ANNUAL PROGRESS REPORT OF THE
AMERICANS WITH DISABILITIES ACT (ADA) REVIEW TASK FORCE

Submitted to Jeffrey S. Vitter, Provost and Executive Vice Chancellor
September 2012
PREFACE

The following report identifies the recommendations from the ADA Review Task Force Report that have been completed since July 2011. Twenty-one of 49 (42.9%) recommendations have been completed in the first year. Each recommendation from the original ADA Review Task Force Report is indicated by a check mark. Following each recommendation is a brief description of how KU has met these recommendations and links to an appendix for further accountability measures.

Many of the ADA Review Task Force Report’s recommendations support KU’s strategic plan, Bold Aspirations. The correlations between these two reports reinforces that creating a more accessible campus for people with disabilities creates a stronger University for everyone.

The formal policy statement adopted (Fall, 2010) by the University of Kansas states, “As a premier international research university, the University of Kansas is committed to an open, diverse and inclusive learning and working environment that nurtures the growth and development of all. KU holds steadfast in the belief that an array of values, interests, experiences, and intellectual and cultural viewpoints enrich learning and our workplace. The promotion of and support for a diverse and inclusive community of mutual respect require the engagement of the entire university.”

Both Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 mandate access to facilities, educational and co-curricular programs, campus activities, and employment opportunities to qualified individuals with disabilities. Even though the University of Kansas bases our legal obligations on these laws, KU aspires to do more than comply with the letter of these laws. Our goal is to endorse a campus climate that will sustain attention to the Americans with Disabilities Act (ADA) in the spirit in which it was designed and provide the KU campus community a climate of inclusiveness.

In December of 2010, an ADA Review Task Force was convened on the Lawrence campus and charged to engage in a campus-wide review of accessibility. The charge of the ADA Review Task Force: 1) Evaluate whether additional actions, policies or practices are necessary to improve access to campus facilities and programs, and to make recommendations for such improvements, as necessary to build upon the University’s ongoing commitment to an inclusive campus community; 2) Identify
opportunities for improved coordination, communication and resource sharing; and 3) Minimize duplicated efforts across University departments, including recommending appropriate changes in University organizational structure.

A comprehensive review of the KU Lawrence campus was guided by an ambitious timeline that resulted in more than 100 administrators, faculty, staff and students engaged in the process. To organize the campus-wide review, six sub-groups were formed: Academic Accommodations; Employment; Information Technology; Facilities; Parking and Transit; and Student Services. The final report was drafted, reviewed and then presented to the Provost and Executive Vice Chancellor in July 2011. To see this report in its entirety, go to: http://www.provost.ku.edu/pdf/ada-review-task-force-report-201107.pdf
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREFACE</td>
<td>2</td>
</tr>
<tr>
<td>ANNUAL PROGRESS REPORT FOR ACCESSIBILITY</td>
<td>4</td>
</tr>
<tr>
<td>APPENDIX A: ADA and Academic Accommodations Training Power Point Slides</td>
<td>13</td>
</tr>
<tr>
<td>APPENDIX B: Parking Signs</td>
<td>26</td>
</tr>
<tr>
<td>APPENDIX C: Food Vending Machines with Enhanced Accessibility</td>
<td>27</td>
</tr>
<tr>
<td>APPENDIX D: Allen Field House Parking Garage Accessible Door Openers</td>
<td>28</td>
</tr>
<tr>
<td>APPENDIX E: Request for Reasonable Accommodation Form</td>
<td>29</td>
</tr>
<tr>
<td>APPENDIX F: Accessibility Executive Advisory Council Group Members</td>
<td>32</td>
</tr>
<tr>
<td>APPENDIX G: AAAC Testing Accommodation Room, 30 Strong Hall</td>
<td>33</td>
</tr>
<tr>
<td>APPENDIX H: Maintenance ADA Guidelines</td>
<td>34</td>
</tr>
</tbody>
</table>
ANNUAL PROGRESS REPORT FOR ACCESSIBILITY

Based upon the review, the ADA Review Task Force Steering Group identified the following themes among the six sub-group recommendations. The following are the identified general themes that illustrate the most frequent sub-group recommendations.

1. **Appoint dedicated administrators with expertise to serve as campus resources.**

   This recommendation supports *Bold Aspirations*: Goal 5 of KU’s strategic plan Bold Aspirations, Developing Excellence in People.

   ✓ Establish and fund a full-time campus ADA Coordinator position to coordinate existing available services and resources and research/implement new or improved services and resources to meet campus needs. This recommendation came up as separate recommendations in three different sub-group reports in the ADA Review Task Force Report.

Effective March 22, 2010, Jamie Lloyd Simpson is the Director of Accessibility and ADA Education. This position has a multi-fold purpose: to ensure that best practices are applied consistently University-wide, to coordinate existing available services and resources and research/implement new or improved services and resources to meet campus needs and to serve as an ADA resource for the campus. This position also assumes the duties as KU’s ADA Coordinator:

   a) Creating an agency compliance plan
   b) Providing notice of ADA Requirements
   c) Adopting and publish a complaint procedure for the prompt and equitable resolution of ADA-related complaints
   d) Conducting a Self-Evaluation
   e) Creating a Transition Plan

   ✓ Establish and fund an ADA Facilities Coordinator/Project Manager within the DCM office.

Effective February 20, 2012, Design and Construction Management revised the duties of a Program Assistant position (working title Compliance Coordinator) currently held by Monita Ireland, to include ADA Compliance Coordination as 30% of the 1.0 FTE position duties. This position’s
ADA coordination responsibilities include reviewing construction drawings for ADA compliance; responding to ADA-related complaints that are appropriately handled by DCM (or referring complaints to another office as appropriate); maintaining a list of proposed accessibility improvements within DCM’s project database; and other tasks as assigned. Monita and her supervisor, Bob Rombach (University Fire Marshal), will perform ADA inspections concurrent with life safety code inspections. Other DCM staff will also be on the lookout for ADA issues and will report those to Monita.

2. Provide additional on-going professional development for staff and faculty in the area of accessibility.
This recommendation supports Bold Aspirations: 5-D Enhance diversity of faculty, staff, and students.

✓ Continue providing educational opportunities for faculty, staff, and students on issues of disability and their responsibilities to contribute to an inclusive environment.
✓ Clarify expectations and coordination between Disability Resources and academic units for academic accommodations.

The above recommendations were addressed in the “Access, Communication and Teamwork: Working with Students with Disabilities” training provided to all faculty and select staff who have a role in providing academic accommodations. To view the Power Point presentation on which the training is based, please see Appendix A.

3. Enhance and strengthen the climate for individuals with disabilities on campus.
This recommendation supports Bold Aspirations: Strategic Initiative Theme 3- Building Communities.

✓ Use signage and nomenclature that support the use of terms that emphasize “accessibility.”

To change the language on accessible parking signs, Parking and Transit took measurements of the sign and font height and printed 500 stickers. The sticker overlay covers the word “handicapped” with the words “accessible parking.” The complete changeover took about a week to implement. See the new stickers on accessible stall signs in Appendix B.
Modify or replace beverage/vending machines to enhance accessibility.

The 2010 Americans with Disabilities Act Accessibility Standards has clarified guidance for all vending machines' operable reach ranges. KU staff educated the food vending machine vendor about these standards. From there, the company made significant changes to their model to meet the accessibility standards. KU received these accessible food vending machines in July. See the new food vending machines in Appendix C.

Similarly, KU staff educated Coca-Cola about the 2010 Standards. Representatives from Coca-Cola explained that because of KU’s efforts to educate the company about the 2010 Standards, while they were designing their first CO2 refrigerant vending machines, they would also make the newly designed machines accessible. KU was the first institution to get these new vending machines, arriving August 16, 2012.

4. Utilize information technology to improve overall services.

This recommendation supports Bold Aspirations: 6-B Build a computational and technology infrastructure for future teaching, research and administration needs.

Creation of an ADA/Disability webpage on the HR/EO website that is devoted to and provides a single access point for all ADA and/or disability related polices, forms, resources, etc.

In the fall of 2011, the university made the decision to separate the two previously entities of Human Resources/Equal Opportunity (HR/EO). The EO office was designated to have a reporting line to the Vice Provost for Diversity and Equity. The HR function remained with the reporting line to the Vice Provost for Finance and Administration.

The Equal Opportunity Office was renamed the Office of Institutional Opportunity and Access (IOA). IOA was then designed, organized and staffed to have the institutional responsibility to enhance and strengthen diversity and inclusion at KU. In the reconfiguration, the IOA also assumed the responsibility to encompass the KU Medical Center campus as well. There are currently four
new colleagues to KU who constitute IOA: an Executive Director, a Director of Accessibility and ADA Education, an Investigator/Trainer, and an administrative assistant.

The Office of Institutional Opportunity and Access created a webpage dedicated to accessibility and ADA education. The website includes information for employees, including the updated Request for Reasonable Accommodation Form. The website also includes information about the *ADA Review Task Force Report*, the Accessibility Executive Advisory Council and the ADA Review Task Force Annual Progress Report. The website can be found: [www.ioa.ku.edu/accessibility](http://www.ioa.ku.edu/accessibility)

✓ Promote KU web accessibility and analyze other applications for accessibility. Evaluate a policy requiring that departments use the KU Web Template and centralized hosting. Leverage the new State of Kansas contract for "Accessibility Assessment Tools and Services" (SSB BART Group and is the "Accessibility Management Platform" (AMP) Enterprise edition including the InFocus tool as well as training) for assessing and improving accessibility among other campus applications and web site.

IT implemented a Content-Management System (CMS) process for campus units desiring a web presence: [https://cms.drupal.ku.edu/amp](https://cms.drupal.ku.edu/amp). All KU units are required to use the new Content Management System within the next two years, or apply for an exception. The official policy can be found here: [http://cms.ku.edu/cms-policy](http://cms.ku.edu/cms-policy). As part of the exception process, KU units will have to agree to comply with University and State standards, including the Information Technology Policy 1210, Revision 2 State of Kansas Web Accessibility Requirements: [http://oits.ks.gov/kito/it/cit/Policies/itcuitpolicy1210.htm](http://oits.ks.gov/kito/it/cit/Policies/itcuitpolicy1210.htm)

In addition, IT presents best practices for accessibility during KU Web developer meetings.

5. **On-going centralized funding and prioritization of facility improvements and personnel accommodations.**

✓ Provide additional funding resources to address facility improvements and to support on-going improvements.
R & R ADA funding was increased from $50,000 annually to $100,000 for FY 2013. There are other categories of R&R work that also contribute a portion of the funding towards ADA improvements. Classroom and Laboratory Improvements funding also increased from $310,000 (five year average) to $800,000.

6. Collect additional information on current services and perceived needs regarding ADA.

✓ Provide an annual report of ADA progress and accomplishments to the University community.

✓ Though not required, Parking and Transit should explore funding to add door openers to all levels of the northeast stair tower in Allen Fieldhouse Garage.

See Appendix D for pictures of the door openers to Allen Fieldhouse Garage.

✓ Parking and Transit should continue work with DCM, and an outside consultant as needed, to prioritize any necessary alterations to accessible stalls, quantify the costs of such alterations, and develop the designs, schedule and plans necessary to begin the work. Prioritization of work should take into account the nature of the needed alteration, the location and the density of need.

Design and Construction Management (DCM) completed a study of main campus to determine needed ADA modifications to existing accessible parking stalls. KU determines possible improvements from this list based on comments and complaints from the disability community and budget. A top priority for access is the central core and buildings accessible from Jayhawk Boulevard. Lot 2, designated for Budig Hall, will be completed fall 2012 to assure slope compliance. The Murphy Circle is one of our projects for the summer of 2013.

✓ Explore enhanced tracking of accommodations through the use of technology to provide the possibility to provide proactive, as opposed to reactive support for student needs.

During the spring and summer of 2011, the Academic Achievement and Access Center (AAAC) worked with Brian McDow and KU programmers in Student Success Communications to develop an on-line database to track all students who use any of the services provided by the AAAC.
The following represents an overview of accommodations facilitated or provided by the AAAC for Fall, 2011 and Spring, 2012:

<table>
<thead>
<tr>
<th>Type of Accommodation</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam accommodations</td>
<td>1,549</td>
</tr>
<tr>
<td>Alternative print</td>
<td>313 books plus other instructor generated materials</td>
</tr>
<tr>
<td>For students who are Deaf or Hard of Hearing</td>
<td></td>
</tr>
<tr>
<td>Hours of remote Computer Assisted Realtime Translation (CART)</td>
<td>80</td>
</tr>
<tr>
<td>Hours of on-site CART</td>
<td>132.75</td>
</tr>
<tr>
<td>Sign language interpreting hours (academic)</td>
<td>1,453.5</td>
</tr>
<tr>
<td>Sign language interpreting hours (University events)</td>
<td>58</td>
</tr>
<tr>
<td>Total Annual Deaf and hard of hearing service hours</td>
<td>1724.25</td>
</tr>
<tr>
<td>JayLift users with temporarily disability</td>
<td>43</td>
</tr>
<tr>
<td>JayLift users with permanent disability</td>
<td>8</td>
</tr>
</tbody>
</table>

✓ A review should be done by HR/EO staff of the Request for Reasonable Accommodation Form for clarity of terminology and determination if all the text remains applicable and necessary.

The Director of Accessibility and ADA Education and the Executive Director of the Office of Institutional Opportunity and Access updated the Accommodation Request Form based on a thorough review of Title I and the expanded definition of disability under the ADA Amendments Act, 2008. The form includes a best practice checklist to simplify the complicated process of accommodating employees with disabilities. The updated form is in Appendix E.

7. Permanent committee to provide sustained attention to the ADA and monitor compliance.
Fred Rodriguez, Vice Provost for Diversity and Equity convened an Accessibility Executive Advisory Council that meets on a monthly basis to address accessibility issues, including the recommendations from the ADA Review Task Force Report. The members are listed in Appendix F.

8. **Designate an academic testing site for students with disabilities.** This recommendation supports *Bold Aspirations*: Guiding principles are respect for the dignity and rights of the individual.

The AAAC was able to secure Room 30 in Strong Hall as the main site for alternative administration of course-related tests and exams. Funding for remodeling of the former classroom was provided through the Office of the Vice Provost for Diversity and Equity and the department of Design and Construction Management. The accessible room will have over 20 seats, including nine adjustable carrels and height adjustable work surfaces for wheelchair users. This space will allow students with demonstrated need to take course exams with appropriate accommodations, e.g. reduced distraction, and extended time, in a consistent, fully accessible location. A full time coordinator of testing services is in place starting August 1. See Appendix G for a picture of the testing center.

9. **Clarify policies and procedures regarding ADA compliance.**

- Parking and Transit and DCM should work together to revise procedures regarding the disruption of accessible parking spaces during construction projects. When disruption is unavoidable, Parking & Transit should give advance notice to users of the location of temporary accessible stalls and the timing and duration of the disruption, perhaps through some kind of list serve notification yet to be developed.

Parking and Transit created and uses an e-mail list of registered accessible permit holders to inform them of a temporary move of accessible stalls. So far, Parking and Transit used an e-mail notification twice since this recommendation was made – once for some construction that was preempting the accessible parking in Lot 37 spring semester, 2012 and once for the reconstruction of Lot 16 in summer of 2012. Parking and Transit use an e-mail list made up of everyone registered to receive
messages about accessible parking disruptions. To reach people who are not registered with Parking and Transit, information is provided on our main web page. Parking and Transit also uses Twitter and has tweeted about these preemptions.

✓ **ADA Checklist**: Develop a checklist of ADA guidelines related to key maintenance issues for use by KU maintenance personnel, and post at DCM and FO websites.

Monita Ireland drafted the first maintenance standards and DCM personnel and Facilities Services personnel provided input. See Appendix H for the checklist of ADA maintenance guidelines.

✓ **As alterations (or new lots) are designed, a standard of 8.5 foot stall widths for all parking stalls should be used wherever possible.**

8.5 foot stalls is the standard stall width for redesigned or newly constructed parking lots.
APPENDIX A- ADA and Academic Accommodations training Power Point slides

ACCESS
COMMUNICATION
TEAMWORK

WORKING WITH STUDENTS WITH DISABILITIES

KU’s Notice of Nondiscrimination

The University of Kansas prohibits discrimination in its programs and activities on the basis of:

<table>
<thead>
<tr>
<th>Race</th>
<th>Color</th>
<th>Ethnicity</th>
<th>Religion</th>
<th>Sex</th>
<th>National Origin</th>
<th>Age</th>
<th>Ancestry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability</td>
<td>Status as a Veteran</td>
<td>Sexual Orientation</td>
<td>Marital Status</td>
<td>Parental Status</td>
<td>Gender Identity</td>
<td>Gender Expression</td>
<td>Genetic Information</td>
</tr>
</tbody>
</table>

The Executive Director of the Office of Institutional Opportunity and Access, IOAPKu.edu, 1240 W. Campus Road, Room 153A, Lawrence, KS 66045, (785) 864-5414, 711 TTY has been designated to handle inquiries regarding the University's non-discrimination policies.
What you need to know about access and the law

- Section 504 of the Rehabilitation Act of 1973
- Title II of the Americans with Disabilities Act, 1990

Both mandate access to facilities, educational and co-curricular programs, campus activities, and employment opportunities accessible to qualified individuals with disabilities.

“Disability” Defined

An individual with a disability is defined as:

- Anyone with a physical or mental impairment that substantially limits one or more major life activities
- Anyone with a record of such an impairment
- Anyone who is regarded as having such an impairment

The 2008 ADA Amendments Act emphasizes that the definition of “disability” should be interpreted broadly.
Going Above and Beyond the Law

Our charge is to endorse a campus climate that will sustain attention to the Americans with Disabilities Act (ADA) in the spirit in which it was designed, and to provide the KU campus community a climate of inclusiveness.


- Please use "people first language" (e.g., person who uses a wheelchair vs. wheel-chair bound) as a way to ensure respect for all.

Who is responsible for access?

- Individual faculty and staff have a legal responsibility to make sure that each course or activity, when viewed in its entirety, is accessible, including technology.

- The Department of Education, Office of Civil Rights (OCR) is one civil rights agency responsible for enforcing the ADA in post-secondary institutions and other educational programs.

- The ADA mandate students' rights to accommodations and their right to file complaints and/or lawsuits against KU if accommodations are not provided.
## The Accommodation Process for Students

- Students must register with the Academic Achievement and Access Center (AAAC) to verify their eligibility for accommodations.
- They are assigned to a professional staff member who works with them at the start of and throughout every semester to determine reasonable and appropriate accommodations for each class or activity.
- For a complete understanding of the policies and procedures for all academic accommodations, please see the student handbook.

### Accommodation Request Form

<table>
<thead>
<tr>
<th>Accommodation Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note Taking</td>
<td>Provides note-taking support</td>
</tr>
<tr>
<td>Lecture Notes</td>
<td>Helps students take comprehensive lecture notes</td>
</tr>
<tr>
<td>Handout Distribution</td>
<td>Helps students distribute handouts</td>
</tr>
<tr>
<td>Special Accommodations</td>
<td>Includes, but not limited to, extended time on exams and assignments</td>
</tr>
</tbody>
</table>

---

**Signature:**

**Date:**

---

*CONFIDENTIAL*  
Academic Achievement and Access Center - KU 2023  
Accommodation Request Form

*For more information, please contact:*

**Academic Achievement and Access Center**

**Office of Student Life and Support Services**

**Student Eligibility**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Class/Specialty</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Smith</td>
<td>Biology</td>
</tr>
</tbody>
</table>

---

*Note to Student:*

Please review the guidelines and procedures for the accommodation provided by the AAAC. If you have any questions or concerns, please contact the Academic Achievement and Access Center.

---

*Note to Staff:*

Ensure that all necessary accommodations are provided to the student. If any changes occur, please update the form accordingly.

---

*Date:*

---

*Student Signature:*

*Date:*

---

*Staff Signature:*

*Date:*

---

*Dean Signature:*

*Date:*

---

*Registrar Signature:*

*Date:*
Next step: Faculty/Staff Involvement

- Students are strongly encouraged during their meeting with AAAC staff to make an appointment with faculty members within a week of creating the request form for the purpose of discussing accommodations.
- Meet with students in a private setting in order to preserve confidentiality.
- Faculty should consider accommodating the student in the manner requested, but keep in mind the essential elements of each course.
- Effective alternatives may be considered.

Communication Basics

- Faculty and staff should consult with the AAAC staff members assigned to work with the individual student's accommodation process.
- Contact AAAC staff with any questions about recommended accommodations or possible alternatives. If essential elements of courses are well-defined, the appropriateness of the accommodation will be clearer or may be negotiated.
- To facilitate confidentiality, AAAC is willing to conduct all business with you by U.S. mail, phone, and in person. If the student agrees, AAAC may also use e-mail communication, text message, or other means of effective communication to conduct business.
Teamwork—Providing Accommodations

- AAAC staff review documentation provided by external diagnostic professionals and certify eligibility for accommodation.
- Students and AAAC staff determine appropriate accommodation(s) for each course, completing the accommodation request form.
- Students discuss the requested accommodations with each instructor or other KU staff members, e.g., advisors, as needed.
- Please note: Students who disclose their disability to individual faculty or staff should be referred to the AAAC to begin the accommodation process.

Teamwork—Textbook Materials

- Textbooks: To assure adequate time for creation of alternative text (electronic text, enlarged print or Braille), faculty should provide the student or AAAC staff with titles/authors of required texts and other readings at least six weeks prior to the start of a semester.
Other Class Text Materials

AAAC has text conversion resources available to convert instructor generated materials with adequate lead time.

Teamwork: Note-taking

- Students who are identified as eligible for note-taking accommodations obtain a note-taker packet of no carbon required paper and an instruction sheet.
- The course instructor and the student meet to discuss the best way to secure a qualified, primary note-taker.
- Students must attend class to obtain notes.
Teamwork: Test Accommodations

- Instructor may choose to facilitate the alternate administration of course exams.
- Instructor may ask that AAAC facilitate alternate administration of exams at the AAAC Testing Center, 30 Strong Hall.

Test Accommodations

- Students must contact faculty who are providing exam accommodations at least five business days prior to the day of the exam.
- If AAAC is facilitating the exam accommodation, the student must complete an online test request form at least FIVE (5) business days prior to the date each non-final exam is scheduled to be given.
- Online requests must be made at least TEN (10) business days before final exams.
Testing Accommodations

- Exams will be administered at the designated class time unless an alternate time is authorized by the instructor.
- Instructors and AAAC agree upon the transmittal or drop off of exams to be given, and pick up or delivery of completed exams.
- Any instance of academic misconduct as defined by University Senate Article II, Section 6 will be referred to the instructor.

Teamwork: Accommodations for Students Who Are Deaf

- AAAC strives to provide quality real-time auditory access to academic and co-curricular experiences.
- Sign language interpreting and real-time speech-to-text services are the primary accommodations processes for students who are deaf or hard of hearing.
Accommodations for Students who are Deaf

- Faculty will be notified at least two weeks prior to the start of classes when a student who is deaf will be enrolled in a course.
- AAAC will work with faculty to obtain a syllabus, textbook, and other course-related materials for the service provider.
- Staff from AAAC are responsible for set up of any equipment necessary for real-time speech-to-text.

Accommodations for Students who are Deaf

- Students are responsible for attending class and providing notification to AAAC if they must be absent for any reason.
- Interpreters are available to facilitate communication between faculty and staff and students who are deaf.
- Services are also available for class-related and co-curricular activities.
What if...

- A student disclosed a disability after the fact, e.g. after failing an exam?
  - Accommodations are not provided retroactively.
  - Students should be referred to AAAC to register for services.

What if...

- Students are eligible for accommodation, but do not request them (e.g. alternate text or exam accommodation) after notifying the instructor of their eligibility?
  - The responsibility for activating any accommodation is the student's. S/he must initiate any request within the noted time parameters.
The AAAC Team

- Mary Ann Rasnak, Ed.D., Director
- Andrew Shoemaker, Associate Director
- Arika Sprecker, Assistant Director and Alternative Text and Exam Coordinator
- Julie Loring, Disability Specialist

The KU Diversity and Equity Team

- Fred Rodriguez, Ph.D., Vice Provost for Diversity and Equity

- Meet the Office of Institutional Opportunity and Access team:
  - Jane McQueen, J.D., Executive Director of Institutional Opportunity and Access
  - Jamie Simpson, MSE, Director of Accessibility and ADA Education
  - Victor Holden, Investigator Trainer
  - Chris Campbell, EO Specialist
Additional Resources

- Link to IOA website: www.ioa.ku.edu

- Links—AAAC website: www.achievement.ku.edu

- Link to accommodation statement for syllabus:
  http://www.disability.ku.edu/~disability/faculty/syllabus_statement.shtml

- Link to the Office for Civil Rights' Reading Room that provides comprehensive links to publications pertaining to anti-discrimination:
  http://www2.ed.gov/about/offices/list/ocr/publications.html
APPENDIX B- Parking Signs
APPENDIX C - Food Vending Machines with Enhanced Accessibility

Simplistic and reliable
100% ADA compliant solution

48"

15"

CRANE CO. CONFIDENTIAL
APPENDIX D- Allen Field House Parking Garage accessible door openers
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) requires that no otherwise qualified person solely by reason of disability, be subjected to discrimination under any program receiving federal financial assistance. Federal regulations require that reasonable accommodations be provided to the known physical or mental limitations of a disabled applicant or employee. Whether or not the required accommodations are reasonable cannot be determined until they are described and considered in the context of whether or not they enable the employee with a disability to perform the essential functions of the job.

Best Practice Checklist for requesting accommodations:

The interactive process for requesting reasonable accommodation in the workplace can be initiated by the employee contacting the Office of Institutional Opportunity and Access (IOA). If an employee comes forward to his or her supervisor and requests assistance with a disability or medical condition, the supervisor should refer the employee to IOA.

The employee should look at the “Request for Reasonable Accommodation Form” and fill out Section A. If there are questions, contact IOA.

Mail the “Request for Reasonable Accommodation Form” and employee position description to IOA. IOA will let employee know if the “Accommodation Medical Form” is necessary to complete.

If the “Accommodation Medical Form” is necessary, the employee should sign Part A. Then the employee should take the ”Accommodation Medical Form” and their detailed position description that delineates the essential functions and labor standards to his/her provider and discuss the specific limitations the employee has to performing any of the job duties.

Employee should ask the provider to fax the “Accommodation Medical Form” to IOA.

IOA will interact with the employee and the supervisor to identify potential reasonable accommodations that will allow the employee to perform the essential functions of the job.

The supervisor will fill out Section B on the “Request for Reasonable Accommodation Form” and send the form to IOA.

Employees with disabilities and/or supervisors are responsible for contacting IOA if reasonable accommodations are not implemented in an effective or timely way.

** Every request for an accommodation of a disability will be evaluated on a case-by-case basis. Accommodations will be considered after consultation with the person making the request, the department, and, if necessary, the medical practitioner.

See Job Accommodation Network for ideas about accommodations by disability or topic:
http://askjan.org/links/atoz.htm
CONFIDENTIAL
REQUEST FOR REASONABLE ACCOMMODATION

Section (A) to be completed by applicant or employee

Name:

Home Address: [Click here to enter address]

Unit/Department: [Click here to enter unit/department]

Work Phone: [Click here to enter phone #]

E-mail: [Click here to enter text]

Supervisor: [Click here to enter supervisor's name]

Supervisor Phone: [Click here to enter phone #]

Supervisor E-mail: [Click here to enter e-mail]

Stage of Employment: [Choose an item]

I am able to perform the essential functions of my job with an accommodation. In providing my response I have reviewed the position description for this position. I am requesting the following accommodations to perform the essential functions of my job:

[Click here to enter text]

Type of Accommodation Requested to perform the Essential Functions of your job:

[Choose accommodations]

Signature________________________________________Date: [Click here to enter a date]

Section (B) to be completed by manager/supervisor in consultation with applicant/employee

Will accommodation(s) allow the person to perform the essential job duties?  □ Yes  □ No

Please explain
________________________________________________________________________

Accommodations approved □ Yes □ IOA Involvement

Supervisor________________________________________Date____________________

Please return an original copy of this form in an envelope stating "Confidential" to: The
University of Kansas, ADA Coordinator, 135 Carruth-O'Leary Hall, 1246 W. Campus Road,
Lawrence, Kansas 66045.
CONFIDENTIAL
ACCOMMODATION MEDICAL FORM

A. To be filled out by applicant or employee.

I authorize my medical provider(s) ________________ to fill out section B below based on information from my patient file to __________________ for the purpose of determining appropriate job accommodations to my disability.

Signature ____________________ Printed name ____________________ Date __________

B. To be filled out by treating healthcare practitioner:

1. Please describe the employee’s medical condition, diagnosis and/or disability

________________________________________________________________________

2. When did the medical condition(s) and/or disability begin?

________________________________________________________________________

3. How long is the condition expected to last? If the condition or disability is permanent, please indicate.

________________________________________________________________________

4. Please describe the major life activities (e.g., breathing, eating, sleeping, walking, talking, manual tasks, reading, bending, communicating, sitting, interacting with others, etc.) or bodily functions (e.g., normal cell growth, digestive, neurological, musculoskeletal) that are substantially limited by the medical condition or accompanying treatment:

________________________________________________________________________

a. Please describe how these limitations impact the employee’s ability to perform her/his job (please refer to employee’s job description, if available):

________________________________________________________________________

5. What accommodation(s), if any, would you recommend for this employee?

________________________________________________________________________

a. If the suggested accommodation is not permanent, what is the likely duration of the accommodation?

________________________________________________________________________

6. Could the disability be considered a direct threat to others or is the patient taking medications or treatments that would be expected to affect job performance, which would pose a direct threat or safety risk? (See attached job description for statement of duties) □ Yes □ No

If yes, please explain

________________________________________________________________________

Signed: ____________________ Printed name ____________________ Address ____________________ Date __________

If you have questions about the legal terms of this form please e-mail IOA@ku.edu
Fax this form to: 785-864-8069
APPENDIX F: Accessibility Executive Advisory Council Group Members

Jamie Lloyd Simpson, Chair
Director of Accessibility and ADA Education
Office of Institutional Opportunity and Access

Fred Rodriguez, Vice Provost
The Office of Diversity & Equity

Ola Faucher, Director
Human Resources

Diane Goddard, Vice Provost
Administration and Finance

Mike Leitch, Associate General Counsel
Office of the General Counsel

Donna Hultine, Director
Parking & Transit

Matt Garrett, Manager of Web Development & Interface Design
Information and Technology

Robert Goldstein, Assistant Dean
College of Liberal Arts & Sciences

Mary Ann Rasnak, Director
Academic Achievement and Access Center

Sara Rosen, Senior Vice Provost
Academic Affairs

Barry Swanson, Associate Vice Provost
Operations
APPENDIX G- AAAC Testing Accommodation Room, 30 Strong Hall
SIDEWALKS
All sidewalks must be maintained with a maximum change in elevation of \( \frac{1}{2} \)" at the joints.

CURB CUT RAMPS
If an existing curb cut ramp is not 100% accessible per the 2010 ADA standards, when the ramp is repaired it must be brought up to current requirements. Reference the KU Design & Construction Standards for curb cut ramp requirements. If a sidewalk needs to be repaired in a location that should have a curb cut ramp, then a curb cut ramp must be installed. When a new curb cut ramp is installed there must be a curb cut ramp on the opposite side of the street. If one does not already exist, a new curb cut ramp must be installed to provide access crossing the street.

HANDRAILS
All handrails when replaced must meet the handrail requirements in the KU Design & Construction Standards.

SIGNAGE
All signs when replaced must meet the accessible sign requirements in the KU Design & Construction Standards.

AUTOMATIC DOOR OPENERS
If a door opener has been installed it must be maintained and replaced when it can no longer be repaired. Reference the KU Design & Construction Standards for the model to install.

DOOR OPENING FORCE
A maximum pull force of 5 pounds must be maintained for all interior accessible doors to meet the 2010 ADA standards. A pull force of 7-8 pounds for exterior doors is recommended. All door hardware should be maintained to meet these requirements and closers replaced when needed.

DOOR HARDWARE
When any door or door hardware is to be replaced, an accessible lever hardware set shall be installed.

DOOR THRESHOLDS
When door thresholds are replaced by maintenance, new thresholds cannot be more than \( \frac{1}{2} \)" maximum above floor finish. If higher than \( \frac{1}{4} \)", edges must be beveled.
WATER FOUNTAINS
ADA requires water fountains to provide for both high and low access. There are currently a number of single water fountains on campus. When a single or hi-lo water fountain is no longer repairable, a hi-lo model shall be installed in place of the one removed. The single water fountain cannot just be removed or abandoned due to plumbing code fixture count requirements. When a single water fountain is no longer repairable, the responsible entity must notify DCM's ADA compliance coordinator with the location and configuration of walls adjacent to the new hi-lo model. Reference the KU Design & Construction Standards for the hi/lo model to install.

RESTROOM ACCESSORIES
When any accessory element (mirrors, soap dispensers, towel bars, coat hooks, female product dispensers, etc.) are replaced by maintenance, they must be a style that is ADA accessible and be mounted at appropriate heights. Reference the KU Design & Construction Standards for placement and heights of each element.

SINKS AND FAUCETS
When any existing sink or faucet is scheduled for replacement the new sink or faucet must be ADA accessible and mounted at heights in compliance with the 2010 ADA standards. If plumbing is exposed under the sink insulation is required to be installed.

TOILETS
When any existing accessible toilet is scheduled for replacement the new toilet must be ADA accessible and mounted at heights and locations in compliance with the 2010 ADA standards. Provide 17” distance between center of toilet and adjacent wall.

ACCESSIBLE ROUTES
Keep accessible routes clear; do not block them with any objects. If a curb cut ramp any other part of an accessible route has to be blocked or taken out of service for maintenance, repairs or other reasons, provide signage to direct users to nearby alternate accessible routes and create temporary accessible routes if necessary.

EXCEPTIONS
Contact DCM's ADA compliance coordinator if you encounter problems meeting the requirements listed above.

KU DESIGN & CONSTRUCTION STANDARDS
The standards are posted on DCM's website at http://www.dcm.ku.edu/standards/design/.
Please contact DCM's ADA compliance coordinator if you have any questions about the design & construction standards.