

Final Report

Accessibility Assessment Department of Recreation, Park and Tourism Studies Indiana University

July 2007



INDIANA UNIVERSITY

SCHOOL OF HEALTH,
PHYSICAL EDUCATION, AND RECREATION
Department of Recreation, Park, and Tourism Studies
Bloomington



National
Center on
Accessibility

Recreation, Park, and Tourism Studies

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Table of Contents

Background	4
Purpose	5
How to Use This Report & Recommendations	6
Key Findings.....	9
Recommendations for Improving Program Access.....	12
1. Title II Administrative Requirements.....	12
2. Program Access.....	15
3. Communications	19
4. Staff Training	22

Background

In 2007, the Department of Recreation, Park, and Tourism Studies at Indiana University celebrates its 60th anniversary as a department in the School of Health, Physical Education and Recreation. Recognized as one of the top three departments in the country for its curriculum and faculty, the department has over 300 undergraduates and over 80 graduate students who have declared RPTS as their major. According to the Office of Disability Services for Students, there are approximately 800 students with disabilities on the Bloomington campus of Indiana University. Approximately 75% report learning disabilities or ADHD; nearly half of the remaining students report psychiatric disabilities. With these numbers, the Department must be prepared to address disability issues among its student population. Also, with over 30 full-time faculty members and even more staff throughout the Department and its Centers and Institutes, the topics of accessibility and inclusion are paramount.

The National Center on Accessibility was contracted in late 2006 to conduct the physical and programmatic accessibility assessments for the Department of Recreation, Park, and Tourism Studies. The National Center on Accessibility has provided training, technical assistance, research and consultation on the inclusion of people with disabilities in parks, recreation and tourism since 1992. As a center of the Department of Recreation, Park, and Tourism Studies in the School of Health, Physical Education and Recreation at Indiana University, NCA has provided consultation to the U.S. Department of Justice, the U.S. Access Board, the Smithsonian Institution, the National Park Service, U.S. Fish and Wildlife, Illinois Department of Natural Resources, Indianapolis Parks and Recreation, New York Department of Environmental Conservation and several other entities focused on successfully integrating people with disabilities in a wide array of programs, services, parks and facilities.

Purpose

A comprehensive physical accessibility assessment was conducted on the facilities and spaces of the Health, Physical Education and Recreation (HPER) building housing the Department of Recreation, Park, and Tourism Studies. In addition, a full assessment of all departmental programs and operations was conducted through interviews with key Department faculty and staff. The purpose of the assessments was to provide the Department of Recreation, Park, and Tourism Studies administration with a snapshot of the Department's current level of physical and programmatic access for people with disabilities and recommendations for improving accessibility. Recommendations for improving program access through modification of policies and procedures are included in Part II of this report. Details of physical barriers to facilities and spaces along with recommendations for barrier removal are reported in Part III. Further, the National Center on Accessibility has tailored an electronic information system, which will be described in the next section.

How to Use This Report and Recommendations

Through interviews, assessments and data analysis, recommendations presented in the final report have been divided into the following sections:

Part I. Key Findings

This section is a review of major findings regarding accessibility and inclusion within the Department of Recreation, Park, and Tourism Studies summarized for the Department's Administration.

Part II. Recommendations for Improving Program Access

This section concentrates on recommendations based upon the administrative requirements of Title II of the Americans with Disabilities Act, program access, communications, technology, and staff training.

Title II of the Americans with Disabilities Act requires that state and local governments provide people with disabilities an equal opportunity to participate in and benefit from all of their programs, services, and activities: otherwise known as "program accessibility." This report summarizes the findings from interviews completed with key departmental faculty and staff and makes recommendations for improving Departmental program access for faculty, staff, students and visitors with disabilities.

Recommendations are categorized as either "required" or "recommended" and defined as:

Required: Corrective action is required in order to meet compliance with Title II of the Americans with Disabilities Act.

Recommended: The action is recommended based on trends and best practices in the field regarding inclusive services for people with disabilities.

Many policies and procedures used by the Department of Recreation, Park, and Tourism Studies are issued by the University and have not been targeted for recommendations in this assessment. Recommendations are provided for programmatic barriers that are the primary responsibility of the Department. It is recommended that the Department complete the self-evaluation by 1) implementing administrative, policy, procedure and program corrective actions within the Department, 2) documenting those actions providing greater inclusion of people with disabilities, and 3) making such documents available for

public inspection. With the knowledge that the Department gains from this assessment, it can become a catalyst for change within the School of Health, Physical Education, and Recreation as well as the University, campaigning for a fully inclusive campus for people with disabilities.

Part III. Recommendations for Removal of Physical Barriers to Programs, Services, Activities and Facilities

As part of the data analysis of the physical accessibility assessment, the National Center on Accessibility tailored its *Park and Recreation Accessibility Management System*® v1.2 (PRMS) to the constructs of the Department of Recreation, Park, and Tourism Studies and eventual need for a system to assist with transition planning. Within PRMS®, NCA staff has identified each physical barrier in the Recreation, Park, and Tourism sections of the Health, Physical Education and Recreation (HPER) building, cited the corresponding accessibility standard or guidelines, and made recommendations for barrier removal. Only recommendations for physical improvements are presented in this database. In some cases, programmatic solutions may exist and should be considered during the transition planning process.

Only a small number of the physical barriers listed in the database are the responsibility of the Department of Recreation, Park, and Tourism Studies. These would include access within individual faculty and staff offices, as well as access routes through classrooms. It is the responsibility of the Department to take corrective action to remedy any barriers in these areas. The majority of physical barriers found in this assessment require action by the School of Health, Physical Education, and Recreation or by the University. These would include all barriers found outside of the HPER building such as parking and access routes, along with door widths and indoor common areas including hallways, restrooms, computer labs and lounges. Armed with the facts about the limited physical access for people with disabilities to all areas used by RPTS, the Department can more effectively advocate for those areas under HPER and IU control until all structural barriers to programs, services and activities have been removed.

To provide continuity between the physical accessibility assessment and the transition planning process, fields have been built into PRMS® for Department administrators to complete throughout the planning process including transition plan priority, target date, lead department, lead staff, completion date, and description of work completed. Should alternative actions or non-actions be taken, there are fields to document such, including explanation of undue burden and steps in lieu of barrier removal. If maintained, these fields will provide supported documentation in the event of inquiry.

Narrative Summary Reports with findings and recommendations for many areas of the department are also provided as a supplemental support for administrators and planners. Although most of the findings listed in these reports are the responsibility of the School of Health, Physical Education, and Recreation or Indiana University, the Department can use them to make requests for modifications and to encourage systems change within the University. A series of contact sheets for the facility and CD with corresponding photos will assist with the visualization of physical barriers.

I. Key Findings and Major Recommendations

1. Inclusion of people with disabilities

Inclusion is perceived among key administrators, faculty and staff as a priority. However, there is a lack of awareness as to what inclusion entails and how to apply best practices to ensure full participation by students, faculty, staff, and visitors. Informally, where policies and procedures regarding disability issues exist for the Department or University as a whole, faculty and staff has knowledge of them but at varying levels of understanding. The communication of policies and procedures does not always flow with continuity to new faculty and staff or support staff most likely to be the first point of contact with people with disabilities. To strengthen this communication, formal policies and procedures regarding disability issues should be included in the Department's procedural manual and in faculty/staff training. Inclusion of people with disabilities must exist as a value within the Department in order for it to be successfully and effectively planned and implemented. In order to support the inclusion of people with disabilities, each faculty member, staff member and administrator must understand their individual responsibility in relation to their individual and collective roles within the Department. Because inclusion and accessibility are viewed as priorities by top administrators, including the former Dean and the Department Chair, a continuous emphasis and directive to faculty and staff about their importance can result in the application of accessibility solutions in every day operations.

2. Physical access within the HPER building

The Health, Physical Education and Recreation (HPER) building was built in three stages. The HPER addition housing the Department of Recreation, Park, and Tourism studies was constructed in 1961, prior to the Americans with Disabilities Act and other accessibility standards. Subsequent renovations were most likely based on model building codes which reference ANSI A117.1, the first accessibility standards developed in the United States dating back to the 1960s, and the Americans with Disabilities Act Accessibility Guidelines (ADAAG). In the early 1990s, the University ADA Coordinator, along with his staff, completed an accessibility assessment of the facilities on the Indiana University campus using the new ADAAG. At the time, all information was entered into a database and each task was assigned a cost estimate. Maintaining the database and updating it when barriers were removed proved difficult and inconsistent. Upon comparison of the original report for the HPER building with the current assessment completed by NCA staff, many of the barriers found in 1992/1993 have not been removed after fifteen years. These include barriers that are inexpensive and easy to remedy, such as replacing door knobs with

lever handles. Again, many of the barriers found in the original assessment were not the responsibility of the Department of Recreation, Park, and Tourism Studies, but fell instead to the University. Today, with the involvement and leadership of RPTS and HPER administrators, all of these barriers could be actively prioritized and scheduled for improvement.

It is important for the University to recognize that ADAAG and ANSI are minimum standards. In essence, these standards are the “minimum” required in order for a facility to be considered “accessible.” There is no statement in the federal disability legislation to prohibit an entity from “going above and beyond” the minimum requirements. In fact, “going above and beyond” is actually encouraged so as to meet the needs of a much wider spectrum of people of all abilities. The Department of Recreation, Park, and Tourism Studies could have influence on a greater scale regarding university policy and practice such as the adoption of universal design. This could set Indiana University apart from other institutions as a model to welcome prospective students, new faculty and staff.

3. Potential to facilitate change

The Department of Recreation, Park, and Tourism Studies supports the University mission by teaching and advocating for improved public health, for both individuals and the community, through the active pursuit of recreation and sport. General recreation management curricula, and more specific teachings in therapeutic recreation, emphasize the prevention of debilitating disease and improved wellness. People with disabilities, their families and communities directly benefit from this curriculum. Therefore, the Department should be the exemplar for inclusive practice and accessibility compliance, thereby setting the benchmark against which all other departments measure. Currently and unfortunately, the Department, with its goal of inclusion, is just one among many working in silos – a pitfall of any large organization. The current University structure provides topical support on disability/accessibility issues relating to students, employment and facilities. However, it does not provide the broad oversight of an accessibility management system that could measure successful outcomes of greater participation by people with disabilities across campus. Opportunely, the Department, by its very mission and emerging values on inclusion and accessibility, could facilitate the development of a comprehensive accessibility management system to benefit the University as a whole.

4. Action planning and planning for action

Compliance with the ADA and designing for inclusion of people with disabilities is not the sole responsibility of one faculty or staff member, the head of the department or even the Dean. Upon the receipt and acceptance of this report, the Department of Recreation, Park and Tourism Studies has a window of opportunity to push efforts of the inclusion of people with disabilities to a higher level. At a minimum, the National Center on Accessibility recommends the next steps toward action planning:

1. Plan for action;
2. Identify a lead staff person to coordinate of the Department's accessibility compliance agenda;
3. Facilitate the establishment of an Access Team within the School of Health, Physical Education, and Recreation with faculty, staff, and students representing various programs and areas of responsibility. This team can oversee and assist in the coordination of physical and programmatic access to all programs, services, and activities within the School.
4. In partnership with the National Center on Accessibility, provide training on accessibility and inclusion for the Access Team and others that will be involved in the transition planning process;
5. Continue meeting quarterly or at a minimum semi-annually to plan for accessibility improvements and coordinate advocacy efforts for full inclusion for people with disabilities at Indiana University. Consider utilizing the Disability Roundtable and the Accessible University seminar series to spread the word about the efforts the Department and School are making to increase accessibility.

II. Recommendations for Improving Program Access

Title II of the Americans with Disabilities Act requires that state and local governments give people with disabilities an equal opportunity to participate in and benefit from all of their programs, services, and activities; otherwise known as “program accessibility.” Ensuring that all individuals with disabilities are provided programmatic access and receive accommodations upon request is the responsibility of Indiana University as a whole, and not solely the responsibility of the Department. As the Department is part of Indiana University, a departmental review alone is not sufficient to truly assess policies and procedures university-wide. Several policies and procedures are in place through directives issued by IU and IUB Central Administration. This is especially apparent with regards to issues surrounding risk management, purchasing, maintenance, and employment. It is for this reason that there are limitations as to which program barriers are the responsibilities of the Department and which program barriers are the responsibilities of the Indiana University administration. By positioning itself as an advocate, the Department is in a unique position to bring change from the bottom-up by developing new ways of thinking about and accommodating people with disabilities in a university setting.

The information that follows summarizes the findings from a programmatic review conducted in winter 2007 and discusses recommendations to improve access to Departmental programs and services for individuals with disabilities. Each recommendation is accompanied by beneficiaries listed in parentheses. These recipients represent who will benefit from the recommendation and will be listed as students, faculty, staff, general public, or all. For the purpose of this report, students, faculty, and staff refer to any current student, faculty, or staff of IUB, while general public refers to any individual not included in one of those designations.

1. Title II Administrative Requirements

1.1 Designation of Responsible Employee to Oversee ADA Compliance

Indiana University Bloomington (IUB) has developed university-wide policies for students, faculty, and staff requesting accommodations. Students must file an application with the Office of Disabled Student Services (DSS), faculty members with the Dean of Faculties, and employees with the Accommodations Specialist within Human Resources. However, the Office of Affirmative Action specifically states that ADA compliance for programs, services, and activities open to the general public are the responsibility of the sponsoring department.

Required (General Public): Although the designation of a responsible employee to oversee the ADA compliance program is the responsibility of the University at large, the University has passed this responsibility to individual departments when events are opened to the general public, defined as any attendee not a current student, faculty, or staff (Office of Affirmative Action).

Recommended (General Public): Add ADA compliance as a responsibility to all organizing committees for events open to the general public. For events sponsored by student organizations, the sponsoring faculty member(s) should be responsible for ensuring compliance.

Recommended (Students, Faculty, Staff): Add ADA compliance as a responsibility to all current departmental committees. Accessibility should be an integral part of all departmental committees to ensure all students, faculty, and staff can participate fully in the academic environment.

Recommendation (All): Work with the School of HPER in developing an Access Team to oversee and assist in the coordination of physical and programmatic access to all programs, services, and activities. The Access Team should consist of representatives from each department within the School of HPER, Facility Services, the Dean's office, and the student body. Inclusion of people with disabilities is strongly recommended.

1.2 Notice

Indiana University Bloomington's official ADA policy is posted on the Office of Affirmative Action's Web site and states the University's intent to comply with the ADA. The Department has further developed a departmental statement of its intent to comply with the ADA and informs students that department programs, services, and activities are prepared to make reasonable accommodations. The ADA compliance statements can be found on the back of the general department brochure and the individual degree program brochures. Variations of these statements can be found on a small percentage of course syllabi. No such statements could be found on other printed material published by the Department, on announcements or notices of events open to the general public, on the Department's Web site, or posted at the facility.

Recommended (Students): Develop a consistent compliance statement for course syllabi and include this statement on all syllabi. This statement helps create a positive and welcoming environment for students with disabilities and serves as a reminder to students of their responsibility in the accommodations process. The following statement is an example which can be used or adapted for use by the Department.

“Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Disability Student Services at (812) 855-7578 in Franklin Hall Room 006 to coordinate reasonable accommodations for students with documented disabilities.”

Recommended (General Public): All notices for events open to the general public should include the Department’s statement of intent to comply with the ADA and contact information for requesting reasonable accommodations. Including examples of types of requests will give the general public a better understanding of the possible accommodations, modifications, and auxiliary services available to them through the ADA compliance policies and procedures. All notices must comply with Title II requirements for effective communication (see section 3) as appropriate.

Recommended (General Public): A formal, written procedure for responding to requests for accommodations made by the general public should be published to further facilitate communication of the Department’s intent to comply with the ADA. This process should detail where requests for accommodations should be directed, timelines (if applicable), who will make contact with the individual, how the request will be assessed, and what type of actions may be taken. Internally, this information should be included in manuals for faculty members and staff.

1.3 Grievance Procedure

Indiana University Bloomington (IUB) has developed a university-wide policy and procedure for the handling of grievances which allege noncompliance under the Americans with Disabilities Act. Anyone who believes the university has not met its obligations under the ADA should consult with the Office of Affirmative Action.

Recommended (All): It is at the discretion of the University as to where the grievance procedure is posted. However, the grievance procedure could be included in the Department’s policy manual and handbooks, on the Department’s Web site, and/or posted in public spaces within the Department.

2. Program Access

2.1 Admissions

Admissions is a cooperative effort between the Department, the School of HPER, and the Office of Admissions with direct responsibility determined by the specific step in the Admissions process. Currently, the Department receives applications for department specific programs (e.g. field experience, TOPS, CORE, department admissions, etc.). Students requesting accommodations during the application process must file a request through the Office of Disabled Student Services (DSS).

Recommended (Students): Include on department admissions forms a statement with the contact information of DSS for students who may need accommodations. All forms must comply with Title II requirements for effective communication, including alternate formats, as appropriate.

2.2 Registration

Registration for events open to the general public is determined by the nature of the program and handled within the Department. The Department receives registrations for a variety of programs including the Executive Development Program and the Great Lakes Training Institute. Currently, there is no process in place to receive and review requests for accommodation made by the general public.

Recommended (General Public): On announcements for events open to the general public, include a statement with the contact information of the organizing committee or student organization for persons who may need accommodations. All announcements must comply with Title II requirements for effective communication, including alternate formats, as appropriate.

Recommended (General Public): Establish a written, formal procedure for receiving and responding to requests for accommodations from the general public. This procedure should detail where requests should be directed, timelines, who will contact the registrant, how the request will be assessed, and what type of actions may be taken. Internally, this procedure should be included in manuals for faculty and staff. This procedure should be published for the general public and comply with Title II requirements for effective communication, including alternate formats, as appropriate.

Recommended (General Public): Establish a system to follow up with persons from the general public receiving accommodations to continually monitor and

evaluate the effectiveness of the accommodation. This will allow the Department to determine if the accommodation allows the individual to participate and enjoy the benefits of the program, service, or activity; and whether there are any considerations for future accommodation requests.

2.3 Eligibility Requirements

The Department has a wide range of academic courses ranging from the traditional lecture style courses to the R-110 Series focusing on outdoor adventure skills. Many courses in the Department occur outside the traditional classroom and these courses are part of the standard degree plan. Currently, the only participation criterion is enrollment in the class.

Required (All): Eligibility criteria for programs, services, and activities should not screen out or tend to screen out individuals with disabilities, unless it can show that such requirements are necessary for the provision of the program, service, or activity [28 C.F.R. §35.150(b)(7)].

Recommended (Students): Faculty should evaluate whether a course contains eligibility criteria for participation beyond what is required in a traditional classroom setting (e.g. course requires students to set up a tent during an overnight campout). Faculty should then review the criteria with the curriculum committee to ensure criteria is necessary due to the nature of the course or program, is consistent across similar courses and programs, and does not screen out individuals with disabilities.

Recommended (Students): If a course requires additional eligibility criteria for participation, the additional criteria should be included in the course syllabus.

2.4 Marketing

While ADA compliance statements on Department brochures provide a certain level of welcoming to prospective students, attracting individuals with disabilities to the Department's programs and events requires a more concerted marketing effort. Individuals with disabilities can experience a variety of environmental and social barriers that make the effort to seek out inclusive opportunities a low priority.

Recommended (All): Develop a section of the Department's Web site specifically targeted to individuals with disabilities, highlighting the accessible physical and programmatic features within the Department. This section could also include the procedures for requesting accommodations (students, faculty,

staff, and the general public), University and local resources, and IU accessibility improvement projects affecting the Department.

Recommended (All): Incorporate individuals with disabilities into all department marketing materials. Individuals with disabilities should be shown in a variety of roles, whether as students, faculty or staff members, or as participants in Department activities.

2.5 Programs

The Department offers a variety of programs for students, faculty, staff, and the general public. The programs, which are held in a variety of locations, include academic courses, skill development courses, meetings, lectures, social events, and training courses such as the Executive Development Program and Great Lakes Park Training Institute.

Required (All): The Department should be prepared to provide a sign language interpreter, audio description, and other auxiliary aides or services in order to exchange communication that is as effective for individuals with disabilities as it is for individuals without disabilities [28 C.F.R. §35.160(a)].

2.6 Field Trips and Excursions

A significant number of Department academic courses include field trips and excursions. In most instances, the destination is first selected and then only evaluated for accessibility in the event an individual with a disability enrolls in the course.

Recommended (Students): All field trips/excursions, including points of interest, transportation, and support facilities (restrooms, overnight accommodations, etc.) should be assessed for physical and programmatic access by the instructor prior to the final trip selection. In the event that some amenities are not accessible, the Department should be prepared to assess and identify alternatives so an individual with a disability will still be able to participate in and enjoy the benefit of the course or program experience.

Recommended (Faculty, Staff): Adopt an accessibility checklist for use by instructors in assessing the proposed destination for physical and program accessibility.

Recommended (Students): Include information regarding transportation requirements on course syllabi featuring field trips as part of its coursework.

Recommended (Students and General Public): Adopt a practice to provide accessible transportation if requested as an accommodation when transportation is provided as part of a course or program. Many courses require students to find their own transportation to the field trip location, while other courses provide transportation as part of the field trip. The lack of accessible transportation is a major barrier for students with disabilities to full participation in a course. The Department should be prepared to provide accessible transportation in the event a student cannot find accessible transportation (when students are required to find their own transportation).

2.7 Classrooms

There are several items located within classrooms that directly affect a student's academic success and his/her ability to fully participate in and complete course assignments.

Recommended (Students): Advocate for the replacement of a minimum of two computer desks with accessible computer desks for the Mac lab. One desk should be placed as a general computer station and the other placed as a scanner workstation. As computer stations are replaced, advocate for the purchase of only accessible stations so each station is accessible. The current computer stations do not have a wide enough knee clearance either with or without the drive underneath.

Recommended (Students): Ensure that bulletin boards, chalkboards, and dry erase boards located throughout the Department are mounted where half of the board is located within the 48 inch reach range (ADAAG 4.2.5, 4.2.6; ADA/ABA 308.2, 308.3). Most boards are mounted too high.

Recommended (Students): Advocate for the provision of a minimum of one accessible desk per classroom. If requested as an accommodation, ensure that the classroom is equipped with an accessible desk or be prepared to move the class to an accessible classroom when necessary. Most classrooms currently do not have a desk or table that meets requirements for knee clearance.

Recommended (Students): Adopt a practice to provide alternative access to equipment needed for presentations if requested as an accommodation. Currently, the work surfaces on overhead projectors and media carts are too high to be usable by individuals who use wheelchairs. Alternative access could include relocating equipment to a lower surface or a person providing assistance during presentations.

3. Communications

3.1 Publications & Alternate Formats

Under Title II of the ADA a public entity is required to take such steps as may be necessary to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others (28 C.F.R. §35.160). Currently, no publications or forms provided by the Department were found to be available in alternative formats, thereby creating a barrier to effective communication for individuals with visual impairments.

Required (All): Provide Department publications in alternate formats upon request. Alternative formats may include: Braille, large print, computer disks, audio recordings, and/or qualified readers. Primary consideration in determining what type of alternate format is necessary should be given to the choice expressed by the individual requesting the publication [28 C.F.R. §35.160(b)(1)& (2)].

Recommended (Faculty, Staff): Establish a procedure for generating publications in alternate formats in a timely manner.

Recommended (Faculty, Staff): Maintain a list of resources and/or vendors that are available to translate documents and other information into alternate formats and update this list annually.

3.2 Auxiliary Aids & Services

The Department does not have a procedure for requesting and scheduling interpreters for events open to the general public. The Department does not own or utilize either an assistive listening system or a TTY. These create barriers to effective communication for individuals who are deaf or have hearing impairments.

Required (All): Provide auxiliary aids and services upon request. Auxiliary aids and services may include items such as: qualified interpreters, assistive listening systems, computer aided real-time transcription, and communication boards. Primary consideration in determining what type of auxiliary aid or service is necessary should be given to the choice expressed by the individual requesting the auxiliary aid or service [28 C.F.R. §35.160(b)(1) & (2)].

Required (All): When a public entity communicates by telephone with beneficiaries, TTY's or equally effective telecommunication systems shall be used

to communicate with individuals with hearing or speech impairments (28 C.F.R. §35.161).

Recommended (Faculty, Staff): Purchase a minimum of one TTY to be placed in the administrative offices. Provide training for faculty members and staff on the use of the TTY.

Recommended (All): Provide a minimum of one portable assistive listening system for use at all Department programs, particularly staff meetings, banquets, and lectures. Additional systems may be necessary based on demand.

Recommended (All): Notify the public that an assistive listening system is available for use in Department program events, meetings, and activities.

Recommended (Faculty, Staff): Work with the Adaptive Technology Center to develop a list of resources and/or vendors that are available to provide auxiliary aids and services such as real-time transcription, audio description, captioning services, and sign language, oral, or cued speech interpreters. Update this list annually.

Recommended (All): Department programs, such as course field trips, which are instructional and mobile in nature, should be readily available to provide audio description to effectively communicate the visual information for people who have visual impairments as needed.

3.3 Web site

The Department utilizes a web site to communicate information on programs, activities, and facilities to the public. The Department's site is a sub-site of the School of HPER and is maintained by HPER Information Technology.

According to the U.S. Department of Justice (2003):

“The Americans with Disabilities Act (ADA) and, if the government entities receive Federal funding, the Rehabilitation Act of 1973, generally require that State and local governments provide qualified individuals with disabilities equal access to their programs, services, or activities unless doing so would fundamentally alter the nature of their programs, services, or activities or would impose an undue burden. One way to help meet these requirements is to ensure that government websites have accessible features for people with disabilities... An agency with an inaccessible website may also meet its legal obligations by providing an alternative accessible way for citizens to use the programs or services, such as a staffed telephone information line. These alternatives, however, are

unlikely to provide an equal degree of access in terms of hours of operation and the range of options and programs available. For example, job announcements and application forms, if posted on an accessible website, would be available to people with disabilities 24 hours a day, 7 days a week."

A full assessment of the Department's web site was not conducted as the Web site is seen as a service provided by the School of HPER and not as a service provided solely by the Department of Recreation, Park, and Tourism Studies.

Required (All): Ongoing, the Department should work with the School of HPER to ensure the Department's web site meets Web accessibility guidelines in Section 508 of the Rehabilitation Act (amended 1998) and the voluntary W3C Web Content Accessibility Guidelines 1.0 (May 1999).

Recommended (All): Currently, the Department's web site does not provide accessibility information. In order to facilitate a welcoming environment for individuals with disabilities, the Department should provide accessibility information on its Web site. This information should include: maps with accessible parking, routes, restrooms, drinking fountains, entrances, and emergency exits clearly marked; the Department's statement of intent to comply with the ADA; procedure for requesting accommodations; procedure for the filing of a grievance; and links to other IUB departments and offices (Disabled Student Services, Office of Affirmative Action, etc.) that receive and process the university's ADA related issues.

3.4 Audio-Visual Technology and Material

Audio-visual material is consistently integrated into the Department's programs, services, and activities. Whether it is a video shown in a classroom, a power point presentation at a lecture, or a video conference, audio-visual technology is part of the communication system. Currently, the Department does not have a system for ensuring audio-visual technology and materials meet the requirements for effective communication.

Required (All): Power point presentations should be provided in alternate formats upon request. Alternative formats may include: Braille, large print, computer disks, audio recordings, and/or qualified readers [28 C.F.R. §35.160(b)(1)].

Required (All): Audio-visual technology and material (such as videos, DVDs, and video conferences, etc.) used in Department programs, services, or

activities should be captioned, audio described, and readily available for use in the Department [28 C.F.R. §35.160(b)(1)].

Recommended (Faculty, Staff): Adopt a practice to purchase audio-visual technology that is compatible with audio description and captioning.

Recommended (Faculty, Staff): Adopt a practice to purchase materials that are readily available with audio description and captioning. If the material is not available with these capabilities, either purchase alternate materials with these features or contract with a vendor that will provide these features.

4. Staff Training

Through interviews with key staff, there is concern that not all full-time staff are aware of the Department's ADA compliance responsibilities. Faculty and staff are also not fully aware of their role in the Department's ADA compliance, nor of University and local resources.

Recommended (Faculty, Staff): Conduct training for faculty and staff on the ADA and Sections 504 and 508 of the Rehabilitation Act with regards to the legal, programmatic, and philosophical issues surrounding accessibility at Indiana University.

Recommended (Faculty, Staff): Utilize University and community resources to provide training opportunities either by bringing the training to the Department or announcing training opportunities available through other resources, such as the seminar series, Accessible University, offered through the IU Disability Roundtable.

Recommended (Faculty, Staff): All trainings and training materials must comply with Title II requirements for effective communication, including alternate formats, as appropriate.

Accessible Routes – Exterior Accessibility Assessment Summary Report

Assessment date: January 4 & 5, 2007

General description

The access routes surveyed include those leading from parking lots on the east, west and south sides of the HPER building to the entrances and the route around the building on all sides. Factors considered include running slope and cross slope, gaps and changes in level, crosswalks, curb cuts and clear width.

The Department of Recreation, Park, and Tourism Studies is not directly responsible for removal of these barriers. The School of Health, Physical Education, and Recreation and/or Indiana University are accountable for accessibility in this area.

The following is a summary of the key findings and recommendations from the National Center on Accessibility based on the accessibility assessment conducted on the above referenced date. It should be noted that this is a snap shot of the conditions for that time. Any alterations affecting access to the facility after the assessment date are not reflected in this report. For more complete details on all barriers identified at the time of the assessment and recommendations for this facility, refer to the detailed accessibility condition assessment report.

Key findings

1. The route from the west pay parking lot to the HPER building is inaccessible because it can be blocked by a legally parked car.
2. The access route from the west pay lot to the west free lot has changes in level greater than 1" at the transitions at the top and bottom of the route, slope up to 10.2%, and asphalt which is heaving and contains large cracks greater than 1/2".
3. The crosswalk across the free lot to the sidewalk is not marked to either curb cut. The curb cut contains a change in level greater than 1" at the transition from the crosswalk and deterioration in the detectable warning leaving gaps measuring up to 2".
4. The curb cut near the guard booth at intersection at 7th Street has 9.9% slope, flared sides with slope of 8.8%, contains a change in level greater than 1" at the transition from the crosswalk, and large gaps at the same transition.
5. The sidewalk leading from the guard booth on 7th Street past the free parking lot west of HPER and the upper sidewalk close to the building have deteriorated and contain heaving, large gaps, and cracks up to 6"; multiple changes in level greater than 1/4", slope up to 6.8%, and cross slope up to 3.6%. A trash can impedes the accessible route on the lower route.

6. There is no directional signage in the west parking lot indicating the closest accessible entrance to the HPER building.
7. At all of the exterior stairs west of the HPER building, handrails are not provided on both sides of the stairs with extensions at the top and bottom of the handrails less than 12". Several of the landings are deteriorating and contain multiple large gaps and cracks greater than 1/2".
8. Near the small south parking lot, post holes in the access route present a change in level greater than 1/2". These are a barrier when the posts are not in place. The curb cut at this lot has a running slope of 15.1%.
9. The curb cut from the parking lot behind the art museum has a 1 1/4" change in level between the street and the curb ramp.
10. In the library parking lot close to the RTV Center, the access route is too narrow at 34" on either side of the light post. A drainage grate creates an uneven surface.
11. From the east parking lot, the sidewalk leading north has a 2" change in level. The sidewalk leading east toward the Main Library has a running slope of 5.1% and cross slope of 4.8% at the intersection near the old guard booth.
12. Several issues regarding the access routes around the large library parking lot east of HPER: crosswalks connecting curb cuts are not marked; there are gaps and cracks in the route greater than 1/2"; the curb cuts have running slopes up to 7.1%.
13. The sidewalk on the north side of HPER has running slope up to 12.5% and cross-slope up to 5.8% and contains large gaps and cracks.
14. Curb cut closest to designated accessible basement entrance extends into the pedestrian path leaving less than 36" clear width on route.
15. The ramp leading to the designated accessible entrance at the fire lane does not have handrails or edge protection.

Recommendations

1. Relocate the parking spot in the west pay lot to provide an unobstructed accessible route from the parking lot to the sidewalk.
2. Correct route so it has no vertical level changes greater than 1/4" or gaps greater than 1/2", and has slope less than 5%. Evaluate whether to relocate accessible route due to slope issues or to construct route as a fully accessible ramp, including handrails and landings.
3. Create a marked crosswalk a minimum of 6' wide with a maximum slope less than 5% and a cross slope no greater than 2%. Correct curb cut so there are no vertical level changes greater than 1/4" or gaps greater than 1/2".
4. Correct curb cut to have a maximum slope of 5%, flared sides with a maximum slope of 8.3%, and no vertical level changes greater than 1/4" or gaps greater than 1/2".

5. Correct route so there are no vertical level changes greater than 1/4" or gaps greater than 1/2", and has a running slope of less than 5% and a cross slope of less than 2%. Relocate the trash can so route has a minimum clear width of 36".
6. Install directional signage indicating the location of the nearest accessible entrance.
7. Provide handrails on both sides of all stairs, mounted 34"-38" above the surface, have a diameter between 1 1/4"-1 1/2" with a continuous gripping surface, and extend 12" minimum beyond the top and bottom. Repair gaps and cracks to provide a surface with openings no greater than 1/2".
8. Correct route so there are no changes in level greater than 1/4". Correct running slope of curb ramp not to exceed 8.33%.
9. Correct change in level not to exceed 1/4".
10. Correct route to have a minimum clear width of 36" and 2% maximum cross slope.
11. Correct route so the maximum running slope is 5% or install handrails and landings as required for a ramp. Correct cross slope not to exceed 2%.
12. Create a marked crosswalk a minimum of 6' wide with a maximum slope of 5% and cross slope of 2%. Correct route so there are no gaps greater than 1/2". Correct curb cuts so the maximum slope is 5% or install handrails and landings as required for a ramp.
13. If possible, correct route or reroute path so the maximum running slope is 5%; if running slope of 5%-8.33% is achieved, add handrails and landings as required for a ramp. Correct cross slope not to exceed 2%; fill gaps so as not to exceed 1/2".
14. Evaluate redirecting route or relocating curb cut to provide the required 36" clear width.
15. Provide continuous handrails mounted between 34"-38" above the ramp to the top of the gripping surface, with a diameter between 1 1/4"-1 1/2"; extending 12" minimum beyond the top and bottom of ramp runs with edge protection on both sides.

Computer Labs Accessibility Assessment Summary Report

Assessment date: January 4 & 5, 2007

General description

The Mac Lab and PC Lab, both located on the main floor, were assessed.

The Department of Recreation, Park, and Tourism Studies is not directly responsible for removal of these barriers. The School of Health, Physical Education, and Recreation and/or Indiana University are accountable for accessibility in this area.

The following is a summary of the key findings and recommendations from the National Center on Accessibility based on the accessibility assessment conducted on the above referenced date. It should be noted that this is a snap shot of the conditions for that time. Any alterations affecting access to the facility after the assessment date are not reflected in this report. For more complete details on all barriers identified at the time of the assessment and recommendations for this facility, refer to the detailed accessibility condition assessment report.

Key findings

1. All of the doors to the two computer labs require at least 11 lbs of force to open. One of the doors to the PC lab has a knob for hardware.
2. The room signage for both labs is located above the door frames instead of on the adjacent wall and lacks raised and Braille characters.
3. In the MAC computer lab, access to the phone is blocked by the computer unit. The printer controls are located up to 49 $\frac{3}{4}$ " above the finished floor and out of reach range.
4. In the PC computer lab, the telephone is mounted at 51" above the finished floor and out of reach range.

Recommendations

1. Adjust door closers so the force required to open the doors is no more than 5 lbs. Replace knob with lever handle with push-button lock.
2. At each door, install signage with raised letters and Braille mounted on the wall adjacent to the latch side of the door so that the tactile text is located between 48"-60" above the finished floor.
3. Provide clear floor space of 30" x 48" in front of the phone. Lower the printer so all operable parts are 48" maximum height above the finished floor.
4. Lower the telephone so all operable parts are 48" maximum height above the finished floor.

Dick Enberg Studio Accessibility Assessment Summary Report

Assessment date: January 4 & 5, 2007

General description

The Dick Enberg Studio is located in the Wildermuth section of the HPER building. It serves as a traditional lecture hall with the capabilities of a fully functional television production studio. It is also used for two-way videoconferencing.

The Department of Recreation, Park, and Tourism Studies is not directly responsible for removal of these barriers. The School of Health, Physical Education, and Recreation and/or Indiana University are accountable for accessibility in this area.

The following is a summary of the key findings and recommendations from the National Center on Accessibility based on the accessibility assessment conducted on the above referenced date. It should be noted that this is a snap shot of the conditions for that time. Any alterations affecting access to the facility after the assessment date are not reflected in this report. For more complete details on all barriers identified at the time of the assessment and recommendations for this facility, refer to the detailed accessibility condition assessment report.

Key findings

1. Access to the Dick Enberg Studio (Room 195) is only possible by using exterior stairs or by accessing the lift system near the gymnasium and traveling through the HPER Technology offices and the swimming pool area.
2. The pressure required to open the doors to the studio and RTV closet is 7 lbs, exceeding the 5 lbs maximum requirement.
3. The coat rack near the entrance is mounted at 50¼" above the finished floor and the shelf is mounted at 54" above the finished floor with classroom equipment blocking access to a portion of the coat rack. The coat hooks in the rear of the studio are mounted at 58" above the finished floor.
4. For all rows of desks, the fixed unified desktop has a top work surface height of 27¾", an apron height of 25½" or 22" at the bar height, with a knee depth of 10". None of these meet accessibility requirements.
5. The aisles between rows of desks are too narrow at 31" wide and the floor outlets create changes in level greater than ¼" high. The furniture is arranged so access routes to various classroom items (desks, display cases, media stands, etc.) are blocked.

Recommendations

1. Evaluate the possibility of installing a ramp that serves the entrance to Wildermuth, accessing the Studio and the swimming pool. Ramp must be a minimum of 36" wide with 8.3% maximum running slope and 2% maximum cross slope; have level landings 60" x 60" when the ramp changes direction; handrails and edge protection on both sides.
2. Adjust door closers so the force required to open the doors is no more than 5 lbs.
3. Provide coat rack and shelf that are reachable at 48" maximum above the finished floor and is accompanied by a clear floor space of 30"x 48".
4. Raise one row of unified desktops so the top work surface height is between 28"-34" above the finished floor, the apron height is 27" minimum above the finished floor and has a knee opening 30" wide minimum.
5. Reconfigure and replace furniture and desks as needed to keep accessible routes 36" wide minimum, changes in level less than 1/4", and clear of clutter.

Hallways Accessibility Assessment Summary Report

Assessment date: January 4 & 5, 2007

General description

The hallways assessed include those on the ground floor and first floor that lead to classrooms, offices, computer labs, assembly areas and the library used by RPTS students, faculty and staff.

The Department of Recreation, Park, and Tourism Studies is not directly responsible for removal of these barriers. The School of Health, Physical Education, and Recreation and/or Indiana University are accountable for accessibility in this area.

The following is a summary of the key findings and recommendations from the National Center on Accessibility based on the accessibility assessment conducted on the above referenced date. It should be noted that this is a snap shot of the conditions for that time. Any alterations affecting access to the facility after the assessment date are not reflected in this report. For more complete details on all barriers identified at the time of the assessment and recommendations for this facility, refer to the detailed accessibility condition assessment report.

Key findings

1. Neither of the two drinking fountains on the first floor is accessible. The wheelchair accessible drinking fountain in the basement hallway is mounted with a knee clearance of 21½" instead of the required 27".
2. The fire extinguishers are located behind doors with a twist knob to open.
3. Fire alarm pulls are located up to 56½" above the finished floor and out of reach range.
4. In all RPTS areas, including restrooms, the fire alarms do not have a visual component (flashing alarm).
5. Directional signage to classrooms does not have a non-glare finish. None of the exit doors have accessible signage designating them as exits.
6. Various light switches throughout the hallways are located up to 56" above the finished floor and out of reach range.
7. Brochure racks in the first floor hallway are mounted up to 63" above the finished floor.
8. The ramped hallway leading from the foyer area to the Wildermuth gym lacks handrails; the middle landing is too short at 54".
9. The route leading from the platform lift to the Dick Enberg Studio requires the use of several doors that exceed the 5 lbs force limit. The hallway past the men's locker room heading toward the pool too narrow at 35" with a tight turn.

Recommendations

1. Replace one unit on the first floor with a wheelchair accessible drinking fountain. Raise the "accessible" drinking fountain in the basement to provide a knee clearance of 27" above the finished floor. To achieve universal design, as drinking fountains are replaced, install hi-low combination units complying with ADA/ABA 211.2.
2. Provide hardware that can be operated with 5 pounds of force or less and can be used one-handed and without tight grasping, pinching or twisting of the wrist.
3. Lower fire alarm pulls so all operable parts are 48" maximum height above the finished floor.
4. Evaluate local fire code to determine where public fire alarms must be installed and install audible and visual alarms complying with code.
5. Install directional signage with a non-glare finish with characters that contrast with the background and character height compliant based on the mounting height of the signage. Visual characters shall be 40" minimum above the finished floor. Install signage at all exit doors, exit discharges, and exit stairways with raised letters and Braille mounted on the wall adjacent to the latch side of the door so the tactile text is located between 48"-60" above the finished floor.
6. When modifying an interior space, lower the light switches so all operable parts are 48" maximum height above the finished floor.
7. Lower brochure racks so all brochures are 48" maximum height above the finished floor.
8. Provide handrails on both sides of the ramps; evaluate possibility of extending the middle landing to 60".
9. Adjust door closers so that interior doors require 5 lbs of force maximum to open. Provide an accessible route at least 36" wide with turning radius at least 60"x 60".

HPER Entrances Accessibility Assessment Summary Report

Assessment date: January 4 & 5, 2007

General description

All entrances to the HPER building were assessed. Only two meet requirements for accessibility: the west entrance off of the fire lane and the northeast arboretum entrance.

The Department of Recreation, Park, and Tourism Studies is not directly responsible for removal of these barriers. The School of Health, Physical Education, and Recreation and/or Indiana University are accountable for accessibility in this area.

The following is a summary of the key findings and recommendations from the National Center on Accessibility based on the accessibility assessment conducted on the above referenced date. It should be noted that this is a snap shot of the conditions for that time. Any alterations affecting access to the facility after the assessment date are not reflected in this report. For more complete details on all barriers identified at the time of the assessment and recommendations for this facility, refer to the detailed accessibility condition assessment report.

Key findings

1. The two west entrances into Wildermuth are inaccessible because the only means of access requires the use of stairs.
2. The arboretum entrance does not have signage designating it as an accessible entrance. The inaccessible entrances do not have directional signage designating the closest accessible entrance to the HPER building.
3. The access route leading from the east parking lot to the entrance nearest the racquetball and squash courts has a running slope up to 10.1%; has no level landing on the top; no handrails; and a drain in the middle of the route creates a change in level greater than ¼".
4. The east entrance closest to Gym 171 has a ramp with a running slope up to 26.6%, no level landing at the top, no handrails and no edge protection.
5. The exterior doors to the designated accessible entrance into the ground floor of HPER from the fire lane require 11lbs and 9 lbs of force to open. The interior set of doors at this entrance requires 10 lbs and 13lbs of opening force.

Recommendations

1. Evaluate the ability to install one ramp that serves both entrances. Provide a ramp for each entrance that is a minimum of 36" wide with 8.3% maximum slope and 2% maximum cross slope; has level landings 60"x60"

when changing direction; provide handrails and edge protection on both sides.

2. Install signage indicating the accessible entrance and directional signage at the inaccessible doors indicating location of accessible entrance.
3. Evaluate possibility of making this an accessible entrance. Add directional signage to nearest accessible door.
4. Evaluate possibility of making this an accessible entrance. Add directional signage to nearest accessible door.
5. Evaluate the need for power-assisted or automatic doors for the exterior doors on the ground floor. For the interior set of doors, adjust the door closers so that the force required to open the doors is not more than 5 lbs.

HPER Parking Accessibility Assessment Summary Report

Assessment date: January 4 & 5, 2007

General description

The parking lots surveyed include: IMU lot #2 (pay lot) ; the free lot in front of the HPER building; the lot on south side of building; lots #1 and #2 in back (east) of building; and the library parking lot. The survey included the parking spaces, access aisles and signage.

The Department of Recreation, Park, and Tourism Studies is not directly responsible for removal of these barriers. The School of Health, Physical Education, and Recreation and/or Indiana University are accountable for accessibility in this area.

The following is a summary of the key findings and recommendations from the National Center on Accessibility based on the accessibility assessment conducted on the above referenced date. It should be noted that this is a snap shot of the conditions for that time. Any alterations affecting access to the facility after the assessment date are not reflected in this report. For more complete details on all barriers identified at the time of the assessment and recommendations for this facility, refer to the detailed accessibility condition assessment report.

Key findings

1. Several parking spaces in the surveyed lots are incorrectly striped. The parking spaces are too narrow. In several cases, no striped access aisle is provided nor is there access to an accessible route from the parking space.
2. The designated parking spaces in the free lot in front of HPER and in the Library lot have access aisles with cross slopes up to 7%.
3. In most lots, the signage designating accessible parking spaces is installed too low. Signage designating a van accessible parking space is not installed.
4. In the two parking lots in front of the HPER building, only one accessible parking space is on the shortest possible route to an accessible building entrance. All the others are closer to the IU Memorial Union.

Recommendations

1. Re-stripe lots where necessary to provide accessible parking spaces that are at least 96" wide. Each accessible parking space requires a striped access aisle at least 60" wide. Spaces designated as van accessible require an access aisle at least 96" wide. For every 6 or fraction of 6 spaces designated as accessible, at least one must be van accessible.

Access aisles must adjoin an accessible route. Where possible, it is preferable that the accessible route not pass behind parked vehicles.

2. Correct cross slope in access aisles not to exceed 2% in any direction.
3. Every accessible parking space must have appropriate signage. Parking space signage must include the International Symbol of Accessibility. Signs identifying van parking spaces must contain the designation "van accessible." Install signs so that the bottom of the sign is 60" minimum from the ground surface.
4. Consider providing additional accessible parking spaces in the front parking lots that are on the shortest possible route to the accessible entrance to the HPER building.

Library Accessibility Assessment Summary Report

Assessment date: January 4 & 5, 2007

General description

The HPER Library (Rooms 25-29) is on the ground floor on the north side of the HPER building.

The Department of Recreation, Park, and Tourism Studies is not directly responsible for removal of these barriers. The School of Health, Physical Education, and Recreation and/or Indiana University are accountable for accessibility in this area.

The following is a summary of the key findings and recommendations from the National Center on Accessibility based on the accessibility assessment conducted on the above referenced date. It should be noted that this is a snap shot of the conditions for that time. Any alterations affecting access to the facility after the assessment date are not reflected in this report. For more complete details on all barriers identified at the time of the assessment and recommendations for this facility, refer to the detailed accessibility condition assessment report.

Key findings

1. The signage for the library is located above the door frame in the hallway instead of on the adjacent wall and lacks raised and Braille characters. For all staff offices, the office signage is placed on the door instead on the adjacent wall. The dictionary stand blocks access to future wall signage outside the staff workroom.
2. The door from the hallway to the staff lounge area and the emergency exit door near the library stacks require 13 lbs and 11 lbs of opening force respectively. The door between the Director's office and the staff workroom is too narrow at 30".
3. Access throughout the library, for both employees and the public, is often restricted by furniture configuration, narrow routes and lack of clear floor space for turning.
4. Operating controls for the pencil sharpener, photocopier and fire extinguisher are out of reach range.

Recommendations

1. For permanent rooms or spaces, install signage with raised letters and Braille mounted on the wall adjacent to the latch side of the doors so the tactile text is located between 48"-60" above the finished floor.
2. Adjust door closers so that the force required to open the doors is no more than 5 lbs. Widen Director's door to provide at least 32" of clear width.

3. Reconfigure and replace furniture as needed to keep accessible routes 36" wide minimum and clear of clutter. Where turning is required provide a circular turning space of 60" minimum diameter or a T-shaped turning space 36" wide minimum within a 60" minimum square.
4. Lower items for public use so that all operating parts are no more than 48" above the finished floor.

Lift & Elevator Accessibility Assessment Summary Report

Assessment date: January 4 & 5, 2007

General description

The platform lift is located near the HPER Technology offices. It provides access to these offices, the men's locker room, the swimming pool and the Dick Enberg Studio. The elevator is located on the east side of the HPER building. It only accesses the ground and main floors.

The Department of Recreation, Park, and Tourism Studies is not directly responsible for removal of these barriers. The School of Health, Physical Education, and Recreation and/or Indiana University are accountable for accessibility in this area.

The following is a summary of the key findings and recommendations from the National Center on Accessibility based on the accessibility assessment conducted on the above referenced date. It should be noted that this is a snap shot of the conditions for that time. Any alterations affecting access to the park or facility after the assessment date are not reflected in this report. For more complete details on all barriers identified at the time of the assessment and recommendations for this park, refer to the detailed accessibility condition assessment report.

Key findings

1. Lift requires use of a key to operate which requires tight pinching and twisting of the wrist.
2. Entrance ramp onto lowered lift is not flush with the ground; there is a change in level greater than 1/4".
3. The elevator has no audible signals inside indicating car position.
4. There is no directional signage to the elevator in the HPER building signifying it as an accessible means of egress. There is no signage provided in the hallway outside of the elevator foyer.

Recommendations

1. Consider feasibility of replacing controls or entire lift with one that does not require tight pinching or twisting of the wrist to operate.
2. Correct ramp so that it is flush with the ground or consider adding a beveled metal plate for access.
3. Evaluate possibility of providing an audible signal as a car position indicator.
4. Provide directional signage throughout HPER to the elevator. Provide signage at the entrance to the foyer outside of the elevator. Signage should be compliant with ADA-ABA 703.5.

Lounges/Assemblies/Conference Rooms Accessibility Assessment Summary Report

Assessment date: January 4 & 5, 2007

General description

This report summarizes the following rooms: Dean's Conference Room (107), Faculty Assembly (125), Employee Lounge (167), and the Student Assembly (123). The conference room, faculty assembly and employee lounge are employee "common areas" and are required to be fully accessible.

The Department of Recreation, Park, and Tourism Studies is not directly responsible for removal of these barriers. The School of Health, Physical Education, and Recreation and/or Indiana University are accountable for accessibility in this area.

The following is a summary of the key findings and recommendations from the National Center on Accessibility based on the accessibility assessment conducted on the above referenced dates. It should be noted that this is a snap shot of the conditions for that time. Any alterations affecting access to the facility after the assessment date are not reflected in this report. For more complete details on all barriers identified at the time of the assessment and recommendations for this facility, refer to the detailed accessibility condition assessment report.

Key findings

Dean's Conference Room (107)

1. Door width is too narrow at 28 ½"; the existing hardware is a doorknob which requires tight pinching, grasping or twisting of the wrist; the door requires 11 lbs of pressure to open.
2. The access route through the conference room is too narrow due to the size of the existing furniture.
3. The bottom ledge of dry erase board is at 43 1/2", allowing less than 5" of the board to be usable by someone in a wheelchair. The metal loop used to raise and lower the projector screen is at 85" when fully raised, putting it out of reach range.

Employee Lounge (167)

4. The dinette table and the computer desk do not provide required knee clearance.
5. The telephone is installed too high at 59 ½" above the floor.
6. The signage outside of the lounge does not provide Braille.
7. The lavatory does not provide required knee clearance; the pipes underneath are not insulated; the knob hardware requires tight grasping and twisting of the wrist to operate. The mirror is high at 53 ½" to the bottom of the reflecting surface and the paper towel dispenser is too high at 60" to the operating controls.

8. The door to the toilet room is too narrow at 20 ½"; the door hardware is a knob with a twist lock; the room is 36" wide by 58" deep and does not provide required clear floor space; the toilet is too low at 16 ½"; the light switch is high at 55 ¼".

Faculty Assembly (125)

9. The door requires 10 lbs of pressure to open; the knob hardware requires tight grasping and twisting of the wrist.
10. The pull cords for the two projector screens are too high at over 72" when completely raised.

Student Assembly (123)

11. The door requires 8 lbs of pressure to open; the knob hardware requires tight grasping and twisting of the wrist.
12. In center of room, tables with large base do not allow a minimum toe clearance of 17"; tables on wheels near windows do not have required knee clearance of 27".
13. There is no access to television controls due to the height of installation.
14. The bulletin board is high with less than 7" accessible below 48" above the finished floor.

Recommendations

Dean's Conference Room (107)

1. Widen doorway to allow at least 32" of clear space; replace knob with lever handle with push-button lock; adjust closer to require 5 lbs of force or less to open door.
2. Replace conference room furniture that will allow an access route of 36" around the room.
3. Lower existing dry erase board or provide a second option no higher than 48" above the floor. Attach cord to metal loop of projector screen so that at its raised position, the cord can be reached from 48" above the floor.

Employee Lounge (167)

4. Replace dinette table and computer desk with items that provide a top work surface height between 28"-34" above the finished floor, an apron height at 27" minimum and a knee opening 30" wide minimum.
5. Lower telephone so that all operating parts are below 48" above the finished floor.
6. Provide signage with raised and Braille characters placed on the wall adjacent to the latch side of the door so the tactile text is located between 48"-60" above the finished floor.
7. Provide a lavatory that has a rim surface height of 34" maximum and knee clearance of 27" minimum. Insulate pipes underneath lavatory to protect against contact. Replace knob hardware with controls that can be operated without tight grasping, pinching or twisting of the wrist.

Lower the mirror so that the bottom edge of the reflecting surface is 40" maximum above the floor or install a full-length mirror. Lower paper towel dispenser so that all operating parts are no higher than 48" above the floor.

8. Consider renovation of the space to provide an accessible toilet room at least 60" wide with a minimum depth of 56". Provide a door opening that is 32" wide minimum. Replace knob with lever handle with push-button lock. Lower light switch to 48" high maximum above the finished floor. Supply directional signage to accessible restroom.

Faculty Assembly (125)

9. Adjust door closer so that the opening force is no more than 5 lbs. Replace knob with lever handle with push-button lock.
10. Attach cord to metal loop of projector screen so that at its raised position, the cord can be reached from 48" above the floor.

Student Assembly (123)

11. Adjust door closer so that the opening force is no more than 5 lbs. Replace knob with lever handle with push-button lock.
12. Replace some or add tables so that at least 5% are accessible, allowing required knee and toe clearance.
13. Relocate television so that controls are no higher than 48" above the floor or provide a remote control.
14. Lower bulletin board so that at least half of the board is below 48" above the finished floor.

Faculty/Staff/Administrator Offices Accessibility Assessment Summary Report

Assessment date: January 4 & 5, 2007

General description

Included in this report are the Recreation, Park, and Tourism Studies Administrative offices (129, 131, 133, 145, 147) and Faculty offices (131, 132, 133A-H, 147, 148, 156, 158).

Structural barriers involving doors, signage, and light switches are the responsibility of the School of Health, Physical Education, and Recreation. The Department of Recreation, Park, and Tourism Studies must address issues regarding access routes, reception desks and waiting areas.

The following is a summary of the key findings and recommendations from the National Center on Accessibility based on the accessibility assessment conducted on the above referenced date. It should be noted that this is a snap shot of the conditions for that time. Any alterations affecting access to the facility after the assessment date are not reflected in this report. For more complete details on all barriers identified at the time of the assessment and recommendations for this facility, refer to the detailed accessibility condition assessment report.

Key findings

1. Most doors to RPTS offices have some barrier including: less than 32" of clearance to pass through door; more than 5 lbs of pressure required to open the door; hardware provided are doorknobs which require tight pinching, grasping or twisting of the wrist; at least 18" of clear space is not provided on the latch side of the door for maneuvering clearance.
2. Accessible routes to offices are often narrowed to less than 36" by placement of furniture; access into and through faculty offices are also narrowed due to clutter and placement of furniture.
3. Signage for permanent rooms is not accessible.
4. In two offices (133F & 145), carpet is buckling or fraying with loose threads.
5. All light switches are currently at 54" above the finished floor. This does not meet the current requirements of 48" for a forward reach from a wheelchair. Best practice suggests that 48" is an accessible height for both a forward and side reach.
6. The reception counter in 133 is too high at 44 ¼" above the finished floor.
7. There is no clear floor space for wheelchair seating in waiting areas in the RPTS administrative offices.

Recommendations

1. Widen office doors to required 32". Until modified, provide alternate accessible meeting place when necessary. Adjust door closers to achieve

- 5 lbs maximum opening force. Replace doorknobs with lever handles with push button locks. Remove any barriers near the latch side of doors to allow for 18" of clear maneuvering space.
2. Maintain an accessible route at least 36" wide into and throughout administration and faculty offices. Maintain room to enter offices and maneuver through them.
 3. For all permanent rooms and spaces provide signage with raised and Braille characters placed on wall adjacent to the latch side of the door so the tactile test is located between 48" minimum and 60" maximum above the finished floor.
 4. Adjust existing carpet or replace with carpet that is securely attached; if cushion, pad or backing is used, it must be firm; padding is not recommended as it increases roll resistance; the maximum pile thickness should be 1/2".
 5. When interior room modifications are made, lower light switches to 48" maximum above the finished floor.
 6. Remove top shelf/counter from reception desk or replace entire unit with a desk at least 36" long and no higher than 36" above the floor.
 7. Provide a 30"x48" clear floor space for wheelchair seating or designate a different waiting area for all visitors for faculty offices.

Restrooms Accessibility Assessment Summary Report

Assessment date: January 4 & 5, 2007

General description

Women's restrooms 40 and 152

Men's restrooms 18 and 128

The Department of Recreation, Park, and Tourism Studies is not directly responsible for removal of these barriers. The School of Health, Physical Education, and Recreation and/or Indiana University are accountable for accessibility in this area.

The following is a summary of the key findings and recommendations from the National Center on Accessibility based on the accessibility assessment conducted on the above referenced dates. It should be noted that this is a snap shot of the conditions for that time. Any alterations affecting access to the facility after the assessment date are not reflected in this report. For more complete details on all barriers identified at the time of the assessment and recommendations for this facility, refer to the detailed accessibility condition assessment report.

Key findings

1. Signage for all men's and women's restrooms is currently located on the doors and does not include raised characters, Braille and pictograms
2. Every restroom door surveyed exceeds the 5 lbs maximum standard for required opening force.
3. In room 40, the accessible stall door is too narrow at 29 ¼". The designated accessible toilet stalls in rooms 128 and 152 are too narrow and do not provide the required clear floor space next to the toilet.
4. Toilets in rooms 18, 40, 152 - The toilet in the accessible stall in each of these restrooms has at least one barrier including being installed too low or not far enough away from the side wall.
5. The grab bars in each of the restrooms have at least one barrier including being installed too low or too far from the opposing wall or the existing bar does not meet the required length.
6. The toilet paper dispensers in rooms 18 and 40 are mounted too close to the grab bar and interfere with the bars' use. The paper towel dispensers in all restrooms are mounted too high so that the operating controls are out of reach range at and they protrude 9" from the wall, creating a hazard for people who are blind or visually impaired. The sanitary napkin dispensers in the women's restrooms (40 and 152) have controls that require tight grasping and twisting to operate.
7. The urinals in the men's restrooms are installed too high to be accessible.

8. The lavatories faucets have hardware that requires tight grasping and twisting of the wrist to operate. The pipes underneath are not insulated or configured to protect against contact.
9. The mirrors in rooms 18 and 40 are installed too high. The mirrors in rooms 128 and 152 also are installed too high, but full-length mirrors have been installed which meets the requirement.
10. The doors (when exiting), which are accessed by a forward approach, have no maneuvering clearance on the pull side of the door.

Recommendations

1. Install signage with raised letters, Braille, and pictogram mounted on the wall adjacent to the latch side of the door so the tactile text is located between 48"-60" above the finished floor.
2. Adjust door closers so the force required to open the doors is no more than 5 lbs.
3. Provide a clear door width of 32" minimum into stall. Provide an accessible toilet stall at least 60" minimum width and 56" minimum depth for a wall hung toilet (59" for floor-mounted toilet)
4. Provide a toilet with a seat height between 17"-19" above the finished floor and with a centerline between 16"-18". The flush control must be located on the open side of the toilet.
5. Provide side and rear grab bars mounted 33"-36" above the finished floor to the top of the gripping surface with a gap of exactly 1 ½" between the bar and the wall. The rear bar must be at least 36" long and extend from the toilet centerline 12" minimum on one side and 24" minimum on the other side. The side bar must be at least 42" long located 12" maximum from the rear wall and extending 54" minimum from the rear wall.
6. Relocate the toilet paper dispensers so they are mounted 1 1/2" minimum under or 12" minimum above the side grab bar. Lower towel dispensers so all operable parts are 48" maximum above the finished floor. Provide a cane-detectable barrier underneath dispenser if it is mounted between 27"-80" above the finished floor. Provide sanitary dispensers with operating hardware that can be operated with 5 lbs maximum force and can be used one-handed and without tight grasping, pinching, or twisting of the wrist.
7. Lower at least one urinal in each restroom so that the top of the rim is 17" maximum above the finished floor. Accessible urinals must be 13 ½" deep minimum measured from the outer face of the urinal rim to the back of the fixture.
8. Provide faucet controls that can be operated with 5 lbs maximum operating force and can be used one-handed and without tight grasping, pinching, or twisting of the wrist. Add insulation or reconfigure the pipes to protect against contact.

9. In restrooms 18 and 40, lower the mirror so that the bottom edge of the reflecting surface is 40" maximum above the finished floor when hung above an obstruction. A full-length mirror can accommodate a greater number of people. In order for full-length mirrors to be usable by most people, the top edge of mirrors should be 74" minimum above the floor.
10. Consider renovating the doorways to provide a minimum of 18" of clear maneuvering space adjacent to the latch side of the door or installing an automatic door opener.

RPTS Classrooms Accessibility Assessment Summary Report

Assessment date: January 4 & 5, 2007

General description

The classrooms surveyed include rooms 10-17, 19, and 34. These rooms are used by RPTS faculty.

Structural barriers involving doors, signage, and light switches are the responsibility of the School of Health, Physical Education, and Recreation. The Department of Recreation, Park, and Tourism Studies must address issues regarding access routes and access to media within the classrooms.

The following is a summary of the key findings and recommendations from the National Center on Accessibility based on the accessibility assessment conducted on the above referenced date. It should be noted that this is a snap shot of the conditions for that time. Any alterations affecting access to the facility after the assessment date are not reflected in this report. For more complete details on all barriers identified at the time of the assessment and recommendations for this facility, refer to the detailed accessibility condition assessment report.

Key findings

1. The force required to open several classroom doors exceeds the maximum 5 lbs of pressure required. The doors have knobs.
2. The room signage for all rooms is located above the door frame instead of on the adjacent wall and lacks raised and Braille characters.
3. The light switch controls are located between 54" and 55" above the finished floor.
4. In rooms 10, 12 and 16, the televisions are mounted over 48" above the finished floor with no remote control available. In classroom 016, there are two televisions located on tall AV carts.
5. In most rooms, desks and classroom furniture are arranged so access routes to various classroom items (bulletin boards, windows, chalkboards, lockers, desks, etc.) are less than 36" wide. Aisle width between student desks is too narrow at 31".
6. The handles/strings to lower the AV screens are too high, located 65"- 80" above the finished floor when fully raised. The strings to operate the window blinds are located more than 54" above the finished floor.
7. In classrooms 13 and 19, the rear doors (when exiting), which are accessed by a side approach, have less than 12" maneuvering clearance on the pull side of the door due to a desk and trash can.

Recommendations

1. Adjust door closers so that the force required to open the doors does not exceed 5 lbs. Replace knob with lever handle with push-button lock.
2. Install signage with raised letters and Braille mounted on the wall adjacent to the latch side of the door so the tactile text is located between 48"-60" above the finished floor.
3. When modifying the rooms, lower the light switches so all operable parts are 48" maximum above the finished floor.
4. Provide a remote control to allow use of televisions or lower the televisions so all operable parts are 48" maximum above the finished floor.
5. Reconfigure or replace furniture and desks as necessary to keep accessible routes 36" wide minimum and clear of clutter.
6. Extend the strings so all operable parts are 48" maximum height above the finished floor.
7. Reconfigure and replace furniture as needed to provide a minimum of 24" of clear maneuvering space adjacent to the latch side of the door with an access aisle 48" wide minimum.