THE UNIVERSITY OF WEST FLORIDA

ADA TRANSITION PLAN

VOLUME II
APPENDIX

SEPTEMBER 22, 1997

Contract #010160
G+C Project # 96096

UNIVERSITY
of WEST
FLORIDA
THE UNIVERSITY OF WEST FLORIDA
PENSACOLA CAMPUS

ADA TRANSITION PLAN
APPENDIX
VOLUME I

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THE UNIVERSITY OF WEST FLORIDA
Facilities Planning and Management
ADA Audit Report

The following policies/procedures are already in place:

1. All new construction and renovation of existing buildings is required to comply with "ADA Accessibility Guidelines for buildings and facilities".

2. ADA Task Force to review ADA services, policies and practices and make recommendations for implementation.

3. The University Students with Alternative Needs (SWANS) have established a group to work with University personnel to identify problem areas of accessibility.

4. UWF has started, by law, to eliminate any situation that discriminates against people with disabilities. The physical areas affected include:
   - Title II - Public Services (effective Jan. 26, 1992)
   - Title III - Public Accommodations (effective Jan. 26, 1992)

Future areas to be affected by ADA include:

- Title IV - Telecommunications (by July 26, 1993)

5. A preliminary study has been made by the Campus Service Architect as contracted to ascertain comparisons of existing standards and the new ADA standards.

6. An ADA survey has been completed by FAMU architectural students as contracted by the State University System, Office of Capitol Programs.

The following policies/procedures are in process:

1. The SUS, OCP, contracted with FAMU an ADA survey in early March 1993, of all nine (9) campuses. Each campus survey report is in the process of being organized into a useable report for prioritization of items and will be completed mid-1993. This survey includes every building and room on each campus, along with campus exterior features such as parking lots, sidewalks, entrances, etc.

2. UWF continues its goal (from inception) to provide access throughout the campus and buildings for all people. As buildings are renovated, ADA guidelines are being completed to the best of the buildings' constraints.

3. The Office of Facilities Planning and Management will continue to discuss and review policy and procedure issues.
The following policies/procedures need to be formulated:

1. After the SUS ADA report for the UWF campus is received, a committee should be established to prioritize each item, provide a cost estimate per item, allocate funds and provide a schedule of completion for each item.

2. Accomplishing the ADA accessibility deficiencies is very important. Some method of informing the university community - and the larger community - about the schedule and status would be favorable for public relations.

3. New construction is fairly easy to design for compliance with ADA requirements. However, renovation of existing facilities sometimes renders physical barriers and constraints that require compromises to the ADA Guidelines. A group to review procedures and suggest a compromise solution for "reasonable accommodations" should be created in renovation situations.
THE UNIVERSITY OF WEST FLORIDA
DEPARTMENT OF INTERCOLLEGIATE ATHLETICS

Student Athletes and the Americans With Disabilities Act:
Participation in Intercollegiate Athletics

The University of West Florida Department of Intercollegiate Athletics provides many opportunities for students and the general public to enjoy athletic competition. Our department attempts to make our facilities access friendly to all student-athlete candidates, athletic team members and spectators. Our goal is to develop dedicated student-athletes, foster academic excellence, promote the spirit of competition, and to develop winning teams for the enjoyment of our spectators. To this end, our department nurtures students whose athletic and academic talent has earned them a position on the team of interest; empowers students not participating on a varsity team to explore other athletic team options within the intramural sports program; and to create opportunities for spectators to enjoy competitive athletics.

STUDENT PARTICIPATION IN INTERCOLLEGIATE ATHLETICS

Terms of Eligibility

Student athletes initiate participation in the intercollegiate athletics program through direct program inquiry, open try-out sessions, and recruitment by a team's head coach. Students become candidates for participation in intercollegiate athletics when they are accepted for admission to the University, demonstrate full-time enrollment status, and possess sufficient talent to earn a position on the team of interest. Students who
meet the above criteria complete additional terms of eligibility established by UWF and the National Association of Intercollegiate Athletics (NAIA). These additional eligibility requirements include participation clearance by a medical doctor, the completion of all athletic department medical and eligibility forms, and regular participation in the drug education program.

Pre-Participation Physical and Medical Clearance

Prior to participation in intercollegiate athletics, the athlete must have an annual physical examination that remains valid for the duration of the practice or competitive season. All athletes must receive medical clearance from the Medical Director prior to release for unrestricted participation in UWF intercollegiate athletics.

General pre-participation physicals are provided at no cost to candidate student-athletes at the beginning of the academic year. General physicals are conducted by a team of family practitioners and orthopedic surgeons in the athletic training room on the UWF campus. Physicians are guided by the standards of their profession, the physiological demands placed on the athlete by the sport of interest, and the medical forms completed prior to the examination by the candidate student-athlete.

Medical history forms are completed by all candidate student-athletes (see enclosed medical forms). The information provided on these forms remains privy to team physicians, athletic training staff, appropriate athletic department personnel, and insurance providers. Student-athletes provide
written permission for medical information to be shared with those who can best assist the student-athlete.

These forms provide the necessary information to determine conditions which may contraindicate or regulate participation in intercollegiate athletics. Medical information also provides medical and athletic training staff with information necessary to implement appropriate standards of care for each individual, especially in acute and/or emergency situations.

Candidates whose medical clearance is withheld for reason which contraindicate athletic participation in the sport of interest, retain the right, at their expenses, to gain medical clearance from a physician who specializes in the medical condition in question. The medical specialist will confer with the UWF Medical Director on medical eligibility of the candidate student-athlete.

General Intercollegiate Athletic Policy and the ADA

The Department of Intercollegiate athletics strives to create content neutral policy and procedures which will not create disparate treatment of any individual. We recognize however, that intercollegiate athletics has the potential to create disparate impact, when a student's desire to participate does not coincide with the talent necessary to earn a position on a team, or when physical or mental conditions make participation a safety concern that is above and beyond what is considered reasonable by physicians for that particular sport.

In this regard, our department recognizes the need to balance candidate student-athlete desire to participate, against
the health/safety risks of participation to him/herself and teammates. We do not regard our policy as ostensibly neutral as in *US v. Fordice*, 112 S. Ct. 2727 (1992), but rather recognize the need to temper or redirect to an alternate forum, the candidate student-athlete's desire to participate in intercollegiate athletics, when such participation would create extraneous risk of irrevocable injury (i.e. loss of life, limb, or paired organ).

**Equal Access to Spectators**

The University is committed to taking every reasonable step to make our athletic facilities friendly to the disabled. Disabled parking is situated close to each competition site, and is marked with appropriate signage. Each sports facility, with the exception of the soccer field, has at least one restroom for each sex in the facility which is accessible to the disabled. Concession stands are access friendly at all competition sites.

Integrated seating is available for wheelchair users in areas that provide good visibility of athletic events. These seating arrangements are also friendly to the visually and hearing impaired. The seating arrangements allow guests of the disabled to sit with the disabled person. Although seating assessable to disabilities which necessitate the use of a wheelchair is not equivalent in number to seating available to the non-disabled, it is balanced in proportion of the population using the facility. All spectators have the same opportunity to purchase tickets, and to attend the athletic events of their choice.
Athletic and sports information offices are accessible to members of the press or visitors with disabilities, however, press areas in the field house and the sports complex are not friendly to those whose disability prohibits the climbing of steps. The Department of Athletics will make every reasonable effort to accommodate the professional and viewing needs of disabled members of the press.

The Department of Athletics does not provide auxiliary aids or alternative formats, such as written or braille programs or publications for the and visually impaired, or interpreters for the hearing impaired. The Office of Student Services does provide auxiliary aids and alternative formats for academic purposes. Assistants are available at the field house to assist the disabled person with seating needs. The sports complex and the tennis courts have an open seating format, that allows versatile seating options with good visual and auditory access to the events. The Department of Athletics does not prohibit the attendance of service animals at any of the events.
MEMORANDUM
March 11, 1993

TO: Dr. Linda Dye, Associate Director
    Student Affairs

FROM: Geri D-S. Moers, Director
       Cooperative Education

SUBJECT: ADA Audit of Cooperative Education

We have met as a staff and looked at policies, procedures, and practices of Cooperative Education to assure that they are in compliance with the Americans with Disabilities Act of 1990. Specifically, we have addressed the following questions.

114. Does the department provide work-study programs for its students? If the answer is "no," skip to the next section. YES

115. If the answer to question 114 is "yes," has the institution reviewed its policies and procedures related to all work-study programs? YES

116. Do any of the policies and procedures related to work-study programs have an adverse or disproportionate impact on persons with disabilities, including, but not limited to:
    a) qualification restrictions for entry into the programs; NO
    b) the availability of open positions; NO
    c) the nature or substance of the work-study performed; NO
    d) restrictions on procedures to be followed during the work-study; NO
    e) prohibitions against the use of personal assistants; NO
    f) restrictions on the work hours and location of work? NO

117. Has an audit been conducted of all work-study opportunities of the areas covered under Title I? (See Chapter 6.2 and 6.3) QUESTION UNCLEAR.

118. Has the institution informed any organizations independent of the institution that are involved in the administration of the work-study programs of their obligations relating to non-discrimination and accessibility under the ADA? YES
119. Has the institution informed all faculty and staff that are involved in the administration of the work-study programs of their obligations relating to non-discrimination and accessibility under the ADA? YES

120. Has the institution communicated to all students, in a format that is accessible to students with hearing and vision impairments, the work-study programs that are available? YES

If so, describe the method of communication used and attach copies of any notices distributed or posted.
Class presentations are made and various pieces of written information are made available to all students.

121. Has the institution communicated to all students in a format that is accessible to students with hearing and vision impairments, the process whereby they can request accommodations in work-study programs? YES

If so, describe the method of communication used and attach copies of any notices distributed or posted.
We speak with each co-op applicant individually about this.

122. Are there any organizations or entities independent of the institution (including the government) that are involved in the administration of the work-study programs? NO

123. If the answer to question 122 is "yes," has the institution informed these organizations of their obligations of non-discrimination and accessibility under the ADA? N/A

RECEIVED.
MAR 11 1993
ASSOCIATE VICE PRESIDENT
FOR STUDENT AFFAIRS
General Policy:
The University of West Florida Counseling Center provides personal and vocational counseling services as well as developmental and educational programs to all students of the University. There are no policies, procedures or practices which prevent students with disabilities from fully utilizing the services of the Center. However, there are no written policies regarding services for students with disabilities. The staff of the Center are committed to helping all students to develop their maximum potential while they are at the University.

94. The Center has not conducted an evaluation of its counseling services to determine if the Center discriminates or has an adverse or disproportionate impact on disabled students.

a. With regard to availability of services, the Center is fully available to all students and procedures are in place to make all students aware of the service.

b. The Center is housed in a building centrally located on campus. There is a ramp for wheelchairs at the entrance to the Center, and all offices in the Center are accessible to students with disabilities. Interpreters have been provided for counseling sessions with students who have hearing deficits.

c. See (b) above.

95. The function of the Counseling Center is to provide students with opportunities to remove impairments to their personal and educational development. The focus of treatment in the Center is on reducing deficits students experience as a result of their own limitations or as a result of barriers imposed by their environment. The staff members in the Center are dedicated to helping students realize their full potential. The Center has not conducted a formal review of its policies and practices to determine whether there is discrimination in the counseling services provided to students. However, there is no evidence to indicate that counselors in the Center discourage persons with disabilities from certain courses or careers because of potential barriers or discrimination or fail to discuss possible accommodations or the students rights under ADA. There is also no indication of counselors providing information about courses or careers which reflects stereotypes about interest or abilities of students with different disabilities.

96. The Counseling Center’s primary procedure for ensuring that the manner or process in which counseling services are administered does not discriminate against disabled students is to employ competent staff with high standards of professional integrity. Ultimately, there is no other procedure which will ensure that services are provided in an ethical and professional manner. Other steps that might be taken are included in the attached action forms.
97. The Center has made repeated efforts to communicate to all students the availability of and ways of obtaining counseling services. Specific communications in Braille have not been developed for students who cannot see.

98. The Center does not contract with outside agencies to provide services to students of the University.

99. Not applicable (see #98 above).

100. The Center has taken steps to provide staff members with copies of all relevant regulations, guidelines, and suggestions regarding student rights and professional staff responsibilities under the ADA.
Disabled Student Services

1. Is there an individual or office assigned to coordinate requests for assistance by students with disabilities?

   ans.: Yes

2. Are special services provided by the institution or any department to students with disabilities that are not provided to students without disabilities (e.g., tutoring)?

   ans.: No

3. Does the acceptance of or participation in any special services for students with disabilities preclude a student with a disability from participating in other programs or services offered by the institution or department?

   ans.: No

4. Have the resources and expertise of the disabled student coordinator office been made known to the members for the ADA Task Force to avoid unnecessary duplication?

   ans.: ?

Provision of Auxiliary Aids and Services

1. Does the institution and/or department offer appropriate "auxiliary aids or services" to any disabled student with visual, hearing or speech impairments, upon request, at no additional charge? ["Auxiliary aids or services" may include typed texts, notetakers, lecture notes, film transcriptions, interpreters, or other effective methods of making orally delivered materials available to students with hearing impairments; readers or taped texts for students with visual impairments; and classroom equipment adapted for use by students with manual impairments.]

   ans.: Yes

2. Does the institution and/or department deny benefits or exclude disabled students from participation in any programs, activities, or services because of the absence of auxiliary aids?

   ans.: No
3. Has the institution and/or department implemented a procedure whereby students with visual, hearing, or speech impairments can request auxiliary aids or services?

   ans.: Yes. Students are encouraged to complete the "Disabled Student Self-Identification Form". In addition, those who request services must also provide documentation of their disability.

4. Does the institution and/or department notify all students, including those with impaired vision, hearing, or speech, that auxiliary aids and services will be made available?

   ans.: Yes. Notification of services is communicated through the student handbook, student course guide, and the school catalog.
MEMORANDUM
March 11, 1993

TO: Linda O. Dye

FROM: Ray Bennett, Financial Aid Office

SUBJECT: Self-Administered ADA Audit Compliance Report

Financial Assistance

49. Does the institution directly or indirectly provide financial assistance to its students, or provide help in obtaining financial assistance?

yes

50. What kinds of financial assistance does the institution provide:

a. General academic assistance to cover all or part of tuition, books, or supplies - yes
b. designated, for example, athletic scholarships - yes
c. achievement awards/scholarships - yes
d. specific endowments or trusts - yes
e. other - institutional grants (for undergraduate and graduate students) institutional loans (for undergraduate students)

51. For each kind of financial assistance offered, is the assistance provided by the institution or by the individual departments?

Scholarships are awarded by departments to graduate students on a merit basis; by Admissions to undergraduates on a merit basis; by FAO to undergraduates on a need/merit basis

52. Has the institution/department evaluated each kind of financial assistance provided to determine if the assistance discriminates or has the effect of discriminating against disabled students in any of the following manners:

a. selection of recipients - yes
b. application process - yes
c. acceptance restrictions - yes
d. availability of assistance - yes
e. accessibility of locations involved in financial assistance - yes
f. availability of assistive devices necessary for disabled students to apply for financial aid - no

53. Does the institution have a procedure for evaluating each department that offers financial assistance (separate from the assistance offered by the institution) to ensure that the assistance offered, as a whole, does not discriminate against disabled students?

unknown

54. Has the institution/department reviewed its policies and practices related to its acceptance restrictions on available assistance to determine if there is an adverse or disproportionate impact on persons with disabilities, or may tend to screen out individuals because of a physical or mental impairment?

no
55. Has the institution/department reviewed its policies and practices related to financial assistance to determine whether there is limited availability of financial assistance to disabled students either:
   a. directly related to a person's disability - no
   b. indirectly related to a person's disability because the student is able to obtain financial assistance from an outside source, for example, social security - yes

56. Does the formula for determining need for financial aid take into consideration the special circumstances of students with disabilities?
   a. Added costs of special equipment or services not provided by the institution - yes
   b. additional time needed for students unable to maintain a full-time course load because of their disabilities - yes

57. Does the institution/department have any means to ensure that the manner or process in which the financial assistance is administered does not discriminate against disabled students?

yes

58. Has the institution/department communicated to all students, including those with hearing and vision impairments, the institution's policies and practices relating to:
   a. the availability of financial assistance - no
   b. the process(es) to obtain financial assistance - no
   c. the procedures to request personal assistance or auxiliary aids to apply for financial assistance - no

59. Has the institution/department communicated to all students, including those with hearing and vision impairments, the institution's policies of non-discrimination and accommodations regarding the provision of financial assistance?

no

60. Does the institution contract with any "outside" organizations to provide financial assistance to its students?

no

Work-Study Programs

114. Does the institution/department provide work-study programs for its students?

yes

115. If the answer to question 114 is "yes," has the institution reviewed its policies and procedures related to all work-study programs?

yes
MEMORANDUM
March 11, 1993
Self-Administered ADA Audit Compliance Report
Page 3

116. Do any of the policies and procedures related to work-study programs have an adverse or disproportionate impact on persons with disabilities, including, but not limited to:

a. qualification restrictions for entry into the programs - no
b. the availability of open positions - no
c. the nature or substance of the work-study performed - no
d. restrictions on procedures to be followed during the work-study - no
e. prohibitions against the use of personal assistants - no
f. restrictions on the work hours and location of work - no

117. Has an audit been conducted of all work-study opportunities of the areas covered under Title I?

unknown

118. Has the institution informed any organizations independent of the institution that are involved in the administration of the work-study programs of their obligations relating to non-discrimination and accessibility under the ADA?

not applicable

119. Has the institution informed all faculty and staff that are involved in the administration of the work-study programs of their obligations relating to non-discrimination and accessibility under the ADA?

no

120. Has the institution communicated to all students, in a format that is accessible to students with hearing and vision impairments, the work-study programs that are available?

no

121. Has the institution communicated to all students in a format that is accessible to students with hearing and vision impairments, the process whereby they can request accommodations in work-study programs?

no

122. Are there any organizations or entities independent of the institution (including the government) that are involved in the administration of the work-study programs?

no

Sample Audit of Student Services

1. Are there general policies or procedures that govern participation in or receipt of services offered to students, including, but not limited to, housing, food services, health, insurance, counseling, financial aid, physical education, athletics, recreation, transportation, and extracurricular activities or services?

yes
2. Has the institution and/or each affected department reviewed these policies and procedures to determine whether they limit the participation of students on the basis of a disability?
   yes

3. If the answer to question 2 is "yes," are there any policies or procedures relating to student services that discriminate or have the effect of discriminating against persons with disabilities or would tend to exclude persons with disabilities because of their disability?
   no

   Specific Examples: no to all

   Are there policies, procedures, or criterion that would tend to:
   a. deny access or limit participation in student services based on physical or mental condition or disability
   b. segregate students with disabilities or physical or mental conditions in student services
   c. impose requirements on students with disabilities that are not imposed on non-disabled students
   d. require identification of physical or mental conditions or disabilities
   e. provide separate or different services for students with disabilities instead or in place of accommodations to enable participation in other programs or services?

4. If the answer to any part of question 3 in "yes," does the institution and/or department have a defense to its discriminatory conduct?
   not applicable

5. Has the institution and/or department implemented a procedure to periodically evaluate whether its student services, as a whole, provide equal opportunities for the participation of persons with disabilities?
   unknown

6. Are there policies and procedures that specifically relate to disabled students' participation in student services?
   unknown

7. If the answer to question 6 is "yes," do these policies clearly state that:
   not applicable

8. Has the institution taken steps to communicate its policies and procedures regarding student services, including, but not limited to, those addressing disabled students, to all student, including the disabled student body?
   unknown

9. If so: not applicable
10. Has the institution audited each facility on campus that is associated with the provision of any of its student services or programs?

unknown

11. Are each of these facilities accessible to students with disabilities?

unknown

12. If the answer to question 11 is "no," does the institution have a plan to relocate these services to accessible facilities or modify the facilities to accommodate disabled individuals?

not applicable

13. Has the institution taken steps to train its personnel and faculty involved in providing student services about the non-discrimination, accessibility, auxiliary aid, and other requirements of the ADA?

unknown
MEMORANDUM
March 9, 1993

TO: Dr. Dye

FR: Bernice Robbins

RE: ADA Self-Study

Attached is the information you requested regarding the Health Center and ADA. I feel number 33 - Post-admission medical inquiries - does not apply to the Health Center. I do not know about medical requirements for academic programs as a condition of registration. I addressed those requirements of the institution and the Health Center. If you have questions, please call me.

mls

RECEIVED
MAR 16 1993

ASSOCIATE VICE PRESIDENT
FOR STUDENT AFFAIRS

The University of West Florida

An Equal Opportunity/Affirmative Action Institution
7.3 Audit of Student Health Center

General:

1. Yes - There are policies that govern receipt of services offered to students by the Student Health Center.

2. Yes - The Health Center has reviewed these policies to determine whether they limit participation of students on the basis of a disability.

3. No - There are no policies relating to Health services that discriminate against students with disabilities.

Specific Examples:

(a) No - There are no policies, procedures or criterion that tend to deny access or limit participation in health service based on physical or mental condition or disability.

(b) No - There are no policies, procedures or criterion that tend to segregate students with disabilities or physical or mental conditions in Health Services.

(c) No - There are no policies, procedures or criterion that would impose requirements on students with disabilities that are not imposed on non-disabled students to receive services in the Health Center.

(d) No - There are no policies, procedures or criterion that would tend to require identification of physical or mental conditions or disabilities to receive services in the Health Center.

(e) No - There are no policies, procedures or criterion that would tend to provide separate or different services for student with disabilities instead or in place of accommodations to enable participation in services provided in the Health Center.

4. Not applicable.

5. Yes - A "quality of service" survey is conducted each semester with follow-up on suggestions and/or problems noted.

6. Yes - There is a specific policy that relates to disabled students participating in health service stating all services are provided to all students alike with no discrimination of students with disabilities.

7. No - It is a general policy stating that all students will be given health care alike including the disabled students.

8. Yes - The Student Health Center communicates its policies and procedures through brochures and orientation, addressing Health services provided to all students including disabled students.

9. (a) No disks or tapes are available for students with disabilities.
   (b) No – see above.
   (c) Campus catalog and Health Center brochures.

10. Yes - The Health Center has been audited by the institution.

11. Yes - The Health Center is accessible to students with disabilities.
12. The Health Center is accessible to all students and does accommodate disabled individuals.

13. The Health Center has received information regarding requirements of ADA. All employees have read the information which reinforces the standard policy of providing health service to all students including disabled students.
Health Services

71. Does the institution provide any form of health care service to its students, including:
   (a) Yes, a comprehensive student health clinic.
   (b) Yes, emergency care and first aid are provided to anyone on campus.
   (c) No physical therapy unit is provided.
   (d) No anti-smoking unit is provided.
   (e) No other type unit is provided.

72. A. Yes, the Health Center has evaluated the services and determined the service does not discriminate against or exclude disabled students in any of the following manner:
   (a) Availability of health care services.
   (b) Restrictions in treatment of persons with certain conditions.
   (c) Accessability of locations used for health care services.
   (d) Availability of assistive devices necessary for disabled students to take advantage of the services provided.

   B. Yes, the Health Center has evaluated the emergency care and first aid offered on campus to anyone and determined it does not discriminate against or exclude disabled students in any of the following manner:
   (a) Availability of health care services.
   (b) Restrictions on treatment of persons with certain conditions.
   (c) Accessability of locations used for health care services.
   (d) Availability of assistive devices necessary for disabled students to take advantage of the services provided.

73. No, the analysis in question 72 did not reveal any discriminatory criteria.

74. Yes, the Health Center has reviewed its policies and practices and has determined the Health Center will not deny health care to a disabled student because of costs involved. The health service will provide disabled students any services, treatments, medicines, or medical equipment provided to other students.

75. Yes, the Health Center does have a procedure to insure that the manner or process in which health care services are administered does not discriminate against disabled students.

76. No. The institution has not communicated to all students, including those with hearing and vision impairments, the institution's policies and practices relating to:
   (a) The availability of health care services.
   (b) The process to obtain health care.
   (c) The procedure to receive personal assistance or auxiliary aids to obtain health care.

   The institution does communicate its policies and practices relating to the availability of health care through the campus catalog and through brochures. The institution communicates its policies and practices relating to availability of health care services to all students attending orientation each semester.
Disabled students may meet with the Director of Handicapped Services or the Director of Student Health Services to obtain information regarding the procedures to receive personal assistance or auxiliary aids to obtain health care.

No information is available explicitly for the hearing and vision impaired students regarding availability of health care.

77. No, the institution has not communicated to all students, including those with hearing and vision impairments, the institution's policies of non-discrimination and accommodations regarding the provision of health care.

The institution does communicate its policies of non-discrimination and accommodation regarding the provision of health care through the campus catalog and through health center brochures. The institution communicates its policies of non-discrimination and accommodation regarding the provision of health care to all students attending orientation each semester. (See attached brochure.)

78. The institution does contract with an "outside" organization to administer and provide health care to all students.

79. The institution has taken steps to insure the administration and provision of health care by contract, does not have an adverse impact or discriminatory effect on disabled students. (See attached brochure.)

Medical Inquiries

80. The institution does make medical inquiries of all students.

Specific Examples:
The institution/Health Center does/does not require:
(a) Pre-registration medical forms - No.
(b) Certificate of vaccinations - Yes - the institution requires certificate of vaccination against measles, rubella, rubeola.
(c) Medical history - Yes - the institution requires medical history of all foreign students.
The Health Center requires medical history of all students and dependents presenting for treatment.
(d) The institution requires a physician's statement of all foreign students.
(e) The Health Center physician may request medical records if deemed necessary for treatment.

81. (a) No, pre-registration medical forms are not required by the institution or by the Health Center. It is requested by the institution but not mandated.
(b) Certificate of vaccinations - Yes.
1. There is a legitimate, non-discriminatory reason for making this inquiry. The certificate of vaccinations is required to assure all students have received the vaccination. Compliance will prevent a measles epidemic among students which would result in illness and loss of class time.
2. Yes, the information requested is limited to that necessary for registration in any class.
3. Yes, the information is used to determine legitimate qualifications and to screen out individuals who are a direct threat to health.
4. Yes, the information is kept confidential in separate medical files.
(c) Medical history - Yes.
   1. Yes, there is a legitimate, non-discriminatory reason for making
      the inquiry. The medical history is required when presenting for
      medical care or treatment in the Health Center. A medical history
      is required of all foreign students as a requirement for admission
      to the institution.
   2. Yes, the information requested is limited to that necessary for
      treatment and medical care. For foreign students, the information
      requested is limited to that needed for admission to the institution.
   3. Yes, the medical history information is used consistently to
      determine legitimate qualifications for admission of foreign
      students and to receive treatment and health care in the Health
      Center.
   4. Yes, medical history information is kept confidential in separate
      medical files.

(d) Yes - Physician's statements are required by the institution of all
Foreign students for admission.
   1. Yes, to screen out individuals who are a direct threat to health
      and safety.
   2. Yes, the information sought in the physician's statement is limited
      to that necessary for the program.
   3. Yes, the information is used to determine qualifications, provide
      service or screen out individuals who are a direct threat to
      health or safety.
   4. Yes, the information in the physician's statement is kept confidential
      in separate medical files.

82. Yes, the physician and staff of the Health Center who analyze medical
information relevant to participation in programs or receipt of services
are knowledgeable of ADA's restrictions. The department makes sure there
is no discrimination against the institutions disabled students, or any
misuse of medical information.
Post Admission Medical Inquiries

33. Does the institution or any department make any medical inquiries of any students?
   (a) through (e) - have been addressed under #80 - Medical Inquiries - regarding the Health Center and the institution.
   Several academic programs on campus require specific medical information as a condition of registration to certain programs. Those academic departments will address their specific medical requirements.
HOUSING

1. Does the institution provide housing to its students? Yes

2. What types of housing are provided? freshman, undergraduate, apartment-type, family and married.

3. For each type of housing offered (not each facility), answer the following questions:
   (a) Are one or more rooms set aside for wheelchair access? Yes
   (b) Are one or more rooms set aside for students with hearing impairments? Yes
   (c) Are one or more rooms set aside for students with vision impairments? No, but can be if necessary.
   (d) Are the numbers of rooms available for students with mobility, hearing, and vision impairments sufficient to meet the demand for housing by current students with disabilities? Yes
   (e) Do the "accessible" rooms meet the requirements of the ADA and Fair Housing Act (HUD) regulations? Yes, but with modifications to meet individual needs.
   (f) Are there other rooms that are " adaptable" for use by persons with disabilities? Yes

4. If the answer to any part of question 3 is "no," has the institution taken steps to ensure that accessible rooms are made available to disabled students within that type of housing? Yes

5. Does the institution have a procedure for disabled students to request accommodations in accessible campus housing? Yes
   (a) If so, describe the procedure and attach any relevant documentation. See attached contract.
   (b) If each facility is not accessible, does the procedure include a means for students with disabilities to have the same opportunity to share housing with friends that is provided to other students? N/A

6. Has the institution taken steps to notify all students, including disabled students, that accessible campus housing exists, and that procedures have been implemented to request accessible housing? No
If so, describe the methods of communication used and attach copies of any notices distributed or posted. N/A

7. Is the housing accessible to disabled students segregated from the housing provided to non-disabled students? No

8. If the answer to question 7 is "yes," is the institution taking steps to integrate disabled students into accessible housing with non-disabled students, or to increase the selection of accessible housing? N/A

If so, describe those plans. N/A

9. Has an audit been conducted of policies, requirements, and practices related to the campus housing, including, but not limited to, policies related to the selection of students for housing and restrictions on participation in housing? No

10. If the answer to question 9 is "yes," do any of these policies, requirements, or practices discriminate against or limit the use by disabled students? N/A

11. Does the institution contract with, or assist in any way, any organization or entity to provide campus housing (other than lists of housing)? No

12. If the answer to question 11 is "yes," has the institution taken steps to ensure that the housing provided by these "outside" organizations is: N/A

13. Does the institution provide student housing located off-campus? No

14. If the answer to question 13 is "yes," repeat questions 2 - 13 for all off-campus housing. N/A

15. Does the institution notify all students, including disabled students, of the availability of off-campus housing, for example, through publications listing off-campus housing? No

16. If the answer to question 15 is "yes," answer the following questions: N/A
# Housing Contract

## I. Personal Information

**Name:**

**Sex:**

**SS#**

**Permanent Address:**

- **Street:**
- **City:**
- **State:**
- **Zip:**

**Home Phone:**

**Campus PO Box:**

**Birthdate:**

(If Applicable)

**In Case of Emergency Contact:**

- **Last Name:**
- **First Name:**
- **Middle Name:**

<table>
<thead>
<tr>
<th>Street</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
<th>Phone</th>
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**Student Classification:**

- **Freshman**
- **Sophomore**
- **Junior**
- **Senior**
- **Graduate**
- **Other**

## II. Accommodation and Length of Contract — $75 Prepayment Required At Time of Request

**A. Type of Accommodation**

- [ ] **Double Room**
- [ ] **Double Room & Private Waiting List** (Additional $25 Prepayment Required) (Note Section V.A.)
- [ ] **Student Apartment** (See Housing Options)

**B. Type of Accommodation**

- [ ] **Private Room**
- [ ] **Family Housing** (See Housing Options)

## III. Assignment Preferences

**A. Option (North/South) or Bldg./Room Preference**

**B. Roommate’s Name:**

- **Roommate’s Name (request must be reciprocal)**

**Roommate’s SS#**

**C. Do you smoke?**

- [ ] Yes
- [ ] No

**Do you mind if your roommate smokes?**

- [ ] Yes
- [ ] No

## IV. Affirmation of Terms and Agreement

I hereby agree to pay the full rental amount for the contracted period or other housing charges as prescribed. I certify that I have read and understand the Housing contract, the accompanying Terms and Conditions, and Housing rules and regulations (available from the Office of Housing) which are by reference made a part hereof. I also certify that I am or will be a University of West Florida student enrolled for academic credit during the period of this contract.

**Important: Read Reverse Side and Contract Terms & Conditions Before Signing.**

**Student’s Signature**

**Date**

**Signature of Parent or Guardian if Student is under 18 years of age.**

**Date**

The University of West Florida does not discriminate on the basis of race, color, religion, national origin, sex, age, or handicap.
MEMORANDUM
March 9, 1993

TO: Dr. Linda Dye, Associate Director
    Student Affairs

FROM: Ray Thrift Placement Services

SUBJECT: ADA Audit of Placement Services

We have met as a staff and looked at policies, procedures, and practices of Placement Services to assure that they are in compliance with the Americans with Disabilities Act of 1990. Specifically, we have addressed the following questions.

109. Does the institution provide placement services to its students, including, but not limited to, the following:

a) placement counseling; YES
b) placement opportunities, for example, posting of job openings; YES
c) interview training and resume preparation; YES and
d) arrangement for on-campus recruitment by employers? YES

110. If the answer to question 109 is "yes," has the institution reviewed its policies and practices relating to its placement services to ensure that there is no discrimination against disabled students, including discrimination in the following areas:

a) the availability and nature/substance of counseling, for example, counseling disabled students against certain career choices; YES
b) restrictions on the number of placement opportunities, including interviews; YES
c) the availability and quality of training; YES
d) accessibility of placement offices and facilities used for on-campus recruitment; YES and
e) provision of auxiliary aids and services during placement counseling and recruitment interviews? YES
111. Has the institution informed recruiting employers conducting interviews on campus of their obligations relating to non-discrimination against the disabled under the ADA and as a condition of on-campus recruiting? YES

112. Has the institution communicated to all students, in a format that is accessible to students with hearing and vision impairments, placement opportunities that are available? YES

If so, describe the method of communication used and attach copies of any notices distributed or posted.

Placement Office Bulletin is posted on approximately 120 campus bulletin boards. Every faculty member is provided a copy of the Placement Office Bulletin and asked to share the information with students in class.

113. Has the institution communicated to all students, in a format that is accessible to students with hearing and vision impairments, the process whereby they can request accommodations in placement services?

If so, describe the method of communication used and attach copies of any notices distributed or posted.

YES—See attached Disabled Student Handbook.
MEMORANDUM
March 8, 1993

TO: Linda O. Dye, Associate Vice President
Student Affairs

FROM: William M. Healey, Director
Recreation & Sports Services

SUBJECT: American Disabilities Act

Attached please find memos from Dave Scott and Shelley Trautman regarding the American Disabilities Act as well as one General Action form. I think more will be noted when the architectural team comes in from Florida A&M so we did not get heavily involved with the facilities side of things. However, the doors are too heavy for wheelchair users to open, the drinking fountains are not accessible, and barriers exist into the general men’s and women’s locker room shower areas.

If you need more for your initial report, please call.

WMH/shl

X:report1.ada
MEMORANDUM
March 5, 1993

TO: William M. Healey, Director
Recreation & Sports Services

FROM: David L. Scott, Assistant Director
Recreation & Sports Services

SUBJECT: American Disabilities Act

The policies and procedures of the intramural program at UWF do not discriminate according to disability. Basically, all we require is that an individual be a student, staff, or faculty member of the university. However, the types of programming offered could be considered limiting to individuals with disabilities, depending upon the type of physical/mental condition or disability. The intramural program offers over forty activities with over 3000 participants. Some of the events would be accessible for participation by individuals with disabilities, but most would not be accessible due to the nature of the activity.

Identifying the needs and/or interests of the disabled population of the university is a difficult task. Intramural programs are advertised to the university community through verbal communication, flyers, students newspapers, radio, and television. (All student organizations having mailboxes in the Office of Student Activities receive flyers).

Whether or not we are actually reaching the disabled population I cannot say, but they have every opportunity to receive the information. This user group has approached our department recently. Hopefully, the needs and interest of the disabled population can be addressed so that we provide forms of programming suitable to involve all students in intramurals.

DLS/shl

X:im.ada
Memorandum

March 5, 1993

To: William Healey, Director
   Recreation & Sports Services

From: Shelley Trautman
       Associate Director, Recreation & Sports Services

Subj: ADA 1990 compliance/UWF Natatorium

The UWF Natatorium is equipped with an Easy Ladder, railed stairs, which provide access to the pool and a hydraulic lift equipped with a chair in which individuals may be lowered into the pool. The whirlpool and sauna are not as easily accessible to individuals with physical disabilities, however, staff members do provide assistance to any patron who requests it.

University publications do not consistently address natatorium accessibility. Student Life, the student handbook produced by the Division of Student Affairs, does include detailed information on the Natatorium. The UWF Catalogue has been edited and no longer includes information on the lift or Easy Ladder.

Aquatic programming does include instruction for individuals with physical impairments, as well as a variety of disabilities, including visual, auditory, mental and emotional. Mainstreaming is employed whenever possible and private lessons are available when deemed necessary or upon request.

The Natatorium has a large clientele who utilize the facility to adhere to physician prescribed physical therapy. The individuals involved include people of diverse ages with the need for safe and easy access to the facility. With a maximum of five parking spaces designed as handicapped, there are often times when the overflow of those in need of parking close to the building have to park in lot 17, the Oak Grove lot. The path for lot 17 needs to become a sidewalk along the south and west sides of the natatorium. A General Action form is attached requesting adequate access and reasonable accommodation be provided.
University Testing & Student Orientation
130 Student Affairs Building
ext. 2384

MEMORANDUM

March 2, 1993

TO: Dr. Dye

FROM: Gregory E. Ziadon
Coordinator of Student Affairs

SUBJECT: ADA Self Study for Testing

Attached are the ADA self study materials for Testing. Most of the questions, #46 to #57, really pertain to academic departments and course examinations. Questions 58 to 60 have some relevance to what we do in the Testing Office.

I went ahead and answered ALL questions in a very general sense, thinking in terms of institutional tests such as CLAST and TSWE. I hope it will be of some value.

RECEIVED

MAR 02 1993

ASSOCIATE VICE PRESIDENT
FOR STUDENT AFFAIRS
ADA SELF STUDY
Academic Testing

46. Does the institution/department's academic criterion or program requirements include any means of scored testing?

YES

47. Do these course examinations, or any other procedures for evaluating students' academic achievement, have an adverse impact on disabled students or screen out individuals because of their disabilities?

YES

48. Has the institution/department implemented any steps to eliminate any adverse impact of existing testing methods on disabled students? If so describe these steps and attach any applicable policies.

YES. Students may request special accommodations for testing requirements.
Students may request substitutions for testing requirements if special accommodations cannot be provided.
Students may request waivers for testing requirements if special accommodations cannot be provided.

49. Does the institution/department offer academic tests that may measure impaired sensory, manual, or speaking skills, or are intended for students with disabilities?

YES.

50. If the answer to question 49 is "yes," please answer the following questions:
   (a) Are these tests offered as often and in as timely a manner as other academic tests. YES
   (b) Does the department offer alternative test formats upon request by students with vision and hearing impairments? YES
   (c) Does the department allow disabled students additional time to take academic tests when requested and where appropriate? YES
   (d) Does the department provide other accommodations for course examinations upon request to students with disabilities? YES

51. Does the institution/department have a process by which disabled students can request accommodations in testing situations?

YES
52. If so, is there any type of disability that cannot be accommodated?

NO

53. Has the institution/department notified all students, including those with impaired sensory, manual, or speaking skills, of the accommodations that will be made available in testing situations, including access to classrooms or alternative testing?

NO

54. Does the institution/department require disabled students to notify appropriate personnel by a specified time to request accommodations in testing situations?

YES

55. Does the institution/department have a process that is available to students with disabilities to reschedule a test if the student does not know that an accommodation will be needed prior to the test? If so, describe the process used and attach copies of any relevant documentation.

YES. Students may reschedule the test on the next available test date, with accommodations, by contacting the Testing Office.

56. Has the institution/department implemented a process to educate appropriate faculty and staff about the program accessibility requirements of Section 504 and the ADA?

NO

57. Has each department taken steps to notify all students of the department's policies and practices relating to nondiscrimination in its academic programs?

Not applicable.

58. Does the institution/department rely on testing developed and/or administered by sources outside the department and/or independent of the institution?

YES

59. Has the institution evaluated these tests to ensure that accommodations are made for students with disabilities in accordance with the Rehabilitation Act and ADA?

NO
60. Has the institution confirmed that each outside testing source employs a process to ensure that its tests do not have an adverse or disproportionate impact on students with disabilities?

NO
STUDENT INSURANCE

62. Does the institution and/or student government offer or sponsor any insurance to its students, including life and health insurance, either directly or through an insurance company or plan selected by the institution? If the answer is "no," skip to the next section.

Yes

63. If the answer to question 62 is "yes," does the institution provide information about the forms of insurance it offers to students in formats accessible to disabled students?

No

64. Has the institution evaluated each kind of insurance program it offers to determine if the program discriminates or has an adverse or disproportionate impact on disabled students in any of the following manners:

(a) application process;

yes, not available in alternate format

(b) exclusions from coverages (e.g., persons who test positive for HIV);

policy does not discriminate against person HIV positive

(c) limitations on coverage;

limitations of coverage same for all students

(d) accessibility of locations, if any, involved in the insurance programs; or

N/A

(e) availability of assistive devices necessary for disabled students to apply for student insurance or process claims?

Human resources available to assist through Student Affairs

65. Has the institution reviewed the policies and practices related to its insurance programs, including exclusions for persons with certain disabling conditions or record of a disability, to determine if there is an adverse or disproportionate impact on persons with disabilities?

Yes
66. Did the answer to question 65 identify any potentially discriminatory criteria?

No

67. Has the institution reviewed its policies and practices related to its insurance programs to determine whether there is limited availability of student insurance to disabled student either:

(a) directly related to a person's disability; or

Yes, availability same as for other students

(b) indirectly related to a person's disability because the student is able to obtain insurance from an outside source?

No

68. Has the institution reviewed its policies and practices, or those of its insurer to verify that all exclusions and practices are based upon or not inconsistent with state law, are based upon legitimate risk assessments or sound actuarial principles, and are defensible under the ADA?

Yes

69. Does the institution have a procedure to ensure that the manner or process in which student insurance it administered does not discriminate against disabled students?

No

70. Has the institution communicated to all students, including those with hearing and vision impairments, the institution's policies and practices relating to:

(a) the availability of student insurance;

No

(b) the process(es) to obtain student insurance; and

No

(c) the procedures to request personal assistance or auxiliary aids to apply for student insurance?

No
CLUBS AND ORGANIZATIONS
(See Form 7.7.2)

101. Does the institution provide any assistance, financial or otherwise, to student government, social organizations, fraternities, or sororities, or other clubs or organizations.

YES: Official registration entitles student organizations to a mailbox in the student activities office, access to limited graphics material, access to a telephone (at no cost), access to a photocopy machine (at approximate departmental cost), use of facilities for meetings and events, use of University equipment (tables, chairs, P.A., etc), set-up and clean-up services and general advisory support from the Office of Student Activities. Additionally, registered student organizations are eligible for funding from Activity and Service fees administered by the Student Government Association. Student organizations are listed in the Student Handbook and the University Catalog; also, student organization sponsored events (meeting publication deadlines) are listed at no cost on the Student Activities Bi-Monthly Calendar. The Office of Student Activities maintains 20 bulletin boards on which student organization material may be posted.

102. Has the institution reviewed the membership practices of each club or organization which receives assistance from the institution?

NO

103. Did the survey cover the issues identified below and in sample form 7.7.2?

N/A

104. Do any of the membership practices of these organizations discriminate or have the effect of discriminating against disabled students?

Published policy requires that the constitutions of all registered student organizations contain non-discrimination clauses. In addition the Registration Agreement, the contract between the institution and the organization, also includes a non-discrimination clause. To date, no survey has been done to check compliance nor has any complaint been filed.

105. Has the institution reviewed the policies and practices of these organizations to ensure that there is no discrimination against disabled students in the activities of these
organizations, including, but not limited to:

a) the provision of auxiliary aids and services to allow disabled students to participate in and enjoy the benefits of these organizations; and

b) the accessibility of the locations/facilities where meetings or events of these organizations are held?

NO

106. Have each of these clubs and organizations been informed of their obligations relating to non-discrimination against disabled students under the ADA?

NO

107. Has the institution notified each club and organization of the contact person available to address concerns and answer question relating to the ADA?

NO

108. Has the institution communicated to its students, in a format that is accessible to persons with hearing and vision impairments, the non-discrimination and accessibility requirements of the ADA?

(?)

If so, describe the method of communication used and attach copies of any notices distributed or posted.

CHAPTER 7.4 SAMPLE AUDIT OF "PUBLIC" SERVICES

[Note: The areas addressed in this audit include programs and services that are open to the public, guests visiting the campus, and employees, as well as students.]

Instructions: Answer the following questions for your department, program, or area of responsibility. A General Action Form (Chapter 7.7.1) should be completed for all issues that my need to be changed or improved. This Form should also be used for any response that requires a description of procedures or planned improvements. Potential problems or recommendations can be grouped together if they are within the same type of program. In addition, each department or program that contracts with others (e.g., guest performers) should answer questions 112-115.

FINE AND PERFORMING ARTS AND MOVIES
1. Does the institution or any department support or sponsor theatrical or other kinds of artistic performances or movies that are open to the student body and/or the public?
   Yes
   If so,
   a) Has a member of the Task Force prepared a list of all departments or sponsoring groups that offer such programs?
      (?)
   b) Has an audit addressing the areas below been conducted of each such department/group?
      (?)

2. Do these performances accommodate the needs of disabled students or members of the public attending the performances?

   Space for wheelchairs is made available in the Commons Auditorium by removing portable seating as needed; special seating arrangements can be made for hearing or vision impaired students.

3. Are the facilities that house theatrical and other artistic performances accessible to persons with disabilities, including, but not limited to:

   a) accessible parking;
      YES

      b) at least one accessible entrance that is marked, with appropriate signage at inaccessible entrances;
      YES, entrances are accessible; NO, appropriate signage is not in place.

   c) seating for wheelchair users;
      
      Space for wheelchairs is made available in the Commons Auditorium by removing portable seating as needed. Permanently designated wheelchair seating areas are located in the Fine and Performing Arts Center facilities.

   d) elevators and/or ramps as an alternative to stairs leading to accessible seating;
      YES
e) aisles of appropriate width and slope leading to accessible seating;

YES

f) at least one restroom for each sex in the facility, with appropriate signage at accessible and inaccessible bathrooms;

YES, but directional signage is not in place.

g) accessibility of other services open to the public?

YES

4. Is there seating that is accessible to persons with disabilities that is sufficient to meet demand?

YES

5. Do the facility/department/program's plans for accessible seating in an integrated setting accommodate:

a) Wheelchair users;

YES

b) persons with other mobility impairments that may have difficulty with steps, distances, or steep slopes;

YES: Vehicles can be driven onto the sidewalks adjacent to University facilities if prior arrangements are made.

c) persons with vision or hearing impairments who may need seating close to the stage (e.g., to speech read); and

YES: If prior arrangements are made, persons requiring seating near the stage can be accommodated in both the Commons Auditorium and the Fine and Performing Arts Center, but no seating is reserved solely for this purpose.

d) persons who wish to have interpreter services and must be close to the stage?

See c) above.

6. Is the accessible seating segregated from that provided to non-disabled persons?

NO

If so:
a) Does the segregation result in better lines of sight than other seating? and

b) Are there plans to make seating available at other locations?

7. Does the institution and/or department allow the guests/companions of persons with disabilities to sit next to the disabled person? If the answer is "no," this may be discrimination. If the answer is "yes," answer the following:

During well-attended performances in the FPAC, limited wheelchair space may make it impossible for guests/companions to be seated next to disabled persons. They are seated immediately adjacent. In the Commons Auditorium, adjacent chairs are readily available, especially when advance arrangements are made.

a) Are there any limits on the number of disabled and non-disabled individuals who can sit together?

Wheelchair seating is limited to ___ in the FPAC. In the Commons Auditorium, any number of chairs can be removed to accommodate increased demand for wheelchair space.

b) Is the availability of accessible seating, as a whole, equivalent to that available to persons without disabilities?

YES: based on demand to date.

c) Do persons with disabilities have the same ability as persons without disabilities to purchase seating for groups prior to or the day of performances?

This depends on type of accommodation required and facility. Day of performance requests for special seating present no problem in the Commons Auditorium at any time, since all seating is portable. In the Fine and Performing Arts Center there should be no problem if the event features general admission seating; in the case of reserve seating, there is currently no policy in place to reserve seating close to the stage for persons with vision or hearing impairments. Special accommodation such as an interpreter or special amplification devices may not be available without prior arrangements.

8. Does the institution and/or department provide, upon request and without charge, auxiliary aids and services to accommodate disabled persons attending these performances, such as:

a) alternative formats, such as written or braille programs or scripts of performance, for hearing- and vision-
impaired persons;

NO, scripts or written programs are not provided unless such materials are supplied by the performing company.

b) magnifying glasses for vision-impaired persons;

NO, magnifying glasses are not provided, and have not been requested. A group of blind children attending a circus were provided with "interpreters" who sat with them and described the performance. The interpreters were members of a student organization. A similar service could be provided if requested.

c) assistive listening devices for hearing-impaired persons;

No, assistive listening devices are not provided, however, auxiliary speakers can be provided for film screenings in the Commons Auditorium. No assistive listening devices have been requested.

d) personal assistants to aid disabled persons with seating and other needs;

NO but ushers at Student Activities sponsored events are instructed to be conscious of special patron needs and to respond as needed.

e) appropriate lightning and/or seating for individuals with hearing and vision impairments (e.g., reserved seating close to stage for persons who speech read); and

YES, with advance notification.

f) interpreters or signers?

(?)

If so, describe the procedure used to provide these services, and any resources that are available.

9. Are all movies/films on campus sponsored by the institution or campus organizations accessible to persons with disabilities?

Specific Examples:

a) Are they scheduled in accessible facilities with accessible seating? (See questions 3-7.)

YES

b) Are soundtracks provided with open and/or closed captioning or other appropriate auxiliary aids or services for persons with hearing impairments (e.g.,
interpreters) upon request?

NO, closed captioning is not provided, however, auxiliary speakers could be provided upon request. Interpreters are not currently provided.

c) Is the audio system equipped with an assistive listening system?

NO

10. Has the institution and/or department evaluated its policies and procedures regarding theatrical and other artistic performances to ensure that they do not have an adverse or disproportionate impact on disabled persons?

There has been no specific evaluation, but each example below is addressed.

Specific Examples. Are there

a) prohibitions against service animals or guide dogs;

NO

b) exclusions of persons with disabilities;

NO

c) limits on the number of persons with disabilities who can attend or sit together;

No limits are place on the number of persons with disabilities who attend and sit together at films and performing arts events held in the Commons Auditorium. Seating in the Fine and Performing Arts Center is more restrictive due to being fixed rather than portable. However, the available capacity is suitable in light of past demand.

d) requirements for attendants;

NO

e) limited or segregated accessible seating;

Seating in the Commons Auditorium is entirely accessible. Any seats can be removed to accommodate wheelchair patrons as long a capacity exists. See 10. c. for remarks regarding Fine and Performing Arts Center.
f) limited accessible seating at comparable prices and views as non-disabled seating; and

See e) above.

g) imposition of fees for auxiliary aids or higher charges for accessible seating?

NO

11. Does the institution and/or department advertise or publicize its theatrical performances in a manner or format for disabled persons, for example, a telephone listing of events for persons with visual impairments to supplement posters or newspaper ads?

NO

12. Does the institution and/or department advertise or publicize the availability of accessible performances and auxiliary aids and services, as well as the procedures for requesting such aids and services?

NO, special information is not provided. A telephone number at which more information can be obtained is generally published.

If so, describe these procedures and attach samples of advertising.

13. Does the institution provide separate theatrical or other artistic performance opportunities to persons with disabilities?

NO

14. If the answer to question 13 is "yes," does the institution allow qualified disabled students the opportunity to participate in or attend performances that are available to non-disabled students?

n/a

15. Does the institution provide equal or similar opportunities for disabled persons to participate in theatrical or other artistic performances supported by the institution?

Specific Examples:

a) Are individuals with disabilities allowed to join theater companies, dance groups, clubs, and bands if they are
otherwise qualified?

(?)

b) Are the facilities used for rehearsals and performances accessible, or are accessible facilities available through rescheduling (e.g., access to stage for a performer, access to backstage areas for a make-up or audio-visual technician who uses a wheelchair)?

YES

c) Are auxiliary aids and services available, upon request, without charge, to performers or participants with disabilities (e.g., braille or reader services for visually-impaired singers, interpreter services for a deaf director or stage crew member)?

?

d) If there are any qualifications standards that would deny participation based upon a disability, have they been reviewed to ensure that they are legitimate, defensible qualification standards?

No qualifications or standards exist which would restrict the participation of handicapped patrons in programs presented in either the film or performing arts series

e) Is there a procedure in existence for individuals to request accommodations or challenge qualification standards?

NO

If so, describe the procedure and attach a copy of any written procedure.

________________________

TELEVISIONS

16. Does the institution provide television rooms or televisions in common areas for use by students and/or the public? If the answer is "no," skip to the next section.

YES

17. If the answer to question 16 is "yes," are these televisions equipped for decoders and/or assistive listening devices?

NO
18. Is there a procedure to respond to requests to make these services accessible to persons with hearing impairments (e.g., through captioning decoders and assistive listening devices at requested location, or an equivalent service)?

Students with special needs would be instructed to contact the Office of Student Services

19. Are these services located in rooms accessible to persons with mobility impairments?

YES

LECTURE SERIES AND SEMINARS

20. Does the institution or any department support or sponsor lecture series and/or seminars on campus facilities that are open to the student body and/or the public?

YES

If so,

a) Has a member of the Task Force prepared a list of all departments or sponsoring groups that offer such programs?

(?)

b) Has an audit addressing the areas below been conducted of each such department/group?

(?)

21. Do these lectures and seminars accommodate the needs of disabled students or members of the public attending the series?

In so far as facilities are accessible, the seminars and lectures are accessible, but no special arrangements are made for disabled students or members of the public who attend, other than to remove temporary seating to accommodate wheelchairs.

22. Are the facilities that house lecture series and seminars accessible to persons with disabilities, including, but not limited to:

a) accessible parking;

YES

b) at least one accessible entrance that is marked, with appropriate signage at inaccessible entrances;
YES, entrances are accessible; NO, appropriate signage is not in place.

c) seating for wheelchair users;

Space for wheel chairs is made available in the Commons Auditorium by removing portable seating as needed. Permanently designated wheelchair seating areas are located in the Fine and Performing Arts Center facilities. Other facilities (?)

d) elevators and/or ramps as an alternative to stairs leading to accessible seating;

YES

e) aisles of appropriate width and slope leading to accessible seating;

YES

f) at least one restroom for each sex in the facility, with appropriate signage at accessible and inaccessible bathrooms;

YES, but directional signage is not in place.

g) accessibility of other services open to the public?

YES

23. Is there seating that is accessible to persons with disabilities that is sufficient to meet demand?

YES

24. Do the facility/department/program's plans for accessible seating in an integrated setting accommodate:

a) Wheelchair users;

YES

b) persons with other mobility impairments that may have difficulty with steps, distances, or steep slopes;

YES: Vehicles can be driven onto the sidewalks adjacent to University facilities if prior arrangements are made.

c) persons with vision or hearing impairments who may need seating close to the stage (e.g., to speech read); and

YES: If prior arrangements are made, persons requiring
seating near the stage can be accommodated in both the Commons Auditorium and the Fine and Performing Arts Center, but no seating is reserved solely for this purpose.

d) persons who wish to have interpreter services and must be close to the stage?

See c) above.

25. Is the accessible seating segregated from that provided to non-disabled persons?

NO

If so:

a) Does the segregation result in better lines of sight than other seating? and

b) Are there plans to make seating available at other locations?

26. Does the institution and/or department allow the guests/companions of persons with disabilities to sit next to the disabled person? If the answer is "no," this may be discrimination. If the answer is "yes," answer the following:

YES

a) Are there any limits on the number of disabled and non-disabled individuals who can sit together?

In the Commons Auditorium and meeting rooms, any number of chairs (in relation to capacity) can be removed to accommodate increased demand for wheelchair space.

b) Is the availability of accessible seating, as a whole, equivalent to that available to persons without disabilities?

YES: based on demand to date.

c) Do persons with disabilities have the same ability as persons without disabilities to purchase seating for groups prior to or the day of performances?

N/A -- all seminar events are free

27. Does the institution and/or department provide, upon request and without charge, auxiliary aids and services to accommodate disabled persons attending these lectures and seminars, such as:
a) alternative formats, such as written or braille programs or copies of overheads, of lectures or seminars for hearing- and vision-impaired persons;
   NO
b) magnifying glasses for vision-impaired persons;
   NO
c) assistive listening devices for hearing-impaired persons;
   NO
d) personal assistants to aid disabled persons with seating and other needs;
   NO
e) appropriate lightning and/or seating for individuals with hearing and vision impairments (e.g., reserved seating close to stage for persons who speech read); and
   YES
f) interpreters or signers?
   NO

If so, describe the procedure used to provide these services, and any resources that are available.

28. Has the institution and/or department evaluated its policies and procedures regarding lectures and seminars to ensure that they do not have an adverse or disproportionate impact on disabled persons?

There has been no specific evaluation, but each example below is addressed.

Specific Examples. Are there

a) prohibitions against service animals or guide dogs;
   NO
b) exclusions of persons with disabilities;
   NO
c) limits on the number of persons with disabilities who can attend or sit together;
   NO
d) requirements for attendants;

NO

e) limited or segregated accessible seating;

NO

f) limited accessible seating at comparable prices and views as non-disabled seating; and

NO

g) imposition of fees for auxiliary aids or higher charges for accessible seating?

NO

29. Does the institution and/or department advertise or publicize its lectures and seminars in a manner or format for disabled persons, for example, a telephone listing of events for persons with visual impairments to supplement posters or newspaper ads?

NO

30. Does the institution and/or department advertise or publicize the availability of accessible lectures and seminars and auxiliary aids and services, as well as the procedures for requesting such aids and services?

NO, special information is not provided. A telephone number at which more information can be obtained is generally published.

If so, describe these procedures and attach samples of advertising.

31. Does the institution provide separate lecture series and seminars for persons with disabilities?

NO

32. If the answer to question 31 is "yes," does the institution allow qualified disabled students the opportunity to attend the lectures and seminars attended by non-disabled students?

n/a

33. Does the institution provide accommodations required by guest lecturers or performers with disabilities, including
accessible facilities and interpreter services or other auxiliary aids?

YES (although this has never occurred, we would take appropriate steps)

SOCIAL OR RECREATIONAL AREAS OWNED/OPERATED BY THE COLLEGE

97. Does the institution and/or any department own or operate any social or recreational areas that are open to its students or the public not previously covered in the surveys in chapters 7.2 or 7.3, including, but not limited to:
   a) student unions, lounges, video rooms;
      YES
   b) parks and other picnic or recreational areas;
   c) golf courses or lakes; or
   d) spaces used for dances or parties?
      YES

98. If any answer to question 97 is "yes," has the institution and/or department reviewed these services to determine whether they are accessible to disabled students and the public.

No formal review has been done

99. Are the facilities that house these services accessible to persons with disabilities, including, but not limited to:
   a) accessible parking;
      YES
   b) at least one accessible entrance that is marked, with appropriate signage at inaccessible entrances;
      Accessible, but not marked
   c) seating for wheelchair users;
      YES
   d) elevators and/or ramps as an alternative to stairs leading to accessible seating;
      YES
   e) aisles of appropriate width and slope leading to accessible seating;
YES

f) at least one restroom for each sex in the facility, with appropriate signage at accessible and inaccessible bathrooms;

YES --except signage

g) accessibility of other services open to the public or students?

YES

100. Does the institution provide auxiliary aids and services to accommodate disabled persons using these services or areas.

NO

101. Has the institution evaluated its policies and procedures regarding these "public" services to ensure that they do not have an adverse or disproportionate impact on disabled persons, such as:

NO formal evaluation has been done

a) exclusion of persons with disabilities because of the risk of injury that does not meet the direct threat standard, or complaints by other customers; or

NO

b) prohibitions against service animals or guide dogs?

NO

102. Does the institution advertise or publicize the availability of auxiliary aids and services, as well as the procedures for requesting such aids and services?

(?)

103. Does the institution provide separate social or recreational services for disabled persons?

NO

104. If the answer to question 103 is "yes," does the institution allow disabled persons the opportunity to attend other social and recreational events as non-disabled persons?

YES

105. Does the institution lease space to any independent organizations that operate any social or recreational programs
or services for the institution?

YES -- Marriott Food Services sponsors events (recreational games, dances, etc.)

106. Has the institution taken steps to ensure that any independent organizations that operate any of the services or programs identified in question 105 have complied with their obligations of non-discrimination and accessibility under the ADA?

(?)

RECEIVED
MAR 19 1993
ASSOCIATE VICE PRESIDENT FOR STUDENT AFFAIRS
107. Does the institution offer and/or sponsor any form of childcare, daycare, or educational program (e.g., HEAD Start, tutoring, pre-school) for children of students, employees, or the general public?

The University of West Florida provides childcare services for students, faculty, staff and alumni.

108. Are all childcare and similar programs available to parents with disabilities on the same basis as parents without disabilities?

Childcare services are available to all parents without regard to disabilities.

Specific Examples:

(a) Are there any qualification standards that would deny services based upon the parent's disability?

There are no qualification standards which would deny service based on parent's disability.

(b) Is information regarding childcare programs provided in accessible formats on request?

Enrollment information is available in large print and on audio tape. Readers are available upon request.

(c) Are auxiliary aids and services provided so that parents can participate in the program (e.g., conferences, special events)?

Auxiliary aids and services are not currently available for special programs.

(d) Are the facilities used accessible to parents with mobility impairments?

The facility has a door bell which can be rung to gain access to building. Halls and most doors are wide enough to accommodate mobility impairments. Access to playground area is limited to one external door.

109. Does the program have any qualification standards that exclude or tend to exclude children from the program because of their disabilities (e.g., children who are HIV positive or have significant special needs)?

The Center's program is designed to meet the needs of children with some degree of disabilities. The fundamental program offered would have to change dramatically to include children with significant special needs.
110. If the answer to question 109 is "yes," has the institution analyzed its admissions standards to determine whether they are defensible, and that it would be an undue burden or fundamental alteration of the programs to change those standards?

The Center defends its admission standards on the grounds that the nature of the program would have to be altered to meet the needs of children with significant disabilities.

111. If the answer to questions 109 is "no," or if the program admits children with some types of disabilities, answer the following questions:

(a) Are the facilities accessible to children with disabilities?

   The facility is accessible to children with some disabilities.

(b) Are appropriate auxiliary aids and services provided?

   An effort would be made to provide auxiliary aids and services through the University when requested.

(c) Are all materials provided in accessible formats when needed?

   In the past, no requests have been made.

(d) Is the program in compliance with all other laws regarding children with disabilities?

   To the best of my knowledge, the Center is in compliance with laws regarding children with disabilities.
Feb. 16, 1993

TO: Omega Gardner

FROM: Harry Stopp

SUBJ: ADA Audit in Academic Affairs

We have completed the ADA audit as prescribed within all divisions of Academic Affairs. In general, most departments or divisions do not have specific policies which apply to disabled students/faculty/staff; they depend on policy at the University level. As situations arise with disabled students/staff that need attention at the departmental level, however, the departments appear to be making serious attempts to solve these problems.

The audit did identify several areas of concern that are not being dealt with at the departmental or unit level and those concerns are listed on the attached two pages. Perhaps the Committee can discuss these issues at a future meeting as we compare ADA audit results from the other divisions on campus.

cc: Dr. Backman
CONCERNS WITHIN ACADEMIC AFFAIRS REPORTED ON ADA AUDIT

The following observations and concerns regarding compliance with ADA requirements are the result of a survey of departments and divisions within Academic Affairs conducted in January, 1993. In general, the survey indicated that most departments depend on the University for policy in this area but that most "problems" raised with respect to handicapped students are handled individually at the departmental/unit level when possible.

The specific concerns raised include:

1. The Library lacks any text-reading equipment, Braille or Braille output devices on the online catalog terminals which can be used by those with visual disabilities. Anyone with a hearing disability is prohibited from using the telephone reference service.

2. SGA provides typewriter in the Library for student use. These are not adapted for students with visual impairments.

3. Elevators in the Library do not have audio cues for visually impaired users.

4. In the Instructional Media Center(IMC) there are no provisions made for visually or hearing impaired users.

5. In the IMC, there is concern about space for wheelchair use, especially near technical equipment.

6. IMC reported that there is no closed-captioning available with the videotapes the IMC provides across campus. This would affect any classroom use.

7. The Theatre Department reports that students in wheelchairs cannot use the grid or catwalk areas of the theatre and thus cannot participate fully in the technical learning situations that require use of those portions of the theatre area.

8. The Physics Departments reported that there are no provisions for the visually or hearing impaired in their classrooms or labs. This would, of course, involve IMC also.

9. Computer Science reported that the newly constructed ramp has no side rails and is too steep for many students in wheelchairs.

10. Cellular and Molecular Biology reported a lack of parking near their building for the disabled.
11. Both Biology departments reported a lack of appropriate benches for disabled use of the labs. They know of "suitable lab work stations for handicapped students" but have not been able to purchase them.

12. The Marketing Department reported that the equipment in the College of Business computer lab is not adatable for students with limited reach ranges or mobility impairments. The also found no provision in this lab for students with visual impairments.