

**DCAT**  
**October 16, 2009**

**Present:** Sheila Brown, Dan DeJoy, Lisa Fiedor, Susan Grant, Christine Klein, Ina Lunney, Alison Carpenter, Darby Orcutt, Brice Smith, Shannon Yates, Candace Jacobs, Brandon Stokes, Cheryl Branker, Mark Newmiller, Wyona Goodwin, Thomas Martin

**Cheryl Branker opened the meeting at 1:00pm**

**The following DSO updates were given:**

- Ricky Lee is no longer with the University. The position has been posted and advertised.
- The DSO will be relocating to another location, temporarily, while the Student Health Center addition and renovation takes place. At this time, a location has not been determined. Renovations are scheduled to begin after the close of the 2010 spring semester.

**New business :**

Cheryl Branker informed the team that she was given a directive by Vice Provost Woodard to enlist the DCAT in developing a plan to operationalize the recommendations contained in the Access and Barriers for Persons with Disabilities Survey (ABPDS) report. The survey was deployed in spring 2009 to ascertain the University's commitment to persons with disabilities under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act by looking at the policies, services, procedures/practices, and programs within each college/department/unit that may pose barriers and those that provide or improve access.

Survey Report link: [http://www.ncsu.edu/dso/facts/access\\_barriers\\_survey61909.pdf](http://www.ncsu.edu/dso/facts/access_barriers_survey61909.pdf)

## **DCAT Suggestions for Operationalizing the Recommendations of the ABPDS Report**

**Recommendation 1: Formally adopt the guiding principles of universal design as a part of the overall campus strategic planning processes (including compact planning) and promote this new conceptualization of disability on key web pages and in undergraduate and graduate catalogs, and other university marketing and informational materials.**

### **Suggestions:**

- a) Athletics web pages lack the universal symbol and ADA language
- b) Athletic facilities do not have sufficient signage
- c) Staff training needed on ADA law
- d) Transportation issue regarding wheelchair use/access
- e) Need to use discreet placement of universal access symbol on university media

**Recommendation 2: Provide resources and training- especially training that relates to course design, web design, information delivery, and service delivery- intended to reframe the construct of disability and disability compliance so as to not find the limitation with the person who has the disability, but in the design of our architecture, curriculum, policies, procedures, programs and services.**

### **Suggestions:**

- a) Training on unseen disability situations and needs (e.g. ADHD) (Faculty/Staff)
- b) Departments/management need training on sensitivity to disabilities of employees
- c) Prompt in registration process regarding disability services or needs (send email to DSO of need) with secondary confirmation. This could apply to Fan Guide online for those who need it.
- d) Early training for Faculty , not last minute. It should be required for, supervisors, webmaster, like ITAP program. This affects faculty perception and student support and understanding. Online training is important. Prompts for training could be sent through university hierarchy to faculty/staff
- e) Feedback mechanism needed for reporting problems, needs ( physical, informational and programmatic)
- f) Information should be given at staff appreciation week events
- g) At least make course design, web design, information delivery, and service delivery open to and user friendly to people with disabilities. "I don't want to be pampered or mollycoddled I just want to be able to be as independent as others are expected to be."

**Recommendation 3: Develop policies, services, practices, and procedures that reflect this paradigm shift, i.e., products and services should be usable by as many people as possible, regardless of disability, language barriers, or other obstacles to use, therein minimizing the need for adaptation or specialized design.**

**Suggestions:**

- a) Address lack of knowledge/awareness w/in campus community 1) educational presentations of awareness to all of the NCSU campus community 2) Develop an informational campaign on awareness to post VIA: movie theater, wolfbytes, , TV screens throughout campus student areas
- b) Involve student classes in helping to solve problems: Engineering, Design, Marketing, Tech writing, Psycho-educational clinic
- c) Products and services should be inclusive rather than separate but equal for people with disabilities. The attitude that, “here it is, do the best you can given your situation or find someplace else to go to school doesn’t work for anybody.”

**Recommendation 4: Develop staff and faculty orientation materials which incorporate messages that promote universal design as part of our campus culture and identify readily achievable strategies, i.e., “best practices” which promote access to the curriculum or diverse populations.**

**Suggestions:**

- a) Allow people with disabilities to fit-in comfortably. Consider things like field trips, travel expectations that can only be met by people who have no disability—This is not about lowering standards.

**Recommendation 5: Seek input and feedback from interested parties, i.e., persons with disabilities, and organizations representing them in the continuing effort to examine and evaluate the programmatic accessibility of the university programs, activities and services.**

**Suggestions:**

- a) NC Dept of Instructions—involving ECP (exceptional children’s program) in developing solutions to transition problems. Especially as it pertains to AT & Assessments and learning in inclusive environments
- b) Developing mechanisms for feedback (different ways to match different needs)
- c) Collecting information across campus (like survey, but much more widespread)
- d) Beta testing of programs, activities etc.
- e) Make statistics more prevalent
- f) Identify additional organizations that represent persons with disabilities to contact for information (perhaps a survey) i.e. Autism society, NC Council for Exceptional
- g) Recruit off campus

**Closing Comments:**

Cheryl thanked the group for their participation.

The meeting adjourned at 2:30pm