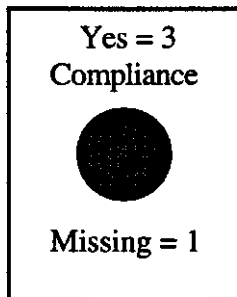
**Comments**

1. Post them at the bus stops, buildings and the parking office.
2. Shuttle buses not needed; sufficient parking available on main campus.

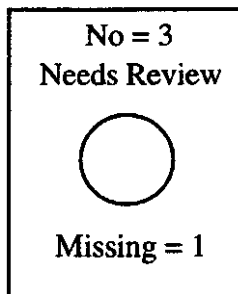
**10.5** Does signage at transit stops and on vehicles, and information in schedules and other related materials indicate that the transportation services are accessible?



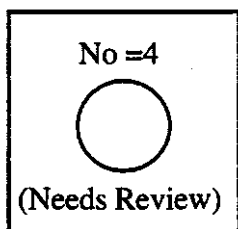
**10.6** Do drivers routinely announce primary stops?



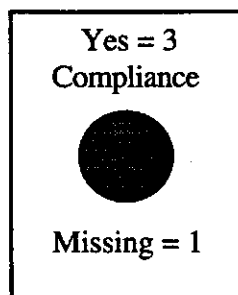
**10.7** Are drivers routinely trained in the use of vehicle lift equipment and wheelchair tie-downs?



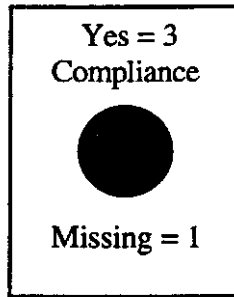
**10.8** Do you provide paratransit service for individuals who are unable to use fixed route transportation?



**10.9** Does the combination of fixed route and paratransit services provided result in a transportation system that, as a whole, affords services for individuals with disabilities that are comparable to those provided to individuals who do not have disabilities?



**10.10** Do all student recruitment publications and employment advertisements contain  
[a] non-discrimination statement?



**Section 10: Transportation**

**Additional Comments**

—No Responses—

# **SECTION 11**

## **Dining Services/ Retail Operations**

**11.1** Are facilities physically accessible?

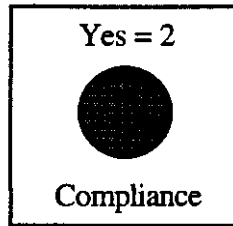
	Yes	No	Requirement
	2	0	General
	2	0	Aisles between tables/shelving wide?
	2	0	Cashiering aisles wide?
	1	0	Service at table?
(Needs Review)	1	1	Restrooms/drinking fountains accessible

**11.2** What type of contact is involved (person-to-person)?

**Comments**

1. Guests may order food items from a server, in retail operations guests would interact with cashier.
2. Initial contact is verbal, either in person or via telephone.

**11.3** Do greeters, hosts, hostesses or managers supervise students?



**11.3A** If YES, how are these individuals trained to interact with disabled patrons?

**Comments**

1. There is no formal training that presently is in place.
2. They are not currently trained to interact with disabled patrons, but will be in future training sessions.

**11.3B** What type of information is passed back and forth from servers or cashiers, etc., to patrons, and for what purpose?

**Comments**

1. What items a guest wants, how they want it cooked, what type of payment will be used, identifying what items are available for sale, etc.
2. Product information and information regarding how we can meet the customer's needs.

**11.4** How high are the tables/shelving?

**Comments**

- 1. Ranges from 28" to 60".
- 2. Shelving, fixtures may be up to five feet high.

**11.5** How many persons does each table accommodate?

**Comments**

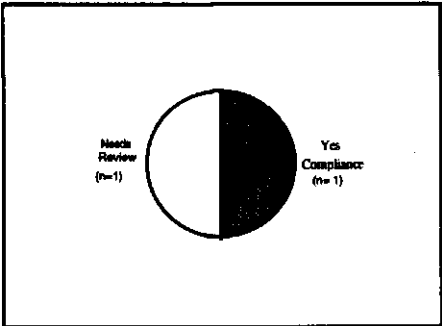
- 1. Two to four.
- 2. Up to eight.

**11.6** How are dinging service lines/shelving arranged?

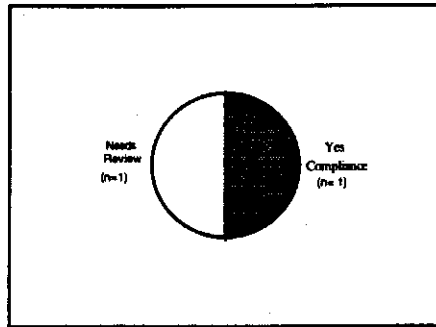
**Comments**

- 1. Shelving aisles are placed 36" to 48" apart.
- 2. Usually to expedite the flow of traffic grouped by product i.e., snacks vs. beverages.

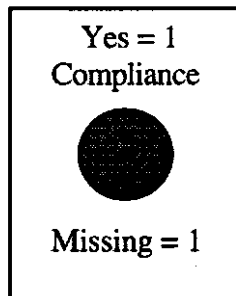
**11.7** Are tableware, condiments, and general merchandise self service? Are other things (e.g., drink refills) self-service?



**11.8** Are vending machines or other equipment provided?



**11.9** Are tray removal and collection areas and refuse containers accessible?



**11.10** How are daily, weekly or monthly menus publicized or posted? How are bookstore promotions and advertising posted?

**Comments**

1. In residence dining facility — weekly menu is posted in all halls and at the entrances to the dining commons; in retail facilities, menus are posted on menu boards at each location.
2. Copies of newspaper ads are usually placed in the front windows of the bookstore.

**11.10A - 11.10C** Review of additional considerations.

	Yes	No	Requirement
(Needs Review)	1	1	Menus/signage in alternate formats
	2	0	Service reviews menus for allergy foods
(Needs Review)	0	2	Publish food allergy information

**11.11** Review any other aspect of your cafeteria/bookstore operations that could affect a disabled individual's opportunity to use these services.

**Comments**

1. We have added wheelchair accessible gates, Braille instructions at entrances, oversized menus at retail locations, a handicapped lift at the residence hall facility, automatic doors at student union and dining commons.
2. No comment (n = 1).

**11.12** After gathering information about your cafeteria/bookstore and food service, identify areas where barriers exist for persons with disabilities.

**Comments**

1. The booths in the retail operations might be considered a barrier; the beverage lines might be considered barriers; the self-service shelves at the Student Union and University are too high.
2. Some of our merchandise is inaccessible to disabled patrons, due to the height of our fixtures; the primary access to the textbook level is a staircase.

**11.13** Describe the structural barrier removal activities, if any, you identified but determined could not be achieved without causing undue burdens or fundamentally altering your programs.

**Comments**

1. The beverage bar and shelving in the University Room are not accessible by someone in a wheelchair; an individual who needs assistance can ask a cashier who will summon a helper; all seating, except for booths, in the dining units are accessible.
2. For each of the items mentioned above, clerk service can be provided to help patrons reach the merchandise they are shopping and assist them in using one of two available elevators.

**11.14** Describe the structural barrier removal activities, if any, you identified which can be achieved without undue burden.

**Comments**

1. The beverage bar and shelving in the University Room are not accessible by someone in a wheelchair; an individual who needs assistance can ask a cashier who will summon a helper; all seating, except for booths, in the dining units are accessible.
2. Contrasting color strips were installed on top and bottom steps of the stairway between levels of the bookstore.

**11.15** Describe any non-structural barriers (e.g., a discriminatory policy or procedure or lack of information in an accessible format) identified.

**Comments**

1. We should develop a training segment regarding accessibility and service for disabled patrons.
2. All employees are not trained in how to offer assistance to disabled customers.

**11.16** Describe corrective actions involving non-structural changes you will undertake to provide appropriate accommodations for persons with disabilities.

**Comments**

1. We have actively been doing this for years and it is ongoing, I don't have specific plans for anything.
2. Our future training sessions will include, as part of customer service training, how to provide appropriate service to disabled patrons.

**11.17** Review what auxiliary aids and services you will provide to make your cafeteria or bookstore accessible to persons with disabilities.

**Comments**

1. I think the training of our staff in the access and service of disabled patrons is the area that we will be focusing on; we have an on-going practice of working with the disabled students office in adapting our facilities and practices to better handle the needs of the disabled.
2. Contact DRC; larger print flyers.

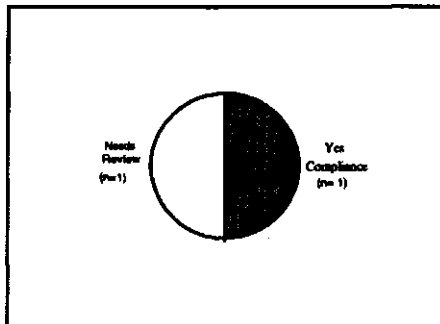
**Section 11: Dining Services/Retail Operations**  
**Additional Comments**

—No Responses—

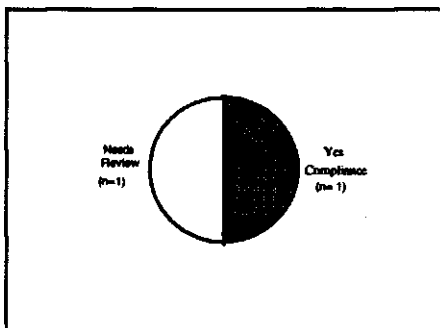
# **SECTION 12**

## **Disabled Student Services**

**12.1** Do you advocate for the needs of disabled students to the campus so that non-disabled individuals gain a general awareness of and sensitivity to disabled students' circumstances?



**12.1B** Do you conduct assessment of the needs of disabled students and the campus units with which they interact in meeting these needs?



**12.2** How do you assure that disabled students have equal access to all institutional programs and services?

**Comments**

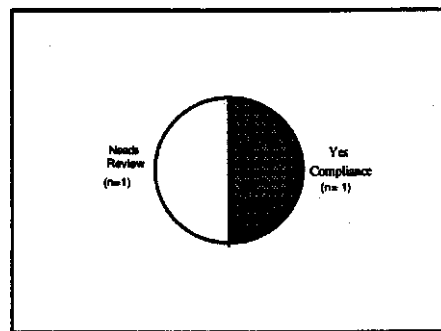
1. The students work with DRC and counseling dept.
2. Students are evaluated on an individual basis.

**12.3** Describe the process your office goes through when evaluating accommodations for students with disabilities.

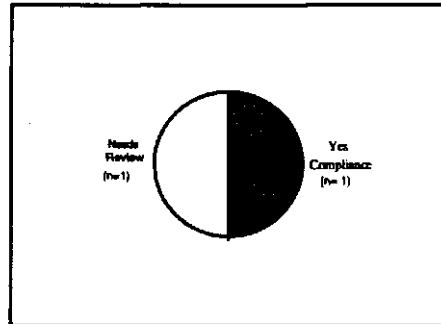
**Comments**

1. Individualized attention for those identified.
2. Student must provide verification and meet with DRC coordinator.

**12.4** Do you provide individual and group counseling and advising to disabled students?



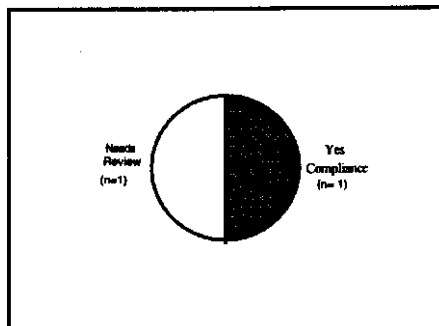
**12.5** Do you provide assistive devices such as print enlargers, tape recorders, and adaptations of standard equipment when appropriate?



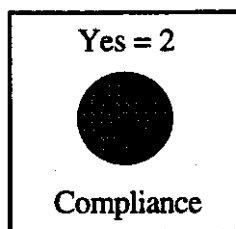
### Comments

1. YES, the High-Tech center offers a cadre of adaptive equipment. In the DRC Office, students are trained and have access to:
  - Dragon Dictate (voice activated computer system)
  - Reading Avant Edge (optical character reader with voice)
  - Computers with adaptive devices for inputting information
  - OptiLec (visual enlarger) for visually impaired students
  - Talking calculators for blind and visually impaired students
  - Cassette recorders (2-track for standard recording and 4-track for specialized recorded material).
  
2. NO, they are not necessary as yet.

**12.6** Do you provide alternative teaching and testing techniques for students with disabilities?



**12.7** Do you provide published materials, such as brochures, student and faculty handbooks, and maps in alternate formats so that students with disabilities have equal access to them?



**12.8** What kind of screening or intake process is used, if any, to determine the nature of a disabled student's disability or needs?

**Comments**

1. Students meet with DRC coordinator.
2. No comment (n = 1).

**12.9** What types of direct services are provided to disabled students who are screened and verified to have needs? Please describe.

**Comments**

1. Referral to DRC.
2. DRC offers comprehensive services designed to enable students with disabling conditions to succeed in course work at the institution. Specialists with expertise in learning disabilities, academic counseling, a coordinator for the deaf and hearing impaired and an Academic Resource Coordinator provide a team approach to assist students in meeting their educational goals. The following services are available to meet the individual needs of the temporarily and permanently disabled students:

Academic Support

Note takers  
Readers  
Sign Language Interpreters  
Test-taking accommodations  
Lab Assistant  
Typists

Special Equipment

Books on tape  
Visual Enlarger (OptiLec)  
Tape Recorders (2 & 4 track)  
Cassette tapes  
Copy enlarger  
High Teach (adaptive devices & software)

Mobility Assistance

Registration Assistance  
Wheelchair checkout (on a daily basis)  
Designated disabled student parking

Disability Related Referrals

Department of Rehabilitation  
Occupational Therapy Clinic — SJSU  
Speech Communication Clinic — SJSU  
Referral to resources, services and agencies off-campus

**12.10** What types of individual counseling or advising do you provide to students to ensure that they are served and receive the appropriate accommodation(s)?

**Comments**

1. Students meet individually with DRC counselor each semester.
2. Home campus referrals.

**12.11** Describe the consultation and/or training assistance you provide to the campus community.

**Comments**

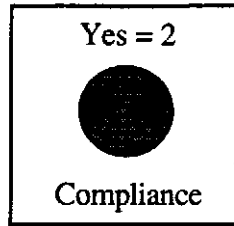
1. Faculty, staff, and administrators regularly seek our consultation and recommendations for accommodations.
2. Home campus referrals.

**12.12** What efforts or steps are taken to disseminate information to the campus community regarding the needs and legal rights of disabled students?

**Comments**

1. Presentation to groups of faculty, staff, and administrators to inform employees of legal rights of students with disabilities.
2. No comment (n = 1).

**12.13** Do all student recruitment publications and employment advertisements contain  
[a] non-discrimination statement?



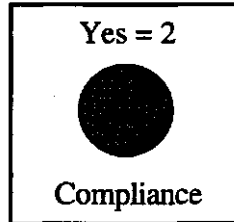
**Section 12: Disabled Student Services**  
**Additional Comments**

1. Although the law and a Presidential Directive protect disabled students and ensure the right to reasonable accommodations, some staff and faculty do not adhere to this. This needs to be addressed and resolved so that students may achieve their educational goal equally and without discrimination. A grievance procedure and policy needs to be created and enacted as a source of resolution for professor and student differences, that is both timely and impartial.
2. No comment (n = 1).

# **SECTION 13**

## **EEO/AA**

**13.1** Does the University have a complaint procedure which students, employees and applicants for admission/employment can utilize to allege discrimination based on disability?



**Comments**

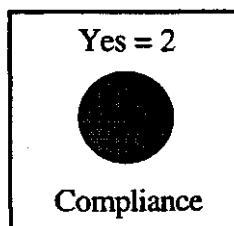
1. The response is 30 to 90 days per Presidential Directive.
2. No comment (n = 1).

**13.2** What steps are being taken on an on-going basis to inform faculty, staff, students and visitors of the University's policy prohibiting discrimination based on disability and their right to file a complaint?

**Comments**

1. Announcement via faculty and staff meetings.
2. Notifications in catalog; brochures.

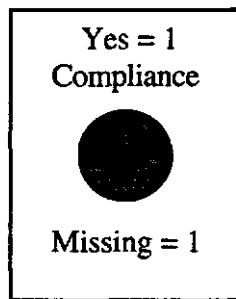
**13.3** Is the location where persons can file complaints physically accessible?



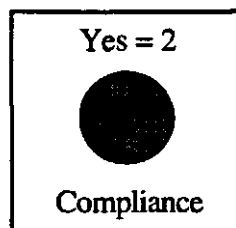
13.4 How many complaints were filed in the last academic year (94-95)?

<u>Category</u>	<u>Number of Complaints</u>
Students v. Faculty or Teaching Unit	0
Students v. Students	0
Students v. Administration (non-teaching) Unit	0
Employee (faculty, staff, administrator) v. Employer	0
Employee v. Other	0

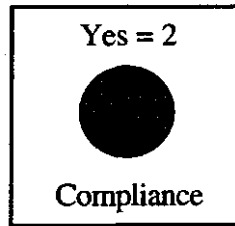
13.5 Are you analyzing the complaint activity to identify preventive action that can be taken to proactively avoid additional complaints?



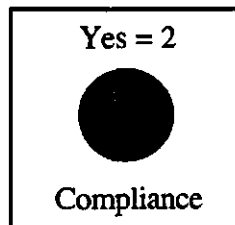
13.6 Do all employment announcements contain a non-discrimination statement?



**13.6A** Do other University publications contain [a] non-discrimination statement?



**13.7** Are efforts being made to include persons with disabilities on recruitment/search committees?



**13.8** Who is the appointed ADA Compliance Coordinator on your campus?

**Comments**

1. Director of DRC.
2. Program Directors/School Dean.

**Section 13: EEO/AA  
Additional Comments**

—No Responses—

## **IV. TRANSITION PLAN**

### **Introduction**

Where physical modifications are undertaken to achieve program accessibility, a public entity with 50 or more employees must develop a Transition Plan. The plan must accomplish the following tasks:

- (1) List the physical barriers in a public entity's facilities that limit the accessibility of its programs, activities, and services to individuals with disabilities.
- (2) Describe the methods that will be used to remove these barriers.
- (3) Specify the schedule for taking the necessary steps to comply with Title II of the ADA and, if the period is longer than one year, identify the interim steps that will be taken.
- (4) Provide the name of the official responsible for implementing the Transition Plan.

This report sets forth the findings and conclusions of the Transition Plan that SJSU developed in accord with Title II, subtitle A, of the ADA. The Plan assesses the extent of architectural barriers to program accessibility on the grounds and within the buildings operated by the campus and sets priorities for their elimination.

### **Plan Development**

Responding to the critical need for architectural barrier review in May 1993, the California State University Chancellor's Office commissioned Building Analytics to perform a system wide survey for a transition plan for all CSU campuses and off site locations. After surveying the campuses, Building Analytics developed a prioritized ranking for architectural barrier projects for every campus.

Subsequent to the Building Analytics survey, an SJSU team (comprised of the Director of the Disability Resource Center, representatives from the population of students with disabilities, and staff from Facilities Development and Operations) reviewed the materials by Building Analytics and internally assessed other barrier items in order to compile an overall plan for SJSU.

Items were included in SJSU's Transition Plan based on a combination of factors. These consisted of the following:

- (1) priorities for barrier removal identified by Building Analytics survey and Disabled Student Services Advisory Group recommendations
- (2) the provision of a permanent access solution
- (3) field evaluations of obstacles
- (4) the existence of barriers in areas having a concentration of users with disabilities
- (5) in the case of general assignment classrooms, additional information on needed access

(6) modifications needed to develop *principal program access*

The Transition Plan has adopted the concept "principal program access" as a strategy for achieving accessibility to programs, activities and services. This concept was then applied to each building or program area. Principal program access was defined as the provision of the following:

- (a) at least one accessible route from an accessible parking area to the building
- (b) at least one accessible entrance to the building
- (c) at least one accessible elevator which reaches all floors containing distinct programs, activities, services or major administrative functions
- (d) at least one pair of accessible restrooms in each building
- (e) at least one accessible telephone and drinking fountain in each building
- (f) accessible areas in lecture halls, laboratories, auditoriums, and studios—referred to as accessible program stations
- (g) key accessible routes throughout the campus grounds
- (h) accessible graphics, including raised letter and Braille signage
- (i) accessible life safety features, including visual alarms for individuals with hearing impairments

## *Summary*

Alternative methods of providing program accessibility, including relocating programs from inaccessible to accessible sites, were carefully weighed by the working group during its process of building and program area reviews. It was determined, however, that in most cases primacy had to be given to the removal of architectural barriers as a more appropriate method of resolving access problems than the relocation of programs. This was based on a number of reasons, including the fact that it was very difficult to determine which programs to make accessible by relocation because the general user population of students, faculty, staff, and alumni with disabilities are involved in an ever widening assortment of activities. Even if these considerations could be taken into account, there is still the necessity to accommodate visitors and members of the campus community with disabilities. The broad range of SJSU's programs, activities, services, and events attracts large numbers of individuals to the campus, an unforeseeable proportion of whom have disabilities and consequently require access to an unpredictable number of locations. Other factors that supported physical modifications to remove barriers included the substantial expense likely to be incurred by moving any of the numerous large SJSU programs, not to mention the lack of space available for such purposes; and the singular and program-specific nature of much academic space such as laboratories and studios that make them nearly impossible to move.

**TABLE I****Architectural Barrier Removal Priorities and Costs**

BARRIER REMOVAL PRIORITY LEGEND	
Priority	Description
1	Highest Priority - Access most urgently needed, related to code or to an identified individual need.
2	High Priority - Barrier that severely impedes or completely blocks access to a, program activity, and/or service.
3	Medium Priority - A barrier is present with limited access. Complete access may not be available to all programs, activities, and/or services.
4	Low Priority - Correcting minor code deviations.
5	Access Enhancements - While not mandated, corrections that enhance access and exceed minimum requirements.

**TABLE II****Cost estimates for San Jose State University projects identified by priority & category of funding<sup>1</sup>**

	Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
General Funds	\$759,815	\$4,041,060	\$129,670	\$3,317,800	\$8,248,345
Parking Services	\$40,050	\$0	\$0	\$0	\$40,050
Housing Services	\$40,250	\$374,725	\$23,200	\$2,435,435	\$2,873,610
Student Union	\$13,650	\$49,695	\$1,500	\$84,945	\$149,790
<b>TOTAL:</b>	<b>\$853,765</b>	<b>\$4,465,480</b>	<b>\$154,370</b>	<b>\$5,838,180</b>	<b>\$11,311,795</b>

<sup>1</sup> Estimates were completed in April of 1994.

## **Architectural Barrier Removal Progress and Recommendations**

SJSU currently has completed several renovation projects and has several others in the planning and design phases. As of June 1994 the following projects were completed:

- (1) campus wide installation of signage outside the buildings
- (2) various ramps constructed on previously inaccessible buildings
- (3) handrails constructed or modified on all the building stairs that require such
- (4) walkways and curbs constructed where access to the building is needed
- (5) restroom modification of the Campus Chapel
- (6) door closure operators installed on various buildings
- (7) detectable warning signs in various places for pedestrian and vehicular traffic
- (8) stair step modification on various buildings to remove ADA barriers
- (9) new fire alarm systems for all general fund buildings, lowered pull stations with strobe lights in restrooms and hallways
- (10) parking requirements for individuals with disabilities—accessibility and appropriate number of spaces

Most of these projects were funded from an initial allocation from the Chancellor's Office in 1993-1994 of approximately \$260,000.00. \$41,000.00 was also expended for the parking projects from the SJSU Parking Services unit. Projects continue to be addressed as funding is available. Yearly planning for the highest priority (1-3) projects should continue with the budget process. To assist in furthering the planning process, especially with projects taking over one year to achieve, an Access Review Sub-committee (see Appendix G) may be utilized.

Many campus buildings were constructed prior to the enactment of access codes and were not originally designed to provide ready access for individuals with disabilities. While facilities constructed in more recent years have differing degrees of accessibility, various features within them are deficient as a result of changing code provisions. Some structures, however, have undergone remodeling and alterations and consequently do comply more fully with current standards.

In general, with respect to the grounds and approximately 70 campus buildings that were reviewed, there is at least one route into most buildings and a considerable number of the public facilities and programs within them are accessible to some degree by current standards. An evaluation of exterior paths among campus buildings, including such features as curb ramps, walks and sidewalks, handrails, and contrasting striping on stairs, has revealed some areas that are deficient as accessible routes. Some deficiencies were corrected in 1994.

Additional work is needed to remove the remaining obstacles to program accessibility found among such campus features as restrooms, telephones, drinking fountains, teaching laboratories, classrooms, studios, and other specialized use areas.

The Director or Associate Vice President for Facilities Development and Operations is the University official charged with administering the architectural barriers removal plan.

SAN JOSE

PRIORITY LISTING BY BUILDING

Cost Summary 1: Buildings By Funding Source

Code	Building	E	P	Priorities				Totals
				1	2	3	4	
Funding Source: 1								
030	ADMINISTRATION BLDG.	E	P	7,750	75,090	2,800	73,565	159,205
032	AERONAUTICS BUILDING	E	P	750	34,570	600	75,200	111,120
ANCI	ANCILLARY-SPARTAN VI	E	P	750	1,250	9,500	1,255	12,755
061	AQUATIC FACILITY	E	P	6,135	3,370	600	3,050	13,155
031	ART	E	P	1,750	136,970	4,800	81,260	224,780
095	ART SCULPTURE FAC.	E	T	750	21,040	0	58,050	79,840
049	BARRACKS 1	E	P	30,550	17,410	0	65,270	113,230
050	BARRACKS 2	E	P	750	1,150	0	65,000	66,900
005	BLDG. 6 (POLICE)	E	T	19,300	29,555	450	74,015	123,320
051	BUILDING A	B	T	750	59,955	0	70,740	131,445
023	BUILDING BB	E	T	10,050	66,885	0	75,300	152,235
060	BUILDING FF	E	T	7,550	38,035	0	60,090	105,675
015	BUILDING X	E	T	67,800	39,235	2,900	64,185	174,120
092	BUSINESS CLASSROOM	E	P	30,850	148,585	600	18,820	198,855
092.1	BUSINESS TOWER	E	P	7,550	76,800	0	20,105	104,455
C0N2	CONCESSION 2	E	P	1,450	0	0	10,000	11,450
028	CAFETERIA	E	P	12,250	57,480	4,700	16,120	90,550
011	CAREER PLANNING	E	T	16,600	36,525	1,200	83,645	137,970
027	COMPUTER CENTER	E	P	6,250	43,045	300	2,435	52,030
CON1	CONCESSION 1	E	P	1,450	0	0	10,000	11,450
053	CONFERENCE CENTER	E	P	5,050	31,225	300	57,630	94,205
012A	CORPORATION YARD	N	P	750	16,140	13,880	8,275	39,045
091	DINING HALL JOE WEST	E	P	11,050	46,780	4,500	10,110	72,440
034	DUDLEY MOORHEAD BALL	E	P	750	120,205	0	21,925	142,880
052	DUNCAN HALL I	E	P	46,050	195,290	0	65,975	307,315
052	DUNCAN HALL II	E	P	3,250	334,340	600	173,255	511,445
021	DHIGHT BENTEL HALL	E	P	37,350	81,855	0	24,360	143,565
036	EDUCATION	B	P	13,350	136,705	1,950	111,890	263,895

ID

07/30/93

E=Essential/Non

P=Permanent

## Cost Summary 1: Buildings By Funding Source

Code	Building	E	P	Priorities				Totals
				1	2	3	4	
035	ENGINEERING	E	P	11,850	178,805	600	123,240	314,495
007	FACULTY OFFICE BLDG	E	P	750	47,795	0	7,475	56,020
049	GILLIS SPEECH-DRAMA	E	P	750	76,815	1,500	81,160	160,225
046	GYM WOMANS ADDITION	E	P	29,560	29,495	35,610	16,460	111,125
047	GYM: PHYS. ED. REC.	B	P	16,100	84,125	2,700	98,725	201,650
004	HEATING & COOLING PL	N	P	750	1,300	1,655	20,500	24,205
071	HOME ECONOMICS	E	P	10,550	102,630	5,850	34,430	153,460
039	INDUSTRIAL STUDIES	E	P	16,270	136,605	600	40,625	194,100
033	IRC INSTRUCT RESOURC	E	P	750	40,180	300	75,960	117,190
041	LIBRARY CENTRAL	E	P	750	115,910	1,200	25,590	143,450
042	LIBRARY NORTH	B	P	750	151,780	0	105,895	258,425
043	LIBRARY SOUTH	B	P	1,500	62,000	4,700	33,855	102,055
078	MACQUARRIE HALL	E	P	750	115,975	300	88,670	205,695
045	MEN'S GYM	E	P	3,250	86,010	1,800	90,725	181,785
025	MORRIS DAILEY AUDITO	E	P	750	0	0	10,000	10,750
ML	MOSS LANDNG COMPLEX	E	P	750	0	0	15,550	16,300
044.1	MUSIC ADDITION	E	P	5,150	71,890	900	31,625	109,565
044	MUSIC BUILDING	E	P	45,950	71,780	550	95,325	213,605
039	OFFICER QTRS	B	P	6,550	49,125	300	67,485	123,460
GAR54A	OFFICES FOR GAR-54	E	P	750	8,535	0	3,495	12,780
059	R.D. CLARK LIBRARY	B	P	750	68,560	1,500	72,950	143,760
100	REC & EVENT CENTER	B	P	9,350	38,930	2,150	40,785	91,215
088	ROYCE HALL	E	P	5,050	81,700	6,300	101,005	194,055
001.1	SALINAS MAIN	E	P	750	8,320	1,250	5,250	15,570
048	SCIENCE	E	P	17,300	182,090	0	116,485	315,875
SITE	SITE SURVEY	B	P	117,300	20,525	600	700	139,125
M1	SM OFFICE TRAILER	B	P	5,250	0	0	74,300	79,550
M8	SM OFFICE TRAILER M8	E	P	750	0	0	10,900	11,650
031.1	SOUTH CAMPUS FEILD H	B	P	750	16,770	1,450	29,920	48,890
006	SPARTAN MEMORIAL	B	P	12,600	13,750	0	3,135	29,485
063	SPARTAN STADIUM	B	P	46,850	29,560	0	61,800	138,210

SAN

JOSE

PRIORITY LISTING BY BUILDING

Cost Summary 1: Buildings By Funding Source

Code	Building	E	P	Priorities				Totals
				1	2	3	4	
SVMB	SPARTAN VILL. MAINT	N	P	750	0	0	13,150	13,900
S01	STADIUM OPERATIONS 1	E	P	4,950	0	0	10,000	14,950
S02	STADIUM OPERATIONS 2	E	P	900	0	0	10,000	10,900
S03	STADIUM OPERATIONS 3	E	P	750	0	0	10,000	10,750
S04	STADIUM OPERATIONS 4	E	P	900	0	0	10,000	10,900
RR4	STADIUM REST ROOM	E	P	8,950	700	0	40,000	49,650
038	STUDENT HEALTH	E	P	3,250	200,670	5,475	45,760	255,155
072	TOWER HALL	E	P	5,850	45,085	1,550	84,790	137,275
TR1	TRAILER 1	E	P	2,000	0	0	19,000	21,000
020	WASHINGTON SQUARE	E	P	9,650	54,155	1,150	79,555	144,510
123	WEST FIELD HOUSE	E	P	2,300	0	0	10,000	12,300
Subtotal			:	759,815	4,041,060	129,670	3,317,800	8,248,345
Funding Source: 2		1						
PARK	PARKING		P	40,050	00		0	40,050
Subtotal 2:			E	40,050	0		0	40,050
Funding Source: 3		0						
084	ALLEN HALL	E	P	750	26,200	0	59,230	86,180
087	HOOVER HALL	E	P	5,050	37,725	5,300	526,450	574,525
090	JOE WEST HALL	E	P	21,950	82,775	4,900	722,860	832,485
085	MARKHAM HALL	E	P	750	20,000	0	55,980	76,730
086	MOULDER HALL	E	P	750	20,000	0	55,980	76,730
SV06	SPARTAN VILLAGE	E	P	10,250	159,525	13,000	760,015	942,790
089	WASHBURN HALL	E	P	750	28,500	0	254,920	284,170

SAN JOSE

PRIORITY LISTING BY BUILDING

Cost Summary 1: Buildings By Funding Source

Code	Building	E	P	1	2	Priorities 3	4	Totals
Subtotal Funding 3 :				40,250	374,725	23,200	2,435,435	2,873,610
Funding Source: 4								
003	COLLEGE UNION	E	P	13,650	49,695	1,500	84,945	149,790
Subtotal Funding 4 :				13,650	49,695	1,500	84,945	149,790
Totals:				853,765	4,465,480	154,370	5,838,180	11,311,795

07/30/93

B=Essential/Non

P=Permanent

**V APPENDICES**

**AMERICANS WITH DISABILITIES ACT**

**SELF-EVALUATION**

**AND TRANSITION REPORT**

**San Jose State University**

**December 11, 1995**

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- F.** Guidelines for Campus Events Memorandum
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**PROGRAMS SURVEYED  
&  
SUMMARY OF RESPONDENTS**

**APPENDIX A**

APPENDIX A: ADA SELF-EVALUATION SURVEY RESPONDENTS

OFFICE	PROGRAM(S)	RESPONDENT	SECTIONS (X) = missing section													IR#	COMMENT
			1 Gen. Access	2 Employment	3 Comp. & Inf. Tech.	4 Academic Prog.	5 A&R	6 Testing	7 Undgrad/Grad St.	8 Libraries	9 Housing	10 Transportation	11 Dining & Retail	12 Disab. Res. Ctr.	13 EEO/AA		
<b>CENTRAL ADMINISTRATION</b>																	
President's Office		Buerger	X	X	X												26
Foundation	General Access	Gibson	X	X	X												35
EEO/AA		LaGarda-Rios	X	X	X										X		22
Intercoll. Athletics		Lewis	X	X	X	X	X				X						27
Univ. Advance.	Alumni Affairs	Redding	X	X	X												50
	Development																*50
	Public Affairs																*50
Spartan Shops	Inc.	Bonacorsi	X	X	X												25
	Dining services	Mimnaugh											X				201
	Bookstore	Rimbach											X				202
<b>ADMINISTRATION</b>																	
VP Administration		Lantow	X	X	X												104
Adm. & Records		Chambers	X	X	X		X										45
Financial/Budget		Lee	X	X	X												66
Controller	Acctg. Travel. Fin.	Green	X	X	X												90
Payroll		Howell	X	X	X												103
Student Fin. Sen./	Cashier. Disburs,	Vasquez	X	X	X												48
	Collect. Acct Rec.																
Logistical Service:	Graph. Receiv,	Lamica	X	X	X												109
	Stock, Purchas,																
	Dupl, Mail																
Facilities Oper.		Johnson	X	X							X						15
Hum Res/Emp Rel		Lofton/Kelly	X	X	X												64

APPENDIX A: ADA SELF-EVALUATION SURVEY RESPONDENTS

OFFICE	PROGRAM(S)	RESPONDENT	SECTIONS			(X) = missing section											IR#	COMMENT
			1 Gen.Access	2 Employment	3 Comp.&Inf.Tech.	4 Academic Prog.	5 A&R	6 Testing	7 Undgrad/Grad St.	8 Libraries	9 Housing	10 Transportation	11 Dining & Retail	12 Disab.Res.Ctr.	113 EEO/AA			
																		*incl. in other survey
ISC&CIC	Info Systems	Sol	X	X	X													61
	CIC																	*61
	Telecommun.	McCarty	X	X	X													78
Instit. Research		Williams	X	X	X													4
Univ. Police	Pub.Safe/Traf/cade	Hoff	X	X	X	X	X	X						X				20
	Traffic & Park	Staley	X	X	X									X				93
Env.Hlth/Occ Safe		Ramos	X	X	X													47
<b>ACADEMIC AFFAIRS</b>																		
VP Academic Affairs		Dominguez	X	X	X													69
	Inst. Teach.&Learn	Harper/Sprague	X	X	X													94
	Spon.Prog/Fac.Dev	McCart	X	X	X													46
Educ.Plan.&Res.		Burton	X	X	X													87
Faculty Affairs		Llorens	X	X	X													9
Undergraduate St.		Margolin/Waller	X	X	X	X				X								33
	Stud.Devel.Serv.	Bundy/Baker	X	X	X	(X)												2
	Upward Bound																	*2
	EOP Admissions																	*2
	Summer Bridge																	*2
	Aspire																	*2
	ILE																	*2
	Stud.Outr.&Recruit	Washington	X	X	X		X											75
																		Sec. 5 not in analysis
Grad. St. & Research		Stanford	X	X	X					X								53
	Library & Info Sci	Stanford																*53
Library		Pontau	X	X	X	X					X							85
	Instruc.Res.Ctr.																	*85

APPENDIX A: ADA SELF-EVALUATION SURVEY RESPONDENTS

OFFICE	PROGRAM(S)	RESPONDENT	SECTIONS													IR#	COMMENT
			(X) = missing section														
			1 Gen.Access	2 Employment	3 Comp.&Inf.Tech.	4 Academic Prog.	5 A&R	6 Testing	7 Undgrad/Grad St.	8 Libraries	9 Housing	10 Transportation	11 Dining & Retail	12 Disab.Res.Ctr.	13 EEO/AA		
																*incl. in other survey	
	TV Educ. Network	Benson	X	X	X											29	
College of ASA		McMahon	X	X	X											13	
	Pacific Rim Inst	Briggs	X	X	X											52	
	Adm of Justice	Sagutun-Edw.	X	X	X	X										205	Sec1,2,3 not in analysis
	Aerospace Studies	Gorton	X	X	X	X										1	
	Aviation	Shreve	X	X	X	(X)										67	
	Gerontology	David	X	X	X	X										16	
	Health Prof.	Sucher	X	X	X	X										63	
	Health Science	Washington	X	X	X	X										81	
	Hospitality Mgt.	Sullivan	(X)	(X)	(X)	X					X					206	
	Human Perform.	Bryant	X	X	X	X										40	
	Intnat.Sport Ctr	Reekie	X	X	X											37	
	Jour,MCom,Adv,PR	Blase	X	X	X	X										77	
	Nursing	GorneyLucero	X	X	X	X	X	X								12	
	Nutrition/Food Sci	McProud	X	X	X	X											
	Occup.Therapy	Killingsworth	X	X	X	X										3	
	Recr. & Leisure St.	Whitcomb	X	X	X	X										19	
	Technology		(X)	(X)	(X)	(X)										Survey sent late	
College of Business		Burak	X	X	X	X										106	
	Transport. Instit.															*106	
	Acctg & Finance															*106	
	Mktg & Quant. St.															*106	
	Org & Mgt															"106	

APPENDIX A: ADA SELF-EVALUATION SURVEY RESPONDENTS

OFFICE	PROGRAM(S)	RESPONDENT	(X) = missing section													IR#	COMMENT	
			1 Gen. Access	2 Employment	3 Comp.&Inf.Tech.	4 Academic Prog.	5 A&R	6 Testing	7 Undgrad/Grad St.	8 Libraries	9 Housing	10 Transportation	11 Dining & Retail	12 Disab.Res.Ctr.	13 EEO/AA			
																		*incl. in other survey
College of Education		Meyers	X	X	X												∞	
	Ed.Lead & Devel.	Johnson	X	X	X	X											14	
	Counselor Ed.																*14	
	Adm. & Higher Ed																*14	
	Instruc. Tech.																*14	
	Spec Ed & Rehab	Montemurro	X	X	X	X											112	
	Comm.Disord.																*112	
	Learning Assist.																*112	
	Sens.&Sev.Disab.																*112	
	Teacher Ed	Kim	X	X	X	X											107	
	Child Devel.																M07	
	Elementary Ed.																*107	
	Secondary Ed.																*107	
College of Engineering		Trammel	X	X	X												42	
	Aerospace Engr.	Desautel	X	X	X	X											96	
	Chemical Engr.	Jennings	X	X	X	X											59	
	Civil Eng & App Me	Anagnos	X	X	X	X											34	
	Computer Engr.	Ozemek	X	X	X	X											5	
	Electrical Engr.	Chen	X	X	X	X											7	
	General Engr.	Utz	X	X	X	(X)											74	
	Industrial & Sys En	Unwin	X	X	X	X											100	
	Materials Engr.	Pizzo	X	X	X	X											72	
	Mechanical Engr.	Hsu	X	X	X	X											18	



APPENDIX A: ADA SELF-EVALUATION SURVEY RESPONDENTS

OFFICE	PROGRAM(S)	RESPONDENT	SECTIONS (X) = missing section													IR#	COMMENT	
			1 Gen.Access	2 Employment	3 Comp.&Inf.Tech.	4 Academic Prog.	5 A&R	6 Testing	7 Undgrad/Grad St.	8 Libraries	9 Housing	10 Transportation	11 Dining & Retail	12 Disab.Res.Ctr.	13 EEO/AA			
																	*incl. in other survey	
	Meteorology	Lester	X	X	X	X											79	Sec. 4 not in analysis
	Instit. Eurasian A																*79	
	Moss Land Marine	Johnston	X	X	X	X	X			X	X				X	X	99	
	Physics	Esterman	X	X	X	X											98	
College of Social Sciences		Daoud	X	X	X												55	
	Anthropology	Layton/Darrah	X	X	X	X											54	
	Behav. Sci.																*54	
	Communication St.	Hegstrom	X	X	X	X											95	
	Economics	Willis	X	X	X	X											6	
	Geog & Env. St.	Schwarz	X	X	X	X											36	
	History	Reynolds	X	X	X	X											62	Sec. 4 not in analysis
	Political Science	Christensen	X	X	X	(X)											31	
	Psychology	Cooper/Aless.	X	X	X	X											44	
	Social Sciences	Kumamoto	X	X	X	(X)											43	
	Asian Amer. St.																*43	
	Cultural Pl.																*43	
	Women's St.																*43	
	Sociology	Gliner	X	X	X	X											102	
College of Social Work		Silva	X	X	X	X											65	
	Social Work Prog.																*65	
	African Am. St.	Harris	X	X	X	(X)											10	
	Mexican-Amer. St.		(X)	(X)	(X)	(X)												in progress
	Urban & Reg. Plan.	Rothblatt	X	X	X	X											68	



APPENDIX A: ADA SELF-EVALUATION SURVEY RESPONDENTS

OFFICE	PROGRAM(S)	RESPONDENT	SECTIONS (X) = missing section													IR#	COMMENT	
			1 Gen. Access	2 Employment	3 Comp. & Inf. Tech.	4 Academic Prog.	5 A&R	6 Testing	7 Undgrad/Grad St.	8 Libraries	9 Housing	10 Transportation	11 Dining & Retail	12 Disab. Res. Ctr.	13 EEO/AA			
<b>CONTINUING EDUCATION</b>																		
Continuing Education		Bradley	X	X	X	X	X										<b>82</b>	
	Open University																<b>*82</b>	
	Summer/Winter																<b>*82</b>	
	Extended Education																<b>*82</b>	
	Marketing & Pub.																<b>*82</b>	
Studies in Am.Lang.		Donovan/Qazi	X	X	X	X	X	X									<b>88</b>	Sec. 5 not in analysis
Travel Program		Cancilla	X	X	X	X						X	X				<b>70</b>	Sec. 4,9,10 not in anal.
<b>12/1/95</b>																		

## APPENDIX A: SUMMARY OF RESPONDENTS TO ADA SURVEY

Total surveys distributed: 118

Returned surveys 115

All surveys returned, except

\*one academic department (in progress)

\*one discontinued academic program

\*one academic program received survey late (in progress)

### Central Administration

Surveys distributed 8

Offices/programs represented 10

### Administrative Division

Surveys distributed 15

Offices/programs represented 16

### Academic Division

Surveys distributed 74

Offices/programs represented 111

Missing (all in progress)

\* Core & supplemental (section 4): 2 programs (MAS, TECH)

\* Core: 1 programs (HOSP)

\* Supplemental (section 4): 6 programs (SDS, AVIA, ENGR, POLS, SOCS, AFAM)

### Student Affairs Division

Surveys distributed 17

Offices/programs represented 20

### Continuing Education

Surveys distributed 3

Offices/programs represented 7

12/1/95

# **SURVEY INSTRUMENTS**

## **APPENDIX B**

# AMERICANS WITH DISABILITIES ACT

## SELF-EVALUATION SURVEY

San Jose State University

A Campus of The California State University  
System

**This document is available in a variety of formats: large print, audio cassette, and computer diskette formatted for Apple or IBM in Wordperfect and on ASCII diskette. If you would like any accommodation regarding this document, please call the Office of Disabled Student Services at 408-924-6000 (voice/TDD).**

Parts of this survey were developed from the ADA self-evaluation surveys prepared by the University of California, Los Angeles (UCLA), Michigan State University (MSU), The ADA Compliance Guide (Thompson Publishing Group), and "Computers & Students with Disabilities" (EDUCOM-Project EAST). The ADA Task Force gratefully acknowledges these sources for their efforts and for permission to incorporate material into the survey of San Jose State University.

**PROGRAM IDENTIFICATION INFORMATION**  
**ALL PROGRAMS MUST COMPLETE THIS PAGE.**

Program(s) covered by this survey:

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Respondent's Name and Title: \_\_\_\_\_

Department: \_\_\_\_\_ Phone: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
Signature

Name and Title of Executive responsible for the programs covered by this survey if different  
from respondent above \_\_\_\_\_

ADA Task Force Contact Person(s): \_\_\_\_\_

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## BACKGROUND AND LEGAL REQUIREMENTS

The Americans with Disabilities Act of 1990 (ADA) is a comprehensive civil rights law that prohibits discrimination against qualified individuals with disabilities in the areas of employment, public accommodations, State and local government services, transportation, and telecommunications. The ADA expands the scope of previous legislation, namely Section 504 of the Rehabilitation Act of 1973 and the Civil Rights Act of 1964. "The ADA is not an affirmative action statute. Instead, it seeks to dispel stereotypes and assumptions about disabilities, and to assure equality of opportunity, full participation, independent living and economic self-sufficiency for disabled people."<sup>1</sup>

There are five sections (called Titles) in ADA: Employment (Title I), Public Services and Transportation (Title II), Public Accommodations (Title III), Telecommunications (Title IV), and Other Provisions (Title V).

Under the ADA, all programs, activities, and services of public entities, including those of the California State University System, must be readily accessible to and usable by individuals with disabilities unless doing so would result in a fundamental alteration in the nature of the programs, activities, or services, or would result in undue financial and administrative burdens. Auxiliary programs and the Associated Student Government are similarly covered by the ADA.

The ADA defines a "disability" as a physical or mental impairment that substantially limits one or more major life activities such as walking, hearing, seeing, speaking, breathing, learning, and working. A "disability" may also be determined if the person has a record of having such an impairment or is regarded as having one. "Disability" covers a wide range of conditions and includes mobility, vision, hearing, or speech impairments, learning disabilities, chronic health conditions, mental illnesses, HIV disease (symptomatic or asymptomatic), and a history of drug addiction. A "qualified individual with a disability" is a person who, with or without reasonable modifications to the University's policies or practices (e.g., removal of architectural, communication, or transportation barriers; or provision of auxiliary aids and services), meets the University's essential eligibility requirements to receive services or participate in its programs. For the purposes of employment, a "qualified individual with a disability" is a person who can perform the essential functions of the job, either held or sought, with or without reasonable accommodation.

**As part of implementing the ADA, the Department of Justice has required all public entities to conduct a self-evaluation (see Section 35.105 of the U.S. Department of Justice's implementing regulations). This survey is a part of SJSU's effort to complete that self-**

<sup>1</sup> Americans with Disabilities Act, ADA Compliance Guide, Thompson Publishing Group, Tab 100, page 3, December 1992.

evaluation. The survey is designed to cover not only those mandated areas under the ADA, but also other areas as expanded by various statutes.

Through the self-evaluation, the University must: (1) Evaluate programs and their current services, policies, and practices, and identify those that do not meet the Title II requirements; and (2) Specify what modification(s) will be made to identify services, policies, or practices that deny or limit participation of individuals with disabilities in University programs. Areas that need careful examination include, but are not limited to: general policies and practices, communications, auxiliary aids, computer and science laboratories, eligibility and admission requirements, evacuation from buildings, employment, building and construction policies, and architectural barriers.

The California State University System (CSU) already has conducted an extensive review of architectural barriers to program accessibility (1992-1993 academic year) and has begun to correct some of these barriers. Consequently, this survey does not ask exhaustive questions about architectural barriers. Nevertheless, it is important to note architectural barriers of which you are aware, in particular as they relate to program access. Keep in mind, however, that accessibility issues go beyond assessing architectural barriers. In some cases, access to programs may be achieved by modifications to programs rather than to physical structures.

The major function of this survey is to cover the programmatic aspects of accessibility. For the sake of brevity, the term "program" will be used in this survey as inclusive of the phrase "programs, activities, and services". Programs include, but are not limited to, authorized academic, administration, athletic, employment, or student sponsored activities whether on or off campus.

After this Self-Evaluation Survey is complete, the ADA Task Force will develop a ***SELF-EVALUATION/TRANSITION PLAN*** which will combine the information of the survey and the architectural barriers study to identify the actions and steps necessary to correct discriminatory practices and remove physical barriers to programs. A revision of SJSU policy regarding disabilities will be conducted concurrent to this Plan. The Task Force will consult with SJSU community members in a variety of ways in order to prepare the ***SELF-EVALUATION/TRANSITION PLAN***. If you are interested in further involvement with this Plan, please contact one of the Task Force Resource Persons (see page iv.).

## HOW TO COMPLETE THIS SURVEY

This survey is designed to provide a framework for the ADA self-evaluation. We realize that completing this survey may require a significant amount of time. Your contributions to this process are appreciated greatly. By working together, we hope to achieve a comprehensive review of University compliance and to develop strategies appropriate to promote accessibility for all members of the University community. We encourage you to call any one of the Task Force Resource Persons (see page iv.) if you have questions or concerns while completing the survey.

1. All programs must complete Sections 1, 2 & 3 (exceptions noted on survey distribution list).
2. Complete all other sections of the survey form that apply to your type of program. If for example, you provide computers to staff, faculty or students for course-work, employment related activities or research then the section on computers applies to your program. *If a section does not apply to your particular program, please note why in the "Additional Comments Worksheet."*
3. The survey instrument is designed not only to gather data about SJSU's compliance with ADA but to provide highlights of the legislation. While not intended to provide a comprehensive review of ADA, we hope that the pedagogic format of the survey assists you in more fully understanding the legislation and your responsibility as a University representative.
4. In addition to evaluating the programs for ADA compliance, you also are asked to recommend steps to bring the area within compliance. *Most modifications or accommodations utilize common sense adjustments and creative solutions. Feel free to suggest solutions that you feel may remove program barriers or allow disabled people to participate if they are currently unable to.* If you would like to elaborate on a specific comment, you may use the "Additional Comments Worksheet" at the end of the section.
5. Please note that survey results, including your responses, will become part of the public record.
6. **Please return completed survey forms to the ADA Task Force, Administration Building, Room 110 (in the attached mailer) no later than May 31, 1995.**

## ADA TASK FORCE RESOURCE PERSONS

### Executive Committee

Martin B. Schulter, CHAIR, Director of Disabled Student Services.....	4-6000
Emily Lee Kelley, Director of Human Resources.....	4-2250
Lela Llorens, Interim Associate Academic Vice President for Faculty Affairs.....	4-2450
Stacey Morgan-Foster, Associate Vice President of Student Affairs.....	4-5900

### Task Force Members

Kathy Abriam-Yago, Assistant Professor, Nursing.....	4-3159
Cathy Busalacchi, Executive Director of Student Union.....	4-6310
Alan Freeman, Director of Space Management and Facilities Planning.....	4-1925
Stephen French, Associate Dean, Humanities and the Arts.....	4-4300
Susan Hansen, Associate Director of Housing.....	4-6160
Vera Hawkins, Director of Human Resources, Foundation.....	4-1400
Lidia La Garda Rios, Director of Equal Employment Opportunity.....	4-1115
Cynthia Margolin, Associate Dean of Undergraduate Studies.....	4-2447
Jerry Mimnaugh, Director of Dining Services.....	4-1850
Olivia Nunez, Director of Intercultural Affairs, Associated Students.....	4-6240
Linda Robinson, Occupational Therapy Student.....	(408)923-5268
Gloria Soto-Alva, Assistant to Chair.....	4-6000

**SECTION 1: GENERAL ACCESS TO PROGRAMS**

**ALL PROGRAMS MUST COMPLETE THIS SECTION.**

*Section 35.150 of the ADA Title II regulation requires that each University program, activity, or service, when viewed in its entirety, be readily accessible to and usable by qualified individuals with disabilities. The University can provide program access by reassigning services (for example, classes) from inaccessible to accessible locations, providing auxiliary aids (such as notetakers, qualified sign language interpreters and readers, taped texts, assistive listening devices, and large print, brailled, or ASCII diskette materials), redesigning equipment, modifying policies, providing accessible vehicles, altering existing facilities to remove architectural barriers, or constructing new accessible facilities.*

1.1 How many individuals with disabilities currently have identified themselves in your program?

Students \_\_\_\_\_ Faculty \_\_\_\_\_ Staff \_\_\_\_\_

1.2 Are you aware of others who have not identified themselves?

YES NO \_\_\_\_\_

1.2a If YES, how many? (Please specify number for each category.)

Students \_\_\_\_\_ Faculty \_\_\_\_\_ Staff \_\_\_\_\_

1.3 If individuals with disabilities are associated with your program (as students, employees, faculty), are inquiries regarding their disabilities and needed accommodations made only after the individual is admitted or employed?

YES NO \_\_\_\_\_

1.3a If NO, please explain any reason for asking prior to admission or employment. In addition, suggest an alternative method for procuring this information.

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1.3b Are requests made only on a voluntary basis?

YES NO

1.4 Is information about an individual's disability kept confidential?

YES\_\_\_\_\_ NO\_\_\_\_\_

1.4a If NO, please describe how you will change your procedures to assure that such information is kept confidential.

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1.5 Do you limit the number or proportion of individuals with disabilities who may participate in a program, activity, or employment opportunity?

YES\_\_\_\_\_NO\_\_\_\_\_

1.5a If YES, please explain why.

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*Some individuals with disabilities rely on tape recorders, braille note taking devices, computers, attendants, notetakers, interpreters, and/or guide dogs. Persons may be required to sign agreements that they will not release the tape recording or transcription or otherwise hinder the presenter's ability to obtain a copyright.*

1.6 Are tape recorders, braille note taking devices, computers, attendants, note takers, sign language interpreters, and guide dogs permitted in all classes, meetings, and/or events within your program?

YES\_\_\_\_\_NO\_\_\_\_\_

1.6a If NO, please explain.

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1.7 Does your program provide any auxiliary aids or accommodations to individuals with disabilities?

YES\_\_\_\_\_NO\_\_\_\_\_

1.7a If YES, please describe. If NO, please recommend ways in which individuals with disabilities might be provided needed accommodations.

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1.8 At this time, are you aware of any policies or practices that need to be modified in order to include individuals with disabilities in your programs or activities? (Please include off-campus elements, such as field trips or recreational outings.)

YES\_\_\_\_\_ NO\_\_\_\_\_

1.8a If YES, please describe them and recommend steps to accomplish these modifications.

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*Some students with disabilities are unable to carry what is usually considered a full-time course load. Students who attend part-time due to their disability are required to have equal access to financial aid, academic programs, university services, and events that are otherwise restricted to full-time students.*

1.9 Are any programs or services offered that are available only to full-time students?

YES\_\_\_\_\_ NO\_\_\_\_\_

1.9a If YES, please recommend how students will be accommodated who, because of their disabilities, are unable to attend full-time.

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*Part of program accessibility includes ensuring that information is available to individuals with disabilities. This can be accomplished through a variety of formats such as braille, large print, ASCII diskette, sign interpreters, assistive listening devices, and audio tape. In addition, publications and announcements should specify an office to call for such accommodations as well as for accommodations for physical accessibility.*

1.10 Does the program have provisions to ensure that public notices, consent forms, announcements, and other communications can be made readily available in accessible formats?

YES \_\_\_\_\_ NO \_\_\_\_\_

1.10a If NO, please recommend steps to be taken to ensure that all individuals have access to this information.

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1.11 Do program announcements specify whom to call for physical or other accommodations?

YES \_\_\_\_\_ NO \_\_\_\_\_

1.11a If NO, please recommend steps to accomplish this.

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*Section 11-8.2000 of the ADA Title II Technical Assistance Manual states that an area that needs careful examination is the portrayal of people with disabilities in written and audio-visual materials. Such a review is needed to ensure that individuals with disabilities are not portrayed in an "offensive or demeaning manner." The use of language is an important aspect that needs to be considered. For example, the term "handicap" has been replaced in statute and regulation with the term "disability". Other terms such as "invalid" and "victim" often are considered offensive.*

1.12 Has such an examination been carried out?

YES \_\_\_\_\_ NO \_\_\_\_\_

1.12a If NO, please describe the steps that will be taken to review and revise, as appropriate, such materials.

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*Section 35.130 of the regulation requires that all special programs, entertainment events, social events, dining, lectures, and similar events offered by the University be held in architecturally accessible locations, including those held off campus.*

1.13 Are all of your programs and events (including those held off campus) architecturally accessible and are potential users informed of this?

YES \_\_\_\_\_ NO \_\_\_\_\_

1.13a If NO, please indicate how will you ensure that program and events are architecturally accessible and are advertised as such in the future.

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*These events must also be accessible programmatically to people with disabilities. This can be accomplished through provisions such as interpreters for people who are deaf or hard-of-hearing, captioned videos, assistive listening devices, large print, ASCII diskette, or braille handouts or programs.*

1.14 Are such accommodations made upon request and are potential users informed of this?

YES \_\_\_\_\_ NO \_\_\_\_\_

1.14a If NO, please indicate how will you ensure that these events are programmatically accessible and are advertised as such in the future.

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1.15 If your program or department provides any training or orientation for individuals, are steps taken to accommodate individuals with disabilities?

YES \_\_\_\_\_ NO \_\_\_\_\_

1.15a Please describe:

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*Emergency evacuation procedures for individuals with disabilities must be reviewed to ensure that individuals with disabilities are assisted in exiting a facility during an emergency.*

1.16 What procedures exist to identify individuals with disabilities and to evacuate them during an emergency from your program's building(s)? In particular, what means are there for providing wheelchair egress from inaccessible floors and rendering evacuation assistance to other individuals with disabilities? If there are none, suggest steps to be taken to develop such procedures.

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*In conformity with Section 35.150 of the regulation, a Barrier Removal Assessment is being developed setting forth the steps necessary to complete structural changes in campus facilities to achieve program accessibility. As a result of this Plan, the major architectural barriers have been identified, although smaller obstacles may exist, such as the placement of furniture or equipment in inaccessible arrangements. Non-structural measures, however, such as relocating programs from inaccessible to accessible spaces, revising the format of the program, redesigning equipment, assigning aides to beneficiaries, and conducting home visits, may be effective in providing program accessibility in certain instances. When choosing a method of providing program access, priority must be given to the one that results in the most integrated setting appropriate to encourage interaction among all users, including individuals with disabilities.*

1.17 List below only those smaller architectural features (those not apt to be contained in the Barrier Removal Assessment) that limit access to your program or office, where the non-structural measures indicated above cannot achieve program accessibility.

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1.18 Are you aware of any non-structural measures that would be effective in providing program access as an alternative to structurally removing a major architectural barrier in your program?

YES \_\_\_\_\_ NO \_\_\_\_\_

1.18a If YES, please list below.

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1.19 If your office is not accessible, please describe how personnel meet with persons who use wheelchairs or other mobility devices.

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*Section 35.160 of the regulation requires that provisions be made to ensure that communications with individuals who have hearing, vision, or speech impairments are as effective as communications with others. In addition to providing accommodations already listed, it is recommended that offices with public contact provide telecommunication devices for the deaf (TDD) (also known as text telephones (IT)). Use of a relay service is only effective for short, uncomplicated communications.*

1.20 Does the program have a TDD?

YES\_\_\_\_\_ NO\_\_\_\_\_

1.20a If NO, how is effective telephone communication with individuals who are deaf or hard-of-hearing ensured? For example, do you use the California Relay Service (Voice: 1-800-735-2922; TDD: 1-800-735-2929), borrow a TDD, use a FAX machine or electronic mail, dial a computer network, or rely on the Disabled Student Services Offices?

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*Section 35.162 of the regulation requires entities that provide emergency telephone services, including 911 services, to furnish "direct access" to individuals who use TDDs and computer modems. Reliance on a third party, relay service, or separate seven-digit phone numbers to provide emergency telephone services does not constitute "direct access" and is not acceptable.*

1.21 Are telephone emergency services provided by the program?

YES\_\_\_\_\_ NO\_\_\_\_\_

1.21a If, YES is direct TDD and modem access provided to the emergency service?

YES \_\_\_\_\_ NO \_\_\_\_\_

1.21b If direct TDD and modem access is not provided, please describe what steps will be taken to provide such access to emergency services. (Steps may be taken through the provision of a dedicated phone line connected to a TDD. Training for staff would be necessary as well as notices to the public regarding the availability of the emergency service.) Skip this question if your answer to 1.21 was NO.

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*Section 35.130 of the regulation prohibits the University from discriminating on the basis of disability, either directly or through contractual or other arrangements. The regulation also prohibits the University from providing significant assistance to any agency, organization, or individual which discriminates against the University's beneficiaries on the basis of disability. (When determining what constitutes "significant" consider what relationship the University's assistance bears to the operation of the entity in question.) When the University contracts with another entity (private or public) to provide programs, the Title II requirements continue to apply to the program and the University must ensure adherence to these requirements.*

1.22 Are there entities, such as private businesses, fraternities, sororities, or student clubs, that contract with or receive significant assistance from your program?

YES \_\_\_\_\_ NO \_\_\_\_\_

1.22a If YES, are you aware of ways in which these entities' programs or activities are not accessible to individuals with disabilities?

YES \_\_\_\_\_ NO \_\_\_\_\_

1.22b If YES, please describe.

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1.23 Has assurance been requested and received that these contractors, agencies, organizations, or individuals do not discriminate on the basis of disability and that they will comply with all applicable provisions of the ADA?

YES \_\_\_\_\_ NO \_\_\_\_\_

1.23a If NO, please recommend the steps that will be taken to obtain such assurance. Such steps may include written agreements to comply with ADA requirements, changes in the program, facility alterations, and/or changes in or discontinuation of the relationship.

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1.24 Are there planning or advisory boards or similar bodies on which program participants sit?

YES \_\_\_\_\_ NO \_\_\_\_\_

1.24a If YES, please list the steps that are or will be taken to ensure appropriate accommodations, as well as equal opportunities for selection to, and participation in, such boards by individuals with disabilities.

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1.25 What steps will you take to ensure that all faculty and staff involved in your program (e.g., in recruitment, admissions, testing, the conduct of the program, and the provision of any services or benefits) will be informed periodically regarding the existence and implementation of the ADA requirements of nondiscrimination on the basis of disability? (Steps may be taken through, for example, written materials, posting of notices, videotapes, seminars, training.)

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*In accord with Section 35.107 of the regulation, the University has grievance procedures providing for the resolution of complaints of discrimination due to disability.*

1.26 Are faculty, staff, students, and visitors in your program informed that they can file a grievance based on disability?

YES\_\_\_\_\_ NO\_\_\_\_\_

1.26a If NO, please describe what steps will be taken to provide this information.

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*Federal law requires that housing and overnight accommodation be readily available to people with disabilities at the same cost that is charged to other individuals. It must also be available in sufficient quantity and variety so that the scope of choices for persons with disabilities is comparable to that of other individuals. This could include housing arranged for study abroad, exchange visitors, athletic teams, and conferences.*

1.27 Is a variety of housing or overnight accommodation provided for individuals with disabilities at the same cost as that provided for others without disabilities?

YES\_\_\_\_\_ NO\_\_\_\_\_

1.27a If NO, please explain.

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*Federal law requires that people with disabilities have equal access to transportation services provided by the University, including those services provided through contractual arrangements with non-University agencies.*

1.28 If your program arranges for transportation services, do you routinely inquire about the accessible transportation needs of your riders?

YES\_\_\_\_\_NO\_\_\_\_\_

1.29 If you receive a request for accessible transportation, how do you make the necessary arrangements?

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1.30 Please describe any modifications your program has made to policies and practices to increase accessibility for individuals with disabilities since January 26, 1992.

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1.31 Do all student recruitment publications and employment advertisements contain the following comprehensive nondiscrimination statement:

*"SJSU does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, disabled veteran's or Vietnam veteran's status. This policy applies to all SJSU programs and activities. For additional information contact: Director, Office of Equal Opportunity, Admin. Bldg., 112, (408)924-1115."*

YES\_\_\_\_\_ NO\_\_\_\_\_



**SECTION 2: EMPLOYMENT**

**ALL PROGRAMS MUST COMPLETE THIS SECTION**

*Section 35.140 of the ADA Title II regulation prohibits employment discrimination against qualified individuals with disabilities (including students) in any services, programs, or activities of the University or by any agency, organization, or person that receives substantial assistance from the University. The Title II regulation cross-references the Title I regulation of the ADA as established by the Equal Employment Opportunity Commission. The University must ensure nondiscrimination in every aspect of employment, including, but not limited to, recruitment, selection criteria, testing, pre-employment medical examinations and medical inquiries, hiring, award of tenure, promotion, demotion, layoff and return from layoff, compensation, job assignments, job classifications, paid or unpaid leave, fringe benefits, training, and employer-sponsored activities, including recreational or social programs. In addition, the University must make "reasonable accommodation" to the known physical or psychological disabilities of qualified applicants or employees with disabilities.*

NOTE: IF "NO" IS THE ANSWER TO ANY OF THE QUESTIONS IN THIS SECTION, PLEASE INDICATE WHAT ACTIONS WILL BE TAKEN TO ENSURE COMPLIANCE WITH THE REGULATION.

2.1 Has training and/or written material on Title I of the ADA (the employment related regulations) been provided to staff involved in any employment related activities such as, preparing job descriptions, advertising, interviewing, testing, hiring, training, and supervising?

YES\_\_\_\_\_ NO\_\_\_\_\_

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2.1 .a Would you like to have a training session on the ADA?

YES\_\_\_\_\_ NO\_\_\_\_\_

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2.2 Are all members of all search committees familiar with typical forms of reasonable accommodation (such as wheelchair access, sign language interpreters, notetakers, readers, audio materials, large print, ASCII diskette, or braille materials, job modification or restructuring.)?

YES \_\_\_\_\_ NO \_\_\_\_\_

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2.3 Do internal departmental employment application forms (supplemental) include notice that reasonable accommodation will be provided when requested by applicants with disabilities?

YES \_\_\_\_\_ NO \_\_\_\_\_

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2.3a Is reasonable accommodation provided during the application process when requested by applicants with disabilities?

YES \_\_\_\_\_ NO \_\_\_\_\_

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2.4 Are job descriptions current and up-to-date?

YES \_\_\_\_\_ NO \_\_\_\_\_

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2.4a Do duty/job responsibility statements identify the essential functions of the job?

YES \_\_\_\_\_ NO \_\_\_\_\_

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2.4b Are required skills, knowledge, and abilities directly related to specific duties included on job descriptions?

YES \_\_\_\_\_ NO \_\_\_\_\_

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2.4c Are qualification statements written so as not to inappropriately screen out people with disabilities?

YES \_\_\_\_\_ NO \_\_\_\_\_

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2.4d If physical requirements are included, have they been reviewed by appropriate compensation managers?

YES \_\_\_\_\_ NO \_\_\_\_\_

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2.4e Do internal departmental job postings include notice that reasonable accommodation will be provided when requested by applicants with disabilities?

YES \_\_\_\_\_ NO \_\_\_\_\_

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2.4f Are job postings made available in alternate format when requested by applicants with disabilities?

YES \_\_\_\_\_ NO \_\_\_\_\_

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2.4g Are job postings displayed in accessible locations?

YES\_\_\_\_\_ NO\_\_\_\_\_

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2.5 If employment tests have been validated, are they given uniformly to all applicants, not just to individuals with disabilities?

YES\_\_\_\_\_ NO\_\_\_\_\_

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2.5a Is reasonable accommodation provided during the testing process when requested by individuals with disabilities?

YES\_\_\_\_\_ NO\_\_\_\_\_

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2.6 Are employment interviews conducted in physically accessible locations?

YES\_\_\_\_\_NO\_\_\_\_\_

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2.6a Is reasonable accommodation provided during the interview process when requested by applicants with disabilities?

YES\_\_\_\_\_ NO\_\_\_\_\_

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2.6b Are all interviews conducted in physically accessible locations?

YES\_\_\_\_\_ NO\_\_\_\_\_

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2.6c Do interviewers know what questions can and cannot be asked of applicants with disabilities?

YES\_\_\_\_\_ NO\_\_\_\_\_

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2.6d Are efforts made to include disabled persons on recruitment/search committees?

YES\_\_\_\_\_ NO\_\_\_\_\_

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2.6e Do all employment announcements contain the following nondiscrimination statement?: *"SJSU is an Equal Opportunity/Affirmative Action Employer. Reasonable accommodations are available for applicants with disabilities."*<sup>2</sup>

YES\_\_\_\_\_ NO\_\_\_\_\_

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<sup>2</sup> As a minimum, this statement should be included, however, broader statements are encouraged.

2.7 Is reasonable accommodation provided when requested by individuals with disabilities during the employment process?

YES\_\_\_\_\_ NO\_\_\_\_\_

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2.8 Is reasonable accommodation provided in all phases of employment when requested by current employees with disabilities?

YES\_\_\_\_\_ NO\_\_\_\_\_

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2.9 Is reasonable accommodation provided when requested to enable employees with disabilities to participate in training and/or other professional development activities?

YES\_\_\_\_\_ NO\_\_\_\_\_

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2.10 Are all areas used by employees including work areas, restrooms/lounges, break rooms, and/or lunchrooms physically accessible?

YES\_\_\_\_\_ NO\_\_\_\_\_

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2.11 Is staff aware that the ADA prohibits discrimination against applicants and/or employees who have a relationship or an association with a person with a disability?

YES\_\_\_\_\_ NO\_\_\_\_\_

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2.12 Do all student recruitment publications and employment advertisements contain the following comprehensive nondiscrimination statement:

*"SJSU does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, disabled veteran's or Vietnam veteran's status. This policy applies to all SJSU programs and activities. For additional information contact: Director, Office of Equal Opportunity, Admin. Bldg., 112, (408)924-1115."*

YES \_\_\_\_\_ NO \_\_\_\_\_

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### SECTION 3: COMPUTERS AND INFORMATION TECHNOLOGY

#### **ALL PROGRAMS MUST COMPLETE THIS SECTION**

Access to information is a very important component of overall accessibility. Adaptive computing technology is the hardware and software that allows persons with disabilities to use computers effectively, e.g., print enlargers, speech output systems, document scanners, and braille printers. The widespread use of computers throughout the University environment underscores the need to provide adaptive computing and support services to faculty, staff, and students with disabilities to ensure their equal access to this technology. In addition, the requirement to furnish materials in alternative accessible formats, as well as to provide effective means of communication further emphasizes the importance of computer access since computers equipped with adaptive technology are a primary means of making text and speech accessible. This section of the survey is designed to gather preliminary information to help plan for computer access by individuals with disabilities, as well as to be generally informative regarding adaptive computing technology.

*INPUT ISSUES concern people who have trouble with the devices used to input characters or commands into a computer. Most likely to be affected are those who have difficulty using a standard keyboard or standard "mouse" pointing device due to a diminution or loss of movement in their hands.*

3.1 Please check each accommodation currently supplied by your unit:

- "Sticky key" software that allows a sequence of keystrokes to be interpreted as a key combination, e.g., Ctrl-Q.
- Alternative labels for the keyboard and keypad keys
- Keyguards
- Trackballs (stationary mice)
- Other (Please Specify)

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*OUTPUT ISSUES affect people who cannot access standard computer output. This includes people who have difficulty reading the screen due to visual impairment or a learning disability, those who cannot hear auditory cues such as error beeps, or those who have difficulty reading or handling a paper printout.*

3.2 Please check each accommodation currently supplied by your unit:

- Large monitors (high resolution)
- Screen magnification software
- Speech synthesizers
- Magnifying closed circuit television cameras
- Braille printers
- Screen flasher (screen flashes when sound is emitted by computer)
- Other (Please Specify)

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*DOCUMENTATION FORMATS affect a person's ability to find help in using computer hardware and software. Many individuals with disabilities need alternatives to reading and handling printed documentation. Upon request, some software and hardware vendors now provide their documentation in alternative formats. Although only about 10 percent of blind people use braille effectively, in some instances it is the preferred format.*

3.3 Please check each accommodation currently supplied by your unit:

- Braille documentation
- Tape recorded documentation
- Large-print documentation
- Documentation on diskette (in ASCII)
- Videotapes
- Other (Please Specify)

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*Technical consultants should be sensitized to the needs of users with various disabilities. In addition, they should learn to use specialized equipment*

3.4 Do you provide any training for consultants on assisting students, faculty, or staff with disabilities?

YES\_\_\_\_NO\_\_\_\_

*ENVIRONMENTAL ADAPTATIONS concern physical access to the computing facility and within the facility. This may include appropriate signage to indicate that a computer lab has adaptive equipment; wheelchair access with unlocked, accessible doors between the building entrance and the lab; accessible restrooms; and adaptive equipment in labs that are open a maximum number of hours.*

3.5 Are any of your computing labs and classrooms in facilities which are not accessible?

YES\_\_\_\_\_ NO\_\_\_\_\_

3.5a If YES, are alternate and equivalent facilities available in accessible locations?

YES\_\_\_\_\_ NO\_\_\_\_\_

3.6 Is adaptive computing technology for persons with disabilities available in your facility?

YES\_\_\_\_\_NO\_\_\_\_\_

3.6a If YES, is your adaptive technology available during the same times and does it have the same computing capabilities as your non-adapted computers?

YES\_\_\_\_\_NO\_\_\_\_\_If NO, please explain.

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3.6b If YES, are adapted computers located in the same room as your other computers?

YES\_\_\_\_ NO\_\_\_\_\_If NO, please describe.

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*Within the computing lab, accessibility factors include computer tables that are wheelchair accessible, keyboards positioned within reach of the user (at eye level for someone using a headwand), and conveniently placed printers.*

3.7 Please check each accommodation currently supplied by your unit:

- Labels giving priority for use by those with disabilities
- Keyboards that are detachable and movable
- Monitors that are detachable and movable
- Disk drives and other peripherals that are easily reached
- All power to each computer controlled by one switch on an easily reached power strip
- Printer in accessible room at table height
- Raised dot indicators on keyboards
- Braille labels
- Other (please specify)

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NOTE: This section was adapted from "Computers and Students with Disabilities: New Challenges for Higher Education," -1991 by EDUCOM's Project EASI.



# **AMERICANS WITH DISABILITIES ACT**

## **SELF-EVALUATION SURVEY**

San Jose State University

A Campus of The California State University  
System

### **Supplemental Sections**

This document is available in a variety of formats: large print, audio cassette, and computer diskette formatted for Apple or IBM in WordPerfect and on ASCII diskette. If you would like any accommodation regarding this document, please call the Office of Disabled Student Services at 408-924-6000 (voice/TDD).

Parts of this survey were developed from the ADA self-evaluation surveys prepared by the University of California, Los Angeles (UCLA), Michigan State University (MSU), [The ADA Compliance Guide](#) (Thompson Publishing Group), and "Computers & Students with Disabilities" (EDUCOM Project EAST). The ADA Task Force gratefully acknowledges these sources for their efforts and for permission to incorporate material into the survey of San Jose State University.

**PROGRAM IDENTIFICATION INFORMATION**  
**ALL PROGRAMS MUST COMPLETE THIS PAGE.**

Program(s) covered by this survey:

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Respondent's Name and Title: \_\_\_\_\_

Department: \_\_\_\_\_ Phone: \_\_\_\_\_

Date: \_\_\_\_\_

Signature

Name and Title of Executive responsible for the programs covered by this survey if different  
from respondent above \_\_\_\_\_

ADA Task Force Contact Person(s): \_\_\_\_\_

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**SECTION 4: ACADEMIC PROGRAMS**

**ONLY THOSE PROGRAMS WHICH PROVIDE OR OVERSEE INSTRUCTION OR TRAINING FOR STUDENTS MUST COMPLETE THIS SECTION.**

*Federal law requires modifying, as necessary, academic requirements to afford qualified students with disabilities an equal educational opportunity where such modifications would not result in fundamental alterations to the nature of the program. Specifically, modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted. Academic requirements need not be changed that the University can demonstrate are essential to programs of instruction, particular degrees, or are rationally related to licensing criteria.*

**Program Eligibility**

4.1 Do you require any pre-admission evaluation or testing for applicants, written or otherwise, in addition to standardized national admissions tests (e.g., SAT, ACT, GRE)?

YES\_\_\_\_\_ NO\_\_\_\_\_

4.1a If YES, please describe.

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4.2 Federal law requires that instruments used for determining admissions status be valid predictors of overall success. How have your instruments been validated against this criterion?

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4.3 If your instruments have not been validated, please describe your plans for doing so.

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4.4 Federal law requires that admissions tests reflect aptitude or achievement rather than impaired sensory, manual, or speaking skills-except where sensory, manual, or speaking skills are integral to what the test is designed to measure. Do your admissions tests meet this criterion?

YES \_\_\_\_\_ NO \_\_\_\_\_

4.4a If NO, please describe how you plan to change the test to meet this criterion.

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4.5 Do you make alternate admissions tests or test administration procedures available for applicants who have disabilities?

YES \_\_\_\_\_ NO \_\_\_\_\_

4.5a If NO, please describe how appropriate accommodations will be provided.

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4.6 Federal law requires that these alternate admissions tests for applicants with impaired sensory, manual, or speaking skills be scheduled as often and in as timely a manner as regular admissions tests. Are your tests scheduled in this manner?

YES \_\_\_\_\_ NO \_\_\_\_\_

4.6a If NO, please describe the steps that will be taken to provide tests on such a schedule.

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4.7 Are these alternate admissions tests administered in accessible sites?

YES \_\_\_\_\_ NO \_\_\_\_\_

4.7a If NO, please explain your plans for making the test accessible.

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4.8 Are any pre or post admission inquiries made to applicants or currently enrolled students regarding possible disabilities?

YES            NO

4.8a If YES, describe the inquiry.

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Academic Requirements

4.9 Describe how program requirements, course objectives, standards and testing procedures are established in your program(s).

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4.10 How are requirements and course content reviewed?

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4.11 What general requirements are expected of all students in your programs or college? For example, grade point average, written composition, oral presentations, notetaking, attendance.

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4.12 How is student performance in your programs and classes evaluated? (Include a description of projects, papers, and nature of examinations; in-class and outside assignments; presentation of material.)

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4.13 Do any programs in your department or college require a foreign language?

YES \_\_\_\_\_ NO \_\_\_\_\_

4.13a If YES, please explain how the requirement can be modified for students with disabilities.

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4.14 Do any programs in your department or college require a physical education course?

YES \_\_\_\_\_ NO \_\_\_\_\_

4.14a If YES, please explain how the requirement can be modified for students with disabilities.

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4.15 Do any programs or courses in your department or college require oral presentations?

YES \_\_\_\_\_ NO \_\_\_\_\_

4.15a If YES, please explain how the requirement can be modified for students with disabilities.

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4.16 Do any programs or courses in your department or college require extensive written composition?

YES \_\_\_\_\_ NO \_\_\_\_\_

4.16a If YES, please explain how the requirement can be modified for students with disabilities.

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4.17 Do any programs or courses in your department or college require the use of laboratory equipment?

YES \_\_\_\_\_ NO \_\_\_\_\_

4.17a If YES, please explain how the requirement can be modified for students with disabilities.

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4.18 Describe the procedure a student in one of your programs would follow to obtain/request an exemption, modification or substitution for a particular course or requirement.

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4.19 Describe the process whereby a student could appeal a decision by a faculty or staff member not to provide an accommodation.

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Classroom Management

4.20 When necessary, do you reassign classes or relocate meetings from inaccessible to accessible rooms in order to accommodate students or faculty with mobility impairments?

YES\_\_\_\_\_ NO\_\_\_\_\_

4.20a If NO, how would you go about relocating an inaccessible room to an accessible room?

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4.21 Are there any departmental or college time limits for the completion of degree requirements that CANNOT be modified for students with disabilities?

YES\_\_\_\_\_NO\_\_\_\_\_

4.21a If YES, please describe what they are.

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4.22 Are there programs, activities, courses, or degree requirements which would exclude students with:

YES	NO
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4.22a If YES, please describe.

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4.23 Many students with visual impairments or learning disabilities rely on tape recorders in lieu of standard note taking. Are tape recorders permitted in all classes or meetings? (Students may be required to sign agreements that they will not release the tape recording or transcription or otherwise hinder a professor's ability to obtain a copyright.)

YES \_\_\_\_\_ NO \_\_\_\_\_

4.23a If NO, please explain.

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4.24 Are braille note taking devices or computers permitted in all classes or meetings?

YES \_\_\_\_\_ NO \_\_\_\_\_

4.24a If NO, please explain.

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4.25 Are attendants, notetakers, or sign language interpreters for individuals with disabilities permitted in all classes or meetings?

YES \_\_\_\_\_ NO \_\_\_\_\_

4.25a If NO, please explain.

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4.26 Are guide dogs, service dogs, and signal dogs permitted in all classes or meetings?

YES \_\_\_\_\_ NO \_\_\_\_\_

4.26a If NO, please explain.

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4.27 When taking tests, a student with a disability may require an oral exam, an exam in alternate format (e.g., braille, large print), reader, scribe, computer, time extension, alternate location, or other reasonable accommodation. Are such accommodations provided?

YES \_\_\_\_\_ NO \_\_\_\_\_

4.27a If NO, please explain.

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4.28 Reasonable accommodations for students with disabilities may include substitution of specific courses required for the completion of degree requirements. The exception is courses essential to instruction or directly related to a licensing requirement. Do you allow substitution of all required courses?

YES \_\_\_\_\_ NO \_\_\_\_\_

4.28a If NO, are the courses in question essential to instruction or required for licensing?

YES \_\_\_\_\_ NO \_\_\_\_\_

4.29 Does your program offer or require an internship or field placement?

YES \_\_\_\_\_ NO \_\_\_\_\_

4.29a If YES, are the same or similar field placements or internship opportunities (variety, skills required, locations, salary) available to students with disabilities as to other students?

YES\_\_\_\_\_ NO\_\_\_\_\_

4.29b Please indicate what steps your program does (or will) take to ensure that placement assignments do not discriminate against qualified students with disabilities.

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4.30 Please describe briefly the process of registering for courses in your program and the modifications available for individuals with disabilities. (Examples may include accessible registration sites or alternatives to phone based registration.)

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4.31 It is important that libraries or reading rooms, special reading collections of a department, and reserved reading materials be accessible to students and faculty with disabilities. Please describe your efforts to make your materials accessible (modifications might include readers, physical assistance in retrieving materials, closed circuit TV, or adaptive computer technology).

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4.32 Please describe the modifications that are made to your orientation program (e.g., materials prepared in alternate formats, accessible lodging, sign language interpreters) to accommodate incoming students with disabilities.

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**SECTION 5: ADMISSIONS, RECORDS AND RECRUITMENT**

5.1 Do you require any preadmission evaluation or testing for applicants, written or otherwise, in addition to standardized national admissions tests (e.g., SAT, ACT, GRE)?

YES \_\_\_\_\_ NO \_ \_ \_

5.1a If YES, please describe.

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*Federal law requires that instruments used for determining admissions status be valid predictors of overall success.*

5.2 How have your instruments been validated against this criterion?

YES \_\_\_\_\_ NO \_\_\_\_\_

5.2a If your instruments have not been validated, please describe your plans for doing so.

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*Federal law requires that admissions tests reflect aptitude or achievement rather than impaired sensory, manual, or speaking skills—except where sensory manual or speaking skills are integral to what the test is designed to measure.*

5.3 Do your admissions tests meet this criterion?

YES \_\_\_\_\_ NO \_ \_ \_

5.3a If NO, please describe how you plan to change the test to meet this criterion.

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5.4 Do you make alternate admissions tests or test administration procedures available for applicants who have disabilities?

5.4a If NO, please describe how appropriate accommodations will be provided.

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*Federal law requires that these alternate admissions tests for applicants with impaired sensory manual, or speaking skills be scheduled as often and in as timely a manner as regular admissions tests.*

5.5 Are your tests scheduled in this manner?

YES \_\_\_\_\_ NO \_ \_ \_

5.5a If NO, please describe the steps that will be taken to provide tests on such a schedule.

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5.6 Are these alternate admissions tests administered in accessible sites?

YES \_ \_ \_ NO \_ \_ \_

5.6a If NO, please explain your plans for making the test administrations accessible.

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*In general, Federal law prohibits pre-admission inquiries as to whether an applicant for admission is an individual with a disability or has any health problems.*

5.7 Do you currently require this information?

YES \_ \_ \_ NO \_ \_ \_

5.7a If YES, please describe your reasons for doing so.

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5.8 Are recruiting activities conducted in sites accessible to persons with mobility disabilities?

YES\_\_\_ NO\_\_\_

5.8a If NO, please explain how such recruiting can accommodate mobility disabilities.

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5.9 Are recruiting and admissions materials available in a variety of formats (see Section 1) for individuals with disabilities?

YES\_\_\_\_\_NO\_\_

5.9a If NO, please explain.

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5.10 Are your catalogues and course descriptions available in alternative formats (i.e., tape, braille, large print)?

YES\_\_\_\_\_NO\_\_

5.10a If NO, please explain.

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5.11 Are admissions and recruiting staff informed about ADA requirements and provided with training to make appropriate accommodations for students with disabilities?

YES NO\_\_

5.11a If NO, please explain.

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5.12 What is the process for adding or dropping a course?

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5.13 Where do you advertise your academic program offerings?

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5.13a In what format do you advertise (i.e., print only, public announcement)?

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5.14 Do all student recruitment publications and employment advertisements contain the following comprehensive nondiscrimination statement:

*"SJSU does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, disabled veteran's or Vietnam veteran's status. This policy applies to all SJSU programs and activities. For additional information contact: Director, Office of Equal Opportunity, Admin. Bldg., 112. (408)924-1115."*

YES\_\_\_\_ NO\_\_\_\_



**SECTION 6: TESTING**

**ONLY THOSE PROGRAMS WHICH CONDUCT DIAGNOSTIC TESTING MUST COMPLETE THIS SECTION.**

*Federal law requires modifying, as necessary, academic requirements to afford qualified students with disabilities an equal educational opportunity where such modifications would not result in fundamental alterations to the nature of the program. Modifications for testing may include proctored exams in "quiet" areas, extended time, assistance from readers and interpreters, oral test administration, etc. The material covered does not have to be changed.*

6.1 What tests are administered through your department?

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6.2 Do you provide accommodations for persons with disabilities in the testing process?

YES \_\_\_\_\_ NO \_\_\_\_\_

6.2a If YES, elaborate on the accommodations provided.

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6.3 Do testing materials reflect aptitude or achievement rather than impaired sensory, manual, or speaking skills-except where sensory manual or speaking skills are integral to what the test is designed to measure?

YES \_\_\_\_\_ NO \_\_\_\_\_

6.3a If NO, please explain (give examples of specific tests).

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6.4 What is the process to schedule tests?

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6.4a Are tests and accommodations scheduled in a timely manner?

YES\_\_\_ NO\_\_\_

6.4a(1) Please describe the typical scheduling of accommodated tests.

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6.5 How do students with disabilities obtain accommodations for tests? Please describe.

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6.6 Are tests administered in facilities which are accessible to persons with disabilities?

YES NO

6.6a If NO, how are individuals accommodated? Please explain.

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6.7 Are testing announcements made in a variety of formats accessible to individuals with sensory disabilities?

YES\_\_\_\_\_NO\_\_\_\_\_

6.7a Please describe if YES. Please explain how individuals access information if NO.

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6.8 If certification assessments or departmental placement tests are administered by your department, please describe each test and indicate whether it has been validated as an accurate indicator or assessment of placement for persons with disabilities.

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**SECTION 7: UNDERGRADUATE AND GRADUATE STUDIES**

*Review the process for students to appeal grades, academic standards, modifications.*

7.1 Is there a written policy for grievances?

YES\_\_\_\_ NO\_\_\_\_

7.2 Who makes decisions when issues are in dispute?

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*Describe how decisions are made regarding curriculum requirements and changes to the curriculum.*

7.3 Who is responsible within each department for establishing course and degree requirements?

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7.4 Who provides academic advising to students in a given major? Review this for all subject areas.

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7.5 What individuals or committees have the authority to modify curriculum?

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7.6 How does a student learn about course requirements, substitutions and exemptions?

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*Review current policies, practices and procedures for academic standards and modifications.*

1.1 What is the process for adding or dropping a course?

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7.8 How are course prerequisites established? Who establishes the prerequisites?

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7.9 How are degree requirements established?

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7.10 Who can override a given degree requirement?

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7.11 Who is responsible for monitoring academic standards within each department? School or the college?

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7.12 How does a student request an extension of course completion?

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7.13 Do you have a mandated attendance policy for classes?

YES \_\_\_ NO \_\_\_

7.14 Is there a procedure for substituting courses to meet a degree requirement?

YES \_\_\_\_\_ NO \_\_\_

7.15 How are students informed of these policies, practices and procedures?

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7.16 Where can students go to receive additional services?

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*Review all written materials pertaining to your academic programs (including catalogues, course descriptions and academic standards). Review, also, any promotional and instructional material.*

7.17 Are your catalogues and course descriptions available in alternative formats (i.e., tape, braille, large print)?

YES \_\_\_\_\_ NO \_\_\_

7.18 Are required course books available on tape, braille or large print?

YES \_\_\_\_\_ NO \_\_\_

7.18a If YES, who is responsible for obtaining accessible books for individual students?

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7.19 Where do you advertise your academic program offerings?

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7.19a In what format do you advertise (i.e., print only, public announcement)?

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*Describe how you will train all levels or personnel involved in developing curriculum requirements and assisting students in academic activities regarding your institution's compliances obligations and efforts under the ADA.*

7.20 Will you provide training to faculty and administrative staff?

YES\_\_\_\_\_NO \_ \_ \_

7.21 Who will be responsible for providing sign language interpreters if needed?

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7.22 How will you keep on and off campus officers abreast of course requirements as they are modified or as new courses are offered?

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**SECTION 8: LIBRARIES**

8.1 Has the library appointed an ADA Coordinator?

YES\_\_\_\_\_ NO\_\_\_\_\_

8.1a If NO, is there an intent to appoint one?

YES\_\_\_\_\_ NO\_\_\_\_\_

8.1b If YES, when?

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8.2 Does the library meet the following ADAAG Physical Requirements for libraries?

YES NO

- \_\_\_\_\_ General
- \_\_\_\_\_ Reading and student areas
- \_\_\_\_\_ Check out areas
- \_\_\_\_\_ Card catalogs and magazine displays
- \_\_\_\_\_ Stacks
- \_\_\_\_\_ Meeting and instruction rooms

8.2a If NO, when will the requirements be met?

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8.3 Are library directional and informational signs available in a variety of formats, at appropriate heights, and at proper illumination levels?

YES\_\_\_\_\_ NO\_\_\_\_\_

8.4 Does the library have a TDD?

YES\_\_\_\_\_ NO\_\_\_\_\_

8.5 Does the library have a policy of service to persons with disabilities?

YES\_\_\_\_\_NO\_\_\_\_\_

8.5a If YES, how often is it revised?

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8.5b If NO, is one in the planning stages?

YES\_\_\_\_\_NO\_\_\_\_\_

8.6 What accommodations are made to provide equal access to library services for persons with disabilities?

YES\_\_\_\_\_NO\_\_\_\_\_

8.7 Does the library provide public information about its policies, services, etc. in various formats for persons with disabilities?

YES\_\_\_\_\_NO\_\_\_\_\_

8.7a If YES, which formats are available?

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8.7b If NO, is one in the planning stages?

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8.8 Does the library provide instructional handouts in various formats for persons with disabilities?

YES\_\_\_\_\_NO\_\_\_\_\_

8.9 Does the library provide training to library staff on ADA requirements?

YES\_\_\_\_\_NO\_\_\_\_\_

8.10 Does the library provide training to library-staff on effective communication with a sensitivity for persons with disabilities?

YES\_\_\_\_\_ NO\_\_\_\_\_

8.11 Does the library solicit feedback from persons with disabilities and the University Disabled Student Services Program on an ongoing basis?

YES\_\_\_\_\_ NO\_\_\_\_\_

8.12 Does the library purchase information resources in alternative formats?

YES\_\_\_\_\_ NO\_\_\_\_\_

8.12a If YES, which formats (large print, braille, recorded, close-captioned videos) are purchased?

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8.13 Has the library identified any barriers in its programs and services for disabled persons?

YES\_\_\_\_\_ NO\_\_\_\_\_

8.13a If YES, please list the barriers and describe the steps you plan to take to make your services accessible and when.

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8.13b If NO, will you be reviewing all of your programs and services to ensure that disabled patrons have ready access to them?

YES\_\_\_\_\_ NO\_\_\_\_\_

8.13b(1) Please explain.

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**SECTION 9: HOUSING**

*Federal law requires that housing and overnight accommodation be readily available to people with disabilities at the same cost that is charged to other individuals. It must also be available in sufficient quantity and variety so that the scope of choices for persons with disabilities is comparable to that of other individuals.*

9.1 Is housing or overnight accommodations provided for individuals with disabilities at the same cost as that provided for others without disabilities?

YES            NO \_\_\_\_\_

9.1a If NO, please explain.

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9.2 Is housing or overnight accommodation for persons with disabilities available in sufficient quantity and variety so that the scope of their choices of living accommodations is, as a whole, comparable to that of others without disabilities?

YES            NO

9.2a If NO, please explain.

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9.3 Because the University assists individuals in locating off-campus housing or overnight accommodation, it must assure that such housing is, as a whole, available in a manner that does not result in discrimination on the basis of disability. When recommending off-campus housing or lodging facilities, do you routinely include information about the facilities' accessibility?

YES\_\_\_\_ NO\_\_\_\_\_

9.3a If YES, please explain how assurances of nondiscrimination in such housing are or will be made.

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9.4 Are policies in place regarding housing for attendants, adaptive devices?

YES \_\_\_\_\_ NO \_ \_ \_

9.5 Can disabled students request a roommate assignment as other students do?

YES \_\_\_\_\_ NO \_ \_ \_

9.6 What procedures are in place to ensure that disabled residents are not discriminated against or harassed by other non-disabled residents?

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9.7 Are all programs and activities within or sponsored by the hall or residential life program fully accessible to persons with disabilities?

YES \_\_\_\_\_ NO \_ \_

9.7a If NO, please describe and suggest ways to ensure accessibility and participation.

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9.8 Do all student recruitment publications and employment advertisements contain the following comprehensive nondiscrimination statement:

*"SJSU does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, disabled veteran's or Vietnam veteran's status. This policy applies to all SJSU programs and activities. For additional information contact: Director, Office of Equal Opportunity, Admin. Bldg., 112, (408)924-1115."*

YES \_\_\_\_\_ NO \_\_\_\_\_



**SECTION 10: TRANSPORTATION**

*Federal law requires that people with disabilities have equal access to transportation services provided by the University, including those services provided through contractual arrangements with non-University agencies.*

10.1 If your program arranges for transportation services, do you routinely inquire about the accessible transportation needs of your riders?

YES\_\_\_\_\_ NO\_\_\_\_\_

10.2 When you receive a request for accessible transportation, how do you make the necessary arrangements?

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*If your program provides fixed route service (for example, the Medical Center shuttle, commuter shuttle, or Campus Express), please answer the following questions:*

10.3 Since August, 1990, the ADA has required that providers of fixed route service purchase or lease only vehicles that are readily accessible to people with disabilities, including those who use wheelchairs. This law applies to all new, used, and re-manufactured vehicles. Have you complied with this requirement?

YES\_\_\_\_\_ NO\_\_\_\_\_

10.3a If NO, please explain.

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10.4 Please describe how you make transportation schedules available in alternate media (for example through braille, large print, a reader, etc.).

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10.5 Does signage at transit stops - on vehicles, and information in schedules and other related materials indicate that the transportation services are accessible?

YES\_\_\_\_\_ NO\_\_\_\_\_

10.5a If NO, please describe what steps will be taken to provide this information.

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10.6 Do drivers routinely announce primary stops?

YES NO

10.6a IF NO, please describe what steps will be taken to make these announcements.

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10.7 Are drivers routinely trained in the use of vehicle lift equipment and wheelchair tie-downs?

YES\_\_\_\_\_NO\_\_\_\_\_

10.7a IF NO, please describe the steps that will be taken to provide such training.

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10.8 Do you provide paratransit service for individuals who are unable to use fixed route transportation?

Yes\_\_\_\_\_NO\_\_\_\_\_

10.8a If YES, please describe.

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10.9 Does the combination of fixed route and paratransit services provided result in a transportation system that, as a whole, affords services for individuals with disabilities that are comparable to those provided to individuals who do not have disabilities?

YES            NO\_\_\_\_\_

10.9a If NO, please describe how transit services will be modified to provides services for individuals with disabilities that are comparable to those provided to individuals who do not have disabilities.

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10.10 Do all student recruitment publications and employment advertisements contain the following comprehensive nondiscrimination statement:

*"SJSU does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, disabled veteran's or Vietnam veteran's status. This policy applies to all SJSU programs and activities. For additional information contact: Director, Office of Equal Opportunity, Admin. Bldg., 112, (408)924-1115."*

YES            NO\_\_\_\_\_



## **SECTION 11: DINING SERVICES/RETAIL OPERATIONS**

### ***Attitudinal Barriers***

*Staff should be reminded that in meeting the needs of disabled students, employees and guests, accommodations that are made for one disabled person may not be necessary or desirable for another who has a similar disability. In general, determining how to satisfy requests for special services should be done on a case-by-case basis in consultation with the individual seeking the service.*

*For certain patrons (e.g., those with vision impairments) it may be necessary for a food staff person to answer questions about prices, total bill and change returned.*

### ***Barrier Removal***

*Individuals with hearing impairments who read lips must be able to see distinctly the person with whom they are communicating. Individuals with certain vision impairments need adequate lighting to maneuver in a cafeteria line or textbook area, as well as to read the signage and to communicate with their companions and staff members.*

### **General Considerations**

*Review the location and services provided at each dining service or retail operation in your college or university. Identify the physical location of the services.*

11.1 Are facilities physically accessible?

YES                      NO\_\_\_\_\_

11.1a Are aisles between tables/shelving wide enough to accommodate a wheelchair or a person using crutches?

YES                      NO

11.1b Are the cashiering aisles wide enough to accommodate a wheelchair?

YES                      NO

11.1c Can a person be serviced at the table in dining services rather than go through the cashier line?

YES \_\_\_\_\_ NO \_\_\_\_\_

11.1d Are restrooms and drinking fountains accessible?

YES \_\_\_\_\_ NO \_\_\_\_\_

*Review how a student, employee or other guest interacts with dining service and bookstore staff.*

11.2 What type of contact is involved (person-to-person)?

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11.3 Do greeters, hosts, hostesses or managers supervise students?

YES \_\_\_\_\_ NO \_\_\_\_\_

11.3a If YES, how are these individuals trained to interact with disabled patrons?

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11.3b What type of information is passed back and forth from servers or cashiers, etc. to patrons, and for what purposes?

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*Review the furnishings and layout of the dining/bookstore areas.*

11.4 How high are the tables/shelving?

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11.5 How many persons does each table accommodate?

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11.6 How are dining service lines/shelving aisles arranged?

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11.7 Are tableware, condiments, and general merchandise self-service?  
Are other things (e.g., drink refills) self-service?

YES \_\_\_\_\_ NO \_ \_ \_

11.8 Are vending machines or other equipment provided?

YES \_\_\_\_\_ NO \_\_\_\_\_

11.9 Are tray removal and collection areas and refuse containers accessible?

YES \_\_\_\_\_ NO \_\_\_\_\_

*Review all menus/signage and other relevant written material.*

11.10 How are daily, weekly or monthly menus publicized or posted? How are bookstore promotions and advertising posted?

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11.10a Are menus/signage provided in alternate formats?

YES \_\_\_\_\_ NO \_\_\_\_\_

11.10b Does your dining service staff review menus to screen for ingredients that could cause allergic reaction in some people?

YES \_\_\_\_\_ NO \_\_\_\_\_

11.10c If you do review for food allergies, do you publicize this information?

YES \_\_\_\_\_ NO \_\_\_\_\_

11.11 Review any other aspects of your cafeteria/bookstore operations that could affect a disabled individual's opportunity to use these services.

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**Scheduling Corrective Actions**

11.12 After gathering information about your cafeteria/bookstore and food service, identify areas where barriers exist for persons with disabilities.

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11.13 Describe the structural barrier removal activities, if any, you identified but determined could not be achieved without causing undue burdens or fundamentally altering your programs. For each, list alternative methods that could be used to make your cafeterias accessible to persons with disabilities.

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11.14 Describe the structural barrier removal activities, if any, you identified which can be achieved without undue burden. Remember, included in "alternatives to structural changes" are things such as redesigning equipment, rearranging services, assigning aides to persons with disabilities and relocating services or activities to accessible locations, with disabilities for services that you offer as an alternative to barrier removal.

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11.15 Describe any non-structural barriers (e.g., a discriminatory policy or procedure or lack of information in an accessible format) identified.

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11.16 Describe corrective actions involving non-structural changes you will undertake to provide appropriate accommodations for persons with disabilities, Give costs, as well as start and completion dates. Be sure to consider more than one approach to overcoming barriers.

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11.17 Review what auxiliary aids and services you will provide to make your cafeteria or bookstore accessible to persons with disabilities. Remember, auxiliary aids and services that would "fundamentally alter" the nature of the goods or services or cause an undue burden do not have to be provided. Remember that even if a certain auxiliary aid or service is determined to be an "undue burden," you may still be required to furnish some alternative auxiliary aid. Be sure that auxiliary aids and services provided are effective and appropriate. You should consult with disabled persons to determine what specific auxiliary aids and services they might require.

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**SECTION 12: DISABLED STUDENT SERVICES**

12.1 Do you advocate for the needs of disabled students to the campus so that nondisabled individuals gain a general awareness of and sensitivity to disabled students' circumstances?

YES \_\_\_\_\_ NO \_

12.1a If YES, please explain how this is done.

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12.1b Do you conduct assessment of the needs of disabled students and the campus units with which they interact in meeting these needs?

YES \_\_\_\_\_ NO \_

12.2 How do you assure that disabled students have equal access to all institutional programs and services?

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12.3 Describe the process your office goes through when evaluating accommodations for students with disabilities.

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12.4 Do you provide individual and group counseling and advising to disabled students?

YES            NO\_\_

12.4a If YES, please describe.

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12.5 Do you provide assistive devices such as print enlargers, tape recorders, and adaptations of standard equipment when appropriate?

YES \_\_\_\_\_ NO \_\_\_

12.5a If YES, please describe.

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12.5b If NO, please explain how assistive devices are provided.

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12.6 Do you provide alternative teaching and testing techniques for students with disabilities?

YES \_\_\_\_\_ NO \_\_\_\_\_

12.6a If YES, what techniques are used?

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12.7 Do you provide published materials, such as brochures, student and faculty handbooks, and maps in alternate formats (e.g. large print, braille, or tape recordings) so that students with disabilities have equal access to them?

YES \_\_\_\_\_ NO \_\_\_

12.7a If NO, describe how such materials will be provided in alternate formats in the future.

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12.8 What kind of screening or intake process is used, if any, to determine the nature of a disabled student's disability or needs?

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12.9 What types of direct services are provided to disabled students who are screened and verified to have needs? Please describe.

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12.10 What types of individual counseling or advising do you provide to students to ensure that they are served and receive the appropriate accommodation(s)?

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12.11 Describe the consultation and/or training assistance you provide to the campus community. If you do not provide this assistance, please describe any mechanisms the University has in place to provide information about disabilities issues.

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12.12 What efforts or steps are taken to disseminate information to the campus community regarding the needs and legal rights of disabled students?

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12.13 Do all student recruitment publications and employment advertisements contain the following comprehensive nondiscrimination statement:

*"SJSU does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, disabled veteran's or Vietnam veteran's status. This policy applies to all SJSU programs and activities. For additional information contact: Director, Office of Equal Opportunity, Admin. Bldg., 112, (408)924-1115."*

YES                      NO \_\_\_\_\_



**SECTION 13: EEO/AA**

13.1 Does the University have a complaint procedure which students, employees and applicants for admission/employment can utilize to allege discrimination based on disability?

YES\_\_\_\_\_NO\_\_

13.1a If NO, please explain how disputes/grievances are resolved.

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13.1b If YES, what is the typical time period for resolution of such cases? Please describe the process as of the date the grievance is filed with the office and as of the date the final investigation or finding is rendered.

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13.2 What steps are being taken on an on-going basis to inform faculty, staff, students and visitors of the University's policy prohibiting discrimination based on disability and their right to file a complaint?

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13.3 Is the location where persons can file complaints physically accessible?

YES\_\_\_\_\_NO \_

13.4 How many complaints were filed in the following categories in the last academic year?

Please note the year:\_\_\_\_\_

Students v. Faculty or Teaching Unit\_\_\_\_\_

Students v. Students

Students v. Administration (non-teaching) Unit\_\_\_\_\_

Employee (faculty, staff, administrator) v. Employer\_\_\_\_\_

Employee v. Other (please specify)\_\_\_\_\_

13.5 Are you analyzing the complaint activity to identify preventive action that can be taken to proactively avoid additional complaints?

YES \_\_\_\_\_ NO \_

13.6 Do all employment announcements contain the following:

*"SJSU is an Equal Opportunity/Affirmative Action Employer. Reasonable accommodations are available for applicants with disabilities."*<sup>3</sup>

YES \_\_\_\_\_ NO \_

13.6a Do other University publications contain the above statement?

YES \_\_\_\_\_ NO \_\_\_\_\_

13.6a(1) If NO, please explain.

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13.7 Are efforts being made to include persons with disabilities on recruitment/search committees?

YES \_\_\_\_\_ NO \_

13.8 Who is the appointed ADA Compliance Coordinator on your campus?

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<sup>3</sup> As a minimum, this statement should be included, however, broader statements are encouraged.



# **ACCOMMODATIONS FOR DISABLED EMPLOYEES**

## **APPENDIX C**

**Disabled Employees Assistance Program**

One Washington Square • San Jose, California 95192-0168 • 408/924-6000 VOICE • 408/924-5990 TTD • 408/924-5999 FAX

**MEMORANDUM**

**TO:** TO ALL FACULTY, STAFF AND ADMINISTRATORS

**FROM:** Dr. Lela Llorens, *Lela Llorens*  
Associate Academic Vice President for Faculty Affairs (Interim)

Emily Lee Kelley, *Emily Lee Kelley*  
Director of Human Resources/Employee Relation

Martin B. Schulter, *Martin B. Schulter*  
Director of Disabled Student Services  
Coordinator of the Disabled Employee Assistance Program

**SUBJECT:** ACCOMMODATIONS FOR DISABLED EMPLOYEES

**DATE:** September 12, 1994

In compliance with the Americans with Disabilities Act (ADA) of 1990, San Jose State University has in place services and resources to assist employees with disabilities with appropriate and reasonable accommodations in their work environment.

Attached is copy of our new brochure "Accommodations at San Jose State University For Employees With Disabilities", and a "Confidential Disabled Employee Accommodation Request Form". We ask that you read this brochure carefully.

This new brochure should answer any questions you might have regarding reasonable accommodations, resources for disabled employees, where to file a grievance or complaint, and people to contact. Employees with disabilities often arrange accommodations on the job in an informal manner with their supervisor and we encourage you to do so. However, if additional assistance is needed, the **Accommodations Resource Team** is available to work with you.

Accommodations for Disabled Employees  
Page Two

To file a formal request for an accommodation, each employee must use the attached "Confidential Disabled Employee Accommodation Request Form" and forward their request (in an envelope marked "**PERSONAL/CONFIDENTIAL**") to their supervisor or department head. Carefully follow the instructions on both sides of the form and keep a copy for your records. If you have any questions please, contact Martin B. Schulter at (408) 924-6000. Alternative formats are available upon request for employees who have print impairments.

attachments

cc: President J. Handel Evans  
VPSA Dean Batt  
VPA Don Kassing  
AVP Maynard Robinson (Interim)

FN:ADAMEMO



## EMPLOYEE

Retain a copy of this form for your records, send the original to our supervisor or department head **without medical verification**. You must also send **a copy of this form and the necessary medical or professional verification of disability in an envelope marked "CONFIDENTIAL/PERSONAL"** to:

**Martin B. Schulter  
Disabled Employee Program  
Administration Building, Room 110  
One Washington Square  
San Jose, CA 95192-0168**

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

## SUPERVISOR

Managers or supervisors must treat each request as confidential information and seek to determine whether the request is reasonable and appropriate in a timely fashion. Accommodations deemed appropriate should be acted on immediately. If you have discussed the nature of the accommodation with your employee and you have questions or concerns about the request, you have an obligation to contact Martin B. Schulter, or another member of the Accommodations Resource Team, as soon as possible.

\_\_\_\_\_  
Signature of Supervisor  
(supervisor signs upon receipt)

\_\_\_\_\_  
Date received

## ACTIONS TAKEN BY SUPERVISOR

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# **PRESIDENTIAL DIRECTIVE 95-04**

## **APPENDIX D**

Office of the President • One Washington Square • San Jose, California 95192-0002 • 408/924-1177

September 20, 1995

Please Distribute

MEMO TO: Vice Presidents, Deans, Directors, Department Chairs

FROM: Robert L. Caret  
President

SUBJECT: Presidential Directive 95-04

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**  
(Supersedes PD 95-01)

**Introduction**

San Jose State University is committed to providing an inclusive environment which is responsive to the needs of all students. To promote and ensure this inclusion, appropriate accommodations guaranteed by law are provided to individuals who have verified disabilities.

This document describes the University's policy and guidelines for securing accommodations for students with disabilities, as well as the procedures for resolving disputes.

**Purpose**

It is the purpose of this Presidential Directive to assure that San Jose State University continues to comply with federal and state legislation and California State University policies regarding the provision of services to students with disabilities.

This Presidential Directive has been developed in response to the Americans with Disabilities Act of 1990; Section 504 of the Federal Rehabilitation Act of 1973; State of California ACR 201 (1976), ACR 3 (1985), AB 746 (1987); and the "Policy for the Provision of Services to Students with Disabilities", coded memorandum AAES 89-07, the California State University System.

**History**

Since 1972 the University has had a program that provides academic support services and counseling for students who have physical, emotional, learning and other verified disabilities. The Disability Resource Center, DRC, (formerly Disabled Student Services) assists the University with its effort to promote an accessible learning environment by providing diagnostic assessment, sign language interpreters, reader services, specialized test taking arrangements, notetaker services, and liaison to faculty and staff. In addition, the Disability Resource Center provides academic counseling, disability management and advising, as well as training on adaptive computers through the High Technology Center (HTC).

## **Policy**

It is the policy of San Jose State University (SJSU) that otherwise qualified students who have disabilities shall be given academic adjustments and auxiliary aids as necessary to ensure access to all SJSU services, programs and activities. SJSU accommodates students with disabilities on an individual basis, based on their specific needs.

SJSU will timely provide academic adjustments and auxiliary aids to students with disabilities as necessary to ensure access to all SJSU services, programs and activities. These accommodations may include extended time and/or alternative format for exams, readers, library assistance, interpreters, notetakers, and additional time to complete assignments. Accommodations will not be provided if they fundamentally alter the nature of the program. Students requesting accommodations are encouraged to identify their needs as early as possible to the Disability Resource Center.

## **Guidelines**

1. Students are encouraged to inform faculty members about specific needs. However, in order to receive formal services, including University verification of appropriate accommodations for specific disabilities, students must provide clear documentation of the disability to the DRC. The DRC staff reserves the right to request additional documentation or a second opinion when necessary. Accommodations are provided on a case by case basis.
2. The DRC will notify faculty of accommodations needed by a registered student at the student's request.
3. Accommodations will not be provided to students who fail to meet with the DRC staff or inform their professor in advance of their academic accommodation needs. Requests must be made in a timely manner in order to enable the professor to address the needs. Requests for accommodations should be made at the beginning of the semester or as soon as possible after verification of the disability.
4. Accommodations will be provided to remove barriers that may be due to the physical environment. Students with disabilities must make their needs known to the appropriate DRC staff member in a timely manner.
5. Information about an individual's disability is confidential and is used only on a need-to-know basis by appropriate individuals.
6. Accommodations include, but are not limited to, the following:
  - allowing audio taping of a lecture,
  - allowing sign language interpreters for a lecture,
  - recruiting student notetakers for a lecture,
  - providing extended time for tests,
  - moving a classroom to a more accessible site,
  - allowing adaptive computer equipment for tests,
  - modifying testing formats or providing alternative means of evaluation,
  - facilitating assistive listening devices in class,

- allowing readers or scribes,
- assigning staff/student to assist a student with a disability when barriers exist in the physical environment.

#### Procedures for Resolving Accommodation Disputes

1. Faculty, staff or students with questions, concerns or disagreements about the requested accommodation should be referred to a DRC staff member. It is anticipated that disagreements will be resolved as expeditiously as possible. The DRC staff member will evaluate the matter and make appropriate recommendations within three (3) working days of receiving the issue.
2. If the accommodation is not accepted by the faculty or staff persons, the matter will be referred to the department chair or director.<sup>1</sup> The department chair or director will resolve the disagreement within five (5) working days or refer it to the Accommodations Review Board (ARB).
3. During the time that the accommodation is under review, the accommodation recommended by the DRC will remain in effect.
4. The ARB will review cases that are forwarded to them by department chairs, directors or the Director of the DRC. Findings and recommendations of the ARB will be forwarded to the appropriate Executive (Provost or Vice President) within five to ten (5-10) working days of receiving the case for review and implementation. The findings will also be forwarded at the same time to student and faculty or staff parties involved. Faculty and/or staff will be notified along with the findings of appeal procedures noted in number six (6) below.
5. The Executive will issue an implementation letter within ten (10) working days of receipt of the ARB recommendation, after considering the faculty/staff appeal, if any, as timely filed according to number six (6) below. The Executive has the authority to accept, reject, or modify the recommendations of the ARB.
6. Administrative (faculty/staff) appeals of the ARB must be directed in writing and on the form provided to the Executive within five (5) working days of issuance of the ARB recommendation. As noted before, the directed accommodations (in this case of the ARB) must continue to be provided during any period of review.
7. Students seeking further redress of the ARB recommendation and/or the Executive findings may direct their concerns to the Office of Equal Opportunity under the University regulations for complaints about discrimination due to disability. Formal complaints under PD 95-02, "SJSU Discrimination Complaint Procedure," must be filed within 180 days after the student knows or could be expected to have known that an action of discrimination has occurred.

**With notice to immediate supervisor.**

## Accommodations Review Board

Members of the Accommodations Review Board are appointed by the Provost. Members include one faculty member, one department chair and one dean (all nominated by the Academic Senate); one professional staff member from the DRC (nominated by the Vice President for Student Affairs); the Associate Vice President for Student Affairs; the University's ADA/504 Compliance Officer, and one staff member at large (nominated by the Vice President for Administration).

2. The Chair of the Board will be appointed by the Provost from the faculty membership on the Board.
3. A quorum will consist of four members, two of whom must be faculty, and one of whom must be a DRC staff member.
4. The Board will hear cases forwarded by a department chair, department head or the Director of the DRC related to student access or accommodation issues. Reviews of faculty/staff employment accommodations are handled by the Accommodations Resource Team (ART) in conjunction with the employee's supervisor and are not handled by this board.
5. To avoid conflict of interest, Board members will not hear cases in which they have any direct involvement. In such cases, the Board will proceed without the member, providing that quorum can be reached. If quorum cannot be reached, a new member will be appointed temporarily by the Provost.
6. Decisions will be reached by consensus.
7. Training for the Board will be provided by the University's ADA Compliance Officer.

**NOTE: This policy is restricted to academic & access accommodations. Questions and concerns related to student discipline/behavior, academic fairness, etc. should be referred to the respective offices of Judicial Affairs or Ombudsperson.**

**DISABLED EMPLOYEES  
ASSISTANCE PROGRAM BROCHURE**

**APPENDIX E**



*Accommodations at  
San Jose State University  
for Employees with  
Disabilities*

SJSU does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, disabled veteran's or Vietnam veteran's status. This policy applies to all SJSU students, faculty and staff programs and activities. Questions regarding this policy should be directed to the Director of Equal Employment Opportunity, Administration Building Room 112, (408) 924-1115.

**Alternative formats of this brochure are available upon request for employees who have print impairments (e.g. large print, braille, or tape cassettes).**

**The Accommodations  
Resource Team**

Dr. Lela Llorens  
Associate Academic Vice President  
for Faculty Affairs (Interim)  
(408) 924-2450

Emily Lee Kelley  
Director of Human Resources  
(408) 924-2250

Martin B. Schulter  
Director of Disability Resource  
Center

&  
Coordinator of  
Disabled Employees  
Assistance Program  
(DEAP)  
(408) 924-6000 VOICE  
(408) 924-5990 TTY

In an effort to comply with the Americans with Disabilities Act of 1990, San Jose State University has available services to assist faculty and staff members with disabilities access to the appropriate accommodations in their work environment.

The Disabled Employee Assistance Program (DEAP), located in the Administration Building, Room 110, is available to any and all staff with disabilities. The DEAP, at SJSU can evaluate an employee's need by working with the employee to determine what might be an appropriate and reasonable accommodation. The University has also established an Accommodations Resource Team (ART) available to all employees with disabilities, as well as to managers and supervisors when issues of employee accommodations arise.

## **Americans with Disabilities Act of 1990**

### **Who is covered?**

The four classes of people covered under ADA.

1. The first are those people who have a mental or physical impairment that substantially limits a major life activity such as walking, seeing, breathing, and working.
2. The second is to have a record of an impairment such as cancer in remission.
3. The third is being regarded as having a disability. For instance, it would be illegal to base a hiring or promotional decision on a rumor that someone is HIV positive.
4. The fourth is having an association with someone who is disabled (e.g. a parent of a child with a disability).

## **The Accommodations Resource Team**

The Accommodations Resource Team acts as a confidential consultant to employees with disabilities, managers and supervisors. The team consists of Lela Llorens, Associate Academic Vice President for Faculty Affairs (Interim), Emily Lee Kelley, Director of Human Resources and Martin B. Schulter, Director of the Disability Resource Center.

Employees with disabilities, managers or supervisors may contact any member of the team to set up a confidential meeting. The team can assist with the following:

- individual consultations on appropriate and reasonable accommodations,
- information and referral for resources,
- guidelines on ADA compliance and an overview of accommodations.

## **Questions & Answers**

Q. What can the Disabled Employees Assistance Program (DEAP) do for me?

- A. Depending on your disability and the kind of work you do, the DEAP may be able to request one of the following from the CSU funding pool of resources:
- an adaptive personal computer or adaptations to your pc,
  - a talking computer,
  - a sign language interpreter,
  - a TTY device,
  - a reader, or an assistant.

Q. How can I find out if I'm eligible?

- A. You can call the DEAP at (408) 924-6000 and set up an appointment (ask for Gloria Soto-Alva or Martin B. Schulter).

Q. Will this be kept confidential?

- A. Absolutely! All of the information you share will be kept confidential.

Q. Can I file a complaint/grievance if I have a problem with accommodations or issues related to work and my disability?

- A. Yes, you have the right to file a complaint/grievance at any time with the Director of Equal Employment Opportunity located in Administration Building room 112 or call (408) 924-1115.

# **GUIDELINES FOR CAMPUS EVENTS**

## **APPENDIX F**

**Americans with Disabilities Act (ADA) Task Force**

One Washington Square • San Jose, California 95192-0168 • 408/924-6000 VOICE • 408/924-5990 TTD • 403/924-5999 FAX

**MEMORANDUM**

TO: Deans, Associate Vice Presidents, Associate Deans,  
Department Chairpersons, Directors, Associated Student Board of Directors

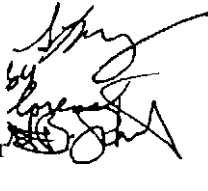
FROM: Americans with Disabilities Act (ADA) Task Force, Executive Committee

Stacey Morgan-Foster.

Emily Lee Kelley

Lela Lloreris

Martin B. Schulte



SUBJECT: Accessibility to Campus Events

DATE: April 11, 1995

The Americans with Disabilities Act (ADA), Section 35.130 of the regulation requires that all special programs, entertainment events, social events, lectures and similar events offered by the University must be held in architecturally accessible locations, including those events held off campus. These events must also be programmatically accessible to people with disabilities. This can be accomplished through provisions such as interpreters for people who are deaf, assistive listening devices or captioned videos for hearing impaired people, large print, ASCII diskette, or braille handouts of programs for visually impaired people.

To assist in providing appropriate accommodations and to provide specific guidance for compliance with ADA regulations, the ADA Task force has developed guidelines (see attached). Please ensure that all personnel in your department who plan or sponsor events receive a copy of The Guidelines.

attachments

c: Robert Caret, President  
Dean Batt, Vice President for Student Affairs  
Don Kassing, Vice President for Administration  
James Walsh, Academic Vice President (Interim)

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# Guidelines for Accessibility to Campus Events and Event Accessibility Checklist

I All registration materials and fliers announcing events should state that your event is accessible to people with disabilities. It is suggested that you ask participants to request accommodations or identify their needs well in advance of the event so that you can plan and recruit to meet their needs. If no request has been made, you are not required to provide every accommodation. For example, if no advanced request is received for sign language interpreters you need not provide them. You must, however, provide physical access to your event ensuring that individuals with mobility impairments can attend and you should have assistive listening devices available.

*Sample of the kind of notice  
that should be placed on every flier.*

This event is wheelchair accessible.  
Individuals needing sign language  
interpreters, escorts, or accommodations  
should contact us at (xxx)xxx-xxxx as  
early as possible.

II Since all events must be wheelchair accessible a simple survey of the site should be conducted to confirm access. Look for: alternatives to stairs such as ramps, accessible bathrooms, working elevators, curb cuts, room for wheelchair seating, and handicap parking spaces. Mention that the site is wheelchair accessible on all printed materials.

III For visually impaired participants, all materials should be available in large print, audio, or in braille by request. Instruct presenters to verbally describe any visual aids they use. Escort service to meeting rooms or restrooms may be necessary. The participant who is visually impaired may need assistance reading menus or obtaining food depending on the site.

IV Sign language interpreters, real time captioning and assistive listening devices should be available upon request. Any event requiring more than 2 hours of interpreting will require two interpreters. Understand that deaf callers may communicate their registration and questions through the use of the California Relay Service (CRS)\*. You may also receive requests for deaf-blind interpreting which requires a specially trained interpreter who would be different from a conference interpreter. Do not expect to be able to obtain or rely on volunteer interpreters. ***The cost for interpreters or other service providers must be borne by the program or party sponsoring the event.*** The Disability Resource Center (DRC), formerly Disabled Student Services, can help you obtain interpreters, call (408) 924-6000.

## **CRS - California Relay Systems\***

**If you wish to call a deaf person with a TDD and you do not have a TDD, you can call using the California Relay System (CRS). CRS has operators with TDDs to act as intermediaries by typing on the TDD for you and by then telling you what the deaf person has typed back in response. Deaf people can call you or other offices on campus who do not have TDDs by using this system.**

<b>To use the California Relay System. Callers with TDD</b>	<b>(800) 735-2929</b>
<b>Callers without TDD</b>	<b>(800) 735-2922</b>

## **The Americans with Disabilities Act Task Force**

***PROPOSED COMMITTEE***

**Campus Planning Board  
ACCESS REVIEW COMMITTEE  
SAN JOSE STATE UNIVERSITY**

**MISSION:**

The proposed Access Review Committee would be under the Academic Senate Campus Planning Board. To review physical access as it pertains to staff, faculty and students with disabilities, of existing facilities where barriers are identified, plans for renovations and designs for new facilities to ensure compliance with the Americans with Disabilities Act (ADA) and Title 24.

**OBJECTIVES:**

The primary objective of the Access Review Committee is:

- A. Recommend in a timely manner, remedies or solutions to accessibility problems.
- B. Review and approve plans for renovations of existing facilities, as well as, new buildings to ensure access for disabled patrons and compliance with Title 24 of the State Code and ADA.

**COMPOSITION OF THE REVIEW COMMITTEE:**

The members of the Review Committee shall be invited to serve by the President.

- A. One student with a disability - Student Association.
- B. The Director of the DRC or designee.
- C. The Director of FD&O or designee.
- D. Chair of the Campus Planning Board or designee.
- E. One member of the faculty at large (preferably with a disability).

**THE COMMITTEE:**

The Access Review Committee would set three standing meetings per semester and call emergency meetings if necessary to review timely access concerns. The chair would be elected from the membership and rotate each year. The committee would be responsible for reviewing documents and plans and thus approving the proposed access. The committee would also recommend the prioritization of minor capital outlay funds assigned to barrier removal, to ensure compliance with ADA.

**ACCESS REVIEW  
SUB-COMMITTEE/CAMPUS  
PLANNING**

**APPENDIX G**

DECISIONS:

The Access Review Committee makes recommendations to the Campus Planning Board for approval. Final authority for all Review Committee actions is the Administration and Senate.

TERMS OF MEMBERSHIP:

- A. All members shall serve two (2) years or through the duration of his/her term in office.
- B. Vacancies shall be filled by the chair of the Access Review Committee in consultation with the Vice Presidents and Senate.

VOTING:

- A. A single majority of Review Committee shall constitute a quorum at any meeting.
- B. A proxy vote shall be allowed; provided that it shall be in writing and shall be submitted to the Chair before the meeting.