In accordance with the requirements of the Americans with Disabilities Act and the regulations published by the U.S. Department of Justice, 28 C.F.R. § 35.107(a), Fairmont State College is designating its ADA Coordinator. Lois Laughlin, Assistant to the President, shall be the person responsible for coordinating the college’s efforts to comply with and carry out its responsibilities under the ADA. Mrs. Laughlin has had responsibility for coordinating compliance under Section 504 of the Rehabilitation Act of 1973. In all of the college’s ADA efforts, Mrs. Laughlin will be designated as the College’s “ADA/504 Coordinator.” Working closely with the ADA Coordinator will be four additional Coordinators I have named for the specific areas to be addressed by the college: Employment, Toni Christian; Academic Programs, Harry Faulk; Student Services, Bill Julian; and Physical Plant, Larry Lawrence.

Mrs. Laughlin will chair the college’s ADA Task Force, which will participate in the college’s self-evaluation under Title II of the ADA. After the completion of that self-evaluation, the five coordinators and the Task Force will continue to monitor the college’s compliance efforts with the ADA and Section 504 and to ensure completion of all projects placed on the college’s transition plan or approved by the Task Force.

The ADA Task Force will include the five coordinators, John Conaway, Ken Dillon, Anthony Eates, Paul Edwards, Marty French, Stanley Groves, Tony Iorio, Ken Kelly, Dale Krupia, Kevin Maynus, Pat Millman, Blair Montgomery, Don Moroose, Cecil Morris, Mike Palmentieri, Dean Peters, Judy Radcliff, Fred Schaupp, and Jan Williams. In addition to its other responsibilities, the Task Force will develop and adopt appropriate grievance procedures for handling complaints under the ADA, integrated with the college’s 504 Grievance Procedure.

The Task Force will have the responsibility, subject to my approval, to implement policies, procedures, and practices it deems necessary to comply with the requirements or intent of the ADA. After the completion of the self-evaluation, the Task Force will discuss its recommendations with each affected department or program head to agree on the appropriate course of action when necessary.

I want to make it clear that compliance with the ADA is an institutional priority. Each department or program head should provide full cooperation and assistance to the ADA coordinators and Task Force in the completion of their responsibilities. Our commitment to ADA requires the cooperation of the entire campus community. We thank you in advance for your support of this important program.

jd
REVISIONS TO PRESIDENT'S LETTER
OF FEBRUARY 24, 1993

JANUARY 1, 1994

paragraph 1:

Coordinator for Employment will be Carol Bertalan, replacing Toni Christian.

Coordinator for Physical Plant will be Chuck Turbanic, along with Larry Lawrence.

paragraph 3:

Chuck Turbanic will replace Ken Dillon on the Task Force.

A student will be named to fill the vacancy created by the untimely death of Dale Krupia.

APRIL 1, 1994

paragraph 1:

Coordinator for Employment will be Steve Leach.

Coordinator for Physical Plant will be Chuck Turbanic, along with Larry Lawrence.

paragraph 3:

Chuck Turbanic will replace Ken Dillon on the Task Force.

Add Christopher Davis, Patricia Moots, and Susan Moots, students, to the Task Force.

NOTE: The ADA Coordinators wish to note in remembrance of Dale Krupia the unselfish contribution he made toward understanding the needs of students with disabilities. His kindness and patience will be remembered.
President Dillman

Lois M. Laughlin

January 25, 1993

ADA Status Report

Enclosed is the College’s status report with regards to our plans to be in compliance with The Americans with Disabilities Act of 1990 (ADA).

I feel that we are in reasonably good shape due to our efforts to be in compliance with Section 504 of the Rehabilitation Act of 1973. ADA, however, requires more.

Initially, ADA requires that we complete a self-evaluation of all programs and services including employment, academic programs, student services, and physical facilities. As the College’s ADA Coordinator, I shall work closely with Toni Christian, Harry Faulk, Bill Julian, and Larry Lawrence who have agreed to coordinate the self-evaluations of the respective programs and services listed.

As progress is made, we shall update this status report. Specifically, we shall provide the findings of self evaluation, our transition plan, our complaint procedure, and any other progress as it occurs.

Please let me know if you have questions about this.

jd
Enclosure
cc: Toni Christian
    Harry Faulk
    Bill Julian
    Larry Lawrence
FAIRMONT STATE COLLEGE
ADA STATUS REPORT
January 25, 1993

Fairmont State College is currently planning its self-evaluation as required by the Americans with Disabilities Act of 1990.

To do this, President Robert Dillman has named an ADA Coordinator as well as coordinators for the four areas: 1) employment, 2) student services, 3) academic programs, and 4) physical facilities. President Dillman has also named a task force to work with these coordinators in carrying out the self-evaluation.

The Self-Evaluation is scheduled to begin immediately and be completed by March 30. The Coordinators will immediately develop a checklist for self-evaluation and then present it to the task force. A thorough self-evaluation will be conducted under the guidance of the five coordinators with the involvement of every administrative and academic unit. The self-evaluation process will be conducted in three phases: Phase I will be an audit or survey of facilities, programs, and services; Phase II will be an analysis of what will be needed to become in compliance and will include recommendations on setting priorities and formulating budgets; Phase III will be a written plan for ongoing monitoring of the program.

This status report will be updated as progress is made toward the College’s compliance with ADA.

ADA RULES AND DEADLINES

The many requirements of the Americans with Disabilities Act (ADA) include several specific rules and deadlines for public colleges and universities and other public entities:

- Each public institution must conduct a comprehensive audit/self-evaluation of all programs and services before January 26, 1992.

  For various reasons, including the inability to acquire (and the unavailability of) ADA written regulations and guidelines until November 1992, the College is behind. As listed in this status report, we hope to have the self-evaluation and a transition plan completed by June 30, 1993.

- Each public institution must appoint an ADA coordinator.

  Fairmont State College has appointed an ADA Coordinator who will work closely and cooperatively with four additional coordinators for the areas of: employment, academic programs, student services, and physical facilities.

- If programs can only be made accessible through structural renovations, a "transition plan" for making those renovations must be prepared. Construction must be completed before January 26, 1995.

  Plans include having a transition plan completed and implemented by July 1, 1993. The Director of Physical Plant will play a vital role in this area.
• The self-evaluation and transition plan must be in writing, with an opportunity for public comment, and must be available to the public for three years.

    Plans include making the transition plan and self-evaluation report available to the campus in August 1993.

• Each institution must develop and publicize a grievance procedure for ADA complaints that can be used by any person.

    A grievance procedure for ADA complaints will be made available by July 1, 1993. The complaint procedure currently written for Section 504 of the Rehabilitation Act will be reviewed and, if appropriate, may be used for ADA.

• Each institution must make all of its programs and services accessible to persons with disabilities.

    Fairmont State College has for many years made accommodations for persons with disabilities and will continue to do so. Persons involved in the hiring process are aware of the College’s commitment to nondiscrimination based on disability. Persons involved with academic and non-academic services to students have provided many special services to students with disabilities. As it strives to be in total compliance with ADA, the College will continue to do whatever it possibly can to make its programs and services accessible to persons with disabilities.

**ADA AFFECTS THE TOTAL INSTITUTION**

The Americans with Disabilities Act affects every department and operation of the college. In the audit/self-evaluation, these college operations and services will be affected:

• Personnel office which handles employment and employee benefits issues

• Every department head, supervisor, or other individual involved in interviewing applicants for employment

• Every supervisor or manager who has a role in recommending or executing decisions on hiring, training, discipline, or discharge of employees

• All faculty members serving on committees involved with hiring faculty or making tenure decisions

• Every faculty member (including full-time, part-time and adjunct faculty) who may have to respond to requests for accommodations involving students

• Department personnel who apply academic criteria to students with disabilities

• Every department that may have to address requests for accommodations by students with disabilities
- Every department or program that offers services to students and the general public and may have to arrange for accommodations

- Individuals responsible for overseeing activities of clubs and organizations

- Physical plant administrators involved in design, construction, alteration, or maintenance of facilities

- Development office or foundation as it handles endowments or investment in commercial property

- The athletic department, fine arts department, and every other department that sponsors performances, lectures, or programs for the public

- In-house or outside counsel who need to advise the institution on ADA complaints

- Every individual involved in the leasing of space by the institution in which to run programs or the leasing out of campus space to other vendors

- Business office which must budget for compliance or certify costs as an undue burden

- Offices of affirmative action/EEO and disabled student coordinator who will be the focal point of student complaints

- All administrators who need to coordinate and delegate compliance

**PRE-SELF-EVALUATION: AREAS TO BE ADDRESSED**

Informally to date, as a part of the College’s ongoing monitoring of services to persons with disabilities, the following have been identified by the coordinator for students with disabilities as needing to be addressed:

1. Signage is needed for a central location along with signage for restrooms, elevators, offices, stages, assembly areas, entrance ramps, laboratories, classrooms, etc. (Estimated cost: $1,000 - $3,000 each building.)

2. Telecommunication devices for the theater and other assembly areas for both campuses should be purchased.
   - Assistive listening devices are needed for the Theater (cost unknown)
   - Employment of an interpreter at gatherings such as commencement

3. The work-study budget should be increased to pay for tutors and readers through the Learning Skills Center to include unlimited sessions for the visually impaired and learning disabled students. (Estimated Cost: $7,000-$14,000 a year additional.)

4. A Braille printer may also be needed in the EDP Lab, room 134CH. (Cost: $4,100.)
5. A Work-Study budget should be initiated to pay for taping texts, printed information, etc. (Estimated Cost: $3,000-$5,000 plus development of an off-campus volunteer group.) Tape recorders will need to be purchased.

6. The next passenger van that is purchased should have a lift for students in wheelchairs or the College should pursue a rental agreement. (Cost unknown.)

7. The freight elevator in Wallman Hall needs to be converted/modified to accommodate persons with disabilities. (Cost unknown.)

8. The scheduled renovation of the Student Center should include plans for an elevator or have alternative plans to accommodate persons with disabilities.

9. Faculty should be trained and sensitized to the needs of students with disabilities and exposed to alternative testing and instructional methods.

10. All division computer labs should have features to accommodate students with disabilities, i.e., voice synthesizers, voice activated PCs, specially designed keyboards and computer software that can assist disabled students along with Visual Techs and magnifiers.

11. All sidewalks, ramps, modified curbs, railings, etc. should be maintained yearly. Mobility aides may need to be employed on CWSP. (Estimated cost: $1,000-$3,000.)

12. We will need television captioning and decoders, video text displays, etc.

13. An elevator for Hardway Hall should be in the plans when it is renovated.

14. The elevator in Hunt-Haught Hall should be available to serve students without their needing a key. Signage is needed for directional purposes.

15. We need to evaluate our employment process and accommodations for the disabled.

16. We need to evaluate any testing done during the hiring process.

17. We need to evaluate each building on campus for accessibility, ramps, signage, elevators, visual alarms, handicap restrooms, telephones, etc.

18. We need to evaluate curriculum accommodations: provision of auxiliary services, substitution or waiver of foreign language for certain students with disabilities: the visually impaired, deaf and learning disabled.

19. We may have to develop a Grievance Procedure for students and employees, dependent on our current procedure.

20. Fairmont State College is required to complete an accessibility check of each building and determine when ADA standards will be met in terms of accessibility.
SOME SERVICES CURRENTLY PROVIDED

As a part of its on-going services to persons with disabilities, the college currently provides the following services:

1. Counseling (career, personal and academic) is available in Student Affairs.
2. Tutoring is available for students with disabilities through the Learning Skills Center and individual departments using RSE and CWSP funds. ($15,000 is in the budget.)
3. A voice synthesizer is available to students using the EDP Lab on campus and at the Clarksburg Center.
4. Notetakers are recruited by the student and instructor.
5. Student Readers are available and are paid with Work-Study and Perkins funds.
6. Test accommodations and alternative testing are provided.
7. Academic Advising Center staff are available for a student with disabilities. Wheelchair accessibility to the Center will be solved in 1994.
8. Priority class registration/pre-registration is provided for students with disabilities if the appropriate office is notified within a reasonable time of the registration period.
9. The Fairmont State College Coordinator for Students with Disabilities and the Assistant Vice President for Academic Affairs maintain a list of qualified interpreters.
10. We have completed an accessibility check of each building on campus.
11. A Hoyer lift is available at the College Pool.
12. There is a limited number of recreational activities for the disabled at the Feaster Center.
13. The Fairmont State College coordinator arranges mobility training with the State Rehabilitation agency for visually impaired students prior to their arrival for classes.
14. Visual alarms are installed in the residence halls for hearing impaired students.
15. Telephone amplifiers for the hearing impaired are provided in the residence halls as needed. Amplifiers may be needed on pay telephones throughout campus.
16. A motorized wheelchair is located at the Student Health Service. Its use is limited to within the Health Center area only.
17. Elevator keys to the library and Hunt-Haught Hall are issued to mobility impaired students.
18. The Bookstore makes available to disabled students texts that need to be taped. Prior notification well in advance of the semester is needed.

19. Fairmont State College has one private citizen who voluntarily tapes texts for the blind or LD students. (Marian Satterfield.)

20. There is available a computer system (Oscar Plus) that enlarges printed material and reads (by voice and screen) textbooks and other printed material for students through the use of a headset. Oscar is located in the EDP Lab of Colebank Hall. Disabled students are being trained to teach other disabled students in its use. This service is operational. The College has appointed staff members to train students in its use.

21. The coordinator routinely issues ninety-minute cassette tapes to students who may need them. They are also available through the Learning Resource Center.

22. The coordinator has a list of faculty members/staff willing to serve as advocates for students with disabilities.

23. The President has appointed a Task Force to implement the requirements of the ADA.

24. Fairmont State College students with disabilities have organized a student group, "Society for Special Students," to represent their needs and will provide input into the College's self-evaluation.

25. A subcommittee of the Equity and Human Relations Committee has evaluated Disabled Students Services and has made suggestions.

26. Fairmont State College has granted free admission to events for all mobility aides who serve the disabled students as guides, interpreters, drivers, etc.

27. Disabled students and the coordinator held a "Disability Awareness Day" for faculty, staff and students on September 10, 1992, and November 3, 1993.

28. Two TDD's have been received. One has been installed on campus and one needs installed at the Clarksburg Center.

29. Interpreter services for commencement and other programs have been obtained.

30. A portable assistive listening device system has been let out for bid. This system, when purchased, will be located at the LRC and can be used in many areas where programs will be offered.
FAIRMONT STATE COLLEGE
ADA COMPLIANCE
TENTATIVE CALENDAR
January 25, 1993

It is hoped that the following tasks will be completed as listed:

1. Five coordinators develop checklists for conducting self-evaluation ........................................ February 5, 1993

2. The five coordinators will meet with the task force having the following agenda:
   a) Purpose of task force
   b) Share status report
   c) Name task force representatives to each of four areas of review
   d) Share checklists for self-evaluation. ...................... February 22, 1993

3. Conduct self-evaluation ........................................... March 30, 1993

4. Coordinators/Task Force determine what College needs to do to be in compliance and assign responsibilities ........................................ May 30, 1993

5. Give written report to the President ......................... June 1, 1993

6. Complete transition plan ........................................ June 30, 1993

7. Complete development of a grievance procedure ............ June 30, 1993

8. Give written Transition Plan to President ................. June 30, 1993

9. Implement transition plan ...................................... July 1, 1993

10. Disseminate results of self-evaluation and transition plan to campus ........................................ August 1, 1993

11. Be in compliance ................................................. July 1, 1994
FAIRMONT STATE COLLEGE
ADA STATUS REPORT
January 1, 1994

The Self Evaluation is completed. An analysis of what is needed to be in compliance is also completed and priorities have been set. See "Priorities" Section.

ADA RULES AND DEADLINES

• Each public institution must conduct a comprehensive audit/self-evaluation of all programs and services before January 26, 1992.

  Fairmont State College has completed its self-evaluation, set priorities, and will prepare budget requests to implement changes to ensure movement toward compliance.

• If programs can only be made accessible through structural renovations, a "transition plan" for making those renovations must be prepared. Construction must be completed before January 26, 1995.

  Fairmont State College has a transition plan to be implemented immediately.

• The self-evaluation and transition plan must be in writing, with an opportunity for public comment, and must be available to the public for three years.

  The transition plan and self-evaluation are in writing and will be made available to the campus community and the general public.

• Each institution must develop and publicize a grievance procedure for ADA complaints that can be used by any person.

  A Grievance Procedure has been developed.

SOME SERVICES CURRENTLY PROVIDED

• Item number 16 (page 5) has been eliminated. The college does not provide a motorized wheelchair.
ADA TRANSITION PLAN

Spring, 1993
ADA TRANSITION PLAN

Fairmont State College has celebrated its 125th birthday. Most of its facilities were constructed prior to 1973 and, therefore, are not in compliance with the Uniform Federal Accessibility Standards. FSC, like most colleges and universities, has made progress toward accessibility with the passage of the Rehabilitation Act of 1973, Section 504. FSC’s goal is to provide programs, services, and activities readily accessible to and usable by all individuals including those with disabilities.

This transition plan addresses the degree of program accessibility provided by campus facilities, and an evaluation process determining whether structural elements are functional barriers to access or merely inconveniences which can be overcome through operational alternatives. Each department/division must evaluate its programs and services to determine whether they are accessible to students, general public, attendees to special events/productions, and to casual visitors to the campus. For facilities which are partially inaccessible to some or all persons with disabilities, alternatives that could make programs located in those facilities accessible were considered before structural modifications.

FSC’s long term plan is to improve access to its facilities through the Capital Improvements Budget, and upon requests from the ADA Coordinator per regular maintenance requestings. Items to be included in the Transition Plan are those physical barriers/obstacles to access which cannot be overcome through operational or programmatic changes or items which just make good common sense:

- Signage
- Door hardware/adjustments
- Restrooms
- Elevators
- Pay Phones
- Assembly Areas
- Drinking Fountains
- Alarms
- General Campus Access

The following defines the degree of program accessibility afforded by buildings on the FSC campus.

- Conditions are optimal for program accessibility with respect to the building(s) and all elements and components in the building(s) are accessible: Education/Health Careers/Home Economics Building.

- Conditions are favorable for program access with respect to the building(s), and most components or elements in the building(s) are accessible: Colebank Hall, Physical Plant Building, Jaynes Hall, Dining Hall.

- Conditions do not encourage program access, but do not prevent it, even though some elements or components in the building(s) do not comply with accessibility standards. There are not structural barriers: Musick Library, Hunt Haught Hall.

- Conditions might require some changes in policies or procedures for some individuals, or minor renovations to accomplish program access. Overall, the building(s) still afford program access: Residence Halls (Morrow, Pence, Prichard).

- Conditions in the building(s) pose barriers to program access, and elements and components must be structurally changed to make them accessible if there are not
operational (relocation or rescheduling) alternatives: *Turley Center, Hardway Hall, Feaster Center, Press Box, Wallman Hall (including Technology Wing).*

- Conditions of an element or space presents a life-safety issue that must be corrected immediately (curb ramping into traffic, protruding objects along accessible routes that cannot be detected by cane users): *Hunt Haught Hall, Turley Center, Wallman Hall* — protruding objects; *Jaynes Hall/Morrow Hall* — curb ramping into traffic.

**SIGNAGE**

FSC recognizes the advantages of signage on permanent spaces and elements, such as restrooms, classrooms, and directional signage identifying accessibility and location of the nearest accessible space and/or element.

While the signage may not be necessary to provide program/service access, and may not be part of a Transition Plan, one of the obstacles identified with the FSC campus is the absence of ADAAG (Americans With Disabilities Act Accessibility Guidelines) signage. To remove this potential barrier, FSC will contract the purchase of appropriate signage as part of its Capital Improvements Budget and install signage as part of its regular work order maintenance program on request.

Signage will be ordered for Jaynes Hall, Musick Library and Education/Home Economics/Health Careers Buildings in 1993. When alterations are completed at Turley Center and Hardway Hall, signage will be ordered and installed. Other buildings will be addressed during the Annual Barrier List Review sessions.

**DOOR HARDWARE**

Although there have not been many complaints about difficulty opening doors, door hardware will be changed to match the type of mechanisms required in new construction by ADAAG.

Most buildings were found to have at least one (1) accessible entrance and passage way. In many instances the door handles do not match ADAAG acceptable hardware, including push/pull type, U-shaped, loop-type and lever handles.

Door handles other than the exterior entrances, passageways, and restrooms will be changed as part of the Capital Improvements Budget and/or as part of the regular maintenance programs for such spaces/elements identified by either the Disabilities Coordinator or the ADA Task Force.

The pull/push force needed to operate interior doors must match the ADAAG standard of 5 lbs. Because there are no requirements for pull-push force for exterior doors, due to environmental factors such as wind and pressure differences, several states have a maximum opening force of 8.5 lbs.
RESTROOMS

The campus accessible restrooms were either built or renovated to meet American National Standards Institute, 1980, or in the case of new construction (Education/Health Careers/Home Economics Building) to meet ADAAG Standards, 1990. Differences in most instances between the ADAAG/UFAS Standards, and the ANSI Standards do not present a barrier to accessibility. Where minimally accessible, restroom may be modified.

All restroom facilities should be accessible if readily achieved. Generally, accessibility of one of each element and fixture provided in a restroom is necessary. Easily operable faucet controls are helpful and desirable. Rim and counter surfaces are to be no higher than 34 inches from finished floor. The smallest acceptable toilet stall is 36 inches in width and 66 inches or 60 inches in length depending on the mounting method of the water closet. Toilet seat height and urinal height should be 17 to 19 inches above finished floor. The provision there must be at least one accessible mirror in a restroom the bottom of which must be at 40 inches above finished floor.

TURLEY CENTER  (1993-1994 Planned Renovation)

- Passage door swings into clear floor space not allowing appropriate width at pull side.
- Toilet stall doors are too narrow and must be widened.
- Urinal height is too high, so one needs to be lowered.
- Faucet handles need to be adjusted to be operable by one hand.

FEASTER CENTER

- First level restroom/locker room is not accessible.
- Referee's facility could be made accessible to disabled.
- Passage doors pull/push force is excessive.
- Stalls are barely wide enough.
- Tissue dispenser needs relocated below grab bars.
- At least one urinal needs to be relocated at 17 inches above finished floor.
- Faucet handles must be operable by one hand.

HARDWAY HALL

- Third floor restrooms are not accessible due to level change (step-up). Change may not be readily achievable.
- Second floor restrooms are accessible, and with the installation of an accessible elevator, these facilities will become accessible to persons with disabilities.
- First floor restrooms are not ADAAG accessible.
- Faucet handles must be operable by one hand.
MUSICK LIBRARY
- Toilet tissue dispenser needs to be relocated below grab bar.
- At least one urinal shall be lowered to 17 inches above finished floor.
- Faucet handles must be operable by one hand.

DINING HALL
- Stall door width clearance opening is too narrow.
- Tissue dispensers should be relocated below grab bars.
- At least one urinal shall be 17 inches above finished floor.
- Faucet handles must be operable by one hand.

HUNT HAUGHT HALL
- Third floor restrooms are accessible to all elements/spaces.
- One urinal needs to be relocated to 17 inches above finished floor.
- Faucet handles must be operable by one hand.

COLEBANK HALL
- Tissue dispensers must be relocated below grab bars.
  - At least one urinal needs to be relocated to 17 inches above finished floor
- Mirror length must be 40 inches (install full-length mirror).
- Faucet handles must be operable by one hand.

JAYNES HALL
- Unisex restrooms on two floors are accessible to all elements/spaces.
- Faucet handles must be operable by one hand.

WALLMAN HALL/TECHNOLOGY WING
- Stall door opening is too narrow.
- Tissue dispenser must be relocated below grab bar.
- Faucet handles must be operable by one hand.
- Accessible ADAAG facilities are on second level only.
- Accessibility to the restrooms at the theater level will be addressed during the alteration of that area planned for 1993-94.

EDUCATION, HEALTH CAREERS, HOME ECONOMICS BUILDING
- Built in 1992 according to ANSI standards which met ADAAG (Americans With Disabilities Act Accessibility Guidelines.)
ELEVATORS

All elevators will be upgraded. Most elevators (excluding Wallman Hall) are accessible and have sufficient space and turning area to be usable by persons who use wheelchairs. Elevators will be upgraded per audit.

The College needs to maintain in operable working condition those features of equipment that are required to be readily accessible to and usable by persons with disabilities:

- Where needed (Colebank Hall, Library, Hunt Haught Hall) car controls, hall call buttons, hall lanterns, car position, indicators will be upgraded.

- Door protective and reopening devices at Musick Library and Hunt Haught Hall need maintenance/upgrade.

- Hoistway characters must be installed.

Where needed (Wallman Hall) an operational alternative must be developed until an accessible elevator is provided.

For all buildings with elevators, an emergency evacuation plan should be provided for the disabled user.

- Elevator upgrades need to be bid.

PAY PHONES

All public phones are provided under contract with local phone company. The vendor will be advised that the vendor will be required to bring said phones into ADAAG compliance by 1993.

DRINKING FOUNTAINS

A number of drinking fountains do not comply with ADAAG standards. Paper cup dispensers will be installed at the fountains in question until the fountains are made accessible.

VISUAL ALARMS

With the exception of the newly constructed building, no building on campus has visual alarms. Several rooms in residence halls have visual alarms. Installation of such alarms will be considered in Capital Improvements Budgeting, Annual Barrier List Review.
ASSEMBLY AREAS

Several areas at FSC have assembly areas with fixed seating which are of concern, i.e., the theater in Wallman Hall, Multimedia Rooms A and B in the Library, and the gym arena in Feaster Center. Due to structural barriers (accessible routing, fixed seating with nonremovable aisle-seating), cluster seating arrangements are necessary. Operational adjustments are necessary. Installation of signage and assistive listening devices may be necessary. FSC shall provide, if achievable, a number of wheelchair seating spaces as required.

The theater in Wallman Hall has fixed seating. Wheelchair seating is provided only on one side. If achievable, additional seating for users of wheelchairs will be made requiring the removal of several seats, designation of several rows on either side of the theater for accessible seating for persons with disabilities. Signage identifying such seating and directional signs indicating the location of such will be installed. FSC has determined it to be a financial burden to reconstruct the theater to seat the required number of ADAAG seats and to be located through the theater as required.

Multi-Media A and B require the clustering of ADAAG seating and if clustering is not possible, events will be relocated.

The gym arena at Feaster provides for the clustering of wheelchair seating along the main area and in the balcony area. The financial burden to modify this arena is prohibitive.

CAMPUS — GENERAL

Due to the terrain Fairmont State College should take measures to provide access to its facilities from sidewalks, parking spaces, and public transportation. This requires maintaining the present accommodations (sidewalks, ramps, curb ramps, parking areas) which are required to be readily accessible to and by persons with disabilities, in operable working conditions. Protruding curb ramps and lack of truncated markings are concerns that need consideration along with the terrain concern in the proposed inner campus design.

Sidewalks connect most accessible parking areas with most facilities. Because of the terrain, several of the most frequently traveled routes between facilities are along sidewalks which exceed the recommended slope limitations. Steps should be taken to relocate programs to more accessible locations in the event that any student, employee, or visitor notifies the ADA coordinator of access difficulties. Planned capital improvements should address accessibility at Wallman Hall, Turley Center, and Hardway Hall facilities. Exterior accessibility at Jaynes Hall and the Library needs addressing. Exterior ramping and steps at Hardway Hall and along the front of campus need railing installations.

It is suggested that the ADA Task Force recommend the development of a mapping and walk-through process identifying most accessible campus routing between facilities and that ADA coordinator provide relocation capability of programs to more
accessible locations on request. The task force should also insist that all future Architect and Engineer Agreements for new construction or building alternation include a statement requiring that the ADAAG standards be followed.

Residence Halls (i.e., Morrow Hall and Pence Hall) though not found in this plan, were determined to be accessible under the 504 survey; Prichard Hall was not accessible. To meet all ADAAG standards may pose an undue burden on the residence halls.

Interior access routing is limited in several facilities which do not have elevators. Capital improvement plans for Turley Center and Hardway Hall allow for elevator installations. Protruding objects, such as display cabinets and coat racks in Wallman Hall, Hunt Haught Hall, Technology Wing, should be modified or eliminated to remove these obstacles. Thresholds in Wallman Hall/Technology Wing and at the Library entrance should be modified to allow access.
FAIRMONT STATE COLLEGE
UPDATE TO TRANSITION PLAN
April 1, 1994

• Parking: There are 27 ADA accessible parking spaces throughout the campus. Of the 27, 5 are van accessible.

• Entrances: On March 23, 1994, major renovations began at the Turley Center and Wallman Hall which will greatly improve ground access to these buildings. Completion date will be in 1995.

• Access Doors/Doorways: Renovations to Wallman Hall and Turley Center will improve access doors and doorways.

• Access Route—Interior: Elevator installations and refurbishing at Hardway Hall, Turley Center, and Wallman Hall, will connect entrances with all necessary spaces/elements in these buildings. Hardway Hall elevator installation will be completed by summer of 1994. Turley Center and Wallman Hall installations will be completed in 1995. As Wallman Hall is refurbished, necessary compliance actions will be completed at elevators in Hunt Haught Hall, Colebank Hall, and the Library.

• Rest Rooms: With the completion of the renovation work at Turley Center, Dining Hall, and Wallman Hall, accessible toilet facilities will be available. The elevator installation will allow access to the ADA toilet facilities in Hardway Hall.

• Signage: The Education Building has had signage installed. Jaynes Hall is in the process of having signage installed. After Jaynes Hall is completed, the Library is to have signage installed. These areas are to be completed in 1994. Once renovations are completed in Turley Center, Wallman Hall, and Dining Hall, ADA signage will be installed.

• Public Telephones: Public telephones in the Turley Center and Wallman Hall will be ADA accessible once the renovation is completed. Other public phones will be identified by the college and requests will be made to the phone company to make phones ADA accessible.
SELF EVALUATION

Self-Evaluations were completed for the areas of Academic Programs, Student Services and Employment by committees lead by the Assistant Vice President for Academic Affairs, Coordinator for Students with Disabilities, and the Director of Personnel, respectively.

Guidelines used to conduct the self-evaluations were taken from ADA Audit, Transition Plan and Policy Statement for Higher Education, A Manual and Workbook, published by the American Association of Community Colleges.

Participants in the Self-Evaluation included academic division heads, other academic administrators, student affairs counselors and other student affairs personnel, and most members of the ADA Task Force.
ACADEMIC PROGRAMS
SELF EVALUATION
ACADEMIC PROGRAMS AND SERVICES

RECRUITMENT

- The College recruits students for enrollment in some programs. The recruitment process, including related policies and procedures, does not have an adverse impact on students with disabilities.

- The College currently does not provide auxiliary aids and devices to applicants with disabilities during the recruitment process at off-campus locations. It is recommended that hearing devices be made available and that college publications, such as the College Catalog, Student Handbook, financial aid information and application for admission be available to students in enlarged print, in Braille, and on audiotape.

ADMISSIONS PROCESS AND CRITERIA

- Students are informed of the institution’s compliance with ADA and its policy on non-discrimination against disabled students in the College Catalog and in other college publications.

- The College does not limit the number or proportion of disabled students who are admitted nor does it use criteria in the admissions process that would screen out individuals based upon a disability.

- The College publishes the brochure “Services for Students with Disabilities” that describes the availability of services to students with disabilities.

- Most, if not all, of the off-campus facilities used for recruiting purposes are accessible to persons with disabilities. However, the College recruiters are not always able to move to another facility should there be a problem with access.

PREADMISSIONS INQUIRIES

- The College does not inquire in the recruitment or admission process, including interviews, written application forms, or in any manner prior to admission, as to whether an applicant has a physical or mental impairment or disability.

POST-ADMISSION MEDICAL INQUIRIES

- The State College System Board of Directors requires all students born after January 1, 1957, to provide proof of immunity to measles and rubella.

- The College does require the medical background of students for certain programs, such as teacher education, health career fields, and child care. The requirement is for legitimate use, is consistent with ADA guidelines, and the results kept confidential.
ACADEMIC REQUIREMENTS, RULES, AND REGULATIONS

- The audits of the Academic Divisions indicate that the divisions have reviewed academic requirements, such as degree or course requirements or prerequisites to determine if they have an adverse impact on students with disabilities. For those requirements that have an adverse impact on students with disabilities, it has been determined that the requirement is essential to the course of study or directly related to a licensing requirement that is defensible under ADA. Reasonable accommodation to the requirements has been considered by the divisions that do not fundamentally alter the program or impose an undue burden on the institution.

- While some divisions have evaluated curriculum guidelines and course descriptions for policies and practices that would have an adverse or disproportionate impact on students with disabilities, all divisions must do so. Of those divisions who completed a review of curriculum guidelines and course descriptions, it was determined that the policies and procedures do not have an adverse or disproportionate impact on students with disabilities. There are no rules or regulations that prohibit the use of service animals. There are no prohibitions against the use of tape recorders. There are no restrictions on the use of a personal attendant. There are no mandated course substitutions that would limit a student’s participation in particular programs.

- The College has a process by which it analyzes requests for substitutions or changes in the areas of curriculum or courses, teaching methods, academic criteria for individual courses, and methods of demonstrating academic proficiency. The process will be formalized and made available to all students.

- Faculty and administrators need to be better informed of the various types of disabilities, what constitutes a valid disability, required services that must be provided, and ADA compliance laws. In-service training is needed for the following: 1) ADA legislation, 2) identification of valid disabilities, 3) appropriate compliance measures, and 4) optional methodologies for teaching students with disabilities. In addition, a checklist should be developed that can be used by all faculty to evaluate course objectives, assignments, and examination procedures to identify problems with ADA compliance. Also, it is recommended that the College develop a set of generic institutional and specific division rules and regulations relating to compliance with ADA legislation.

ACADEMIC TESTING

- Academic departments must continue to examine course examinations and procedures for evaluating student achievement to ensure they do not have an adverse impact on disabled students or screen out individuals because of their disabilities. If it is determined that such examinations or procedures do exist, the departments must provide reasonable accommodations to eliminate any adverse impact.

- At the beginning of each semester, instructors receive a letter for each disabled student they have in class that explains the student’s disability and the required accommodations.

- Instructors must provide one or more of the following appropriate testing accommodations: 1) additional time to complete test, 2) oral exam in lieu of a written exam, 3) alternative testing for essay exams, 4) use of a computer, and 5) reader for the exam.
• Course examinations or other evaluative procedures of a student’s academic achievement are routinely adjusted to accommodate a student’s particular disability. Test proctoring is available to students who have upper limb paralysis or spasticity, who are visually impaired, or who have a diagnosed learning disability.

• The College must continue to educate appropriate faculty and staff about program accessibility requirements of Section 504 and the ADA.

• Some programs rely on testing developed and/or administered by sources outside the department and/or independent of the institution. In these cases, the College must monitor and confirm that each outside testing source employs a process to ensure that its tests do not have an adverse or disproportionate impact on students with disabilities.

PROVISIONS OF AUXILIARY AIDS AND SERVICES

• The College provides, at no additional charge, auxiliary aids and services to any disabled student, such as taped texts, note takers, lecture notes, interpreters, readers, and computer equipment designed to enlarge and read printed materials.

• The College will notify all students in its student publications that auxiliary aids and services are readily available to students with visual, hearing, or speech impairments.

• The College has not denied a disabled student participation in any program, activity, or service because of the lack of an auxiliary aid. Students request auxiliary aids and services through the Office of the Coordinator for Students with Disabilities.

• The College must monitor and provide, as necessary, classroom equipment that is adapted for use by students with manual impairments.

PHYSICAL ACCESSIBILITY OF ON-CAMPUS PROGRAMS

• Departments will continue to evaluate their programs, classes, services, and activities to ensure that all are accessible to students with disabilities.

• Departments will continue to make reasonable accommodations in programs to provide equal access to students with disabilities unless it is determined that a fundamental alteration in the program would result.

• While many of the College’s buildings are accessible to students with disabilities, several are not. The College, as necessary, moves classes to buildings that are accessible to disabled students. There is an established procedure for such room changes. The Coordinator for Students with Disabilities or the disabled student notifies the Office of the Vice President for Academic Affairs where the change of room is made. This normally occurs prior to the printing of the student schedules; however, it is done anytime during the semester a student’s mobility becomes temporarily impaired. Most of the programs, classes, services, and activities that require specific equipment, such as science laboratories, business machines, technology equipment, and library resources are housed in buildings that are accessible to students with mobility impairments.
• The College must provide notification to all students that accommodations will be made if they wish to participate in programs, classes, services, or activities that are held in inaccessible facilities.

OFF CAMPUS ACADEMIC PROGRAMS AND SERVICES

• Classes taught at off-campus locations are offered by the respective academic divisions and the Community College. The identical procedure exists at off-campus locations as at Fairmont for notifying faculty of the special needs and accommodations that must be made for students with disabilities.

• Off-campus classes are taught at county vocational centers and high schools. The College should review the availability of auxiliary aids and services at these off-campus locations and provide additional equipment and services as needed.

• The College should review the ADA compliance status of off-campus locations and whenever possible select locations that are readily accessible.

ACADEMIC PROGRAMS IN NON-TRADITIONAL FORMATS

• The College offers television courses and satellite broadcasts of seminars, workshops, and teleconferences. The College must ensure that written materials, such as a course syllabi, graphic materials, slides, tests, or other visual materials are provided in alternative formats, such as tape, Braille, large print, or diskette for students with vision impairments. Also, the programs should be closed captioned for students with hearing impairments.

SPECIAL ACCESS NEEDS

• The College has specialized equipment in laboratories and classrooms throughout the campus that are an integral part of the instructional process. Whenever possible, the College has purchased adaptive equipment. In lieu of adaptive equipment, the College provides assistance to students in the use of equipment.

• The College must provide proper signage on the equipment for students with visual impairments and must make a concerted effort to locate and purchase adaptive equipment as it becomes available.

• The College must consider the needs of mobility impaired students when scheduling off-campus trips. A van equipped with a lift should be available to meet the needs of these students.

• The College should provide assistive listening devices in Wallman Hall and have a portable system for classrooms in other locations.
ACADEMIC SUPPORT SERVICES

- The College provides academic support services to students with disabilities, such as tutoring and developmental instruction in English, math, reading and study skills.

- The College provides access to computer labs and provides two computer stations, one at Fairmont and one at the Clarksburg Center, that can read and enlarge textbook print for the visually and learning impaired. A third station should be purchased for the Robert C. Byrd National Aerospace Education Center at the Benedum Center.

- There are no College policies, procedures, or practices that limit access to these services by students with disabilities.

- There is an office assigned to coordinate the requests for assistance by students with disabilities. The Coordinator for Students with Disabilities serves in this capacity.

- The College should purchase a Braille keyboard for computers and a Braille printer for each divisional computer lab.

DISABLED STUDENTS SERVICES

- The Coordinator for Students with Disabilities coordinates requests for assistance by students with disabilities. As the number of students with disabilities who attend the College increases, the amount of time devoted to these students will also increase. The duties of the Coordinator of Students with Disabilities should be reviewed on an annual basis to ensure that sufficient time is allotted to this particular area of responsibility.

- The Coordinator’s expertise is frequently called upon by members of the ADA Task Force to avoid unnecessary duplication of resources.

- The College offers special services to students with disabilities that are not provided to students without disabilities, such as readers, taped texts, interpreters, and note takers.

- Disabled students are not precluded from participation in any programs or services as a result of accepting special services.
STUDENT SERVICES

SELF EVALUATION
UNIT AUDITED: Student Services

PROBLEM(S): On-Campus Housing - Mr. Bill Julian

1. Visual alarms are needed in each residence hall.
2. Laundry facilities in Pence Hall are not wheelchair accessible.
3. Laundry facilities in Prichard Hall are not wheelchair accessible.
4. Television sets need decoders.
5. Absence of TDD's in the residence halls.
6. Computer labs are not wheelchair accessible in Pence and Prichard Halls.
7. Lack of accessibility signage at Morrow Hall.

SOLUTIONS: Mr. Bill Julian

1. Install visual alarms as needed by the Physical Plant—effective August, 1994
2. Employ work study students or designate a Resident Assistant to help with the laundry needs of disabled students—effective August, 1993.
3. Arrange for TV decoding by July 1, 1993.
4. Relocate a computer to an accessible area as needed—effective immediately.
5. Install TDD's as requested in each Residence Hall on an as needed basis—effective August, 1993.
7. The Physical Plant will provide signage by June 30, 1994.

PROBLEM(S): Off-Campus Housing - Mr. Bill Julian

No identified problems. The Housing Office has revised the off-campus housing form to include a check-off item indicating whether the facility is accessible to students with disabilities.

COMMENTS

Pence, Prichard and Morrow Residence Halls and Off-Campus Housing Audit

Pence (male) and Morrow Hall (female) are accessible to students and guests using wheelchairs. However, the accessibility is limited to the first floor areas only. Prichard Hall (co-ed) is not accessible and neither are the restrooms to users of wheelchairs.

Although Pence and Morrow are accessible there are other areas of these residence halls that are not accessible; therefore, relocation of services will be made as the need arises.
UNIT AUDITED: Physical Education/Recreation - Mr. Colin Cameron

PROBLEM(S)

1. Neither the Colebank Building nor the Feaster Center has assistive listening devices in public areas.
2. Faculty offices are not accessible to the physically challenged.
3. The weight room has physical barriers or lack of signage to alert the visually impaired of possible safety concerns.

SOLUTIONS: Mr. Colin Cameron

1. Purchase an assistive listening system or employ interpreters—effective July 1, 1994.
2. Faculty will meet with the disabled in alternate/accessible areas.
3. The ends of the weight bars will be color coded—effective July 1, 1993.
4. Signage will be installed at entrances to the weight room and other areas.

UNIT AUDITED: Clubs and Organizations - Mrs. Ann Lester

PROBLEM(S):

1. Events sponsored by organizations such as meetings may not be physically accessible.
2. There is a lack of "Enlarged Print" materials.
3. Most information is in printed form only.

SOLUTIONS: Mrs. Ann Lester

1. All literature and information of organizations sponsoring activities will indicate that the event will be made accessible and auxiliary aids and services will be provided as needed—effective immediately.
2. The Director will send a written notice of the accessibility requirement to all organizations and advisors of organizations—effective April 1, 1993.
3. Printed information will be enlarged; readers will be made available; and cassette tapes will be provided.
UNIT AUDITED: Counseling Services - Dr. Ken Kelly

PROBLEM(S):

No problems were identified during the audit.

The Coordinator (Counselor) for Students with Disabilities is located in Student Affairs and this office is the central location for the provision of all services.

There are four other counselors in the Student Affairs area. The Student Service brochure for disabled students explains programs and services available at the college.

UNIT AUDITED: Health Services - Dr. Ken Kelly

PROBLEM(S)

1. Much of the information and materials regarding health services is visually oriented and verbally transmitted.

SOLUTIONS: Dr. Ken Kelly

1. Utilize interpreters when necessary—effective April 1, 1993.
2. Prepare secretary, nurse or student workers to be aides and readers—effective April 1, 1993.

UNIT AUDITED: Career Planning and Placement - Mr. Bill Bailey

PROBLEM(S):

Much of the information and materials regarding Career Placement is visually oriented and verbally transmitted. Presently there are few alternatives to written materials. The SIGI Plus computerized career assessment program lacks assistive devices such as a magnified or large print screen to meet the needs of the visually impaired.
SOLUTIONS: Mr. Bill Bailey, Director of Placement

1. Employ interpreters as needed or requested—July 1, 1993.
2. Prepare secretary or student workers to be aides and readers for the SIGI program—effective July, 1993.
3. Include statements in all placement materials informing the disabled of the process whereby those with hearing and visual impairments can request accommodations—effective July 1, 1993.
4. Prepare large print information—effective July 1, 1993.
5. Have work study students assist by being readers and scribes—effective July 1, 1993
6. Purchase and install a screen enlarger or program modification to enable conversion of SIGI information to a large print format—effective July, 1994.

UNIT AUDITED: Financial Assistance

PROBLEM(S)

1. Most of the materials and information regarding financial aid are visually oriented and verbally transmitted. Presently there are few alternatives to written materials readily available.

SOLUTIONS: Mr. William Shaffer, Director of Financial Aid

1. Employ interpreters as requested—effective April 1, 1993.
2. Prepare secretaries, clerks, and student workers to be aides and readers as necessary—July 1, 1993.
3. Prepare a cassette tape or brochure to explain procedures to obtain financial aid and to explain services—effective August, 1993.
4. Financial Aid staff will notify Rehabilitation Counselors, Recruiters, Admissions Officer that Financial Aid will guarantee full participation and accommodations readily available—July 1, 1993.

UNIT AUDITED: Work Study - Mrs. Ann Lester

PROBLEM(S)

1. The Work Study Handbook's printing is small and difficult to read by the visually impaired.
2. An increase is needed in the Work Study budget areas to provide adequate auxiliary services such as tutors, readers, scribes and notetakers.
3. Interpreters as requested should be employed during initial interviews.
4. Most of the materials and information regarding Work Study are visually oriented and verbally transmitted. Presently there are few alternatives to written materials readily available.
5. The college needs to communicate to all students the process whereby students with disabilities can request accommodations in Work Study programs.

**SOLUTIONS: Mrs. Ann Lester**

1. *The Work Study Handbook has been recorded on cassette tape—effective April 1, 1993.*
2. *Work Study budgets will be completed by July 1, 1993, to cover auxiliary services for student needs.*
3. *Interpreters will be employed as needed—effective April 1, 1993.*
4. *Enlarge printed information will be available—effective July 1, 1993.*
5. *Include in Work Study materials and information publications that accommodations can be requested—effective July 1, 1993.*

**UNIT AUDITED: Transportation - Mr. Al Rice, Dr. Fred Schaupp**

**PROBLEM(S)**

1. Newly purchased vans are not accessible to students using wheelchairs or who may have mobility impairments.
2. There is a lack of signage at entrances, exits, parking spaces, etc. throughout campus.

**SOLUTIONS: Mr. Al Rice, Dr. Fred Schaupp, Mr. Charles Turbanic**

1. *Develop a contract with an "outside" firm to temporarily rent or lease accessible vans as needed—effective May 1, 1994. The Vice President for Administration and Finance will draw up a contract.*
2. *Purchase a van with a "lift", or modify a present van, or provide portable ramps for access—effective August, 1994.*
3. *Install signage throughout campus to designate parking spaces, entrances, exits, etc.*
UNIT AUDITED: Student Center Activities/Movies-Mr. Brad Cameron

PROBLEM(S)

1. Lack of proper signage to Student Center movie area.
2. Many of the activities in the Student Center are not accessible.
3. Lack of assistive listening devices in the movie area or Ballroom.
4. Television sets may need decoders.

SOLUTIONS

1. The Student Center will be renovated in the spring of 1994 and all areas of the building will be accessible via an elevator. Proper signage will be installed.
2. Assistive listening devices will be acquired and interpreters employed on an as needed basis—effective July 1, 1994.
3. Television sets will be decoded—effective December, 1993, or when new sets are purchased as replacements.

OTHER AREAS OF CONCERN
TO BE ADDRESSED IN THE STUDENT SERVICE AREA

1. The Academic Affairs Office, the Coordinator for Disabled Students, and possibly the LRC Department need to put into operation the taping of text books and other printed materials for use by students. Recorders will be needed along with cassette tapes and staff/students hired to tape materials. Other colleges pay faculty or staff $300—$400 to tape a text. Work Study employees are paid $4.25 per hour. Estimated budget for the first year—$5,000. (RSE Funds)

2. A TDD has been purchased but needs to be installed at the Clarksburg Campus immediately or possibly at the Robert C. Byrd Center.

3. Establish a work study budget to hire student instructors/lab aides at the EDP lab in the Colebank Building to "teach" disabled students how to use the "Oscar Plus" reading computer. Estimated cost $2,000—$3,000 per year.

4. The college will purchase a braille printer/embosser. Estimated cost $4,500.

5. The Learning Skills work study budget for tutoring disabled students should be funded separately at around $15,000 of RSE funds. These funds will be for tutoring sessions, readers, scribes, notetakers, personal aides, etc.

6. The Business Office needs to set up a budget for employment of sign interpreters for the academic areas and other support areas such as the Admissions, Student Affairs and the Divisions offices. Estimated cost $7,000—$20,000.
EMPLOYMENT

SELF EVALUATION
EMPLOYMENT POLICIES, PROCEDURES, AND PRACTICES

ACCESSIBILITY OF WORK AND NON-WORK AREAS FOR EXISTING EMPLOYEES WITH DISABILITIES

- Work and non-work areas are currently accessible to current employees with disabilities.

ACCESSIBILITY OF WORK AND NON-WORK AREAS FOR FUTURE EMPLOYEES

- Reasonable accommodations will be provided to future employees with disabilities or current employees who may develop disabilities.

SPECIFIC ACCESSIBILITY ISSUES FOR CURRENT AND FUTURE EMPLOYEES

- Signage for elevators will be added for the visually impaired.
- Controls on vending machines will be modified to aid in their use by the visually impaired.
- Signage for all other areas will be modified for the visually impaired.

AUXILIARY AIDS AND SERVICES FOR EFFECTIVE COMMUNICATION

- The coordinator of services for students with disabilities is knowledgeable of auxiliary aids and services to assist persons with disabilities with effective communications. His services will continue to be used whether for students or employees.

REASONABLE ACCOMMODATIONS TO PERMIT EMPLOYEES TO PERFORM JOBS

- The ADA Coordinator has established a process and a form to review requests for reasonable accommodations by a newly hired or current employee with a disability.
- The ADA Coordinator has established a process and a form to be used in determining whether an accommodation is an undue hardship from a financial or operations standpoint. Documentation will accompany the decision.

APPLICATION OF PERSONNEL POLICIES AND PRACTICES

- Personnel policies or procedures will not be imposed only on employees with disabilities; they will apply to all employees.

AUDITING SPECIFIC POLICIES AND PRACTICES

- All training will be in locations accessible to persons with disabilities.
- Written and oral materials will be available in alternative formats when needed.
Employees with disabilities will have the same opportunities for advancement that are
provided to other employees.

Employees with disabilities will be treated the same as employees without disabilities
during probationary (provisional) periods.

If/When any selection criterion screens out an applicant with a disability on the basis of
safety or health, the criterion will be reviewed by medical personnel to a point which is
defensible on a significant risk of future injury to the employee or others.

Selection criteria will be reviewed by the Human Resources Director or Vice President for
Academic Affairs prior to every announcement of a position vacancy to ensure they relate
to the essential functions of the job. Any that cannot be defended under ADA standards
will be eliminated.

Consideration will be given to an employee with a disability who requests a transfer
if/when he/she cannot perform the functions of the existing job even with reasonable
accommodations.

Attendance policies are neutral and equally applied to all similarly situated employees.

THE HIRING PROCESS

JOB DESCRIPTIONS AND DETERMINATION OF WHAT ARE ESSENTIAL FUNCTIONS

The Human Resources Department will conduct regular reviews of job descriptions and
note on them which functions are non-essential.

Before any hiring decision is made, the Human Resources Director or the Vice President for
Academic Affairs will assure that a determination of essential functions is made. This
should be determined prior to distribution of a Notice of Vacancy.

SETTING QUALIFICATION STANDARDS

The Human Resources Director or the Vice President for Academic Affairs will review
qualification standards to determine if they are (a) facially discriminatory or (2) neutral but
likely to have a disparate impact on persons with disabilities because one or more
individuals are likely to be screened out because of their disabilities.

If/When medical or psychological qualification standards are used, medical expertise will
be sought to ensure the standards are either necessary to perform essential functions of
the job or that the presence of a particular condition would likely pose a direct threat to the
health and safety of the individual or others.

Persons making hiring decisions will be trained by the Human Resources Director (staff),
the Vice President for Academic Affairs (faculty) or the ADA coordinator(s) to ensure that
an applicant will not be screened out based upon stereotypical assumptions of safety or
health reasons.

Persons involved in the hiring process will be reminded of ADA requirements on a vacancy-
by-vacancy basis.
NONDISCRIMINATION IN RECRUITING AND ADVERTISING

- Essential functions will be incorporated in all job advertisements.
- The Human Resources Department or Vice President for Academic Affairs will request that a TDD (telecommunication device for the deaf) be purchased and installed and the number will be included in all job advertisements.
- For persons with vision impairments, a telephone number will always be listed to call for information.
- The institution will provide recruitment information in alternative forms to applicants with vision or hearing impairment, when requested.

NONDISCRIMINATION AND REASONABLE ACCOMMODATION IN THE JOB APPLICATION PROCESSES

- The institution will prepare notices and place them in accessible locations where hiring occurs, notifying disabled applicants that they can receive accommodations in the hiring and employment processes and how to make such a request. Accessible formats (enlarged print, audio cassette, TDD number) will be used.
- The Human Resources Department and Vice President for Academic Affairs will have responsibility to ensure that each department provide alternative means to interview persons with vision, hearing or speech impairments.

PRE-EMPLOYMENT TESTING

- Psychological tests are not administered to applicants

DRUG TESTING

- Drug testing is not conducted for any positions at Fairmont State College.

MEDICAL EXAMINATIONS AND INQUIRIES

- Fairmont State College does not conduct any type of medical examination of applicants before a conditional offer of employment is made.
- The institution should draft narrowly defined questions focused on the ability to perform essential functions of the job.
- All conditional offers of employment, if any, will be in writing.

THE REASONABLE ACCOMMODATION PROCESS

- The college will raise an issue of reasonable accommodation with an applicant with a known or obvious disability that might prevent performance of essential functions. The
college will not refuse to hire a person with a known or obvious disability based upon conjecture that the person cannot perform essential functions.

- The ADA Coordinator has established a process and a form to consider requests for reasonable accommodation by job applicants.

- The ADA Coordinator has established a process for determining whether an accommodation is an undue hardship from a financial operations standpoint and will document such decision.

REFERENCES

- Any medical information obtained during reference checks after a conditional offer of employment will be used only in accordance with ADA.

EMPLOYMENT AGENCIES

- The college will utilize only those temporary help agencies who comply with all requirements of the ADA.

STUDENT EMPLOYEES

- The student employment office will ensure that reasonable accommodations will be made in the placement of students with disabilities.

STUDENT PERSONNEL ISSUES

EMPLOYMENT OF STUDENTS

- Student employees are subject to the same polices, procedures, and practices on hiring, compensation, and employment as all other employees.

- All policies, procedures, and practices applicable to student employees are applied to similarly situated employees regardless of disability.

- Auxiliary aids and services for handling reasonable accommodations will be provided where necessary for student employees to perform job functions.

OFF CAMPUS EMPLOYMENT, REFERRALS, OR PLACEMENT FOR STUDENT EMPLOYMENT

- The college will require all employers who seek to use the college for referrals or placement to agree not to discriminate on the basis of disability.

- The college (director of career planning and placement) will monitor the employment practices of employers who seek referrals or placement from the institution. Relationships will be terminated with those employers that discriminate on the basis of disability.
REQUEST FOR REASONABLE ACCOMMODATION

NAME OF EMPLOYEE ____________________________________________

TITLE AND LOCATION OF POSITION _________________________________

DESCRIBE ACCOMMODATION(S) NEEDED ________________________________

_________________________________________________________________

_________________________________________________________________

WHAT ARE ALTERNATIVE ACCOMMODATIONS? ___________________________

_________________________________________________________________

ARE THERE ANY STATE OR VOCATIONAL REHABILITATION SERVICES AVAILABLE TO ASSIST IN THIS? _________________________________

APPROXIMATE COST FOR MEETING ABOVE ACCOMMODATIONS. ____________

DESCRIBE ACCOMMODATION(S) OFFERED: ______________________________

_________________________________________________________________

Signature of Employee ____________________________________________ Date ______

............................................................ (Internal Use Only)

Undue Hardship/Burden ____________________________________________

Consultation with physical plant? _________________________________

Consultation with medical personnel? ______________________________

Accommodation(s): □ Accepted   □ Rejected

Signature of Employer ____________________________________________ Date ______

5
DETERMINATION OF AN UNDUE HARDSHIP/BURDEN

ACCOMMODATION NEEDED

__________________________________________________________

__________________________________________________________

COSTS TO MAKE THIS ACCOMMODATION

__________________________________________________________

BREAK DOWN AS NECESSARY. PROVIDE BIDS/ESTIMATES, ETC.

__________________________________________________________

IS THERE A CHANCE FOR LITIGATION?

__________________________________________________________

WHAT ARE THESE COSTS?

__________________________________________________________

CONSULTATION WITH LEGAL EXPERTS FAMILIAR WITH THE APPLICATION OF UNDUE HARDSHIP STANDARD.

A case by case consideration will be made for the following types of reasonable accommodations and they will be analyzed as to whether they may pose an undue hardship:

a. Modification of work schedule.
b. Restructuring jobs by assigning non-essential functions to other employees where an employee with a disability is unable to perform nonessential functions because of the disability.
c. Alternative methods of communicating instructions or information.
d. Modification of work stations.
e. Provision of special equipment.
f. Part-time work schedules.
g. Transfer of individuals unable to perform existing functions to vacant positions they can perform.
ADA COMPLAINT PROCEDURES

FOR EMPLOYEES AND STUDENTS

- An employee/student who has a complaint that he/she has been treated in a manner which violates the Americans With Disabilities Act should consult with the Director of Affirmative Action. The Director of Affirmative Action will explore conciliation possibilities with the parties involved.

- If conciliation does not result, formal charges may be initiated by filing a formal (written) complaint with the Director of Affirmative Action. The complaint should specify the treatment which violates the Americans With Disabilities Act and related details.

- The complaint should include redress requested including reasonable accommodations for a specific disability.

- The Affirmative Action Director will present the complaint to a committee consisting of the ADA Coordinators and two students, one of whom has a disability. A prompt initial review of the complaint will be conducted within ten days of receipt of the formal complaint. A written decision will be given to the complainant within five days of the completion of the review.

- Following the outcome, the complainant, if subjected to an adverse determination, may file a written appeal, stating the grounds for such an appeal. The appeal must be filed in accordance with the applicable procedures outlined in the appropriate handbook for students, faculty, or staff.

FOR APPLICANTS/CANDIDATES

- Any person who applies for employment or for admission as a student to the college who has a complaint regarding treatment under the Americans With Disabilities Act of 1990 should write the President of Fairmont State College.

- The President will forward the written complaint to the committee of ADA Coordinators for review. The committee will make specific recommendations to the President on the action to be taken.

- The President will inform the complainant of his decision in writing.

- No further appeals are available at Fairmont State College. State College System Board of Directors, the governing board, is located at 1018 Kanawha Boulevard, East, Charleston, West Virginia 25301-2827.

- Any complainant has the option of contacting the Equal Employment Opportunity Commission, 1800 G Street, N.W., Washington, DC 20506.
ADA PRIORITIES
January 1, 1994

The priorities listed below were developed by the ADA Coordinators through a review of the self-evaluations in the areas of academic programs, student services, and employment. Requests for funds for structural changes in physical facilities will be made routinely by the physical plant department.

<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>ESTIMATED COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wallman Hall elevator renovation</td>
<td>Approximately $140,000</td>
</tr>
<tr>
<td>2. Listening devices in Wallman Hall</td>
<td>$2,000</td>
</tr>
<tr>
<td>3. Portable listening devices <em>(Priority Met 4/1/94)</em></td>
<td>$2,000</td>
</tr>
<tr>
<td>4. Computer adaptive equipment in divisional computer labs</td>
<td>$5,000</td>
</tr>
<tr>
<td>5. Braille printer(s) <em>(Priority Met 4/1/94)</em></td>
<td>$4,300</td>
</tr>
<tr>
<td>6. An interpreter budget for classroom instruction and campus programs <em>(Priority Met 4/1/94)</em></td>
<td>$7,000—$20,000</td>
</tr>
<tr>
<td>7. Assistive listening devices in the student activities and program areas</td>
<td>$1,000—$3,500</td>
</tr>
<tr>
<td>8. Installation of the proper signage in the Turley Center which provides many student activities and programs</td>
<td>Cost should be included with our remodeling plans</td>
</tr>
<tr>
<td>9. Installation of visual alarms in the residence hall areas</td>
<td>To be determined</td>
</tr>
<tr>
<td>10. Installation of the recently purchased TDD at the Clarksburg Center <em>(Priority Met 4/1/94)</em></td>
<td>Currently scheduled</td>
</tr>
<tr>
<td>11. Purchase of a screen magnifier for the SIGI plus career service program <em>(Priority Met 4/1/94)</em></td>
<td>$100—$200</td>
</tr>
<tr>
<td>12. The possible employment of interpreters in the Student Affairs and other areas</td>
<td>$100—$200</td>
</tr>
<tr>
<td>13. Work-study students in each residence hall to act as aides to disabled students in meeting their needs because some services such as accessibility to the laundry is lacking</td>
<td>$1,500</td>
</tr>
<tr>
<td>14. Fairmont State College will need to have an accessible van available for disabled students. The van can be purchased or leased</td>
<td>As Needed</td>
</tr>
<tr>
<td>15. RSE funds to tape texts in Learning Resource Center</td>
<td>$4,000</td>
</tr>
<tr>
<td>16. RSE funds for tutoring in Learning Skills Center</td>
<td>$15,000</td>
</tr>
<tr>
<td>17. Visual alarms and signage for elevators for hearing and visually impaired employees when needed</td>
<td>To be determined</td>
</tr>
<tr>
<td>18. Improve campus terrain</td>
<td>Part of inner campus plan</td>
</tr>
<tr>
<td>19. Installation of required signage in all buildings</td>
<td>To be determined</td>
</tr>
<tr>
<td>20. A full-time coordinator for students with disabilities</td>
<td>To be determined</td>
</tr>
<tr>
<td>21. Training for faculty, staff, and students regarding working with and understanding the needs of persons with disabilities</td>
<td>Staff Development Funds</td>
</tr>
</tbody>
</table>
TOTAL STUDENTS REGISTERED FOR DISABILITY SERVICES

<table>
<thead>
<tr>
<th>Disability</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Disabled</td>
<td>35</td>
</tr>
<tr>
<td>Orthopedic</td>
<td>29</td>
</tr>
<tr>
<td>Visual</td>
<td>9</td>
</tr>
<tr>
<td>Multi-disability</td>
<td>6</td>
</tr>
<tr>
<td>Hearing</td>
<td>5</td>
</tr>
<tr>
<td>Emotional</td>
<td>2</td>
</tr>
<tr>
<td>Speech</td>
<td>1</td>
</tr>
<tr>
<td>Deaf</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>21</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>109</strong></td>
</tr>
</tbody>
</table>

April 1994