

AMERICANS WITH DISABILITIES ACT (ADA) ACCESSIBILITY POLICIES MANUAL

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

*Alternate format available upon request.

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ACCOMMODATIONS, SERVICES, AND ACCESS TO PROGRAMS FOR STUDENTS AND OTHERS WITH DISABILITIES

STATEMENT OF POLICY

Authority and Philosophy

Access to programs for University students and others with disabilities is required by 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 "California State University Policy for the Provision of Services to Students with Disabilities," as described in coded memorandum AA 2002-35 and any successor documents.

California State University, Bakersfield (CSUB) is committed to providing an inclusive environment, which is responsive to the needs of all students, faculty, staff, managers/administrators, and the public when they are using University services. To ensure this inclusion, appropriate accommodations, as required by law, are provided to individuals, who have verified disabilities and who require these accommodations in order to enjoy access to University programs, services, or activities for which the individuals are otherwise qualified.

These accommodations may include: architectural access modifications, disabled parking, accessible seating, library assistance, interpreters, extended time for exams, readers, note takers, as well as auxiliary aids, and other accommodations necessary for a particular individual's needs. Accommodations will not be provided if they fundamentally alter the nature of the program, inappropriately impede access for others, or cause a direct threat to the safety of the student with a disability or others.

This policy addresses the subject of access to programs only. Procedures for employee accommodations can be obtained from the Office of Human Resources.

RESPONSIBILITIES

While the Office of Services for Students with Disabilities (SSD) serves as a repository of information and the Director of SSD maintains authority to verify accommodations, access to programs for University students and others is a University-wide responsibility. The responsibilities will vary depending upon an individual's role in the process and, for faculty and staff, upon the scope of their assignment.

STUDENTS OR OTHERS WITH DISABILITY

Throughout this policy, the term "student" should be understood to include not only enrolled University students, but also those faculty, staff, and members of the public who wish to use University services or participate in University programs. Under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, persons with disabilities must self-identify and provide current documentation of their disability when requesting accommodations. The student or other person with a disability is expected to self-identify to SSD as a person with a disability in need of access or accommodation, provide verification of their disability, and request accommodation prior to the needed access, with notice sufficient to the nature of the accommodation.

If a student's requested accommodation imposes an undue burden on the University, fundamentally alters the nature of a program, inappropriately impedes access for others, or causes a direct threat to the safety of the student with a disability or others, the student is expected to participate in an interactive review of the request. An interactive review is understood to include the student, the Director of SSD (or designee), and any other appropriate persons involved in the issue. A discussion of the requested accommodation, reasons for denial, and alternative accommodations will be explored. The ultimate goal of this interactive process is to resolve issues and find a mutually acceptable resolution.

SERVICES FOR STUDENTS WITH DISABILITIES

The University has designated SSD as the office responsible for receiving and verifying self-identification of disabilities; providing specialized support services; and assisting faculty, staff, and managers/administrators in providing access and accommodations. It is not always necessary for SSD staff to be involved in providing access when a person's disability and requested accommodation are apparent and straightforward. For example, a request from a quadriplegic (person with paralysis in both legs and arms) for assistance in lifting books from his/her lap onto the circulation counter in the library would not require the formal self-identification process.

SSD staff:

- Publicizes campus programs for providing access and orients those with disabilities, particularly students, to campus practices for self-identification, requesting access and accommodation, and resolving disputes.
- Assists the campus in providing training for faculty, staff, and managers/administrators in the provision of services, including instruction, to students with disabilities.
- Assesses requests for access by students and others using campus programs and makes recommendations on appropriate access methods or services. A formal process allowing students or others to self-identify, provide disability verification, work with advisors to identify their program access needs, and suggest possible accommodations is available upon the request of any student, faculty, staff, or member of the public using University services. Included in the formal assessment will also be the University's response to the student's needs.
- Follows up on requests for access to confirm timely response, coordinates complex requests for access, and notifies the administration of failure to provide access to programs.
- Provides certain specialized assistive services, such as sign language interpreters, readers, and note takers.
- Works cooperatively with departments in the interactive process of examining requests for accommodation which may impose an undue burden on the University, fundamentally alter the nature of a program, inappropriately impede access for others, or cause a direct threat to the safety of the student with a disability or others.
- Analyzes trends, identifies problems with campus provision of access, and proposes corrective actions to optimize access to campus programs.

FACULTY

Each faculty member's professional responsibilities include the provision of access to instructional and instructionally-related programs. Faculty possess intimate knowledge of the curricular or technical issues of their classes and programs necessary to the development of accommodations and maintenance of academic standards.

Faculty should:

- Provide information or referrals to students and others with disabilities about the availability of auxiliary aids and services. Information should be included in written and verbal communications with students, i.e., syllabi or world-wide web pages, etc.
- Respond to the requests for access promptly as required by law.
- Contact SSD if a requested accommodation is not clearly understood or if technical assistance is needed in implementing a requested accommodation or access.
- Bring a request for accommodation to which they are unable to respond due to lack of resources promptly to the attention of their department chair, dean, and SSD to seek assistance in providing access.
- Bring to the attention of their department chair, dean, and SSD requested accommodations which may impose an undue burden on the University, fundamentally alter the nature of a program, inappropriately impede access for others, or cause a direct threat to the safety of the student with a disability or others, and participate in an interactive examination of the request to attempt to find a successful resolution.
- Learn and maintain awareness of access/accommodation issues and include them in designing new curriculum, programs or facilities, or redesigning existing curriculum, programs or facilities.
- Maintain access features on equipment or services used as part of their curricula. This may include ensuring that features, which provide access are properly serviced or repaired, or keeping existing architectural access features when planning the remodeling of instructional facilities.

STAFF

Responsibility for the provision of access to programs is a part of each employee's professional responsibilities, within the scope of his/her assignment. Staff possess knowledge of the technical issues of their programs, which is necessary to the provision of accommodations.

Staff should:

- Provide information to students and others with disabilities about the availability of auxiliary aids and services through the SSD office. Information should be included in department publications, such as brochures and world- wide web pages.
- Respond to requests for access promptly. If they are able to provide the appropriate access as required by law, they are expected to do so. If they are unclear how to implement a requested access, they are expected to seek the assistance of their management and/or the SSD office.

- Bring a request for accommodation, to which they are unable to respond to due to lack of resources, promptly to the attention of their management and seek assistance in providing access.
- Bring to the attention of their management requested accommodations which may impose an undue burden on the University, fundamentally alter the nature of a program, inappropriately impede access for others, or cause a direct threat to the safety of the student with a disability or others, and participate as appropriate in an interactive examination of the request to attempt to find a successful resolution.
- Learn and maintain awareness of access/accommodation issues and include them in designing new programs or facilities or redesigning existing programs or facilities.
- Maintain access features on equipment or services in their area of assignment. This may include ensuring that access features are properly serviced and repaired as well as preserving access features when modifying or remodeling facilities.

MANAGERS/ADMINISTRATORS

In addition to their responsibilities as faculty or staff, managers/administrators are responsible for ensuring that the faculty and staff of their area of responsibility provide appropriate access and accommodations.

Managers/administrators should:

- Ensure that the programs for which they are responsible provide information to students and others with disabilities about the availability of auxiliary aids and services through reception services, department publications, and other means of communication
- Ensure that the faculty and staff of the programs for which they are responsible respond to requests in a timely, effective, appropriate manner.
- Working cooperatively with the SSD office, guide the interactive process of examining requests for accommodation within their units which may impose an undue burden on the University, fundamentally alter the nature of a program, inappropriately impede access for others, or cause a direct threat to the safety of the student with a disability or others.
- Learn and maintain awareness of access/accommodation issues and include them in designing new programs or facilities or redesigning existing programs or facilities.
- Maintain access features on equipment or services in their area of assignment. This may include ensuring that access features are properly serviced and repaired, as well as preserving access features when modifying or remodeling facilities.

EXAMINATION OF REQUESTED ACCOMMODATIONS

Most access requests can be met through a cooperative effort on the part of the individuals and offices listed above. In the event unresolved issues remain, it is important that timely action be taken. Faculty, staff, managers/administrators, and the staff of the SSD office are expected to bring unresolved issues to their management promptly and to assist in responding to the request for access.

If a requested accommodation may impose an undue burden on the University, fundamentally alter the nature of a program, inappropriately impede access for others, or cause a direct threat to the safety of the student with a disability or others, the University and the student will enter into an interactive process of examining the request to attempt to find a successful resolution. Faculty, staff, managers/administrators, and students are expected to participate in good faith in this process. Appropriate documentation shall be maintained in the student file, departmental file, etc. of the decisions resulting from this process.

IMPLEMENTATION/APPEALS

Consideration will be given to a student's request for a preferred method of accommodation; however, the authority to make a final decision rests with the SSD Director (or designee). If a student disagrees with a decision made by the SSD Director or Staff, Informal and Formal Appeals Procedures are to be followed in order to grieve the decision. Copies of the Informal procedures are available in the SSD office, or on-line at the website address below: <http://www.csub.edu/UnivServices/SSD/studentappeals.htm> .

The formal grievance or appeal process entitled "California State University, Bakersfield Section 504 Grievance Procedure" is available in the office of the campus Section 504 Compliance Officer/ADA Coordinator, Dr. Soraya M. Coley, Provost and Vice President. Dr. Coley is located in Administration 100, and can be reached at (661) 654-2154.

If a student disagrees with any decision made by a faculty member or other service provider regarding the implementation of an accommodation, informal methods of resolution can be attempted. This should include discussion with the faculty member, the department chair, and the dean of the school. If a mutually acceptable resolution is not found, students may utilize the formal appeal procedures. Copies of the Student Academic Grievance Policy are available in the School deans' offices and the Vice President of Student Affairs' Office.

POLICY FOR ACCESS TO TECHNOLOGY AND COMPUTER LABORATORIES

California State University, Bakersfield is committed to providing an environment that is responsive and accessible to students with disabilities. To ensure this environment, appropriate accommodations will be provided for students with disabilities so that technology and all computer laboratories are accessible, as required by law. For more details on this policy, refer to attachment A – Campus Policy Regarding Access to Technology and Computer Laboratories For Students With Disabilities.

POLICY FOR PERIODIC REVIEWS OF CAMPUS PROGRAMS

The campus is responsible for ensuring that all applicable CSUB programs, services, and activities undergo an accessibility review every five years. For more details on this policy refer to attachment B – CSUB Policy for Periodically Reviewing Campus Programs, Services, and Activities for Accessibility.

POLICY FOR ACCEPTING, RESEARCHING, AND RESOLVING ACCESS RELATED COMPLAINTS

The campus recognizes the importance of accepting, researching, and resolving disability-related access complaints. A disability-related access complaint could be initiated for a variety of reasons including lack of disabled parking spaces, an automatic door not functioning properly, etc. These complaints may originate from students, faculty, staff, or the general public. Each department on campus will be responsible for ensuring that any disability-related access complaints brought to their attention will be documented on the CSUB Accessibility Complaint Form (see attachment C), and forwarded to the appropriate department for action. The appropriate Manager/Administrator will ensure that their department is trained on the use of the CSUB Accessibility Complaint Form. The Section 504 Compliance Officer/ADA Coordinator and the Director of Services for Students with Disabilities will document and track the resolution of these complaints.

DIVERSITY INITIATIVES OFFICE

The functions of the Diversity Initiatives Office include the following:

- Provide advice and training for faculty, staff, and students regarding the campus non-discrimination policy and the complaint process; and
- Administer the University policy on diversity initiatives and non-discrimination, including receiving, investigating, and recommending resolution of complaints of discrimination on the basis of disability.

ADVISORY COMMITTEE

A campus Disability Advisory Committee assists in the evaluation of current campus policies and procedures relating to campus access and accommodation of people with disabilities. The committee advises on programs, strategies, and timelines for providing access to the University. Committee members are appointed by the President of the University or designee. This committee typically consists of the following members:

Section 504 Compliance Officer/ADA Coordinator (ex-officio)
Dean or Department Chair of an Academic School
Director, Facilities Planning, Development and Operations
Director, Human Resources
Representative, Foundation
Representative, Information Technology (ex-officio)
Representative, Library
Representative, off-campus disability-related organization or group
Representative, Public Safety
Representative, Student Services
Student with a learning or perceptual disability
Student with a physical disability
One faculty member
Director, SSD (Chair and ex-officio)

This advisory committee shall meet not less than once each quarter and shall review the provision of access or accommodation to students, faculty, staff, or others with disabilities. The advisory committee is charged with evaluating current policies and procedures, reviewing trends concerning access programs, offering strategies, and assessing the quality of the access being provided.

FUNDING

University departments and employees are collectively responsible for the implementation of the law pertaining to accommodations, services, and access to programs for students and others with disabilities. Except for specialized assistive services and aids provided by SSD, accommodations required to provide access to programs are the responsibility of the department offering the program. Departments, which find it difficult to identify funding for particular access issues, are encouraged to seek alternative funding sources through their management structure, e.g. Campus Reserve Funds, Minor Capital Outlay Funds, etc.

ATTACHMENT A

CAMPUS POLICY REGARDING ACCESS TO TECHNOLOGY AND COMPUTER LABORATORIES FOR STUDENTS WITH DISABILITIES

INTRODUCTION

California State University, Bakersfield (CSUB) is committed to providing an environment that is responsive and accessible to students with disabilities. To ensure this environment, appropriate accommodations will be provided for students with disabilities so that technology and all computer laboratories are accessible, as required by law.

PURPOSE

The purpose of this policy is to ensure continuing compliance by CSUB with applicable federal and state legislation, and California State University System Policies regarding access to technology and the provision of services to students with disabilities.

POLICY

It is the policy of CSUB that students with disabilities shall be given access to technology and computer laboratories, either through adaptive technology (adaptive software and hardware) or through conventional means, e.g. readers, scribes, etc. Conventional means of access will only be used to supplement access while steps are undertaken to mitigate barriers to technology, and not as a permanent substitute for adaptive technology.

Applicable federal and state legislation and CSU policies require that University departments and programs respond in a timely manner to student or administrative requests (i.e. Services for Students with Disabilities, SSD) for access to computer laboratories, by acquiring the appropriate hardware and/or software. Departments are encouraged to work with SSD staff to first validate student requests.

GUIDELINES

1. SSD will work with faculty and staff to verify a student's technological need(s), and will advise departments or programs regarding the acquisition of appropriate technology in an effort to increase accessibility.
2. Accessible pathways to and from technology and computer stations must be accessible.
3. Technology (e.g. Kiosks, telecommunications) and PC Labs at CSUB must provide appropriate access to students with disabilities. Guidelines and standards regarding appropriate access to technology and the number of accessible stations that are required, as well as the adaptations that are currently being employed, are addressed in the Accessibility Standards section of this document.
4. New Purchases or Renovations: Programs and departments are responsible for the inclusion of access in all new purchases or refreshments of technology, including accessible furniture. Once technology or a PC station is equipped with adaptations, it must be identified and remain accessible to students with disabilities. Programs and departments will assign technicians and staff, as needed, to ensure that adaptive technology is acquired, installed, and maintained.
5. Existing Facilities: In PC Labs that do not currently contain adaptive technology, efforts should be made to ensure compliance as soon as possible. Programs and

departments will assign technicians and staff as needed to ensure that adaptive technology is acquired, installed and maintained, once requested. The training lab in the SSD office has been designated as the PC Lab responsible for the training and instruction of students with disabilities. Technical staff in PC Labs need only be responsible for maintaining equipment, not for training students with disabilities. The hardware and software purchased by departments or programs must meet the minimal 'Accessibility Standards' described below.

6. Students with disabilities are encouraged to present or identify their disability needs for access to technology or computer laboratories well in advance of their anticipated need (e.g. identify need in advance of registering for a course utilizing computers) to ensure that adaptive technology can be acquired, installed, updated, or modified. In order to receive training or support, students must have a confidential file in the SSD office documenting their disability and subsequent accommodations. SSD staff will evaluate each student request for adaptive technology, provide training (if needed), and contact the appropriate department(s).
7. For time sensitive academic work, students with disabilities will be provided readers, assistants, or other helpers while adaptive technology is being acquired and installed, as appropriate.

ACCESSIBILITY STANDARDS

The intent of adaptive workstations is to remove barriers for students with disabilities. To this end, disabled students must be given priority use of adaptive computer stations.

The adaptive workstations need not be isolated or dedicated and can be used by other students when not occupied by a student with a disability. However, priority for usage of adaptive workstations is intended for students with disabilities. It is the responsibility of lab personnel to monitor appropriate use of adaptive workstations.

Physical Barriers

Per ADAAG (Americans with Disabilities Act Accessibility Guidelines), the following minimum standards for all work areas should be adhered to:

- Work surface at least 30" from the floor
- Clearance of 29" beneath the top to a depth of at least 20"
- Minimum width of 36" to allow leg space for a seated individual
- Utility and equipment controls located within easy reach
- Clear aisle width sufficient to maneuver a wheelchair, recommended 5' radius

Assistive Technology

Minimum Number of Accessible Computer Stations

Labs should add accessible computer stations based on the total number of stations per lab. The following are minimum requirements established for CSUB:

- Less than 30 stations -- 1 accessible station
- 31 - 50 stations -- 2 accessible stations
- 51 - 75 stations -- 3 accessible stations
- More than 75 stations -- 5% of total number of stations should be accessible

Standards for Computer Labs

It is common practice in the CSU that two sets of standards be implemented in campus computer labs. The minimal standards must be followed for all labs, and enhanced standards must be implemented in labs with more than 30 stations. These include the following:

Minimum Standard

- Screen reader software: JAWS
- Screen magnification software: ZoomText
- Sound Card: Windows compatible (if not SoundBlaster, must purchase Access 32 software with JAWS)
- Accessible furniture
- 17" monitor on any accessible computer system

Enhanced Standard

All minimum standards with the addition of:

- CCTV
- Scanner
- Braille Printer
- Voice Recognition Software

Hardware needs will be determined by the specific requirements of the Assistive Technology being used. Please consult IRTS (Information Resources Technology Support) for technical assistance with hardware requirements. IRTS is located in the Walter Stiern Library, (661) 654-3431.

ATTACHMENT B

CSUB POLICY FOR PERIODICALLY REVIEWING CAMPUS PROGRAMS, SERVICES, AND ACTIVITIES FOR ACCESSIBILITY

AUTHORITY

Access to programs for University students and others with disabilities is required by 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 "California State University Policy for the Provision of Services to Students with Disabilities," as described in coded memorandum AA 2002-35 and any successor documents.

SYSTEM-WIDE PROGRAM EVALUATION

Pursuant to AB 746, the CSU Chancellor's Office shall:

Develop and implement, in consultation with students and staff, a system for the evaluation of state-funded programs and services for students with disabilities on each campus at least every five years beginning in 1990. At minimum, the evaluation shall provide for the gathering of outcome data, staff and student perceptions of program effectiveness, and data on the implementation of the program and physical accessibility requirements of Section 794 of Title 29 of the Federal Rehabilitation Act of 1973.

1. Commencing in January 1990, and every two years thereafter, submits a report to the Governor, the education policy committees of the Legislature, and the California Postsecondary Education Commission on the evaluations developed pursuant to Section X.B.1. This biennial report shall also include a review on a campus-by-campus basis of the enrollment, retention, transition, and graduation rates of disabled students.

CAMPUS PROGRAM REVIEW

Each CSU campus conducts an annual written evaluation of services to students with disabilities. Such evaluations include student input, and summaries are forwarded to the CSU Chancellor's Office for inclusion in the system-wide review.

CSUB PERIODIC REVIEW OF CAMPUS PROGRAMS, SERVICES, AND ACTIVITIES FOR ACCESSIBILITY

The campus ADA Coordinator/Section 504 Compliance Officer, in conjunction with the Director of Services for Students with Disabilities (SSD), is responsible for ensuring that all applicable CSUB programs, services, and activities undergo an accessibility review every five years. As appropriate, such reviews shall include an examination of the following items:

- responsibilities of key personnel in the program, service, or activity as they relate to ADA compliance;
- funding source for ADA related expenses;
- forms required for admission to and participation in the program;
- process for handling disability related complaints and grievances;
- disability awareness training provided to staff;
- disaster policies and procedures for evacuating disabled individuals;
- WEB site, computer lab and related facilities accessibility;
- information and signage as they relate to disabled persons;
- designation of disabled parking spaces; and
- accessibility of bathrooms in the program/activity building.

The ADA Coordinator will initiate a periodic review by requesting the program/service/activity director to complete a Disability Support and Accommodations Program and Physical Accessibility checklist (see attachment D - Disability Support and Accommodations Program and Physical Accessibility Checklist). The Director of SSD will meet with the program/service/activity director for review and assistance with completing the checklist, and to discuss the checklist results for follow-up action as necessary.

ATTACHMENT C
CSUB ACCESSIBILITY COMPLAINT FORM

This form is to be used to report a disability-related access complaint and to serve as a means of accepting, researching, and resolving such complaints received by the schools and departments. Please fill out this form to the best of your ability and forward it to your immediate supervisor for follow-up and action.

NOTE: IF THIS IS AN EMERGENCY, PLEASE CALL 911.

Person receiving complaint: _____ Your Extension: _____

Your Department: _____ Best time to reach you: _____

1. Name of person with the accessibility complaint: _____
2. Their phone number or e-mail address: _____
3. Date and time of accessibility complaint: _____
4. What is the specific accessibility complaint (automatic door not working, lack of disabled parking spaces, etc.) _____

Your signature: _____ Date: _____

IMMEDIATE SUPERVISOR: If this complaint can't be resolved within your department, please route to the appropriate area for resolution, e.g.:

Public Safety _____ Facilities Management _____
Library _____ Other _____

Please describe how and when this complaint was resolved: _____

APPROPRIATE DEPARTMENT - Upon completion of this access issue, this form must be forwarded to:

Dr. Soraya M. Coley, Section 504 Compliance Officer/ADA Coordinator
Janice Clausen, Services for Students with Disabilities

If you have any questions regarding this form, please contact the Office of Services for Students with Disabilities at (661) 654-3360.

ATTACHMENT D
DISABILITY SUPPORT AND ACCOMMODATIONS
PROGRAM AND PHYSICAL ACCESSIBILITY CHECKLIST

Date Completed: _____

Program or Service: _____

Program or Service Director: _____

Area	Question		Response
Roles and Responsibilities	1)	What are your role and responsibilities in ensuring your program is accessible?	
Funding	1)	What is your funding source for ADA related expenses?	
	2)	Have you experienced funding problems in fulfilling your accessibility responsibility?	
Notifications	1)	Are any forms required for admission to the program or receipt of services? If yes, what are the forms and are any available in alternative formats (e.g., taped, Braille, reader available)?	
	2)	Do the forms noted in #1 above contain a notice of the campus' compliance with section 504 (of the ADA)? Please attach a copy of the forms.	
Grievances and Complaints	1)	How does your program handle participant complaints?	
	2)	Are you utilizing the campus policy for Researching, Accepting, and Resolving Access Related Complaints?	

Area	Question		Response
	3)	Have you received any complaints within the prior 3 years? If yes, please attach any documentation supporting the resolution of the complaint.	
	4)	Has your program been the subject of a formal investigation of discrimination based on the presence of a disability? If so, please attach any documentation supporting the resolution of the investigation.	
Training	1)	What ADA training has your program/service staff undergone during the past 3 years?	
	2)	How often is training provided?	
Disaster Procedures	1)	Have you developed policies and procedures for evacuating disabled individuals?	
	2)	Are you aware of the campus' disaster evacuation procedures?	
Accessibility to Labs and Similar Facilities	1)	Are your WEB sites accessible to disabled persons?	
	2)	What steps have you taken to ensure that WEB sites continue to be accessible?	
	3)	Are your computer labs and similar facilities accessible to disabled persons?	
	4)	Are you responsible for ensuring access to those facilities? If not, who is?	

Area	Question		Response
Signage	1)	Is directional signage to your program, TDDs, computer labs, computer equipment in place and adequate?	
	2)	Are signs in Braille and raised lettering to indicate accessible bathrooms and other facilities?	
	3)	Are both audible and visual emergency warning alarms provided in your area?	
Parking	1)	Are adequate numbers of disabled parking spaces provided for participants in your program, activity, or service?	
Bathrooms	1)	Are bathrooms accessible in your area?	