

From the Rehabilitation Act of 1973 (Section 504)

to the Americans with Disabilities Act

Twenty-six Years Later

Update of the

Transition Plan

26 July 1992

and

Self-Evaluation

26 January 1993

Completed by

Kenneth J. Osfield

Director ADA Compliance and

Chair, Committee on Persons with Disabilities

Location of Self-Evaluation

This Self-Evaluation & Transition Plan Update will be kept on file for a minimum of three years commencing from the submission date of this report (June 25, 1999). The Self-Evaluation & Transition Plan will be kept on file at the following location:

ADA Compliance Office
EHS Building 179 Newell Drive
University of Florida
Gainesville, Florida

Persons wishing to review the Self-Evaluation & Transition Plan may forward their request to Dr. Kenneth Osfield. See contact information below

Responsibility for Self-Evaluation

Responsibility for the Self-Evaluation falls under the direction of the ADA Coordinator and the Chair of the Committee on Persons with Disabilities(CPD):

Kenneth J. Osfield
Director ADA Compliance Office
Finance and Administration
University of Florida
EHS Building 179 Newell Drive
Gainesville, FL 32611-3005
(352) 392-7056
(352) 846-1046 TDD
osfield@ufl.edu

Upon request, for persons with print related disabilities, this publication is available in alternate format. Please contact Kenneth J. Osfield, ADA Compliance Office, EHS Building 179 Newell Drive, (352) 392-7056, (352) 846-1046 TDD. This report can also be accessed via the World Wide Web at <<www.ada.ufl.edu>>, refer to section on other publications and look for the report titled From the Rehabilitation Act of 1973 to the Americans with Disabilities Act Twenty-six Years Later.

Edition: Update # 1: June 25, 1999

Report Procedure

This report was completed by Edward B. Braddy, a doctoral student in the Department of Educational Leadership, College of Education, University of

Florida. Mr. Braddy was responsible for reviewing documents and materials pertaining to the ADA Office and its efforts to bring the University of Florida into compliance with ADA standards regarding physical and programmatic access. Mr. Braddy accepted this project as part of a practicum assignment for which he was to receive a grade of *satisfactory* or *unsatisfactory*. He is not connected in any way with the ADA Office or the Disabilities Services Office that would represent a conflict of interest in doing this report; therefore, his work should be accepted as an audit independent of the ADA Office or other affiliated departments.

ADA Subcommittee Membership List

Kenneth J. Osfield	Director ADA Compliance Office Finance and Administration Chair: Committee on Persons with Disabilities
James Costello	Assistant Dean for Students Director - Disability Services
Bob Tilley	Executive Director Center for Independent Living
Linda Shaw	Associate Professor Rehabilitation Counseling Department
Edward Braddy	Independent Auditor (Course Assignment) Graduate Student College of Education University of Florida

Introduction

The University of Florida, in its continuing effort to provide a campus that is accessible physically, programmatically, and attitudinally, has completed an update to the ADA Transition Plan and the ADA Self-Evaluation that were initially completed during the 1992-93 academic year.

During the four year period (1992-1996) that the Transition Plan and Self-Evaluation were kept on file and in the years following (1997-Present), the University pursued the primary goal of providing a campus free from discrimination based on disability. During the last six years, the University has made great strides toward that goal, but it still has some areas in which to improve in order for the entire campus to be accessible.

The purpose of this update is to examine where the university was six years ago and where it is now in terms of those items originally identified as deficient in both the Transition Plan and the Self-Evaluation. This update will be another tool used in an effort to provide a campus that is both physically and programmatically accessible. The outcome will be reported to the university community via the Deans,

Directors, and Department Heads mailing list and will be posted on the ADA Office web page at www.ada.ufl.edu. This update was undertaken in an effort to provide information to the university community regarding access to programs, services, and activities at and sponsored by the University of Florida.

The University of Florida ADA Coordinator directed the update. During the process of the update, members of the Committee on Persons with Disabilities (CPD) assisted with the evaluation. The actual evaluation was completed by Mr. Edward Braddy under the direction of the ADA Coordinator for the University. Mr. Braddy completed the audit as part of a research assignment within his doctoral program at the University of Florida.

Many factors have added to the complexity of the goals prescribed in the original report. In 1992, web pages were not available and the use of email was limited. Also, when the original two reports (Transition Plan and Self-Evaluation) were put together, the University did not have an individual charged with the responsibility to work exclusively on issues pertaining to the ADA. At the time the original reports were submitted, two different university officials worked on ADA issues while performing their other regular functions. One of the Self-Evaluation recommendations was to create a full-time position specifically for ADA coordination. The president of the University created such a position, and it was filled in December, 1993. All aspects of this update have been coordinated subsequently by the ADA Coordinator, Kenneth J. Osfield.

For inquiries about the update, past ADA Evaluations, and disability related questions, please contact the ADA Coordinator:

Kenneth J. Osfield, Director ADA Compliance, Chair, Committee on Persons with Disabilities, EHS Building 179 Newell Drive, Gainesville, FL 32611-3005, (352)392-7056, (352) 846-1046 TDD, osfield@ufl.edu

Initial efforts to update the Self-Evaluation and Transition Plan began during the summer of 1998 but started in full swing with the start of the fall, 1998 semester. The completion of the Update is one of the listed goals of the Committee on Persons with Disabilities (CPD) for the 1998-99 academic year. As noted in the original Self-Evaluation, the University continues to look at the evaluation process as “ongoing since the original 504 self-evaluation (UF-ADA Self-Evaluation, 3). This Update is designed strictly for administration information purposes, making it distinct from the original report; furthermore, this Update is voluntary, whereas the original reports in 1992 and 1993 were required. The public was not involved in the effort, with the exception of committee members not affiliated with the university.

Self-evaluation has been and continues to be an on-going process at the University of Florida since the original 504 Self-Evaluation in 1978. The primary administrative offices involved in this process are the ADA Office, the Disability Services Office, Dean of Students Office, and the Committee on Persons with Disabilities (CPD).

ADA Office

A department that is within the Division of Academic Affairs. The ADA Office was developed to oversee all compliance activities that are disability related. The ADA Office is responsible to review all new building construction and renovations to ensure that the facilities are in compliance with ADA. The office is the central contact for all questions that are disability related. The staff within the office reviews all current and proposed policies for compliance and provides information to the community about the ADA through publications and information sessions. In addition, the ADA office assists all employees and visitors with accommodation requests and will assist students when they no longer believe that the Disability Services Office or the Dean of Students Office can assist.

Disability Services Office

A department that is within the Dean of Students Office. The Disability Services Office provides assistance for students with disabilities. Services vary depending on individual needs and include, but are not limited to, the following: campus orientation, registration assistance, help in securing auxiliary learning aids, and assistance in general University activities. Students with disabilities are encouraged to contact this office. Information about this office is printed in the University of Florida Undergraduate Catalog, 1998-99, page 21 and in the University of Florida Graduate Catalog, 1998-99, page 9.

Committee on Persons with Disabilities

The CPD is a University Committee that reports directly to the Vice President for Student Affairs and is chaired by the University ADA Coordinator. The responsibilities of this committee are as follows:

- A. To serve as a resource to ensure programmatic access for persons with disabilities.
- B. To review plans and monitor the renovations of old buildings and the construction of new facilities to ensure adherence to state and federal guidelines regarding accessibility.
- C. To educate the University community about persons with disabilities in order to create an awareness and knowledge regarding disabilities.
- D. To advise the Vice President for Student Affairs in matters of policy and procedures relating to disabilities.

Membership on this committee is made up of faculty, staff, students, and community members. The committee meets every month during the academic term, which is September through June. Membership on the CPD for the 1998-99 academic year was as follows:

Robert Beland	Health and Human Performance
James Costello	Dean of Students Office
Douglas Demichele	Parks and Recreation
Scott Fox	Transportation and Parking Services
Jacquelyn Hart	Affirmative Action Office
Debbie Miller	UF Counseling Center
Stacey Lee Moore	Student Member
Damian R. Nastri	Student Member
Kenneth J. Osfield	Chair
Joy F. Quittner	Student Member
Greg Rivers	IFAS Facilities Management
Leslie A. Rosenblatt	Student Member
Kathy Schnolis	Housing
Linda Rae Shaw	Rehabilitation Counseling
Patrick Shannon	College of Law
Suzanne Siu-Butt	Student Member
Bob Tilley	Community Member
Margaret D. Tucker	Student Health Care Center
Nick Vellis	University Police Department
Carol Walker	Health Center Facilities
Donna L. Williams	Department of Child Psychiatry
Jim Williams	Physical Plant Division
James Womack	Facilities Management

The ADA Update Team is drawn from the Committee on Persons with Disabilities and included the following persons:

Kenneth J. Osfield	Director ADA, Finance and Administration Chair-Committee on Persons with Disabilities
James Costello	Assistant Dean of Students Director-Disability Services
Bob Tilley	Executive Director Center for Independent Living
Linda Shaw	Associate Professor Rehabilitation Counseling Department
Edward Braddy	Graduate Student College of Education

Beginning in September, 1998, under the direction of the ADA coordinator, the process of reviewing the 1992 Transition Plan and the 1993 Self-Evaluation began. In the original reports, each individual department was surveyed, and staff and students from various areas on campus were actively involved with the formal process. For this report, the purpose was to review the past reports and provide an update on progress in the areas noted as deficient in the 1992 Transition Plan and in the 1993 Self-Evaluation. For purposes of the Transition Plan, each area found to be deficient in the 1992 Project Summary Reports will be updated. The ADA Self-Evaluation section will focus on progress made on access to programs, services, and activities sponsored by the University of Florida. The survey was conducted by Mr. Edward Braddy under the direction of Dr. Kenneth J. Osfield, ADA Director, University of Florida.

Nature of Program

The University of Florida, a residential, land-grant institution, is the oldest and largest of Florida's universities, and is one of the most comprehensive in the United States. It encompasses virtually all academic and professional disciplines, has a comprehensive range of teaching and research programs at the undergraduate, professional, and graduate levels, and is a member of the Association of American Universities.

The University encourages applications from qualified applicants of both sexes from all cultural, racial, religious, and ethnic groups. The University is committed to nondiscrimination with respect to race, creed, color, religion, age, disability, sex, marital status, national origin, political opinion or affiliation, and veteran status in the

administration of education policies, admission policies, financial aid, employment, or in any program or activity. The University Title IX coordinator is Jacquelyn D. Hart, 145 Tigert Hall, (352) 392-6004. The designated coordinator for compliance with Section 504 of the Rehabilitation Act of 1973, as amended, is James Costello, Assistant Dean of Students, 202 Peabody Hall, (352) 392-1261, (352) 392-3008 TDD. The ADA Director is Kenneth J. Osfield, EHS Building 179 Newell Drive, (352) 392-7056, (352) 846-1046 TDD.

In order to provide students, staff, faculty, and visitors an opportunity to request reasonable and effective accommodations, the University has instituted various procedures that enable them to request accommodations. In order to take advantage of these procedures, any student, staff or faculty member, or visitor with a disability should contact one of the following persons:

For faculty, staff, and visitor requests

Kenneth J. Osfield
ADA Director

For student requests

James Costello
Assistant Dean of Students

The University, when appropriate and upon request, provides substitution of courses for individuals with disabilities. Both the Educational Testing Service (ETS) and the American College Testing Program (ACT) have brochures describing special testing arrangements for applicants with disabilities, and there are alternative admissions procedures for applicants with disabilities who are unable to take the required tests. The University has developed admission policies to assist qualified persons with disabilities in achieving admission to the University. Students with disabilities can apply for special consideration based on a disability. The University has a subcommittee of the Admissions Committee that specifically handles admission petitions based on disability. The subcommittee has developed procedures in accordance with Section 504 of the Rehabilitation Act of 1973 (revised in 1992), State of Florida Statutes (240.152 and 240.153) and Board of Regents Rules (Rule 6C-6.018) to assist persons petitioning on the basis of disability. The petition process applies to undergraduate, upper division, and graduate school admission. There is also a petition process to handle requests for substitutions to graduation requirements. To ask for special consideration in the admission process, individuals may check off the appropriate box on the admissions application or contact the Admission Office. In accordance with state statutes, the University also has a committee to handle waiver requests for the CLAST Exam. The CLAST Disability Appeals Committee hear only those petitions that are disability related.

Grievance Procedure

Since 1973, the University of Florida, as a 504 institution, has provided grievance procedures to individuals concerned about access to the University. The following ADA grievance procedure is an updated version of the 504 procedure. The procedure is open to students, staff/faculty, and visitors.

The goal of the grievance procedure is to provide prompt and equitable resolution of complaints on the local level. The University office that receives the complaint will contact the grievant and explain what steps will be taken to provide an equitable resolution to the complaint. All complaints will be kept on file for a minimum of three years, detailing the outcome of the grievance process. If the grievant feels that the resolution was not equitable, the University official will then refer the grievant to the appropriate Federal agency. The grievance procedure is as follows:

The University of Florida has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any actions prohibited by U.S. Department of Justice regulations implementing Title II of the Americans with Disabilities Act. Title II states, in part, that “no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in programs or activities sponsored by a public entity.

All ADA complaints, excluding those filed against the ADA Coordinator, should be sent to the following address:

Dr. Kenneth J. Osfield,
Ed. D. Director ADA Compliance
EHS Building 179 Newell Drive
Gainesville, FL 32611
(352) 392-7056 (Voice),
(352) 846-1046 (TDD)
osfield@ufl.edu

All ADA complaints filed against the ADA Coordinator should be sent to the following address:

Dr. Jacquelyn Hart
Vice Provost Academic Affairs
145 Tigert Hall
Gainesville, FL 32611

(352) 392-6004 (Voice)
1-800-955-8771 (Florida Relay Service)

1. All complaints should be filed in writing or verbally, contain the name and address of the person filing it, and briefly describe the alleged violation of the regulations.
2. A complaint should be filed within 180 days (Title II, 35.170) after the complainant becomes aware of the alleged violation. (Note: The processing of discrimination allegations that took place before this grievance procedure was in effect will be considered on a case-by-case basis.)
3. An investigation, as may be appropriate, shall follow a filing of complaint. The investigation shall be conducted either by Dr. Kenneth Osfield or by Dr. Jacqueline Hart, depending on the nature of the grievance. These rules anticipate informal but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint.
4. A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued either by Dr. Kenneth Osfield or by Dr. Jacqueline Hart, and a copy will be forwarded to the complainant no later than fifteen (15) days after its filing.
5. The appropriate ADA coordinator shall maintain the files and records of the University of Florida relating to complaints filed.

In-Service Training

Since the ADA Self-Evaluation was completed, ADA information sessions for staff and faculty have been regularly scheduled and convened. From 1992-1995, those sessions were conducted by the ADA Coordinator. The target population during the first few years was administrators responsible for formulating rules and policies and oversight for all college admission and graduation criteria. From 1995 to present, the focus shifted to faculty with an emphasis on how best to work with and teach students with disabilities. The sessions, though aimed at faculty, remain open to staff and administrators. Information will continue to be provided to the University community in as many ways as possible in order to reach out to all people and areas on campus. Currently, the ADA Office utilizes publications, information sessions, and web page technology.

As the focus of the information sessions changed from administrators to faculty, it was important to add another dimension to the presentations. Starting in 1995-96, a team concept was adopted for the information sessions. The ADA Office in

conjunction with the Dean of Students Office (Disability Services Director) coordinated approximately eight (8) open information sessions per semester and also provided an opportunity for individually planned departmental sessions upon request. Four hundred seventy-three (473) attended the sessions during the 1995-96 academic year and 501 attended in 1996-97. The number of people attending jumped to 728 in 1997-98. No one explanation can be attributed to the sudden increase; however, a more active approach to marketing the sessions may have contributed to the increase. There was also an increase in the requests for departmental sessions. A review of memoranda and other documents indicates that not less than 63 departmental information sessions have been conducted since September, 1995.

The primary goal for the information sessions during the 1998-99 academic year was to continue to reach out to those departments that had not requested ADA sessions for their staff. (Refer to Appendix B for a detailed list of information sessions from F95-S99.) Outreach will continue as a goal in the coming years.

Publications

At the time the 1993 Self-Evaluation was submitted, there was only one information pamphlet that addressed ADA and 504 issues. Since then, six new publications have been produced. Each publication addresses a specific issue and has been made available to the appropriate target populations. One of the most widely used publications, the Faculty Guide: Teaching and Working with Students with Disabilities, has been widely distributed to academic and administrative units on campus. The Faculty Guide is now in its third edition and has seen a change over the years. The 1997 edition is titled Faculty and Administrative Guide - Effective and Reasonable Accommodations: Teaching and Working with College Students with Disabilities. Originally aimed at providing information on how to teach disabled students, it now includes a section for staff with disabilities and is aimed at both faculty and administrators. The following publications are available through the ADA Office and on the ADA web site at www.ada.ufl.edu:

A. Faculty and Administrative Guide - Effective and Reasonable Accommodations: Teaching and Working with College Students with Disabilities (1993, 1995, 1997-3rd Edition)

B. ADA and 504 Information (pamphlet, 1993)

C. Information on how to provide services to persons with disabilities: telephones, publications and program access (pamphlet, 1994)

D. ADA and 504 Information Sheet (1994)

E. Emergency Evacuation Procedures for Individuals with Disabilities (1998)

F. Student Success: An Administrators Guide to Advising Students with Disabilities (1998)

G. ADA Access Information Sheet to Facilities at the University of Florida (1998)

H. Disability Related Services Folder (This item is not available on the web site.)

During the years since the Self-Evaluation, the Faculty Guide and various pamphlets have been mailed out to most of the staff on campus. The Faculty and Administrative Guide has been mailed to full-time faculty and administrators three different times in the last five years. Pamphlets 'B' through 'D' have been mailed to all full-time staff at least once each year during the last five years. During the spring of 1998, an initiative was implemented to make access to ADA related information easier for all staff and faculty. The ADA developed a "Disability Related Information Folder with a book binder end. This folder along with all the above listed publications was mailed to all deans, directors, and department heads. Recipients were encouraged to keep the folder on file for use and reference and to add future publications they receive to the folder. Furthermore, the folders with publications were distributed to all new faculty at the new faculty orientation and placed on display at the Admissions Office, JWRU Information Desk, Academic Advising Center, and Dean of Students Office.

ADA Web Site

In the Spring 1994, the ADA Office launched its web site (www.ada.ufl.edu) so that students with disabilities would be able to gather ADA-related information without the restrictions of time or place. This is an especially important measure given the University's 1998 computer requirement policy; in fact, the policy has been interpreted to mean that students may not be able to successfully complete their degree programs unless they have access to and make ongoing use of computers.

From the University of Florida's homepage (www.ufl.edu), the ADA Office web site can be accessed in four different ways. First, one can use the "Search UF link and the keyword "disability to get a list of web sites related to disabilities; the ADA Office web site is included on that list. Second, the "UF Web Sites link provides a long list of all web sites that are a part of the University; the ADA Office web site is included on the list under the "Other Organizations category. Third, the "Alphabetical Index link allows one to access the ADA Office web site by looking for it in alphabetical

order among other UF web sites. Finally, the ADA Office web site can be accessed through the "UF Contact Info link, which also provides a brief paragraph summary of the ADA Office.

The ADA Office web site, at the time this report was completed, had approximately fifteen links to screens that provided valuable information for students with disabilities and other interested parties. Through these links, students can learn how to utilize technological and interpretative services, use the Florida Relay Service (FRS), and inquire about scholarships. Faculty can find out when the next information session is available and how to provide services for persons with disabilities through the on-line Faculty Guide. In short, the ADA Office web site is easily accessible and highly resourceful, and continuous efforts should be made to update this valuable service. The UF ADA web site will continue to undergo transformation to make the site more accessible to individuals using screen reading software. It is anticipated that the web site will be updated during Summer of 1999. For a complete listing of Web site information go to <www.ada.ufl.edu>.

Team Approach to Providing Access

In an effort to provide the best possible programs and services to students, staff, faculty, and visitors to the University of Florida, a team approach has been utilized and will continue to be utilized. In general, the team consists of all departments, divisions, and colleges within the University. In a stricter sense, issues of disability are addressed through the ADA Office, the Committee on Persons with Disabilities, the Dean of Students Office (Disability Services), the Affirmative Action Office, and the Office of the Ombudsman to resolve such issues as quickly and effectively as possible. When a question of disability is brought to the attention of one of the aforementioned offices, the information is passed along in the form of a referral to the agency properly designated to handle it. Every effort is made to inform the University community that offices exist to resolve issues related to disability.

Since 1973, various developments make the University proactive in its approach to providing access to all programs, services, and activities sponsored by the University. Administrative rules, petition processes, appeals processes, and specific offices have been developed, publications have been produced and distributed, and information sessions have been made available to ensure that all members of the University community, whether disabled or not, are informed about issues of disability and how to resolve them.

Transition Plan Update

In an ongoing effort to assess physical access to University facilities, a number of surveys have been completed. With the exception of the 504 survey in 1977, the first major physical access survey was completed on January 17, 1991, and an update was made on July 30, 1992. Both surveys were completed by the Office for Student Services for the Committee on Persons with Disabilities. Due to extensive growth and change on campus, it is important to maintain a continual process of assessment. In that spirit, two more surveys have been completed. The first of these was made for Facilities Planning by Schenkel and Shultz, Inc., and the second by the College of Architecture for the Board of Regents. The two new surveys were completed after the July 26, 1992, Transition Plan deadline. New information was discovered as a result of the new surveys and was added to a list of ADA projects regularly reviewed and updated by the Committee on Persons with Disabilities.

The Transition Plan is, in essence, a document itself in transition; its flexibility allows the Committee on Persons with Disabilities to address new developments as they occur. In the time since the Transition Plan was submitted, the Committee on Persons with Disabilities has overseen approximately \$4.2 million in ADA renovation and upgrade projects (refer to page 24 for year-to-year funding information). The ADA Coordinator and the Committee on Persons with Disabilities will continue to maintain a list of ADA related facility renovations and will make necessary changes to facilities, as money is made available, to provide better access for people with disabilities. (Note: As a Title II Facility under the ADA, the University is not required to provide access to all facilities but to provide access to all programs, services, and activities.)

Since the ADA Transition Plan did not require inclusion of facilities built prior to 504 and ADA (that is, prior to June 3, 1977), we have many deficit areas that were not included within the Transition Plan. In a proactive effort, however, the University has set a goal to provide complete and full access to all facilities. A tentative and realistic estimate targets completion of this goal by the year 2005, but it is recommended by the ADA Coordinator that the University not commit to a specific date. If all requested funding is provided, then the 2005 timetable is achievable; if funding is not provided, then a reasonable estimate puts the date at 2010. Regardless, although some areas may not be accessible, all the programs, services and activities sponsored by the University will be accessible.

Self-Evaluation (Transition Plan) Summary Reports

During the Transition Plan phase, individual Summary Reports were completed for each project listed as a deficiency in the Transition Plan. Those projects were tracked over time, and of the sixty-two (62) listed projects, fifty-four (54) have been completed, five were deleted from the list, and three are near completion. Memoranda from the ADA Office provided information of each project listed in the Transition Plan.

Project item: #2151-91-001 University Auditorium stage not accessible
Action taken: Lift installed to provide access to stage
Date Completed: 06/23/93
Estimated: \$17,600
Actual cost: \$16,470
Over/under: -1,130

Project item: #2130-91-599 Access to Fine Arts C building difficult for persons disabilities
Action taken: Ramp installed on north side entrance
Date Completed: 08/92
Estimated: N/A
Actual cost: \$10,034
Over/under: N/A

Project item: #88-4319 Bathroom in Fine Arts C not fully accessible to persons with disabilities
Action taken: Handicap-accessible bathroom stall installed
Date Completed: 08/92
Estimated: \$2,760
Actual cost: N/A
Over/under: N/A

Project item: #89-4261 Stairway to classroom in 3rd floor Norman Hall without handrail
Action taken: Handrail installed
Date Completed: 07/92
Estimated: \$533
Actual cost: N/A
Over/under: N/A

Project item: #92-4398 Bathroom in 201A Aerospace Engineering building not fully accessible to persons with disabilities
Action taken: Handicap-accessible equipment installed
Date Completed: 12/03/92
Estimated: \$2,000
Actual cost: \$2,704.83

Over/under: +704.83

Project item: #88-4488 Floors above ground level of Aerospace bldg. not accessible to persons with mobility impairments

Action taken: Modify existing freight elevator to passenger elevator

Date Completed: 03/94

Estimated: \$79,300

Actual cost: \$81,156.80 (next item also included in expense)

Over/under: +1,856.80

Project item: #88-4488 Slope of entryway into Aerospace bldg. renders access difficult

Action taken: Grade of walkway changed to and from Aerospace bldg. New walkway also provides access to Benton and Larson halls.

Date Completed: 07/94

Estimated: N/A

Actual cost: N/A

Over/under: N/A

Project item: #109-88-100 Elevator in Williamson Hall not accessible to persons with mobility impairments

Action taken: Electric power operated opener installed to existing bi-parting doors

Date Completed: 05/06/93

Estimated: \$59,000

Actual cost: \$79,697

Over/under: +20,697

Project item: #2206-92-111 Exterior access door to Dauer Hall Language Lab too narrow for access

Action taken: Door width changed and electric door opener installed

Date Completed: 05/92

Estimated: \$4,838

Actual cost: N/A

Over/under: N/A

Project item: (In-house project by Grounds) Inadequate unloading surface at area for two disabled parking spaces at Peabody Hall

Action taken: Concrete loading area for both spaces installed

Date Completed: 07/92

Estimated: \$400

Actual cost: N/A

Over/under: N/A

Project item: #2228-92-004 Information counter at Peabody Hall difficult to access by persons with mobility impairments
Action taken: Counter renovated to provide access to persons with mobility impairments
Date Completed: 05/92
Estimated: \$446
Actual cost: N/A
Over/under: N/A

Project item: #2225-92-267 Entry way to women's restroom in ground floor of Turlington Hall needs to have sill ramped
Action taken: Obstruction removed
Date Completed: 05/92
Estimated: \$1,164
Actual cost: N/A
Over/under: N/A

Project item: #2226-92-474 Restroom in Frazier/Rogers Hall needs to be upgraded
Action taken: Existing restroom renovated to provide for better access
Date Completed: 06/92
Estimated: \$5,528
Actual cost: N/A
Over/under: N/A

Project item: #2223-92-022 Restroom in Carleton Auditorium not completely accessible
Action taken: Existing bathroom renovated to provide better access
Date Completed: 05/92
Estimated: \$2,591
Actual cost: N/A
Over/under: N/A

Project item: #2223-92-022 Restroom in Carleton Auditorium not completely accessible
Action taken: Existing bathroom renovated to provide better access
Date Completed: 08/92
Estimated: \$3,607
Actual cost: N/A
Over/under: N/A

Project item: #1754-90-757 Men's restroom at Law Center Library not completely accessible
Action taken: Existing bathroom renovated to provide better access
Date Completed: 08/92
Estimated: \$3,448

Actual cost: N/A
Over/under: N/A

Project item: #1746-90-474 Multi-level design of Frazier/Rogers Hall does not provide full access to services.

Action taken: Stair lift installed

Date Completed: 05/92

Estimated: \$16,898

Actual cost: N/A

Over/under: N/A

Project item: #2136-91-655 Rooms 113 and 125 in Little Hall not accessible to persons with mobility impairments

Action taken: Platform deck and desk units in each of classrooms installed

Date Completed: 01/92

Estimated: \$2,769

Actual cost: N/A

Over/under: N/A

Project item: #2183 Accessible seating in Center for the Performing Arts not adequate

Action taken: Accessible seating on both levels of the building installed

Date Completed: 03/23/93

Estimated: \$15,805

Actual cost: \$15,758

Over/under: -47

Project item: #N/A Seating at Tennis Stadium not adequate for persons with mobility impairments

Action taken: Existing seating renovated to provide for integrated and equal seating

Date Completed: 02/93

Estimated: \$54,000

Actual cost: N/A

Over/under: N/A

Project item: #87-5223 Access walkway to Perry Field Athletic Facility difficult for persons with mobility impairments to navigate

Action taken: Graded walkway from parking lot east of Perry Field to Ticket Office installed

Date Completed: 01/29/93

Estimated: \$7,150

Actual cost: \$8,602

Over/under: +1,452

Project item: #Ticket office at the University Athletic Association not accessible
Action taken: Existing entrance to ticket office for persons with mobility impairments renovated
Date Completed: 08/93
Estimated: N/A
Actual cost: \$9,990
Over/under: N/A

Project item: #N/A J. Wayne Reitz Union Game Room not accessible to persons with mobility impairments
Action taken: Access provided to equipment in pool table area
Date Completed: 09/94
Estimated: \$5,000
Actual cost: N/A
Over/under: N/A

Project item: #N/A Raised patio in Orange & Brew not accessible to persons with mobility impairments
Action taken: Outside patio removed
Date Completed: Fall, 1997
Estimated: N/A
Actual cost: N/A
Over/under: N/A

Project item: #N/A Restrooms in Orange & Brew not accessible to persons with mobility impairments
Action taken: Renovated so that restrooms are level with ground floor
Date Completed: Fall, 1997
Estimated: N/A
Actual cost: N/A
Over/under: N/A

Project item: #N/A Restrooms on ground and first floors of J.W.R.U. not completely accessible
Action taken: Existing restrooms renovated for better access
Date Completed: 11/92
Estimated: \$70,000
Actual cost: \$66,000
Over/under: -4,000

Project item: #N/A Restrooms on 2nd floor of J.W.R.U. not completely accessible
Action taken: Existing restrooms renovated for better access
Date Completed: 11/93
Estimated: N/A

Actual cost: \$35,000
Over/under: N/A

Project item: #N/A Restrooms on 3rd and 4th floors of J.W.R.U. not completely accessible
Action taken: Existing restrooms renovated for better access
Date Completed: 3rd floor-07/94; 4th floor-N/A
Estimated: \$25,000 - \$30,000
Actual cost: N/A
Over/under: N/A

Project item: #N/A Restrooms on 5th and 6th floors of J.W.R.U. not completely accessible
Action taken: Existing restrooms renovated for better access
Date Completed: 08/92
Estimated: N/A
Actual cost: \$18,000
Over/under: N/A

Project item: #N/A Doors to the Colonnade entrance of J.W.R.U. not completely accessible
Action taken: Double set of automatic doors installed
Date Completed: 04/94
Estimated: \$16,000
Actual cost: \$6,000
Over/under: -10,000

Project item: #N/A Interior building signage at J.W.R.U. does not meet ADA code
Action taken: All rooms and directional signage replaced with ADA-approved signage
Date Completed: 10/94
Estimated: \$20,000
Actual cost: \$18,000
Over/under: -2,000

Project item: #N/A Auditorium stage at J.W.R.U. not accessible
Action taken: Lift installed following auditorium renovations
Date Completed: 03/93
Estimated: (Lift provided; estimated cost N/A)
Actual cost: \$5,500
Over/under: N/A

Project item: #94-3268 Medical Science building stage not accessible
Action taken: Platform lift installed
Date Completed: 08/96

Estimated: \$10,000
Actual cost: N/A
Over/under: N/A

Project item: #N/A Auditorium stage at Law School not accessible
Action taken: Removed from project list due to structural concerns
Date Completed: (decision regarding removal from list made 11/18/96)
Estimated: N/A
Actual cost: N/A
Over/under: N/A

Project item: #87-4197 Auditorium stage at Harn Museum not accessible
Action taken: Platform lift installed
Date Completed: 05/14/93
Estimated: \$8,800
Actual cost: \$9,489
Over/under: +689

Project item: #1639 Restrooms at Law Center not fully accessible
Action taken: Project on hold awaiting committee approval to place on active project list and budget approval
Date Completed: N/A
Estimated: \$12,000
Actual cost: N/A
Over/under: N/A

Project item: #94-4216 No accessible restrooms in Rhines Hall
Action taken: Building being renovated for project completion
Date Completed: 05/99
Estimated: \$15,000
Actual cost: N/A
Over/under: N/A

Project item: #94-4215 Bless Auditorium not accessible to persons with disabilities
Action taken: Ramp to north entrance and accessible desks installed
Date Completed: 03/12/93
Estimated: \$10,000
Actual cost: \$13,752
Over/under: +3,752

Project item: #N/A Exterior signage showing accessible entrance to and from buildings not in place
Action taken: Install signage at all UF buildings, showing where accessible entrances are located

Date Completed: (considered on-going)

Estimated: \$5,000

Actual cost: N/A

Over/under: N/A

Project item: #94-4213 Women's restroom in S-106 of Peabody Criser
Hall has no handrails

Action taken: Handrails installed according to ADA-AG specifications

Date Completed: 01/27/93

Estimated: \$500

Actual cost: \$298.61

Over/under: -201.39

Project item: #94-4214 S.W. Broward Teaching Center doors do not
meet code for opening width

Action taken: Doors installed that meet ADA-AG requirements for
opening width

Date Completed: 04/01/93

Estimated: \$1,400

Actual cost: \$5,105

Over/under: +3,705

Project item: #N/A Administration building at P.K. Yonge not
accessible

Action taken: Access to entrance provided

Date Completed: 09/96

Estimated: \$5,000

Actual cost: N/A

Over/under: N/A

Project item: #N/A Accessible parking space at P.K. Yonge not
accessible

Action taken: Curb cut at designated parking space and more spaces
installed

Date Completed: 12/95

Estimated: \$600

Actual cost: N/A

Over/under: N/A

Project item: #N/A Walkway from front of P.K. Yonge to the back is
not accessible

Action taken: Curb cut and pathway from sidewalk in front of Auditorium
to back of building leading to cafeteria provided

Date Completed: Fall, 1997

Estimated: \$12,000

Actual cost: N/A

Over/under: N/A

Project item: #96-3561 Counters at Registrar's Office do not have an accessible area for persons with mobility impairments

Action taken: Removed from list; alternate access provided

Date Completed: (decision made 07/13/95)

Estimated: N/A

Actual cost: N/A

Over/under: N/A

Project item: #70187 Counters at Student Financial Affairs do not have an accessible area for persons with mobility impairments

Action taken: One counter changed to accommodate persons using wheelchairs

Date Completed: 10/94

Estimated: \$10,000

Actual cost: N/A

Over/under: N/A

Project item: #N/A Work desks at registration area in Criser Hall not accessible to persons with mobility impairments

Action taken: Workstations that are accessible to persons with disabilities installed

Date Completed: 01/95

Estimated: N/A

Actual cost: N/A

Over/under: N/A

Project item: #96-3577 Door handles in Peabody 202 (A-I) and 207 (A-D) are currently the round type

Action taken: All round door handles replaced with lever handles

Date Completed: 04/93

Estimated: \$3,000

Actual cost: \$3,065

Over/under: +65

Project item: #96-4789 The Special Education Office at 315 Norman Hall not accessible to persons using wheel chairs

Action taken: Door installed that has proper opening width; also, study carrel added

Date Completed: 03/08/93

Estimated: \$3,000

Actual cost: \$6,542

Over/under: +3,542

Project item: #96-3572 Classrooms in Turlington Hall L005, L007,

L011 do not have staggered seating for persons with mobility impairments
One permanent wheelchair accessible seat in front of all three classrooms installed; two to four spaces in rear installed; currently, only L007 has appropriate accessible seating in rear

Action taken:

Date Completed: 08/23/93
Estimated: \$6,000
Actual cost: \$25,824 (includes the next listed project)
Over/under: +19,824

Project item: #96-3572 Stages in Turlington L005, L007, L011 not accessible to persons with mobility impairments

Action taken: Stages renovated to accommodate persons with mobility impairments

Date Completed: 08/23/93
Estimated: (see previous project item)
Actual cost: (see previous project item)
Over/under: (see previous project item)

Project item: #96-3576 Restrooms in Turlington Hall difficult for person with mobility impairments to access

Action taken: Bathrooms renovated to comply with access standards for raised surfaces

Date Completed: 01/25/93
Estimated: \$3,000
Actual cost: \$7,218
Over/under: +4,218

Project item: #2069-91-599 Elevator in Fine Arts C not easily accessible by persons with mobility impairments

Action taken: Elevator upgraded from freight type to passenger type

Date Completed: 03/94
Estimated: N/A
Actual cost: \$55,094
Over/under: N/A

Project item: #N/A Elevator in Health Science Center does not open onto 3rd floor of library

Action taken: THIS PROJECT REMOVED FROM LIST (Since this is a secure floor, access is provided upon request.)

Date Completed: N/A
Estimated: N/A
Actual cost: N/A
Over/under: N/A

Project item: #N/A No visual fire alarm systems in the College of Architecture building
Action taken: THIS PROJECT REMOVED FROM LIST (Not ADA related)
Date Completed: N/A
Estimated: N/A
Actual cost: N/A
Over/under: N/A

Project item: #94-4216 Door to women's room in Rhines Hall not wide enough for persons using wheelchairs
Action taken: Bathrooms are to be renovated to code during a complete renovation of the facility.
Date Completed: 05/99
Estimated: \$15,000
Actual cost: N/A
Over/under: N/A

Project item: #110-88-184 Elevator in Rhines Hall not accessible to persons with mobility impairments
Action taken: Existing freight elevator to be upgraded from freight to passenger type when the facility is renovated.
Date Completed: 05/99
Estimated: \$20,000
Actual cost: N/A
Over/under: N/A

Project item: #96-3559 Handles and hardware on exterior doors of Rhines Hall difficult to operate for persons with mobility impairments
Action taken: Lever type handles installed to accessible entrances and all other doors during the renovation of the facility.
Date Completed: 02/26/93
Estimated: \$400
Actual cost: \$1,408
Over/under: +1008

Project item: #96-3574 Rhines Hall difficult to access by persons with mobility impairments
Action taken: Ramps installed at entrances to building and all other areas to be renovated during complete overhaul of facility.
Date Completed: 05/24/93
Estimated: \$7,000
Actual cost: \$8,071
Over/under: +1,071

Project item: #90-3940 Ramp to entrance of Building 723 (Chemical Engineering) needs repair
Action taken: Access ramp removed and replaced with one that meets access codes
Date Completed: 01/12/93
Estimated: \$15,000
Actual cost: \$14,975
Over/under: -25

Project item: #N/A Baby Gator East main door and playground not accessible
Action taken: Ramps installed to front door and back porch of building
Date Completed: 09/92
Estimated: \$12,500
Actual cost: Committee for Persons with Disabilities-\$8,500; Baby Gator-\$4,000
Over/under: even

Project item: #BR-129 Southeast entrance of HUB-Mini Mall not accessible
Action taken: Ramp installed to southeast entrance as part of regular project
Date Completed: 07/94
Estimated: N/A
Actual cost: N/A
Over/under: N/A

Project item: #96-3576 Thresholds in bathroom at Turlington Hall over allowable heights
Action taken: Thresholds removed and brought into compliance with codes
Date Completed: 01/25/93
Estimated: N/A
Actual cost: \$7,218
Over/under: N/A

Project 30 – Raised patio in Orange & Brew: The exterior patio was removed when the restaurant was renovated during the fall of 1997. The interior raised area is not accessible; however, more than 50% of seating areas are accessible.

Project 40 – Auditorium stage at Law School: The main auditorium at the College of Law is currently not accessible. The Architectural and Engineering departments within the Physical Plant Division at UF has reviewed the area and determined that due to the nature of the facility, it would be infeasible to make the stage accessible

without impacting the architectural integrity of the facility. Alternate access is to be provided when requested.

Projects 43, 62, 63, 65 – Rhines Hall is currently undergoing a complete remodeling of the facility. The project is estimated to be completed in May, 1999. Once the facility is finished, it will be completely ADA accessible.

Project 51 – Counters at Registrar’s Office are not accessible: This project has been removed from the list, pending a redesign of the existing area. Alternate access has been provided to anyone needing counter assistance. Registrar staff can work one-on-one with students in an office with a table that is accessible.

Project 60 – Elevator in Health Science Center: No structural changes were needed for the elevator. The problem came about when the elevator was turned off for security purposes. An internal policy was instituted that provided access to the elevators for anyone with a disability. A sign was installed that informs the public how to gain access to the elevator.

Project 61 – No visual fire alarm systems in the College of Architecture: This is not under ADA jurisdiction. Instead, it is an issue for the Environmental Health and Safety Office. Project was removed from the list.

Overall, most of the projects identified in the initial Transition Plan have been completed, allowing for greater physical access to University buildings; thus, substantial progress has been made. The remaining items are scheduled for completion and a tentative completion date has been set.

Since 1989 there has been approximately \$4,230,000 spent on ADA corrections to existing facilities. Since 1989 the amount provided by the University for ADA corrections has ranged from \$25,000 (1989) to a high of \$2.5 million in 1993.

1989-90	\$25,000	1992-93	\$125,000	1996-97	\$608,000
1990-91	\$58,000	1993-95	\$2.5 million	1997-98	\$200,000
1991-92	\$89,000	1995-96	\$425,000	1998-99	\$200,000

Since 1989 more than 400 ADA related building corrections have been finished. New elevators have been installed in 8 buildings, and 7 elevators have been upgraded to provide for easier access. From 1989-99 more than 80 restrooms have been upgraded, 50 or more water coolers have been upgraded and 11 stair/vertical lifts have been installed to improve access to facilities. Also projects to correct paths of travel around campus, electrically operated entrance doors, hand rails, ramps, parking lot corrections, interior signage and exterior directional signage have been undertaken

to improve the overall access to the campus. Each year, as funding permits, new projects are added to the existing list of ADA corrections to existing facilities.

Self-Evaluation Update

In addition to efforts made to improve physical access for persons with disabilities, recommendations were made to rectify deficiencies dealing with programmatic access at the University of Florida. Listed below are each of the recommendations followed by an updated summary.

1. It is the recommendation of the Committee on Persons with Disabilities (CPD) that each department have at least one in-service on ADA/504 issues each year.

The goal of providing each department with one in-service information session per year proved unrealistic; however, an alternative method of providing ADA-related information has proven to be effective. In short, there have been ADA information sessions on this campus prior to the ADA being signed into law. The sessions began in 1989 and have continued over the years. From 1989 to 1994 the sessions were conducted by the Assistant Dean of Students/Director of Disabled Student Services (Kenneth Osfield). By November 1993, fifty-four of these sessions were conducted for an estimated 720 University employees. Currently the ADA Office in conjunction with the Dean of Students Office (Director of Disability Services) have conducted approximately eight information sessions each semester from 1995-99. Approximately 1989 staff and faculty have attended the information sessions. Along with the regularly planned information sessions, individual sessions are offered to each department on campus with as few as three employees. More than 63 departments have scheduled sessions specifically for staff and faculty in the specially designed departmental sessions.

At the beginning of each semester, a memo is sent to all University deans and directors informing them that there are regularly planned information sessions available to all University employees; furthermore, special presentations are available to any department that makes such a request. Thus, it is apparent that the ADA Office has achieved its goal of providing valuable information to the University community despite having veered from the original recommendation. It is also evident that ADA Office continues to reach out to all people and areas on campus.

For more information, see the comments under **In-Service Training** on page eleven of this report.

2. It is the recommendation of the CPD that any program publishing admission bulletins/catalogs list information about services for persons with disabilities.

Information about services for persons with disabilities is listed in both the University of Florida Undergraduate Catalog, 1998-99, page 21, and the University of Florida Graduate Catalog, 1998-99, page 9. Other publications providing admission bulletin/catalog list information are similarly marked. For example, the 1999 Undergraduate Admission pamphlet lists a TDD number and the number for Disabled Student Services, and the 1999 Admission to Graduate School pamphlet includes the following statement along with other contact information: "For persons with hearing impairments, please use the Florida Relay Service (FRS), 1-800-955-8771 (TDD), or call Programs and Services for Students with Disabilities at (352) 392-1261 (V) or (352) 392-3008 (TDD).

This simple statement is both concise and comprehensive, and it would be beneficial to lobby all colleges, departments, and student services offices to include this statement, or one similarly worded, in their publications. Furthermore, as more departments and colleges publish admissions-related information on their web sites, it is important for the ADA Office to encourage them also to include information about services for persons with disabilities.

3. It is the recommendation of the CPD that each department begin to list either a TDD or FRS telephone number on its office letterhead.

Not all departments have TDD or FRS numbers, but those that do include them on their letterhead. The 1998-99 Campus Directory phone book provides information on how students who are deaf, deaf-blind, hard of hearing, and speech impaired can make telephone contact with any of those departments that do not yet offer TDD and FRS services. (See 1998-99 Campus Directory, page 20.) Furthermore, the ADA Office informs the public on what to do when an office does not list a TDD or FRS number. These numbers are included in most of the publications put out by the Registrar and Student Affairs.

4. It is the recommendation of the CPD that all publications that identify a telephone number also include either a TDD or FRS number.

The action taken here is consistent with that mentioned above. Most notably, the UF phone book, considered by many to be the University's most important publication, provides a list of all known TDD and FRS numbers and informs people who use TDD numbers what they can do when an office does not list one.

A random sampling of University publications was gathered to assess the inclusion of TDD and/or FRS numbers. The collection represented colleges, departments, departmental programs, and items related to student services such as the 1998-1999 Student Guide and information on scholarships, the computer requirement, Preview orientation, and others things. A statistical breakdown of the items surveyed follows. The first column (A) lists the categories that the publications represented; the second column (B) notes the number of items randomly collected for each category; the third column (C) lists the number of items in that category with TDD or FRS numbers; the final column (D) marks the percentage of publications with TDD or FRS numbers included in its publications.

A	B	C	D
UF Colleges	14	14	100%
UF Departments	10	0	0%
Departmental Prog.	7	0	0%
Student Services	15	7	47%

The range of the items collected suggests that this was a representative sample of UF publications. Of the forty-six (46) publications reviewed, twenty-one (21) items, or 46%, listed a TDD or FRS number. Progress has been made in encouraging the inclusion of TDD and FRS numbers, but there is still room for improvement.

5. It is the recommendation of the CPD that, upon request, printed materials will be provided in an alternate format.

The alternate formats available to students with disabilities include, but are not limited to, audio cassette tape recordings of printed materials and Braille versions of printed materials. In addition, students with visual impairments may receive such assistance as reader service, talking computers (IBM and Apple versions), Kurzweil Personal Reader, Viewscan, and large screen monitors.

The statement, "Upon request, alternate formats of this publication are available, or a close variant is listed in most major UF publications, and the corresponding TDD or FRS numbers are listed within the context of the statement.

6. It is the recommendation of the CPD that the University develop a university-wide system for providing alternate print documents.

The University of Florida has met this recommendation through the use of the alternative formats mentioned above under Recommendation Five. Most notable among these is Vocal Eyes, a university-wide service that provides audio versions of course materials. Vocal Eyes is operated by the Office for Student Services.

Equally important, the ADA Office has made available information to allow the University community to readily take advantage of these services. This information is provided in the annual Faculty and Administrative Guide, Effective & Reasonable Accommodations: Teaching & Working with College Students with Disabilities and in the pamphlet "Information on How to Provide Services to Persons with Disabilities: Telephones, Publications and Program Access. Its contents are available also on the ADA Web site (www.ada.ufl.edu).

7. It is the recommendation of the CPD, through the Technology Task Force (refer to Technology Appendix), that the University provide funding for one full-time FTE to be responsible for computer access on campus.

The Office for Students with Disabilities and CIRCA once operated an accessible computer lab designed specifically for students with disabilities. Called the Assistive Technology Learning Lab, or AsTec Lab, it was located in G514-B, Norman Hall, and additional mini-labs were located in Peabody Hall, Library West, Weil Hall, and the J.W. Reitz Union to further facilitate convenience.

No one is currently employed in the FTE position although the position still exists. Funding had been in place from 1993 through the spring of 1998, but the employee was released for not executing responsibilities properly. At the time of this report, a student from the Dean of Students Office is responsible for those duties.

The ADA Office, the Office for Students with Disabilities, and CIRCA have worked to meet the spirit of the recommendation. Most computer labs have, as a function of their network system, an entire menu dedicated to Assistive Technology. On most workstations, students can access, load, and use a variety of Assistive Technology software packages. Furthermore, an internal policy by the University holds that, when requested, such equipment will be put in place within five working days.

Assistive technology refers to any device that allows an individual with a disability to interact with his or her environment more effectively; the assistive technology at the University of Florida is accessible by persons with mobility, deaf/hard of hearing, blind/visually impaired, and specific learning disabilities.

8. It is the recommendation of the CPD that at least one carrel be accessible to persons with physical and visual impairments.

Every campus library and computer lab have put in place accessible carrels and other assistive resources for persons with physical and visual impairments. Many carrels meet the ADA height requirements. Most libraries have more than one accessible carrel. For example, in the Health Science Center Library, each floor has at least four

carrels with sufficient space near them for a user in a wheelchair to access without requiring additional accommodations.

A spot-check was performed on several, but not all, campus libraries and computer labs. Each facility had carrels and assistive technology for persons with disabilities.

Campus-wide Computer Labs	Location
Student government-sponsored Computer Lab	Reitz Union, 3rd floor
CIRCA Computer Labs	CSE 211
	Architecture 118
	Weil Hall 408
	Bryan Hall 232
	Norman Hall G514
Computer and Information Sciences (CIS) Lab	
Electrical and Computer Engineering (ECE) labs.	E309
Faculty Support Center workroom for faculty and A&P staff	
IBM Writing Project	Rolf's Hall labs
Libraries	Location
Architecture and Fine Arts	201 Fine Arts Building
Education	1500 Norman Hall
Government Documents	2nd Floor, Library West
Health Science Center	North side of Shands
Legal Information Center	Holland Hall
Latin American	4th Floor, Library East
Map & Imagery	Marston Science, L-110
Music Library	2nd Floor, Music Building
Price Library (Judaica)	2nd Floor, Norman Hall
Special Collections	2nd Floor, Library East
Herbarium Library	379 Dickinson Hall
Mead Library	P.K. Yonge

9. It is the recommendation of the CPD that as departments receive requests for access to computer labs that the departments operating the lab have a plan already developed to address the issue of access, and that the equipment be installed as soon as possible. The department on campus ultimately charged with computer access should also have a plan to assist these labs with access. The CPD recommends that equipment should be available to users no later than five working days after a request is made.

As stated in Recommendation Eight, the University of Florida has an internal policy that provides to users assistive technology and other resources within five working days from the time it is officially requested.

When making a request, most departments contact Student Services or the ADA Office and are then instructed on procedure. The process could be expedited if departments could simply fill out a form on the Student Services or ADA Office web page.

Furthermore, in the Faculty & Administrative Guide, Effective & Reasonable Accommodations: Teaching & Working with College Students with Disabilities, there is an index listed that provides a comprehensive listing of relevant phone numbers such as numbers for the ADA Office, the Florida Relay Service, and the Office of Instructional Resources.

10. It is the recommendation of the CPD that the University begin to recruit persons with disabilities as students and employees.

Legally, this recommendation cannot be strictly implemented; however, the University does have an Affirmative Action policy, which states:

The University of Florida does not discriminate on the basis of age, race, color, national or ethnic origin, religious preference, marital status, *disability*, or sex, in the administration of educational policies, admission policies, financial aid, employment, or any other University program or activity.

Students with disabilities are encouraged to apply by the availability of designated scholarship programs; currently, several scholarship opportunities are available to students registered as having a disability. They are as follows: the Christopher M. Squitieri Scholarship, the Theodore and Vivian Johnson Scholarship, the Rita O'Connell Scholarship, the Callahan Memorial Trust Scholarship, and the NationsBank Scholarship Program.

Additionally, the University provides information to students with disabilities that the University is committed to providing quality service and care, which serves as a recruitment tool. As the means of communicating improves technologically, so should efforts to demonstrate the University's commitment to prospective students who have disabilities. One possibility would be to put an assistive technology link on the University's official home page (www.ufl.edu), for the home page is, increasingly, where prospective students get their first impression of the University of Florida.

In the Faculty & Administrative Guide, Effective & Reasonable Accommodations: Teaching & Working with College Students with Disabilities, a “Reasonable Accommodation Based on Disability Request Form is available to employees. In it is the following statement:

This form must be completed whenever an employee or applicant requests an accommodation, or it is apparent that a reasonable accommodation may enable an individual with a disability to perform the essential duties of a position or participate in the employment process.

Providing this information to applicants upon their initial interest in employment with the University sends a good message up front to prospective employees.

On the State University Systems Web page (www.fsu.edu/Jobs/Apply-SUS.html), and at the bottom of the category “Institutional Contacts for Employment Opportunities, it states, “Equal Opportunity/Access/Affirmative Action Employers. This appears to be a blanket statement meant to cover all public universities; the ADA Office does not have control over the SUS decision on the wording of this statement.

11. It is the recommendation of the CPD that Office of Instructional Resources (OIR) investigate the need to hire a professional who is trained to work with persons with disabilities.

This recommendation has never been achieved; however, the Office for Students with Disabilities has independently hired someone to fulfill these duties, a graduate student who works with those students with disabilities who request assistance.

The CPD should consider performing an assessment of the effectiveness of having a graduate student perform these duties, and reevaluate the need to hire a full-time professional to work with persons with disabilities.

12. It is the recommendation of the CPD that OIR investigate the need to hire tutors trained to work with persons with learning disabilities, and that OIR contact the Department of Special Education for possible assistance.

This recommendation has never been achieved; however, the Office for Students with Disabilities has office staff in place to cover these duties.

As the University of Florida continues to grow and attract students with disabilities, the OIR should reassess the need to hire such tutors and, if warranted, make the necessary budget adjustments to provide for their hiring.

13. It is the recommendation of the CPD that OIR and the Foreign Language Department investigate the need for a sign language sequence option that would fulfill admission requirements and specific departmental requirements.

Students with specific learning disabilities may not be able to complete the language requirement of the College Liberal Arts and Sciences, and accommodations are made for these students that allows the College to meet its goal of illuminating another culture and providing additional awareness of one's own language.

The "Cultural Option is the University's foreign language alternative and is fulfilled when the student takes one of ten linguistics courses and three courses from any cultural package and achieves the grade of C or better in all courses. The "Cultural Option courses are counted as electives.

The ten linguistics courses are as follows:

- ANT 3610 Language and Culture
- ANT 4620 Anthropological Linguistics
- LIN 2000 Language: Humanities Perspective
- LIN 2001 Language: Social Science Perspective
- LIN 2340 English Grammar
- LIN 3010 Introduction to Linguistics
- LIN 3370 Modern English Structure
- LIN 4100 History of the English Language
- LIN 4205 Fundamentals of Phonetics
- CLT 3041 Greek and Roman Elements in English Vocabulary

The cultural packages are grouped under the following eight categories: African, Asian/Arabic, Eastern/Oriental, Israeli/Jewish, Latin American, Greek and Roman (Classical), European, German/Slavic.

14. The College of Medicine and the College of Veterinary Medicine have not submitted petition procedures. It is the recommendation of the CPD that the ADA coordinator work with both colleges to develop their admission statements.

Since the initial Self Evaluation both the College of Medicine and the College of Veterinary Medicine have submitted their self evaluation materials.

The “Statement of College Values of the College of Veterinary Medicine is as follows:

The University of Florida College of Veterinary Medicine respects each individual as a member of our community, and therefore expects all members of the college community to interact in ways which are respectful of each individual regardless of religion, ethnic origin, gender, sexual orientation, or *disability*.

Minimal essential skills are required to practice veterinary medicine, and those skills are determined by the state licensing agencies, the American Veterinary Medical Association, and the college faculty. It is anticipated that performance minimums can be defined without limiting the range of approaches a disabled student could employ to meet such requirements. The College of Veterinary Medicine is redefining the minimal skills needed to meet admissions criteria so that they are in accordance with the standards of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Currently, only the Graduate Degree in Veterinary Medical Sciences and the Post-graduate research training programs appear likely to negatively influence the admissions criteria due to the physical demands placed on its participants. The college’s graduate faculty, however, are looking into ways to minimize the impact this would have on potential students with disabilities.

The College of Medicine submitted the final copy of the College of Medicine Disability Information Statement on October 25, 1994. The statement outlines student responsibility, how to request accommodations, petitions process, substitution procedures and admission procedures.

15. It is the recommendation of the CPD that the University of Florida review its recruitment policies and begin to actively recruit students with disabilities.

See response to Recommendation Ten.

16. It is the recommendation of the CPD that the SFA Director continue to work at the State level to have the State aid requirements changed in order to allow a student with a disability an opportunity for State aid with as few as 6 credits.

Students with disabilities are allowed exceptions to the 12-hour rule governing state financial aid programs. For example, a student with a disability enrolled in as few as

six credit hours may receive the Theodore and Vivian Johnson Scholarship if s/he is registered with the Office for Students with Disabilities. Students with disabilities may be eligible for other state financial aid programs provided that they are registered as having a disability and are authorized by the Office for Students with Disabilities located in P205, Peabody Hall. During the Spring 1999 semester the state has asked for input from the universities and community colleges on text in state statute 240.4041 which addresses the full-time (12 credits) requirement for state aid. The text will be changed to reflect the need of some students with disabilities to reduce course loads below 12 credits. Students under the new statute will be able to receive state scholarships while below the previously required 12 credit minimum.

17. It is the recommendation of the CPD that the ADA coordinator work closely with the Baby Gator Director to improve services to persons with disabilities, especially with regard to telecommunications and publications.

The services for persons with disabilities have been improved. All classrooms and office areas are accessible to persons with disabilities. Additionally, the telecommunications and publications resources and alternatives that are available to the larger University community are also available to Baby Gator.

18. The ADA coordinator and the CPD have recommended that only accessible facilities be used for any commencement activity. Currently approved facilities are the O'Connell Center and the Center for the Performing Arts. The University Auditorium will be going through renovations for access, but until then, the ADA coordinator and the CPD have asked that the facility not be used for commencement.

The University Auditorium has been renovated, and there is now stage access. All facilities used for commencement are now accessible. The O'Connell Center has increased its accessibility by adding a second lift for the stage and by improving seating, parking, egress, and restroom access.

19. The CPD recommends that access to all technologies at the University be open to individuals with all disabilities.

As stated under Recommendation Eight, every campus library and computer lab has assistive technologies available for persons with physical and visual impairments. In addition, all software for the visually impaired can be downloaded to any location on campus. Furthermore, an internal policy by the University holds that, when requested, such equipment will be put in place within five working days.

20. It is the recommendation of the CPD that as the need for access to computer technology increases, the University have a plan to address the increased need.

Currently, the University of Florida is meeting the need adequately for students with disabilities to access computer technology. As mentioned, students can download all available technology from the mainframe network to their personal or lab computer. Additionally, site licenses have been obtained, and the software is available on disk at the bookstore.

As the University increasingly embraces computer technology to deliver courses and programs, it will be necessary to monitor, upgrade, and develop technologies to assist students with disabilities.

21. It is the recommendation of the CPD that all requests for alternate technology access be submitted to a staff person responsible for new technology access. It is also further recommended that this person develop the University plan for implementing access when a request is made.

Currently, the University has an internal policy that equipment to provide access for students with disabilities will be put in place within five working days of the initial request. Additionally, all software for the visually impaired can be downloaded to any location on campus.

22. It is the recommendation of the CPD that CIRCA develop a plan to make all its computer labs accessible to the visually and physically impaired and that CIRCA be charged with providing technical direction in the area of adaptive technology for all areas using computer equipment within the University.

See response to Recommendation Eight.

23. It is the recommendation of the CPD that each department provide access to its printed materials in at least two formats, and has a plan ready to provide access so that the person requesting the document can have it within a reasonable period of time.

This has been accomplished. The alternate formats available to students with disabilities include, but are not limited to, audio cassette tape recordings of printed materials and Braille versions of printed materials. In addition, students with visual impairments may receive such assistance as reader service, talking computers (IBM and Apple versions), Kurzweil Personal Reader, Viewscan, and large screen monitors.

Furthermore, the ADA Office has made available information to allow the University community to readily take advantage of these services. This information is provided in the annual Faculty and Administrative Guide, Effective & Reasonable Accommodations: Teaching & Working with College Students with Disabilities and

in the pamphlet “Information on How to Provide Services to Persons with Disabilities: Telephones, Publications and Program Access. Its contents are available also on the ADA Web site (www.ada.ufl.edu).

24. It is the recommendation of the CPD that departments should also begin to include a statement somewhere in the front of the publication that it is available in alternate format. The statement should read as follows: “Upon request, for individuals with documented print related disabilities, this publication is available in alternate format. Contact BLANK for more information.

The statement, “Upon request, alternate formats of this publication are available, or a close variant is listed in most major UF publications, and the corresponding TDD or FRS numbers are listed within the context of the statement. This is an alteration of the original statement, but it adequately satisfies this recommendation.

25. It is the final recommendation of the Committee on Persons with Disabilities that the University of Florida evaluate the need to hire one full-time person to coordinate all University ADA Compliance.

A full-time person, Ken Osfield, Ed.D., was hired in December, 1993.

Conclusion

Six years ago, the University of Florida was a campus that presented many challenges to students with disabilities. Many of its buildings were old and inaccessible and many programs were based on traditional models that did not factor in students with disabilities. Today, although there is still room for improvement, the University of Florida presents to students, staff and visitors with disabilities a campus that is much more accessible and user-friendly.

Both the physical access and the programmatic access at the University of Florida have been greatly improved in the years following the original Transition Plan and Self-Evaluation. Of the sixty-two (62) projects identified in the Transition Plan to improve access to university facilities, only three remain incomplete.

In response to the twenty-five recommendations listed in the Self-Evaluation, the ADA Office has shown itself capable of being both flexible and responsive to the ongoing changes at the University of Florida. For some of the recommendations, an implementation method different than that which was originally prescribed seems to have better met the needs of students, staff and visitors with disabilities. Most notable among these is the availability of assistive technology on campus. Due to the

university's growing dependence on computer technology in the delivery of programs and courses, students with disabilities need to be able to access assistive technology frequently and in more than one location. Today, assistive technology can be utilized in nearly every computer lab and library on campus; consequently, people with disabilities can participate equally with other students in courses and programs.

The ADA Office web page was one of the first administrative web pages at the University. This web page serves as a valuable tool to give students with disabilities pertinent information about the latest resources available to them. It can also serve the university in recruiting students with disabilities. Increasingly, high school seniors are using the World Wide Web to learn about the universities they may want to attend. The ADA Office web page can provide a measure of assurance to prospective students who have disabilities. It is strongly urged that a portion of the web page be aimed at students not yet enrolled in the University of Florida. Currently, the web page does provide information to people visiting campus, but perhaps the ADA Office can expand on that information with more specific recruiting information.

In the next six years, if the needs of students with disabilities are met with the same amount of energy that went into meeting their needs during the past six years, then the University of Florida will continue to be "ahead of the curve when it comes to providing a campus that is physically, programmatically, and attitudinally accessible to persons with disabilities.

APPENDIX A The ADA Office Web Site

As more and more people-students, faculty, and administrators-use computer technology as a resource for information and as a tool for their everyday workings, it is important that the ADA Office emphasize the need to have an up-to-date web site that is responsive to the needs of its users. Currently, the ADA Office has met this burden, and its web site provides users with a host of relevant, up-to-date information. To access the ADA Office web site point and click on the World Wide Web to www.ada.ufl.edu.

APPENDIX B Information Sessions

Beginning in 1995-96, the ADA Office adopted a team concept for the information sessions. The ADA Office in conjunction with the Dean of Students Office

(Disability Services Director) coordinated approximately eight (8) open information sessions per semester and also provided an opportunity for individually planned departmental sessions upon request. A review of memoranda and other documents indicates that not less than 88 information sessions have been conducted since September, 1995, and that approximately 1,800 staff and faculty have attended these sessions.

Below is a record of the information sessions from the fall of 1995 to the present.

Fall 1995

	<u>Date</u>	<u>Audience</u>	<u>Persons Attended</u>
1.	September 9	Mathematics	20
2.	October 18	Subtropical Ag.	15
3.	October 20	Law	18
4.	October 25	Various	76
5.	November 6	Various	13
6.	November 17	Various	15
7.	November 27	Various	3
8.	December 5	Health Ctr. Library	16
9.	December 6	State Auditors	10
10.	December 6	Health Ctr. Library	11
11.	December 8	Various	13
12.	December 12	Treeo Center	13
13.	December 19	Dental	8
			Total: 231

Spring, 1996

	<u>Date</u>	<u>Audience</u>	<u>Persons Attended</u>
14.	January 9	Florida Museum	17
15.	January 23	Academic Personnel	40
16.	February 1	Various	8
17.	February 6	UCET Seminar for Faculty	8
18.	February 20	Various	13
19.	February 21	PK Yonge	40
20.	February 28	Continuing Ed	20
21.	February 29	Depart of Ed Leadership	9
22.	March 7	Various	8
23.	March 26	Various	4
24.	March 27	UF Registrar	24

25.	March 27	Microbiology & Science	43
26.	April 11	Various	8
			Total: 242

Fall, 1996

	<u>Date</u>	<u>Audience</u>	<u>Persons Attended</u>
27.	August 16	Sorority Women	75
28.	August 20	Journalism	60
29.	October 2	K. Webb's Class	11
30.	October 7	UCET	3
31.	October 14	TKE Fraternity	20
32.	October 16	Various	7
33.	October 22	Various	8
34.	November 7	Various	9
35.	November 14	Various	3
36.	November 19	Graduate Student	15
37.	December 3	Various	3
			Total: 214

Spring, 1997

	<u>Date</u>	<u>Audience</u>	<u>Persons Attended</u>
38.	January 23	Various	5
39.	January 27	Counselor Ed.	11
40.	January 31	Plant Pathology	4
41.	February 5	Recreation Dept	10
42.	February 6	Plant Pathology	4
43.	February 13	Student Affairs	29
44.	February 14	Harn Museum	70
45.	February 18	Various	5
46.	February 20	Various	5
47.	March 7	IFAS	70
48.	March 9	EEOC/AA	28
49.	May 5	IFAS Facilities	25
50.	May 22	Dentistry	6
51.	June 10	PPD & A&E	15
			Total: 287

Fall, 1997

	<u>Date</u>	<u>Audience</u>	<u>Persons Attended</u>
52.	August 15	Rho Chi	63
53.	August 18	Medical School Stu Orientation	83
54.	August 19	Journalism Faculty	58
55.	August 21	New Faculty Orientation	100
56.	Sept. 5	Information Booth	12
57.	Sept. 8	HIV Committee	15
58.	Sept. 24	Various	4
59.	October 7	Math Faculty	9
60.	October 14	UF TA's	18
61.	October 16	Registrar's staff	19
62.	October 20	Recreation Dept Class	29
63.	October 20	Bio Eng Class	19
64.	October 21	OSS – USPS Staff	8
65.	October 22	OT Faculty	9
66.	October 23	Various	10
67.	November 13	Various	10
68.	November 14	Hlth Center Library	20
69.	November 18	Hlth Center Library	26
70.	November 20	USDA Ag Research	43
71.	December 3	Various	5
			Total: 560

Spring, 1998

	<u>Date</u>	<u>Audience</u>	<u>Persons Attended</u>
72.	January 21	Various	4
73.	February 6	Various	23
74.	February 18	Various	10
75.	March 2	Various	15
76.	March 4	UCET	8
77.	March 25	Civil Eng	25
78.	April 1	Coll of HHP	36
79.	April 2	Various	20
80.	April 20	Various	10
81.	April 23	Various	4
82.	April 27	Personnel	13
			Total: 168

Fall, 1998

	<u>Date</u>	<u>Audience</u>	<u>Persons Attended</u>
83.	Sept. 22	Various	13
84.	October 13	TA Training	8
85.	October 19	UCET	8
86.	October 20	Florida Museum	17
87.	October 21	Various	9
88.	October 28	Counseling Center	27
89.	November 10	Various	14
90.	November 18	Library Staff	42
91.	December 11	Various	4
92.	December 16	UAA Advisors	1
			Total: 139

Spring, 1999

	<u>Date</u>	<u>Audience</u>	<u>Persons Attended</u>
93.	January 19	Coll of Med Deans	10
94.	January 29	WIC – Coll of Med	40
95.	February 16	Various	4
96.	February 16	TA's Winnie C	16
97.	February 16	Various	15
98.	February 17	Rec and Parks Class	16
99.	March 4	Various	5
100.	April 8	Various	12
101.	April 9	Special Ed	7
102.	April 14	Various	12
103.	April 27	Various	11
			Total: 148