

STOCKTON ADA-REHABILITATION ACT STEERING COMMITTEE

PERIODIC REPORT
FALL 2016 THROUGH SUMMER 2018





Stockton University
Galloway, NJ

ADA – 504 STEERING COMMITTEE

PERIODIC Report
Fall 2016 through Summer 2018

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Stockton is an Equal Opportunity Institution.

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STEERING COMMITTEE MEMBERSHIP

CO-CHAIRS

Valerie Hayes.....Chief Officer/ADA-504 Coordinator
Robert Heinrich.....Chief Officer for Enrollment

CURRENT MEMBERS (In alphabetical order)

Stephen Davis.....Associate Dean of Students
Susan Fahey.....Associate Professor of Criminal Justice
Lydia Fecteau.....Adjunct Faculty
Linda Feeny.....Academic Affairs Liaison for Accessibility and Assistive Technology
Thomas Grites.....Assistant Provost–Academic Support Services
Priti Haria.....Assistant Professor of Education
Jonathan Heck.....Director, Athletic Operations
Donald Hudson.....Vice President Facilities & Construction
Jonathan Johnson.....Director, Office of Community Wellness & Health Education
Joseph LoSasso.....Registrar
Meaghan Resta.....Manager of Publications & Special Projects
Robert Ross.....Assistant Director, Counseling & Health Services
Mary Beth Sherrier.....Assistant Dean SOBL
Alan Zellner.....Deputy Officer for Institutional Diversity & Equity

FORMER MEMBERS

Pamela Cross.....Coordinator Skills Center Writing Lab
Thomas Chester.....Associate Vice President for Human Resources and Payroll
William Quain.....Associate Professor of Hospitality & Tourism Management

VOLUNTEERS (in alphabetical order)

Walead Abdrabouh¹.....Director, Information Systems & Business Intelligence
Michael Angulo.....Vice President, Administration & Finance
Michelle McDonald.....Associate Vice President for Academic Affairs
Brian Tyrrell.....Professor of Hospitality & Tourism Management Studies
Margaret Quinn.....Director, Procurement & Contracting
Charles West.....Director, Facilities Planning & Construction

STAFF SUPPORT

Edna Ortiz.....Professional Services Specialist

¹ Abdrabouh later become an appointed member of the Steering Committee.

STATEMENT ON DIVERSITY, EQUITY & INCLUSION

Stockton University is committed to building a diverse and respectful community that values individual and group/social differences of race, creed, color, national origin, nationality, ancestry, age, sex/gender (including pregnancy), marital status, civil union status, domestic partnership status, familial status, religion, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, or disability.

Diversity is crucial to achieving the mission of a broad, liberal arts education. Structural, curricular/co-curricular, and interactional campus diversity creates an inclusive and respectful environment for all students and employees.

For the full Statement, [click here](#).

OFFICE OF INSTITUTIONAL DIVERSITY AND EQUITY

The [Office of Institutional Diversity and Equity](#) oversees Stockton's progress towards equity, diversity and inclusion through its leadership and collaboration with members of the University community. The office oversees this progress through Stockton's non-discrimination policies based on federal and state non-discrimination laws.

The office handles concerns and complaints, particularly those related to harassment and other forms of prohibited discrimination under the [Policy Prohibiting Discrimination in the Workplace](#) and the [Student Policy Prohibiting Sexual Misconduct and Discrimination in the Academic/Educational Environment](#).

In the interest of shared governance, the Office of Institutional Diversity and Equity engaged the members of the University community in furthering the work of equity and diversity at Stockton. The office coordinates Stockton's compliance with Title IX, ADA and Section 504 compliance. The Chief Officer for Institutional Diversity and Equity is Stockton's ADA/504 Coordinator.



The Osprey is Stockton University's mascot.

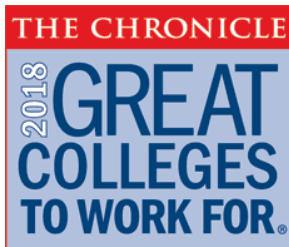
INTRODUCTION

Stockton University (“Stockton”) makes good faith efforts to comply with the New Jersey Law against Discrimination N.J.S.A 10:5-3 et seq. the Americans with Disabilities Act (ADA) 42 U.S.C. §1211 (8), and the Rehabilitation Act of 1974 (cite).

Stockton makes good faith efforts to provide equal employment opportunities for qualified applicants and employees with disabilities and to provide reasonable accommodation for qualified individuals with disabilities who are employees or applicants for employment. Stockton makes good faith efforts to accommodate the special needs of visitors and guests.



Located in The Wellness Center, J-204, the [Learning Access Program](#) (“LAP”) provides student disability support services. Its role is to educate, advocate and facilitate equal access for students while maintaining a welcoming, inclusive and accessible University community. Monday - Friday 9:00am-5:00pm | (609) 652-4988.



Located in J-115, the [Office of Human Resources](#) facilitates reasonable accommodations for employees and applicants with disabilities. The [Guidelines for Requesting Reasonable Accommodation](#) describes the process through which applicants for employment and current employees with disabilities seek accommodations.

STOCKTON ADA-REHABILITATION ACT STEERING COMMITTEE

The Stockton ADA-Rehabilitation Act Steering Committee (“Steering Committee”) provides ongoing assistance to the Chief Officer/ADA-504 Coordinator. The Steering Committee provides assistance in ensuring Stockton’s (1) living, learning and working environments are accessible to persons with disabilities and (2) procedures, practices and plans for addressing disability issues are responsive to the current understanding of the ADA and Rehabilitation Act requirements.

The Steering Committee has five (5) subcommittees that meet between full Steering Committee meetings.

Academic Access

This subcommittee identifies the needs of students with disabilities in Stockton’s academic spaces and making recommendations.

Communication & Training

This subcommittee identifies ways in which the work of the steering committee is publicized to the campus and training on ADA-504 and associated topics are developed and delivered to faculty and staff.

Facilities, Parking & Transportation

This subcommittee identifies accessibility issues associated with facilities, parking, wayfinding, and transportation. Their work might interface in appropriate ways with other identified Stockton committees addressing similar issues.

Policy & Procedures

This subcommittee reviews and, where appropriate, drafts new and/or revises existing policies, procedures and other documents pertaining to students and employees with disabilities.

Technology and Purchasing

This subcommittee identifies accessibility issues related to technology and purchasing, which includes but may not be limited to web pages, E-learning, purchases of accessible academic publishing material. Their work may interface with the work of existing subcommittees.



Academic Access

Thanks to Dr. Carra Hood in the Provost Office, this subcommittee was able to add disability language to the Faculty Portal.

Learning more about accessibility needs, Dr. Carra Hood further convened a working group to discuss this issue on a more “global” scale within the university. Selected Steering Committee members were involved largely based on the roles of their respective offices in either facilitating the disability accommodation process for students and employees. Dr. Hood’s collaboration with others would later form the foundation for the Academic Affairs Liaison for Accessibility and Assistive Technology described later in this report.



Communication & Training

The [Atlantic Cape Community College](#) invited a few members of the Steering Committee to participate in disability and accessibility training they provide to their employees. The ACCC training provided information on general ADA requirements.

A few members of the Steering Committee had a conference call with representatives from Workplace answers (now EverFi) regarding enhancements to their ADA online module. The enhancements would add more information on accessible web pages. Unfortunately, in the transition from Workplace Answers to EverFi much of the conversation was lost or no longer available.

To supplement education information on disability and accessibility, the Office of E-Learning and the Learning Access Program continue to offer webinars and other types of education to faculty and staff on disability, accessibility, and reasonable accommodation. For example, the Office of E-Learning updated Blackboard to include additional resources such as assessment, image, and disability etiquette.

The [Institute for Faculty Development](#) also offers opportunities for faculty to learn more about disability, accessibility and accommodation.



Facilities, Parking & Transportation

This subcommittee tackled the issue of accessibility wayfinding, which is a way to provide equal access to location information to people with visual impairments.

The subcommittee also discussed the campus drop-off points for Access Link and Shuttle service drop-off points, as well as the accessibility of these drop-off points for persons with disabilities.

There were several updates on the facilities and parking projects listed below:

- Pilot restroom restoration completion, with other bathrooms identified in A,B, C, and D wings to include lactation and all-gender bathrooms
- Additional ADA, all gender and lactation modifications made to an additional restroom in F-Wing Sidewalk improvements to campus walk as well as the N-Wing ramp in order to make these pathways more wheelchair accessible
- Additional accessible parking spaces added to existing campus parking areas, such as in lot 6
- Improvements to shuttle stops
- Improved campus signage underway, starting with main road signs and working inward
- Additional bathroom renovations main campus, the quad buildings, and at the Atlantic City Gateway campus under construction
- Exterior restoration of the Arts & Science building
- Presidential Plaza (K – J) renovation
- Need to update existing Wayfaring map and make it available at the CC Information Desk
- All complaints about door weight and/or opening / closing time should be submitted as Work Orders so they can be tracked
- Added replacing the Chair Lift in M-wing to the priority list

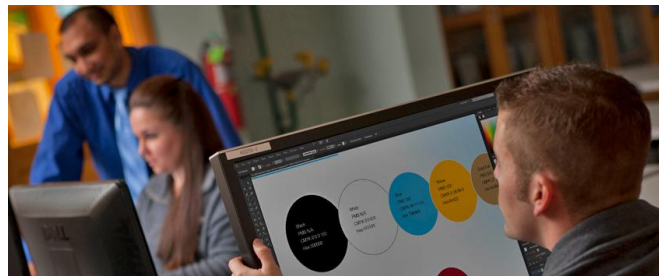
- Examining the evacuation process, plans, booklets in classrooms and hall maps as well as getting and advertising/training additional evacuation chairs to the priorities list



Policy & Procedures

This subcommittee worked on a university disability policy. On May 3, 2017, the Board of Trustees approved the university policy titled [Disability, Accessibility, and Reasonable Accommodations, Policy I-67](#). During the policy review process, this subcommittee worked on a companion procedure reviewed by the Faculty Senate during the fall 2017 semester. The Faculty Senate suggested additional revisions to the draft procedures.

This subcommittee may tackle a companion technology procedure that would address Digitization and Conversion for Accommodation.



Technology and Purchasing

This subcommittee discussed closed-captioning on videos, as well as disability provision language in purchase orders and requests for proposals.

The [Office of E-Learning](#) has recommended to the faculty that they assure their course books and other course documents are fully accessible by Blackboard users. Course materials loaded into Blackboard need to be in an accessible format prior to the upload. The [Office of E-Learning](#) has considered developing an information sheet and a perhaps newsletter to answer faculty questions regarding what to do and where to go for guidance on accessibility questions and concerns.

This subcommittee also discussed the possibility of having a technology accessibility audit by an outside entity versed in such audits. The subcommittee discussed the possible scope of such an audit and methods of administration. In the meantime, this subcommittee developed a survey to

learn employee needs for education and training on disability and accommodations. This survey was distributed by the [Office of Institutional Diversity and Equity](#) in fall 2018, with results to be analyzed in early spring 2019.

Highlights and Changes



Linda Feeney, Ed.D.

In 2018, Stockton University created the position of “Academic Affairs Liaison for Accessibility and Assistive Technology”. Dr. Linda Feeney, a long-standing member of the Steering Committee, was assigned to fill this new role as of July 1, 2018.

Dr. Feeney publishes the [Symphony](#) newsletter/blog, a bi-monthly publication of the [Division of Academic Affairs](#). *Symphony* focuses on topics related to accessibility and assistive technology. Suggestions for topics and guest bloggers are always welcome. Contact linda.feeney@stockton.edu.

The Academic Affairs Liaison position brings people and resources together. Institutional resources for accessibility are spread across the University structure. Dr. Feeney works with individuals in all divisions to address accessibility and assistive technology issues. We are pleased to have her role link the Steering Committee’s work, particularly the Steering Committee’s subcommittee on Technology and Purchasing.

Dr. Feeney chairs the Academic Affairs Advisory Council for Accessibility and Assistive Technology, a council that works best with broad representation from across the university. If individuals would like to join the Council or recommend a student member, please email linda.feeney@stockton.edu.

If you teach a class or provide web page content, please send Dr. Feeney an email or give her a call (609-652-4337) to have a conversation. She can review your existing content and provide advice on creating an accessibility plan so that you can evaluate, adapt, create, or select accessible content.

Many members of our campus community are already familiar with the “[Check Accessibility](#)” feature in Microsoft Office. Although Microsoft Office is our campus standard, some people may also use the Google Suite for its file sharing and collaboration functionality. Did you know

that there are add-ons for G Suite that check for accessibility? [Grackle Docs](#), [Grackle Sheets](#), and [Grackle Slides](#) provide very similar functionality. If you have never installed a G Suite add-on, click [here](#) for general instructions

There are many web-based resources available to help members of the campus community to raise awareness of concerns and to become familiar with tools and resources that are helpful, such as the following.

- [Accessibility: Designing and Teaching Courses for all Learners](#) – This is a self-paced course that may be started at any time.
- [Introduction to Accessible Images](#) - This is a self-paced course that may be started at any time.
- [Captioning 101: Are you ahead of the class?](#) – This is a self-assessment that evaluates your knowledge of captioning.

Some archived webinars include the following.

- [Online Video Accessibility](#)
- [Introduction to Audio Description](#)
- [Creating Accessible Documents with Adobe InDesign](#)
- [2018 Legal Update on Digital Access Cases](#)
- [Quick Start to Captioning](#)

For other archived webinars, please contact Dr. Feeney by email at linda.feeney@stockton.edu or by phone at 609-652-4337.

Bacharach Institute for Rehabilitation Ability Fair



[Bacharach Institute for Rehabilitation](#) will hold its 4th Annual Ability Fair on Tuesday, July 31 from 10 a.m. - 2:30 p.m. in the Campus Center Event Room at Stockton University.

This free event was a showcase of over 60 exhibitors featuring products, providers and services designed to improve the health and well-being of adults and children of all ages with physical challenges.

To read more about the Bacharach Institute Ability Fair, jointly sponsored with Stockton University, click [here](#).



Rehabilitation Act of 1973

The [Rehabilitation Act of 1973 \(Rehab Act\)](#) as [amended](#), prohibits discrimination on the basis of disability in programs that receive federal financial assistance.

Section 503 of the Rehab Act prohibits employment discrimination based on disability and requires affirmative action in the hiring, placement and advancement of people with disabilities, largely by federal contractors or subcontractors. Section 504 of the Rehab Act makes it illegal for programs or activities that receive federal financial assistance to discriminate against qualified individuals with disabilities.

Section 504 requires reasonable accommodation for employees and students with disabilities, effective communication with people who have hearing or vision disabilities, and accessible new construction and alterations. Section 508 requires electronic and information technology to be accessible² to people with disabilities, including members of the public.

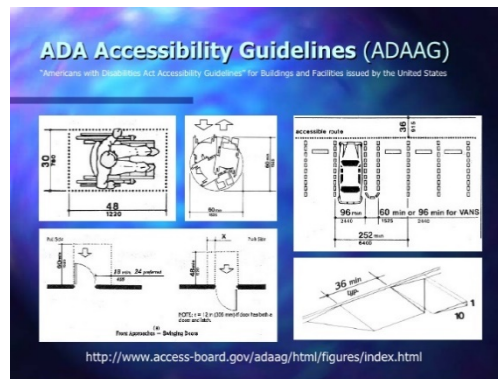
Americans with Disabilities Act of 1990

The [Americans with Disabilities Act \(ADA\)](#) as amended prohibits discrimination against people with disabilities in employment, transportation, public accommodation, communications and governmental activities. The ADA also establishes requirements for telecommunications relay services. There are five federal agencies that enforce the ADA.

1. Department of Labor – provides publications and other technical assistance on basic ADA requirements.

² Accessible information technology system is one that can be operated in a variety of ways and does not rely on a single sense or ability of the user (Source: <https://www.disability.gov/rehabilitation-act-1973/>).

2. Equal Employment Opportunity Commission (EEOC) enforces regulations covering employment.
3. Department of Transportation enforces regulations governing transit.
4. Federal Communications Commission enforces regulations covering telecommunication services.
5. Department of Justice enforces regulations governing public accommodations and state and local government services.



The [Americans with Disabilities Act Accessibility Guidelines](#) provides guidance on the design, construction and alteration of public facilities in order to ensure that these facilities are readily accessible and usable by persons with disabilities. With facility alterations to a place of public accommodation, to the maximum extent feasible the path of travel to the altered area must be readily accessible and usable by persons with disabilities.

In compliance with the New Jersey Law against Discrimination N.J.S.A 10:5-3 et seq. and the Federal Americans with Disabilities Act (ADA) 42 U.S.C. §1211 (8), Stockton University is committed to providing every University employee and prospective University employee with a work environment free from prohibited discrimination or harassment. Under the [Policy prohibiting Discrimination in the Workplace](#) forms of employment discrimination or harassment based upon the following protected categories are prohibited and will not be tolerated: race, creed, color, national origin, nationality, ancestry, age, sex/gender (including pregnancy), marital status, civil union status, domestic partnership status, familial status, religion, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, or disability. Similar prohibitions are contained in the [Student Policy Prohibiting Sexual Misconduct and Discrimination in the Academic/Educational Environment](#).