

Americans with Disabilities Act Advisory and Accessibility Committee (ADAAAC)
Meeting Notes
December 9, 2015

Attending: Shannon Aylesworth, Sarah Coban, Nelida Cortes, Johanna Dvorak, Cassie Franklin, James Hill, Aura Hirschman, Phyllis King, Jason Kuiper, Kim Pietsch, Brian Peters, Jean Salzer, Tiffany Thornton, Peter Tonellato. Beth Traylor, Erin Wiggins, Sue Wolff.

Absent: Jason Anderson, Joan Aguado Ware, Julia Bonner, Patricia Borger, David Delgado, Becky Freer, Paul Gunderson, Duane Johnson, Jen Murray, Roger Smith, Warren Scherer, Jeb Willenbring,

***Unknown if there or not – Abigail Amissah-Arthur, Barb Simon, Kathy Barnes, Margaret Bartlett, Eric Becker, Sarah Coban, Kirsten Goetz, Kelly Haago, Ann Kowaliczko, Mike Priem, Gretchen Schuttey, Zach Steurwald, Stephanie Zito, William Keith, Susan Wolff

1) Introductory Remarks/Announcements

- a. Note Taker: We will rotate this at each meeting. Shannon Aylesworth -thank you for volunteering to take notes today.
- b. Frequency of Meetings and Scheduling: Meeting notes will include the date of the next ADAAAC meetings. We meet the 2nd Wednesday of each month.
 - January 13, Wednesday 10-11am
 - February 10, Wednesday 10-11am
 - March 9, Wednesday 10-11am
 - April 13, Wednesday 10-11am
- c. Committee email address: adaaac-201516@uwm.edu. Any information you want to share with ADAAC members (e.g. articles, resources, webinars), please send to Aura and Beth for posting to the listserv. Aura and Beth anticipate posting educational/outreach opportunities to the listserv once a month, or sooner if deadlines are imminent.
- d. Student Representatives: We have two student representatives that want to join the committee. One student is a veteran with a disability and the other is a graduate student that works closely with the Student Association on issues of diversity, including disability.

2) Committee as Advisory Committee to the Provost and the Chancellor

A reminder that we are an advisory committee. Some great ideas came up in our first meeting (e.g. gathering statistics, surveying the campus community to identify

access needs) and we can use that information to make *recommendations* to the provost and chancellor.

Priority Committee Charges

- a. ADAAC Web Page: Suggested placement under Office of the Chancellor <http://uwm.edu/chancellor/strategic-directions/climate-culture/> with link listed under Accessibility <http://www4.uwm.edu/accessibility.cfm>.
- b. The web page will include resource links, ADAAC agendas and meeting notes, and eventually will include the campus accessibility policy. Please email Aura and Beth if you are interested in working on a web page task force to update resource links and keep the web page current Campus Accessibility Policy: Basis for need is increasing number of OCR complaints and rulings (on a national basis) that encourage campus accessibility policies. More information available in the December 2015 *Disability Compliance for Higher Education* handout. December issue and January issue are attached to the email.

We are charged with developing a draft campus accessibility policy for UWM. We will start with a web accessibility statement/policy per Section 508 of the Rehabilitation Act.

Please email Aura and Beth if you are interested in serving on a taskforce for researching other campus accessibility policies and drafting one of our own.

Add to each meeting – we would like to have a rotating presenter to review one article/section of Disability Compliance Journal, which we will forward to the committee on a monthly basis with meeting notes).

3) Disability related happenings; reports of task forces, committees, etc.

- a. Claude Schuttey - Barrier Study: Roger Smith's students conducted a study of the campus looking for accessibility barriers that while technically meet the ADA standard could still pose barriers for individuals with disabilities. Goals are to address barriers that have the most impact with the least amount of funds and the focus is currently in the central part of the campus. Only the exterior and physical aspects of campus were considered in the first study. Another study is currently underway that involves students with disabilities and a study of "way finding" and interior campus buildings.

Questions/Suggestions: Include a study of campus barriers for individuals with cognitive and sensory disabilities (e.g. closed captioning on TVs in all public areas, quiet places for individuals with autism). Assistive Listening Devices or Systems (ALDs) - Challenging for Accessibility Resource Center with so many different systems around campus and with arranging access in some buildings that are managed by Classroom Support or the college. One universal type of system on campus would benefit many departments and the individuals who use

the systems for access. [Cassie Franklin from ARC will email Claude Schuttey with additional information about ALDs.]

Claude will return to the ADAAAC in a few months to share more information and progress updates.

- b. David Delgado - CETL: Report deferred to the next meeting.
- c. Shannon Aylesworth - Pepnet 2: Pepnet 2 (<http://pepnet.org/>) is a project funded by the Research to Practice Division, Office of Special Education Programs and the US Department of Education. Pepnet 2's mission is to increase the education, career, and lifetime choices available to individuals who are deaf or hard of hearing.

Pepnet 2 offers a variety of on demand self-paced online training modules that provide a certificate verifying completion of the module. QuickClasses, which are six-week facilitated learning opportunities and on demand webinars are available with a certificate verifying successful completion and CEUs. All of the resources and training opportunities provided by Pepnet 2 are free.

QuickClasses Include: <http://pepnet.org/quickclasses/>

- **Accommodations 101:** This course is designed for professionals who work in disability services but do not have specific training for working with students who are deaf or hard of hearing (D/HH), also those who need a refresher in working with this population. Participants will learn the basics of providing accommodations to students who are D/HH and learn important elements to consider when choosing appropriate accommodations. Participants will have the opportunity to apply what they learn to practical scenarios that disability service professionals are likely to encounter. At the end of the course, participants will be prepared to implement effective accommodations and auxiliary services for students who are D/HH.
- **Ethical Considerations for Disability Service Professionals:** This QuickClass is in development and will be available for the first time in March 2016.
- **Making Online Classes Accessible:** This course is for administrators, disability services professionals, and instructors who want to learn how to make distance learning accessible to students who are deaf and hard of hearing. This course will explore distance learning benefits and challenges for students with disabilities. We will look at various modes and methods of delivering course content and how each can be made accessible. Participants will gain knowledge of best practices in teaching through distance technologies and learn how to go beyond traditional teaching

methods. We will also examine how incorporating Universal Design techniques can make distance learning more accessible for all students.

- ***Making Your Campus Accessible:*** This course is designed for disability services professionals, administrators, and other college personnel who want to learn how to improve access for members of the campus community who are deaf and hard of hearing. Participants will explore strategies for making a campus accessible to people who are deaf or hard of hearing. Topics will include legal and civil rights foundations, the use of technology, safety and emergency preparedness, policies and procedures, and collaboration strategies. The focus will be on campus environments outside the classroom.

Training Modules Include: <http://pepnet.org/training>

- ***Access: The Fundamentals*** is a straightforward and informative introduction to the nature of hearing loss and its implications for communication and learning in educational settings. The course also provides basic information about accommodations that can make education, employment, and other activities accessible for individuals who are deaf or hard of hearing. While designed for postsecondary educators and staff who work with students who are D/HH, anyone who works with these individuals—high school staff and faculty, rehabilitation counselors, and employment specialists, for example—will find the course useful.
- The Pepnet 2 **Online Notetaker Training** is a self-guided training that defines the role of the note taker, delivers information about hearing loss, and provides note taking strategies that enable student notetakers to provide accurate, comprehensive classroom notes for students who are deaf or hard of hearing. The training can be completed in multiple sessions or all at once. When students are confident they have learned the material, an online quiz evaluates their note taking knowledge. A passing score will earn a "Verification of Training Completion," which the student can print.

This is a great training for anyone wanting to improve note taking skills.

- d. Cassie Franklin - Task Force on Centralized Services: Currently, requests for campus related real-time captioning and sign language interpreting are received in the Accessibility Resource Center (ARC). ARC will provide staff to cover the request if available and for a fee to the department that requires a Form A plus additional paperwork. When staff isn't available to cover campus requests, the ARC refers department to contract directly with an agency for services. Starting July 1, 2016, the ARC will manage all requests whether staff can fill it or not so that departments are no longer responsible for contracting directly with agencies for real-time captioning or sign language interpreting requests. A flat fee charge

back to departments is currently under consideration but the Form A and other paperwork is eliminated. This new process of centralizing services streamlines the process and reduces paperwork.

- e. Jason Kuiper - ADA Coordination: Per the S45.1 policy, all accommodation requests for employees are approved or denied by ADA Coordinator. Jason received 44 accommodation requests in his six years at UWM and 15 within 2015 alone. It seems the trend is increasing in the number of accommodation requests. HRS identifies 155 employees who self-identify as having a disability. Employees includes academic staff, faculty, LTEs, project staff, students employees, university staff and anyone else who is on the UWM payroll. Examples of the accommodation requests include larger monitors, ergonomic chairs or desks, and other items that are relatively inexpensive.

UWM Reasonable Accommodation Policy and Procedures for Employees

http://www4.uwm.edu/secu/docs/other/S45_1.pdf

NEXT MEETING – January 13, 10:00-11:00 in the Regents Room, Chapman Hall