

**UC SANTA BARBARA**

**AMERICANS WITH DISABILITIES  
ACT HANDBOOK 2022-2023**

ADA COMPLIANCE OFFICE  
OFFICE OF THE VICE CHANCELLOR, ADMINISTRATIVE SERVICES  
4129 CHEADLE HALL, SANTA BARBARA, CA. 93106

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## PREFACE

The purpose of this Americans with Disabilities Act (ADA) Handbook is to provide faculty, staff, and students of the University of California, Santa Barbara with information for accommodating people with disabilities. It is part of an ongoing campus effort to educate our campus community on its responsibilities and to provide resources to assist departments.

If you have further questions or need assistance, please the ADA Compliance Office:

ADA Compliance Office  
4129 Cheadle Hall  
University of California  
Santa Barbara, CA 93106

Following is a brief summary of steps taken by the campus to meet the federally mandated deadlines and to provide training to campus departments:

- In the spring of 1992, Human Resources offered a series of workshops to all departments on campus regarding employment issues surrounding ADA.
- In July 1992, the campus filed a Transition Plan with the Office of the President. This report addresses planned remediation for our physical environment. The campus updated the Transition Plan in September of 2007.
- In October 1992, each department held a training session on the Americans with Disabilities Act. This training included information on how to survey departmental spaces, how to provide administrative remedies, and future planning efforts.
- In January 1993, the campus filed a Self-Evaluation Plan with the Office of the President. This report reviewed all the programmatic aspects of campus services, activities, and programs.

## SECTION 1: BACKGROUND AND DEFINITIONS

### AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act, (ADA), is a federal anti-discrimination and equal opportunity law passed in 1991. This civil rights legislation prohibits discrimination against people with disabilities in employment, public services, public accommodations, and telecommunications. It provides that no

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qualified person with a disability may be denied participation in the University of California at Santa Barbara's services, programs, or activities.<sup>1</sup> In 2010, the legislature passed the ADA Amendments Act (ADAAA) that broadened the definition of "disability" in response to several Supreme Court decisions that limited its application.

The full text of the Americans with Disabilities Act is available online at:

<https://www.ada.gov/pubs/adastatute08.htm>

There are five sections in the Americans with Disabilities Act:

Title I:	Employment
Title II:	Public Services and Transportation
Title III:	Public Accommodations and Services
Title IV:	Telecommunications
Title V:	Miscellaneous Provisions

Pursuant to the ADA, University programs, services, and activities must be usable on a basis that is as equal as possible. This does not require that each of our existing facilities be accessible. However, programs, when viewed in their entirety, must be usable by people with disabilities. In addition, persons with disabilities are entitled to access in the most integrated setting that is appropriate. The nature of the University's programs would very rarely call for segregation of persons with disabilities. The University cannot require persons with disabilities to accept an accommodation nor can it charge persons for such services.

Program accessibility encompasses but is not limited to: admissions and examinations, library services, computing services, student health services, career planning, counseling and psychological services, campus stores, dining rooms and residence halls, laboratories, studios, athletic programs, field trips, social clubs, and extra-curricular activities and events.

## DEFINITIONS OF DISABILITY UNDER THE ADA

Disability is defined in three ways:

- (1) A physical or mental impairment that substantially limits one or more major life activities. A physical impairment includes a physiological condition, cosmetic disfigurement, or anatomical loss or damage. Examples may include, but are not limited to, heart disease, HIV, cancer, diabetes, hearing, motor or vision impairments, paraplegia, or quadriplegia. A mental impairment includes cognitive (e.g., learning disabilities) and psychological or psychiatric

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<sup>1</sup> The ADA is not an affirmative action law. Affirmative action responsibilities continue to be covered by Section 503 of the Rehabilitation Act of 1973.

impairments. Length of incapacity, its severity, and its long-term impact may all be used as criteria to determine disability status. Temporary disabilities such as broken limbs may not be covered under the ADA.

- (2) A record of such an impairment. Designed to protect persons who had a recognized disability in the past, this section ensures employers do not act on unfounded fear of the disability. For example, an employee with a history of heart attacks may not be denied promotion simply because of a supervisor's fear of the employee's stress in a new position.
- (3) A perception by others as an individual having an impairment. This category covers individuals who have no substantial disability, but are perceived by others to have one. For instance, a supervisor may not prevent an employee with a facial deformity from accepting a receptionist position because of concern for appearance. Another example would be if colleagues mistakenly believe an employee has HIV and begin to isolate himself or herself.

## SECTION 2: CONFIDENTIALITY AND SELF-IDENTIFICATION

Persons with disabilities must decide for themselves whether they choose to self-identify and request accommodation under the ADA. There may well be times when someone you think of as having a disability will not request accommodation. This is an individual decision.

When a person discloses a disability and seeks an accommodation on the basis of that disability, the disclosure must be kept confidential and only shared with appropriate personnel, as necessary, to ensure the accommodation is provided. Departments must maintain confidential records in accordance with campus policies and procedures. (See, [IS3](#) for Data Security requirements and [RMP-1](#) for Records Management requirements)

If you have specific questions about handling confidential information, consult as follows:

For Students:	Disabled Students Program
For Academics:	Academic Personnel or the Human Resources Disability Services Manager
For Staff:	Human Resources Disability Services Manager

## SECTION 3: TERMINOLOGY AND ETIQUETTE

The language we use tells others how we perceive them. Our choice of words can hurt and exclude people or it can show understanding. People with disabilities expect the language used about and with

them to be respectful. The Americans with Disabilities Act suggests using the word "disabled"; however, it is common courtesy to ask what terminology any individual prefers, and to remember that such terminology changes over time. Following is some advice:

- Relax. Your sincerity and interest in a person are the most important criteria.
- Use “people first” language such as "people who are blind" rather than focusing on the disability by saying "the blind." Avoid emotional terms such as "victim of," "invalid," or "unfortunate." However, do not be embarrassed if you use expressions that may seem to relate to a person's disability such as "I see what you mean." These are accepted everyday terms; by excluding or making an issue of them, everyone becomes self-conscious.
- Understand that all of us perform tasks in various amounts of time. Do not make assumptions about a disability (real or perceived) nor lower your expectations. For example, do not help a person with a disability complete a task unless they ask you for help. Be considerate if it takes extra time for a person with a disability to get things done or said.
- Know where accessible restrooms, drinking fountains, and telephones are located. If such facilities are not available, be ready to offer alternatives, such as an employee restroom, a glass of water, or your desk phone.
- Use a normal tone of voice when extending a verbal welcome. Do not raise your voice unless requested.
- When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use, or who wear an artificial limb, can usually shake hands.
- Be courteous and respectful. Always be mindful of the dignity of others.

## THINGS TO KEEP IN MIND

Some things to keep in mind when you are at work, in the classroom, or serving visitors to our campus is that not all disabilities are visible, such as depression, learning differences, or chronic illnesses. Be open to the idea that someone may be dealing with a disability that is not apparent to you, but that does not mean the disability is any less limiting than one that is obvious to you. Further, many people have temporary disabilities that are as limiting as permanent disabilities.

If you find yourself being either patronizing or reverential, you may want to look at your stereotypes. Common misconceptions we inadvertently communicate are "you're invisible," "you're helpless," "you're incredible," or "you're not trying hard enough."

Talking to students, staff, and faculty about the etiquette of dealing with people with disabilities is as important as other issues such as respect of different races, gender expressions or religions. If you would like a facilitator to speak to your department about ADA issues, please contact the ADA Compliance Office.

## PEOPLE FIRST LANGUAGE AND DISABILITY ETIQUETTE RESOURCES

- [A-Z of Disability Etiquette](#) by Independence Australia.
- [Respect ability](#)
- [People First Language](#) by Kathie Snow.
- [Disability Language Style Guide](#) by National Center on Disability and Journalism
- [Writing and reporting about people with disabilities – Person-Centered Or Person-First Language And Recovery](#) from Mental Health America

## SECTION 4: ENGAGING WITH DIFFERENT DISABILITIES

The following are general suggestions for engaging and communicating with people with different types of disabilities. This is not an exhaustive list, but rather a way for you to become more comfortable in the courtesies you extend. As noted in the previous section, when communicating with people with disabilities, observe who they are and do not refer to them as their disability.

### MOBILITY

- Direct your comments to the individual, not their companion or care attendant.
- Position yourself at the same eye level by sitting down if engaged in a long conversation with someone who uses a chair.
- Treat the chair as part of the user's personal space; do not touch or lean on the chair.
- Ask before giving assistance to a wheelchair user and take "No" for an answer.
- Feel free to use words like "run" or "walk." Wheelchair users use these words too.
- Be aware of architectural features that may cause difficulty for wheelchair users, such as steps or insufficiently wide doors.

## SERVICE ANIMALS

Never pet, feed or otherwise distract a service animal without first obtaining permission from the owner. Remember, these are working animals and not pets. For more information about Service Animals, see Section 12.

## BLIND AND LOW VISION

- Understand that legally blind people may have some vision.
- Provide very explicit and specific directions if asked. Avoid using such terms as “over there” or “turn this way.”
- Provide class information in accessible, electronic formats to support the individual’s use of adaptive technology.
- It is okay to use words such as “see” and “look.”
- When leading someone who is blind, offer your arm or elbow.
- Place the person’s hand on the side or back of the chair when seating them.

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## DEAF AND HARD-OF-HEARING

- If you do not sign, communicate by writing a note.
- If a person is using an interpreter, speak to the person and not the interpreter.
- Tap someone who is deaf on the shoulder or wave your hand to get their attention.
- Look directly at the person while speaking without obscuring your mouth.
- Speak in a normal speed and tone unless asked to do otherwise.
- Do not accept a head nod for understanding.
- Try to be expressive in your body language, gestures, and facial expressions.

## SPEECH AND LANGUAGE

- Allow time for the person to speak and respond to you.
- Avoid the urge to interrupt or complete a sentence for the person.
- Ask for repetition if you do not understand what the person said.
- Do not fake understanding.

- Be aware that you may need to use a variety of communication methods such as writing notes, emailing, or technological options.
- Be patient.

## LEARNING DISABILITY

### EXAMPLES: DYSLEXIA, ADHD, PROCESSING DISORDER

- This type of disability is often invisible – just because you cannot see it, does not mean it is not there.
- Learning disabilities may affect a person’s reading, writing, math, memory, and/or information processing but not their intelligence.
- Use multiple methods to deliver information.
- Minimize environment distractions (screen savers, background noises, etc.).
- Keep in mind that processing difficulty affecting social interaction may lead to an unconventional response.

## CHRONIC CONDITIONS

### EXAMPLES: CANCER, ASTHMA, EMPHYSEMA, DIABETES, HIV/AIDS, SICKLE CELL

- Do not ask for specifics about disability, ask how you can best accommodate.
- Understand that each person has unique set of symptoms and treatments.
- Accept that many chronic conditions are often invisible to others.
- Do not treat the person as if they are contagious.

## PSYCHOLOGICAL

### EXAMPLES: MAJOR DEPRESSION, OCD, PTSD, ANXIETY DISORDERS, ASD

- Often an invisible disability.
- Create an environment of support: people with psychological disabilities are sometimes reluctant to ask for accommodations because of perceived stigma around diagnosis and treatment.
- Do not ask for specifics about disability, ask how you can best accommodate.
- Understand that social skills may be impaired.
- Be sensitive to emotional stress or triggers.
- Be patient.
- Set clear boundaries for people repeatedly interacting with you. For example, “Thanks for stopping by, however, if you want to chat you need to make an appointment first.”

## SECTION 5: STUDENT ACADEMIC ACCOMMODATIONS

### DISABLED STUDENT PROGRAM

Providing academic accommodations to students with disabilities is a shared responsibility among members of the campus community. The Disabled Students Program (DSP) assists UCSB in complying with Section 504 of the Rehabilitation Act of 1973, which states that “no qualified individual with disabilities shall, on the basis of their disability, be excluded from the participation in, be denied the benefits of or be subject to discrimination under any post-secondary program or activity receiving federal financial assistance.” Title II of the Americans with Disabilities Act of 1990 (ADA) additionally clarifies the role of public entities in assuring equal educational opportunity for post-secondary student with disabilities.

DSP coordinates all academic support services for students with disabilities and works to increase the retention and graduation rates of students with temporary and permanent disabilities, helps assure equal access to all educational and academic programs, and fosters student independence.

Students in need of academic accommodations can reach DSP via phone, email, or the DSP portal; Contact information is located online at <https://dsp.sa.ucsb.edu/contact->.

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#### SERVICES OFFERED

DSP engages in an interactive process (through either appointment or form) with prospective DSP students to determine an appropriate range of accommodations to facilitate equal access to education. If you have any questions regarding the services offered, please contact your assigned specialist to discuss these options in detail. Listed below are many of the accommodations DSP is able to recommend, however, others not listed, may be available.

- sign-language interpreters
- note-takers
- priority registration
- facilitation of access to programs
- specialized educational materials
- course design accommodations
- supplemental orientation
- referrals
- special adaptive equipment
- test taking accommodations
- remote participation

The following list of academic accommodations is presently available for the 2020-2021 Academic year.<sup>2</sup> If you are in need of an academic accommodation not listed below, please consult with your DSP specialist:

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### READING SERVICES

- **E-Text** (Scanned, digitized text)
- **Kurzweil** (text recognition software allows students to listen to and read scanned text, image text, digital files and internet pages)
- **Learning Ally** (Previously named Recording for the Blind & Dyslexic or RFB&D, produces accessible audio books for people who cannot effectively read standard print because of visual impairment, dyslexia, or other disabilities)
- **ATC Braille** (Conversion of written materials into Braille for blind students. Located in the UCSB Library's Assistive Technology Center)
- **ZoomText** (magnification and screen reading software for the visually impaired. ZoomText enlarges, enhances and reads everything on the computer screen)
- **JAWS** (Job Access With Speech, is a screen reader developed for computer users whose vision loss prevents them from seeing screen content or navigating with a mouse)

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### NOTETAKING SERVICES

- **Glean** (web browser application for desktops and laptops that allows students to capture high-quality audio recordings and, in real-time, annotate with labels and text notes)
- **SmartPen** (A ballpoint pen with an embedded computer and digital audio recorder. It records what it writes for later uploading to a computer, and synchronizes those notes with any audio it has recorded)
- **Notetakers** (Peer students in your classes that take notes and upload them into the DSP portal system. Please note that DSP may not be able to hire a note taker for all classes due to note taker availability)
  - Typed Notes Required: Notes from peer notetakers must be typed rather than handwritten.

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### DICTATION AND TRANSCRIPTION SERVICES

- **Otter.ai Voice Meeting Notes** (transcription software that is available via a computer's web browser or a smartphone app. It can also be used as a dictation tool)
- **Dragon Naturally Speaking** (allows students to dictate documents, search the web and email by using their voice)

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### TEST-TAKING ACCOMMODATIONS

- **Extended time** (150% or 200%)

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<sup>2</sup> This list is subject to change; additional accommodations may be available. Please consult with DSP for additional information.

- 150% Extended time = length of original exam time plus half (3hr final with 150% extended time= 4.5 hours)
- 200% Extended time = length of original exam time doubled (3hr final with 200% extended time, 6hrs).
- The length of extended time may be dependent on the type of exam (multiple-choice, short answer, essay, or problem solving).
- Stop the Clock = Stop the clock: During the stop the clock time, the student is not allowed to work on their exam but is attending to disability related symptoms. Once the approved amount of clock stoppage has been reached, no additional time will be provided. This accommodation should not be interpreted as "unlimited time on exams".
- **Alternate exam setting** (Allows student to test away from classroom setting but student may be grouped with other DSP students in their class)
- **Private exam setting** (Allows student to test away from classroom setting but student will not be grouped with other students)
- **Exam writer** (A DSP proctor who will write content dictated by DSP student or bubble in scantron answers)
- **Exam tracker** (Exam trackers assist students with connecting responses from their exam sheet to the intended answers on Scantron or other multiple-choice form. Due to the nature of this accommodation, it will take place in a private exam setting. Trackers will not write/bubble in responses for DSP student)
- **4 function calculator** (DSP issued calculator for exams with use of the following functions: +, -, \*, /)
- **Laptop** (DSP issued laptop for exams, internet disabled and password protected)
- **Exam reader** (DSP proctor who will read exam prompts to DSP student)
- **Spell checker** (A DSP issued a Franklin Spelling Corrector)
- **Modified Exam format** (a change to the physical format of the exam itself and may include large print, Braille, color overlay, white on black text or other modification to the standard print exam)
- **Consideration of Health Condition** (Based on disability, some students *may* be able to reschedule exams if they experience a flare of their condition on the day of the exam)
- **Memory aid** (a testing accommodation used to support students who have documented challenges with memory. It is a tool used to trigger information that a student has studied but may have difficulty recalling. The memory aid allows the student to demonstrate knowledge of course material by helping prompt the student's memory, not by providing the answer)
- **Modified Exam Start Time** (Based on disability some students *may* be able to alter the exam start times)
- **Modified Exam Setting** (You are eligible to have a modification made to the exam environment or conditions during a proctored exam. This may include the use of a standing podium, access to food, breaks for medical treatment, the use of sunglasses, control over lighting preferences or another environmental modification)

## DEAF AND HARD OF HEARING SERVICES

- **CART** (Communication Access Real-time Translation or “ real-time captioning, “CART services at UCSB may be provided by a CART captioner located in the classroom or by one who is accessing the course remotely and is located offsite)
  - **Interpreting Services** (American Sign Language Interpreters (ASL) present for all instructional environments, including lectures, labs, field trips and other required course activities, such as attending plays, concerts, public lectures and other events. ASL services at UCSB may be provided by an interpreter located in the classroom)
  - **Assistive Listening Devices** (DSP has several types of devices depending on class size. The amplifiers bring sound directly into the ear. They separate the sounds, particularly speech, that a person wants to hear from background noise)
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## CLASSROOM PRACTICES ACCOMMODATIONS

These accommodations may require an intake to establish a nexus between the student's disability/functional limitation(s) and the accommodation requested. DSP must also evaluate whether the accommodation meets the standard of reasonableness within the context of your course. As such, these accommodations may require full committee review as well as outreach to your faculty by DSP. Anyone seeking a classroom practices accommodation must do so as early possible (before or as early as possible during the academic quarter) as it may take some time to engage in this process.

**Consideration of Flexible Attendance** (Based on disability some students *may* be eligible for additional consideration regarding a faculty's existing attendance policies. Please note that DSP cannot waive attendance, cannot create a fundamental alteration to a course, and that accommodations are not retroactive)

- **Consideration of Flexible Participation** (Based on disability some students *may* be eligible for additional consideration regarding a faculty's existing participation policies. Please note that DSP cannot waive participation, cannot create a fundamental alteration to a course, and that accommodations are not retroactive)
  - **Consideration of Health Extensions on Assignments** (Some students *may* be eligible for extensions on assignments if their disability prevents them from submitting an assignment on time. Please note that syllabi are contracts with faculty and that all requests for extensions must be approved in advance by DSP and presented to faculty for consideration. DSP cannot advocate for students after a deadline has been missed)
  - **Accessible Furniture** (A provision of a type or configuration of furniture specific to the needs of the student's disability)
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## PRIORITY REGISTRATION

Priority registration allows students an early first pass at enrolling in the classes they want. This service is universally provided for all students enrolled in DSP who have a permanent disability.

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## ADDITIONAL ACADEMIC ACCOMMODATIONS FOR GRADUATE STUDENTS

- **Extended time to degree plans** (DSP, in coordination with Graduate Division as well as providers and/or treatment team, may work to create an extended time to degree plan that allows graduate students to maintain good academic standing while taking fewer courses per quarter or taking a longer time to complete program milestones)
- **Comprehensive exam accommodations** (DSP may work with department and faculty to address barriers introduced by some formats of comprehensive exams. DSP will coordinate with student and department to address inclusivity of format and recommend accessible modifications which may include extended time, modified exam format, etc.)

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## REQUESTING ACADEMIC ACCOMMODATIONS

Once admitted to UCSB, and having returned their Statement of Intent to Register (SIR), students must contact the Disabled Students Program in order to arrange for academic accommodations.

1. Create an online profile through the [DSP Services Portal](#). [[How to Create a DSP Profile](#)]
2. Disclose your disability and submit documentation to DSP via FAX ([805.893.7127](tel:805.893.7127)), in person or you may upload completed forms to your DSP Portal profile. [[View Documentation Guidelines](#)]
3. Once received, a Disability Specialist will review your documentation. It can take 1-2 weeks to review all documentation.
4. Once approved, your Disability Specialist will contact you to offer intake options to complete registration.
5. Your Disability Specialist will provide you with an overview of how to navigate DSP services and procedures. The overview may be provided by appointment or by written instructions, video tutorials or other supplemental orientation.

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## DOCUMENTATION REQUIREMENTS

Before DSP can approve and provide accommodations, students are required to provide appropriate, current medical documentation verifying the need for an accommodation. DSP requires written verification from the individual's treating clinician, (i.e. a medical doctor, psychologist, psychiatrist, and/or learning disabilities specialist, etc.). For more information, please review the Documentation Guidelines at:

<https://dsp.ext-prod.sa.ucsb.edu/accommodations/how-apply/documentation-guidelines>

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## ACCOMMODATIONS FOR STUDENT WORKERS, TEACHING ASSISTANTS, AND RESEARCH ASSISTANTS

Students working toward an academic degree receive academic services without charge from the Disabled Students Program. However, if a department uses a student worker, the department has responsibility for providing accommodations just as they do with any other employee.

Graduate students are eligible for accommodation assistance through DSP in their role as students. However, graduate students making requests for accommodation in relation to their role as teaching or research assistants must coordinate those requests with the department in consultation with Academic Personnel and Human Resources regardless of funding source. (See Section 7 for more information on requesting accommodations in the context of employment.)

## STUDENT RIGHTS AND RESPONSIBILITIES

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### RIGHTS

Students with disabilities have the right to:

- Equal opportunity to learn
- Equal opportunity to participate and benefit from the UCSB community
- To choose whether or not to disclose the nature of their disability beyond their DSP specialist
- To file a grievance if they believe discrimination has occurred.

If a student believes their rights have been violated on the basis of their disability, a student has the right to informal or resolution or to file a grievance. (See Section 19 for more information on filing and resolving a grievance.)

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### RESPONSIBILITIES

Students with disabilities are responsible for:

- Self-Identifying to DSP – in a timely manner – as having a disability and needing accommodation.
- Submitting appropriate documentation of a disability from a qualified professional, prior to receiving accommodation, and provide information on how the disability is impacted in the education environment.
- Submitting a DSP Instructor Letter in a timely manner to each course instructor.
- Understanding that late notification does not require retroactive academic adjustments.
- Submitting accommodation requests in a timely manner.
- Contacting DSP in a timely manner of any issues, concerns, or delays in receiving approved accommodations or if the student believes they have been discriminated against.

- Notifying DSP immediately when discontinuing an accommodation (e.g., note taking) or dropping a course for which alternate format materials are required.
- Meeting the same standards—academic, technical, performance and behavioral—expected of all UCSB students.

If you have questions about any of the responsibilities above, please contact DSP as soon as possible to best ensure academic accommodations can be timely implemented each quarter.

## SECTION 6: FACULTY ROLE IN STUDENT ACCOMMODATIONS

Faculty play a key role in ensuring students receive approved academic accommodations. If you are uncertain how to implement an academic accommodation or believe it is not reasonable in the context of your class, please contact DSP immediately to discuss.

## FACULTY RIGHTS AND RESPONSIBILITIES

Campus compliance with the ADA is a shared responsibility, and faculty members play an important role in an institution's efforts. The ADA is a civil rights statute, ensuring that students with disabilities have the opportunity to participate in postsecondary education without discrimination. For faculty members, providing reasonable accommodations or auxiliary aids and services is one way to prevent discrimination. Faculty are required to comply with the University's obligations under the ADA to provide students with disabilities access to all academic programs. DSP staff are available to consult individually with faculty who have students with disabilities in their classes. Below are the rights and responsibilities of all faculty in ensuring compliance with the University's obligations. If you have questions about these rights and responsibilities, please contact DSP or the ADA Compliance Office for assistance.

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### RIGHTS

Faculty have the right to set the academic standards for their course, determine the curricula and assignments, require adherence to the Student Code of Conduct, and to contact DSP or the ADA Compliance Office when they believe an approved accommodation may jeopardize the academic standards or integrity of the course they have designed. Indeed, academic accommodations may not present:

- **Undue Burden or Hardship** – an accommodation may be considered an undue burden or hardship if it is unreasonably difficult, disruptive, costly, or extensive. Do not deny an accommodation request on this basis without consultation with DSP or the ADA Compliance Office.

- **Fundamental Alteration to Educational Program** – a fundamental alteration to an educational program is a change that is so significant that it alters the essential nature of the course. A fundamental alteration exists when an accommodation would result in:
  - Lowering of academic standards;
  - A fundamental alteration of the measurement of skills or knowledge;
  - Waiving a skill that is essential to the course, program, or field; or
  - Interference with a required learning outcome.
- **A Fundamental Alteration is Not:**
  - Reliance on tradition or existing rules<sup>3</sup>;
  - Failure to consider new technology.<sup>4</sup>
  - Disagreement in the absence of reasoned deliberation, which may include consultation with other faculty, Deans, the ADA Compliance Officer, campus counsel or other relevant UC parties;
  - Pretext for discrimination including statements or actions indicating animus or bias.

Do not deny an accommodation request on the basis of a fundamental alteration without consultation with DSP or the ADA Compliance Office. Denying an accommodation by simply saying “no,” disagreeing with the accommodation, or failing to respond to requests to engage in the interactive process is not compliant with an instructor’s obligations under Federal ADA law. Determining whether an accommodation would constitute a fundamental alteration must be decided on a case-by-case basis and requires careful, reasoned and documented deliberation.<sup>5</sup> Failure to do so may be evidence of discrimination. In determining what type of auxiliary aids and services are necessary, it is important to keep in mind that the law requires that “primary consideration” is given to the student’s request.<sup>6</sup>

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## RESPONSIBILITIES

Faculty responsibilities in the provision of approved academic accommodations are to:

- Provide activated accommodations communicated in the DSP Instructor Letter in a timely manner.
- Provide **ONLY** the accommodations communicated in the Instructor Letter unless you are willing to offer the same exception to the rest of the class.
- Contact DSP if there are questions or concerns about approved accommodations and/or for assistance in identifying the best method for providing the accommodation.
- Immediately consult with DSP if you believe an accommodation presents an undue hardship or will fundamentally alter the educational program of your course.

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<sup>3</sup> PGA Tour, Inc., v. Martin, 532 U.S 661 (2001)

<sup>4</sup> Southeastern Commun. Coll. v. Davis, 442 U.S. 397 (1979)

<sup>5</sup> Guckenberger v Boston University (1998) 8 F.Supp.2d 82, 87-89

<sup>6</sup> 34 C.F.R§ 35.60(b)(2)

- Refer any student to DSP who is requesting accommodations but does not present an Instructor Letter.
- Ensure instructional materials are accessible. DSP can collaborate with faculty to ensure access. This may include: video captioning, transcripts of audio lectures/podcasts, and accessible materials (i.e. course packs, lecture exhibits).
- Maintain accommodation information under FERPA. Faculty should not ask students about the nature of their disability or to provide disability related medical documentation, nor should faculty share information with the class either in the classroom, via email, or inadvertently through class rosters or other means of identifying students.

## ACTIONS THAT CONSTITUTE DISCRIMINATION

Actions that may constitute discrimination include, but are not limited to,

- Failure to provide approved accommodations.
- Failure to provide accommodations in a timely manner.
- Denying or delaying an accommodation by failing to engage in the interactive process if you believe an accommodation would constitute a fundamental alteration of a particular course.
- Failure to provide a make-up exam to a student who missed an exam for a disability-related reason.
- “Steering” a student with a disability towards particular courses or majors in effort to avoid providing accommodations.
- Denying an accommodation based on a fundamental alteration if there is simultaneous evidence of pretext, purposeful bias or decisions based on stereotypes.
- Denying recording as an accommodation based on academic freedom or copyright violation.<sup>7</sup>
- Harassing a student for requesting accommodations.
- Disclosing a disabled student’s need for an accommodation whether intentional or inadvertent.

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## MAINTAINING CONFIDENTIALITY

All information a student and DSP share with a faculty member may only be used for arranging reasonable accommodations for the course of study. All disability-related information including accommodation letter, correspondence, and consultations are considered confidential. Maintaining confidentiality serves to foster an environment in which students with disabilities feel respected, safe, supported, and protected.

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<sup>7</sup> “Most often, questions arise when a student uses a tape recorder. College teachers may believe recording lectures is an infringement upon their own or other students' academic freedom, or constitutes copyright violation. The instructor may not forbid a student's use of an aid if that prohibition limits the student's participation in the school program.” – [Department of Education, Office of Civil Rights](#); See also PACAOS 143.33(b).

If a student voluntarily discloses the nature of their disability to a faculty member, even if the nature of the disability is obvious, the faculty member should refrain from disclosing it to others. If a student tries to provide the faculty member with their primary disability documentation, the faculty member should refuse to read or accept it and refer the student to DSP. Disclosures of information are generally inadvertent. For this reason, a high level of vigilance to avoid unintentional but inappropriate disclosure must be maintained. Please contact the DSP or the ADA Compliance Office if there are any questions, issues, or concerns regarding maintaining confidential information.

## RECOMMENDED CLASSROOM PRACTICES

There are certain practices faculty can undertake to ensure access in their classrooms. Below is a list of recommended classroom practices relating to specific types of disability; this list is not exhaustive but is instructive. If you have questions about how to make your classroom experience more accessible for students in your class, please contact DSP.

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### STUDENTS WITH VISUAL IMPAIRMENTS

- Read aloud any instructions or material written on the board or on overheads used in the lecture. It can be useful to provide advance notes of the lecture or enlarged copies of transparencies, slides, and other material. If the student is blind, DSP will work with an instructor to translate the graphic representations in a meaningful way.
- Some students who are visually impaired or blind may want to make an audio recording of the lecture. The student must notify an instructor in advance of such requests. Tape recorders for student use are available through the Disabled Student Program. Some students who are visually impaired or blind will have notetakers or Braille equipment with them in the classrooms. The instructor will be notified in advance if an interpreter will be provided.
- Give directions to the restrooms, laboratory, or seminar room in a clear manner, stating the distance.

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### STUDENTS WITH HEARING IMPAIRMENTS

- Be aware that the student may have a note taker and/or sign language interpreter in class for assistance. If an interpreter is assigned to a hearing-impaired student, DSP will send specific recommendations regarding appropriate interaction techniques. The campus has installed assistive listening systems in some larger auditoriums and classrooms. Training for these systems will be offered to instructors who request it. Additionally, students may bring a portable assistive listening device into a classroom.
- Instructors should be careful not to talk with their back to the class or obstructing the mouth with hands, pencils, or pointers. Use an amplification system, if available, even if you feel that you speak loudly enough. Repeating a question asked by class participants prior to giving the answer will ensure everyone has heard the question. If verbal instructions are lengthy or involve processes the student will then be asked to perform, such as a computer exercise or laboratory experiment, it may be difficult for the student to watch the interpreter and

accurately record the instructions. Preparing written instructions prior to the class would be helpful in these cases. When ordering films, request copies that are captioned.

- A simple way to get the attention of students, including hearing impaired, is to flash the room lights.

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## STUDENTS WITH MOBILITY IMPAIRMENTS

- Instructors should be aware that some students with mobility impairments may have a note taker or wish to record the lecture. Request that students keep bags, books and other obstacles out of the aisles. If the classroom has structural features that make it inaccessible, instructors should immediately notify their department to make arrangements for another room assignment. The student may request that faculty reserve seating (e.g., near an entrance, in front of the class).

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## STUDENTS WITH LEARNING DISABILITIES AND/OR ATTENTION DEFICIT DISORDER

- Provide digital content/reading with audio whenever possible. Record lectures for repeated viewing.
- Provide lecture slides in advance.

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## STUDENTS WITH PSYCHOLOGICAL/PSYCHIATRIC IMPAIRMENTS

- Because psychological/psychiatric accommodations can be quite complex, we advise instructors to consult with DSP. Students requesting accommodations must be registered with DSP.
- Instructors will not receive documentation that includes the specific diagnosis. This protects the student's right to privacy. Instructors may receive information about functional limitations impacting a student as well as accommodations.
- Accommodations may change depending upon the status of a disability (active, in remission, or stress-reactive); the medications currently being taken; and whether someone is in transition between medications.
- Students with psychological impairments often have intense concern with the reception that they will receive from their instructors. Therefore, it is helpful to monitor beliefs and potential stereotypes about mental illness.
- Be aware of the cyclic behavior changes that may accompany some illnesses or as side effects of the medications to treat them. Stress from school can definitely affect the balance students have achieved with their disability.
- All students are required to maintain appropriate conduct as defined by the student code of conduct. The vast majority of students with psychological impairments do not act out inappropriately. However, if instructors have concerns about disruptive or inappropriate behavior involving any student, the Distressed Student Protocol should be consulted.

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## REMOTE PARTICIPATION ACCOMMODATION (“RPA”)

Students with significant disabilities that impact classroom attendance may request a remote participation accommodation to attend courses remotely (“RPA”). If there is no reasonable accommodation that will allow the student to attend class, there will be an accommodation made to allow the student to participate in class remotely. An RPA is not an online instruction program. RPAs are determined on a case-by-case, quarter-by-quarter, course-by-course basis. At UCSB RPAs are streamed, but not recorded.

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## FURNITURE ACCOMMODATIONS IN THE CLASSROOM

Some students require special furniture in the classroom. Furniture placed in classrooms for the purpose of accommodation are usually marked to indicate their use in that manner.

- Do not move this furniture around or out of the classroom.
- Do not allow students without an accommodation letter use this furniture.
- If you need to move this furniture, be sure it is placed back in its original location before leaving the classroom.

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## ACADEMIC ACCOMMODATIONS STATEMENTS FOR SYLLABI

Include an accommodations statement on your syllabi. An appropriate accommodations statement may read, “The Disabled Students Program (DSP) is available to guide, counsel, and assist students with disabilities. If you have approved academic accommodations through DSP, and you require accommodations for this class, please submit your Instructor Letter. If you have not made contact with DSP and need academic accommodation for this course, please contact them as soon as possible. I encourage you to follow-up with me about your accommodations and needs within this class. I will not ask you about your disability, but will work with you to ensure your accommodation needs are met.”

## RESOURCES

- Please see the [DSP Website on Faculty Resources](#) for resources relating to exam accommodations, how to use the DSP portal, and FAQs.
- Academic Literature Related to Providing Accommodations to Students:
  - The Chronicle of Higher Education
    - [Are You Being Rigorous or Just Intolerant? How to promote mental health in the college classroom](#)
    - [Diversity in Academe: Disability on Campus](#)
    - [Serving Neurodiverse Students](#)
    - [The 21st-Century Academic](#)

ADA Compliance Office  
Office of the Vice Chancellor of Administrative Services  
4129 Cheadle Hall  
Santa Barbara, CA. 93106  
(805) 893-7025

- [Autism as Academic Paradigm](#)
- [Commentary: How Colleges Silence Eccentrics](#)
- [Why We Dread Disability Myths](#)
  
- Parker Palmer: [The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life](#)
- **COMBAT TO CLASSROOM:** Veteran Affairs training guide on serving veterans who are transitioning to college
- [The Nexus of Autism and Title IX](#)
  
- For additional information on teaching students with learning disabilities, you may be interested in the Inside Higher Ed webinar by Brent E. Betit, senior vice president of Landmark College and Manju Banerjee, director of the Landmark College Institute for Research and Training, both of whom are national experts on best practices for serving students with disabilities. [Helping Students with Learning Disabilities Succeed \(Webinar\)](#)

## SECTION 7: FACULTY AND STAFF ACCOMMODATIONS

UC Santa Barbara is committed to growing a diverse workforce. In doing so, UCSB provides reasonable accommodations, also called workplace accommodations, for any staff, faculty, academic, or student employee with disability-related limitations or restrictions.

UCSB Workplace Accommodation Specialists help employees and their supervisors explore possible reasonable accommodations using the interactive process. This is in compliance with [UC Policy\(link is external\)](#), [Collective Bargaining Agreements\(link is external\)](#), [The Academic Personnel Manual\(link is external\)](#), [The Federal Americans with Disabilities Act\(link is external\)](#), and the [California Fair Employment and Housing Act\(link is external\)](#).

Indeed, pursuant to the ADA and the California Fair Employment & Housing Act, the University is prohibited as an employer from discriminating against persons with disabilities. The University has an affirmative duty to engage in an interactive process to consider faculty or staff (employee) requests for accommodation. In some cases, employees will qualify for accommodations under the Fair Employment & Housing Act, which has a lower threshold than is used by ADA. Departments should contact the campus [Workplace Accommodations department in Human Resources](#), to discuss any requests from employees for accommodations.

## REASONABLE ACCOMMODATIONS

Reasonable accommodations are any adjustments to a job or work environment that permit a qualified applicant or employee with a disability to perform. Accommodations are decided on a case-by-case

basis because the nature and extent of a disabling condition and specific job requirements will vary. It is the responsibility of the employee with a disability to inform the University of the need for an accommodation.

Reasonable accommodations may include:

- acquiring or modifying equipment
- job restructuring
- modifying work schedules
- adjusting testing criteria, training materials, or policies to make the workplace accessible

Accommodations are primarily funded by the employee's home department. To cover costs of accommodations that cannot be met by the departmental budget, departments may seek funds from their control unit and consult with the ADA Compliance Office for other potential sources of funding.

Applicants for employment requesting accommodation may contact the [Employment Unit](#); See Section 8 for more information.

## REQUESTING ACCOMMODATIONS

An employee should notify their supervisor or Chair that they are requesting an accommodation (no diagnosis or confidential medical information should be shared).

The employee will have their medical provider fill out [The Medical Response for a Reasonable Accommodation Request form](#) for review by a workplace accommodation specialist.

Once in receipt of the supporting medical information, workplace accommodations will set up an interactive process meeting with the employee and supervisor to identify and discuss a range of possible accommodations and assess their effectiveness.

The Disability Services Manager will assist in identify an accommodation(s) that is most appropriate for both an individual with a disability and the department. The principal test in selecting a particular accommodation is effectiveness (i.e., whether the accommodation will enable the person to perform the essential functions of the job). Although primary consideration is given to the preference of the individual with a disability, as the employer, departments ultimately have the discretion to choose between effective accommodations.

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## THE INTERACTIVE PROCESS

The interactive process involves ongoing communication between an employee with a disability and their supervisor in an effort to provide reasonable workplace accommodations. During the interactive

process, all medical information is kept confidential. Workplace Accommodation specialists and supervisors only discuss your disability-related limitations and restrictions as it relates to your job functions.

This process includes:

- The employee, the supervisor, and workplace accommodations specialist, if needed
- Direct & timely communication between a supervisor and an employee
- Documentation of the discussion and the agreed upon accommodation(s)

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### DENIAL OF AN ACCOMMODATION

If a department believes it cannot provide the requested accommodations, the department must consult the Disability Services Manager before denying the request. Because interpretation of the law focuses heavily on the overall financial resources of the institution, departments should not deny an individual an accommodation because of financial hardship without consultation outside the department.

## EMPLOYEE RIGHTS AND RESPONSIBILITIES

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### RIGHTS

Employees have the right to:

- Have an equal opportunity to apply for and work in jobs for which they are qualified;
- Have an equal opportunity to be promoted;
- Have equal access to benefits and privileges of employment that are offered to other employees; and
- Not be subject to harassment in the workplace because of their disability.

For more information on employee rights in the workplace, please visit the Equal Employment Opportunity Commission (EEOC) website at <https://www.eeoc.gov/laws/guidance/your-employment-rights-individual-disability>

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### RESPONSIBILITIES

Employees are responsible for:

- Alerting their supervisor to the need for an accommodation;
- Providing medical documentation as appropriate; and
- Engaging in the interactive process with their supervisor and workplace accommodations specialist to determine and implement reasonable accommodations.

## DEPARTMENT RIGHTS AND RESPONSIBILITIES

### RIGHTS

Departments have the right to deny an accommodation only when doing so would present an undue hardship. Undue hardship is defined as an action requiring significant difficulty or expense when considered in light of such factors as the:

- nature and cost of the accommodation needed;
- impact [of the accommodation on other employees](#) and the organization's ability to conduct business; and
- size, type and overall financial resources of the employer.

If providing a particular accommodation would result in undue hardship, a department should consider whether another accommodation exists that would not result in undue hardship. Before denying any accommodation, consult with the Disability Resources Manager.

### RESPONSIBILITIES

- Departments must ensure that people with disabilities:
  - Have an equal opportunity to apply for and work in jobs for which they are qualified;
  - Have an equal opportunity to be promoted;
  - Have equal access to benefits and privileges of employment that are offered to other employees; and
  - Are not subject to harassment in the workplace because of their disability.
- Departments are required to provide a reasonable accommodation if a person with a disability needs one in order to apply for a job, perform a job, or enjoy benefits equal to those offered to other employees.
- Departments must engage in the interactive process with their employees. The campus workplace accommodations specialists can assist with this process.
- Departments are responsible for funding accommodations for employees within their departments. Departments may look to control points for additional funding or may reach out to the ADA Compliance Office for assistance.

## ACTIONS THAT CONSTITUTE DISCRIMINATION

The ADA specifies types of employment actions that may constitute discrimination, including:

- Limiting or classifying an employee because of a disability in a way that adversely affects employment opportunities.
- Participating in a contractual arrangement that subjects an employee with a disability to discrimination.
- Denying employment opportunities to a qualified individual based on a relationship with a person with a disability.
- Refusing to make reasonable accommodation to the known physical or mental limitations of a qualified applicant or employee.
- Using qualification standards, employment tests, or selection criteria that screen out an individual with a disability, unless the qualifications are necessary for the job.
- Selecting employment tests that do not accurately measure the skills and aptitude of a disabled person.
- Retaliating against an individual because the person has raised questions about purported discriminatory practices of the employer.

## SECTION 8: RECRUITMENT AND HIRING

Pursuant to the ADA and the California Fair Employment & Housing Act the University may not discriminate against persons with disabilities as applicants for employment.

A qualified applicant without a disability cannot be given selection preference or be selected over an equally qualified individual with a disability merely because the disabled individual will require reasonable accommodation--unless it has been determined that the accommodation would pose undue hardship and no alternate acceptable accommodation is available. You must consult with the campus Disability Services Manager or ADA Compliance Officer before making that determination.

If a qualified individual with a disability refuses a reasonable accommodation, that individual can be evaluated for the position as though they did not need accommodation.

## ESSENTIAL JOB FUNCTIONS

The ADA does not require employers to hire less-qualified people; however, it does require a good fit between the job functions and an applicant's ability to perform the job. To make this determination, ask two questions:

1. Does the individual satisfy the prerequisites of the job?
2. Can the person perform the essential functions of the position, with or without reasonable accommodation?

In answering the latter question, departments must examine the job description and differentiate between essential and non-essential functions. Essential functions are those basic job duties that define the position. Non-essential functions are duties that are incidental or marginal to the performance of the job. Look at the specific physical demands of a job, the equipment used, environmental climate, education, experience, and intrinsic demands of the job. If an applicant can do all of the essential functions with or without a reasonable accommodation, they are qualified for the position.

Direct questions regarding qualifications standards to the Human Resources Office, Employment Unit.

## INTERVIEW QUESTIONS

### PRE-INTERVIEW

To receive accommodations under the ADA during the recruitment process, an applicant must self-identify as a person with a disability. However, no candidate is required to disclose a disability. Treat any information the candidate does provide as confidential.

It is appropriate to ask any candidate if they need an accommodation. For instance, if a department is making travel arrangements for a candidate, consult the candidate regarding special accommodations in transportation and lodging.

Make sure that the interview room is accessible. If the room has physical barriers to access, find an alternate setting. If the candidate will be meeting with several people, delivering a colloquium, or having a reception or dinner engagement as part of the interview process, you must assess the accessibility of each of the functions.

### INTERVIEW

Questions related to gender, sexual orientation, age, marital status, color, race, religion, national origin, medical condition, pregnancy, or disability are inappropriate and against the law. An employer may not ask directly if an applicant has a disability. However, questions about one's ability to perform the essential functions of the job are appropriate.

By example:

- You may not question an applicant regarding the existence, nature, severity, origin, or prognosis of his or her disability, if any.
- You may ask the applicant about his or her ability to perform all job-related duties.
  - Example: If driving is an essential duty, you may *not* ask whether the applicant is vision-impaired, but you *may* ask whether he or she has a valid driver's license.
- You may describe or demonstrate a job-related duty and inquire whether the applicant can perform the duty with or without reasonable accommodation.
  - Example: You may explain that the position requires moving heavy objects from place to place and ask the applicant if and *how* he or she will be able to perform that duty

Generally, employers may not ask whether an applicant will need an accommodation. Exceptions include situations where:

- The employer reasonably believes the applicant will need reasonable accommodation because of an obvious disability; and/or
- An applicant has voluntarily disclosed to the employer that s/he needs reasonable accommodation to perform the job.
  - Example: An individual applying for a receptionist position voluntarily discloses that she will need periodic breaks to take medication. The employer may ask the applicant questions about the reasonable accommodation such as how often she will need breaks and the length of each break. The employer may not ask questions about the underlying physical condition.

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## QUESTIONS DEPARTMENTS MAY NOT ASK

Pre-employment inquiries cannot be made regarding the nature or extent of an applicant's disability. Examples include:

- Are you in good health?
- Have you ever had an injury or disease?
- Do not ask the applicant about any visible physical characteristics; i.e. scars, burns, missing limbs, braces, or prosthesis.
- If an applicant volunteers information regarding a medical condition, such as cancer, do not inquire about the nature, extent, or status of the condition. Instead, explain the University's commitment to equal employment opportunities.

- Do not make notes during the interview regarding any physical or mental characteristic of the applicant.
- Do not ask if an applicant has ever had an emotional illness, an alcohol or drug dependence, or has consulted a psychotherapist or psychiatrist.

## TESTING AND PRE-PLACEMENT MEDICAL EXAMINATIONS

### TESTING

Only test an applicant's qualifications, including a physical agility test, if all eligible applicants for the position are tested. The University must provide, upon request, alternative accessible tests to applicants with sensory, manual, or speech-related disabilities, except when the test measures such skills. For example, if the ability to read is not an essential function for the job, it is not appropriate to administer a timed written test to an applicant who discloses that she has difficulty reading due to dyslexia. In this instance, an alternative oral test or an extended time test would serve as a reasonable accommodation.

### MEDICAL EXAMINATIONS

As a condition of employment, a medical examination may be required after the offer of employment, but before an individual actually starts working. In this case, all employees in the same job category need to be tested. For example, police and fire fighters are required to take a medical examination as a condition of employment.

## SECTION 9: PUBLIC ACCOMMODATIONS

An important component of the ADA is its focus on how institutions accommodate members of the public who wish to use its programs. This focus aligns with the threefold mission of the University of California: teaching, research, and public service. While this section ensures members of the community, locally and nationally, are able to access our educational and/or cultural facilities and services, it also ensures better access for all members of our campus community. The following guidelines will assist departments in understanding how to meet the spirit of the law as it relates to the public and our campus community.

## DEPARTMENTAL RESPONSIBILITIES

The University's first goal is to make the general community aware of our events and our willingness to make accommodations. To accomplish this, all advance announcements, notifications, and advertisements of events sponsored by departments that are attended by the public must include a conspicuous statement offering accommodation assistance, for example:

"If you require an accommodation due to a disability, please contact our department at  
(insert department contact number)."

ADA Compliance Office  
Office of the Vice Chancellor of Administrative Services  
4129 Cheadle Hall  
Santa Barbara, CA. 93106  
(805) 893-7025

Examples of accommodations that may be requested are an accessible room or facility, materials that will be distributed during the event produced in an alternative format, assistive listening equipment or a sign language interpreter, or information about accessible routes, parking, etc. Departments are encouraged to include or reference a campus map in publications and announcements of public events:

[https://www.vcadmin.ucsb.edu/files/docs/UCSB\\_Accessible\\_Map.pdf](https://www.vcadmin.ucsb.edu/files/docs/UCSB_Accessible_Map.pdf)

Although UCSB endeavors to accommodate all individuals, we may not be able to meet every request. For instance, the technology may not exist or the adaptive equipment may be so specialized the campus cannot readily obtain it. Requests not made in a timely manner may not be reasonable. Departments are encouraged to explain the situation in a tactful and responsive manner and try to negotiate an alternative. In these cases, it may be helpful to consult with the ADA Compliance Officer.

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## NOTES ON ACCESSIBLE ADVERTISEMENTS AND ANNOUNCEMENTS

- All printed materials and publications for public events should be in a sans serif font (such as Arial) and at least 12-point size.
- If appropriate, indicate a lead time (e.g., one week in advance) for requesting accommodations to allow enough time to make preparations. This process will help departmental planning. The amount of lead-time should be in relationship to the complexities or difficulty in arranging for the accommodation.
- For season tickets (such as for sporting programs or a cultural series), information on requesting accommodations should be sent with subscription information.
- For an annual event without seating or reservations, outline concise information regarding accessibility accommodations in the advertisement. As above, include any deadlines for accommodation requests.

## EFFECTIVE COMMUNICATION

People who have vision, hearing, or speech disabilities (“communication disabilities”) use different ways to communicate. For example, people who are blind may give and receive information audibly rather than in writing and people who are deaf may give and receive information through writing or sign language rather than through speech.

The ADA requires the University to communicate effectively with people who have communication disabilities. The goal is to ensure that communication with people with these disabilities is equally effective as communication with people without disabilities.

- The purpose of the effective communication rules is to ensure that the person with a vision, hearing, or speech disability can communicate with, receive information from, and convey information to, our University.

- Our University must provide auxiliary aids and services when needed to communicate effectively with people who have communication disabilities.
- The key to communicating effectively is to consider the nature, length, complexity, and context of the communication and the person's normal method(s) of communication.
- The rules apply to communicating with the person who is receiving our University's goods or services as well as with that person's parent, spouse, or companion in appropriate circumstances.

There are many ways to achieve effective communication. Departments are required to give primary consideration to the choice of aid or service requested by the person who has a communication disability and must honor the person's choice, unless it can demonstrate that another equally effective means of communication is available. Please contact the ADA Compliance Office with any questions about Effective Communication.

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### ALTERNATIVE FORMATS

One of the most common requests that a department may receive is to produce information in an alternative format. Departments do not have to produce materials in an accessible format when no one has made a request for accommodation. Nevertheless, departments need to be prepared to make such an accommodation quickly such that accessibility should be top of mind when creating materials for public consumption.

Individuals with disabilities typically are very knowledgeable about what they need and should be consulted as to which alternative format will work best for them individually. Alternative format solutions may include the following:

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### LARGE PRINT

Many computers can generate documents using very large print. Additionally, copy machines can often enlarge a document.

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### ELECTRONIC

Departmental memos, tests, and research materials are often most useful to the visually impaired in an accessible electronic format that can then be scanned into Braille or into a speech reader by the user.

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### AUDIO RECORDINGS

Recorded departmental or campus information need not be of a professional quality if the material is only to be used on a limited basis. A staff member or student worker can create a recording by speaking clearly and a little more slowly than usual. Instructional Development can provide assistance.

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### BRAILLE

Please contact DSP for assistance in translating a document into Braille. Depending on the length of the document, there may be a fee for the service.

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## PERSONAL ASSISTANCE

If a document is not lengthy, it may be useful to have a staff person read a document and be available for follow-up questions.

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## CAPTIONING AND INTERPRETERS

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### CAPTIONING

Hearing-impaired individuals are often unable to benefit from videos, which rely heavily on auditory information. Further, when a viewing space is noisy, captioning can benefit all participants. Instructional Development can assist with taping and captioning events.

Captioning is **REQUIRED** for all video posted to UCSB's websites.

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### INTERPRETTING AND CART

A department may receive a request from a member of the UCSB community or public for a sign language interpreter or CART reporter for an event. DSP coordinates all campus-wide and community requests. Because of Santa Barbara's geographic isolation, it is sometimes difficult to find a sign language interpreter or CART interpreter on short notice. As such, departments must request services well in advance. If the University cannot obtain these services, departments should try to provide an alternative accommodation. Departments are responsible for paying for interpreters and DSP will recharge departments for the costs. If necessary, departments may seek funds from their control unit and consult with the ADA Compliance Office for other potential sources of funding.

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### INFORMATION TO PROVIDE THE INTERPRETER

Departments will need to provide answers to the following questions when hiring an interpreter for a public event:

- What is the date, time, duration and location of the event?
- Is the interpretation for one specific person or for a group of people?
- Does the individual requesting interpreting services prefer ASL, PSE or MCE as the language?  
Note: if a group of individuals are requesting services, the interpreter will sign PSE to meet the needs of all clients.
- What is the topic of the event? If it is a technical subject, a sign language interpreter who is proficient in those signs will need to be present.
- How long is the event? (If the event will exceed one hour, typically, two interpreters are needed to team interpret.)
- Where will the individual be seated? In a large room, seating in the front few rows is preferred.
- Where will the interpreter be positioned? In an auditorium, the interpreter should be positioned on the stage or a platform close to the speaker when possible. If there are several speakers in the event, the interpreter should be where the deaf or hard of hearing client can most clearly see.

- Is the lighting adequate? A spotlight on the interpreter is a good option if the lights will be dimmed for a performance or to review slides.
- Will the event be interactive in nature; e.g. will the interpreter be voicing for the deaf individual or only signing what is spoken by the performers?
- Outlines or slides should be provided to the interpreter as early as possible.

## ACCESSIBILITY CHECKLIST FOR UCSB DEPARTMENTS

Every department should evaluate its spaces and services annually to ensure they can answer YES to each question in the following checklist and understand HOW they are accomplishing the requirement:

- Building Access:** Is there an [exterior accessible route](#) to your department offices? Are there any access barriers to your facility that patrons with a disability should be made aware of prior to arriving? If yes, how do you make patrons aware of access issues?
- Path of Travel:** Once inside your department, is there an [accessible path of travel](#)? Is there sufficient [clear floor and turning space](#)?
- Bathrooms:** Are your [bathrooms accessible](#)? Do you know where the nearest accessible bathroom is in the event the one nearest you is not accessible?
- Events:** Does your department take steps to ensure events are held in locations that are physically accessible to all persons? Are [event registration and materials accessible](#)?
- Requests:** Would a person coming to your offices or event know who to ask for an accommodation? Do you note how to request an accommodation (student, public, or employee) on your website or in other materials?
- Auxiliary Aids:** Does someone in your department know how to provide auxiliary aids (e.g., sign language interpreters, readers, Braille, large print text) to program participants with disabilities upon request?
- Information Technology:** Is your department website and all of its contents [ADA compliant](#) with accessible features for individuals with hearing or visual impairments? Do you audit your website for accessibility compliance at least once a year?
- Employee Accommodations:** Do your staff know how to request [workplace accommodations](#)?

- Meetings:** Are your meetings accessible? Do you provide [accessible documents and presentations](#) to participants prior to the meeting? Are your department's polling, information soliciting, and sharing processes accessible to persons with disabilities (doodle polls, google forms, etc.)?
  
- Academic Accommodations:** If you are an academic department, do you know how to refer students to the [Disabled Student Program](#) for academic accommodations? If you are unsure how to make an academic accommodation, or believe the accommodation is not reasonable, do you know who to speak with to ensure you are in compliance with the law?
  
- Complaints:** Do your students/staff know where to locate their applicable [grievance/complaint procedure](#) that allows for prompt and equitable solutions for any complaints based on alleged noncompliance with ADA/504?

If a department answers no to any of the above and/or has questions about bringing their spaces and services into compliance, please contact [the ADA Compliance Office](#).

## 10: CAMPUS PARKING

Campus maps and disabled parking information is available on the [UC Santa Barbara Campus Map](#). General campus parking information for disabled access is as follows:

### PERMIT POLICY

All vehicles parked on campus must display a valid campus permit. This includes vehicles displaying DMV issued placards. All drivers may obtain daily and short-term permits from the permit dispensers located in the parking lots throughout campus.

### PARKING AREAS

Vehicles displaying a valid DMV placard, and a valid campus parking permit, may utilize any accessible disabled parking space on campus. These vehicles may park in any lot or space designated for visitors, students, staff, or faculty. Vehicles displaying a valid DMV placard and campus permit need not pay in metered spaces and may disregard the post time limits in 30-minute parking spaces.

### NO PARKING AREAS

DMV placards are not valid in fire lanes, non-designated parking areas, reserved, or restricted areas, at red curbs, or in the blue crosshatched areas adjacent to the accessible spaces.

## SPACE DESIGNATION

Parking Services makes every effort to establish convenient parking spaces to facilitate access to our campus buildings and spaces by marking disabled spaces in parking areas located close to building entrances. Parking Services depends on the recommendations of the ADA Compliance Officer and DSP to help identify these locations. Please contact the ADA Compliance Office if an individual or department identifies a need for another disabled parking space.

## SECTION 11: PATH OF TRAVEL

In general, University buildings and facilities must be readily accessible and usable by individuals with disabilities. The University must ensure we build all new buildings or facilities in accordance with campus standards, California state building codes, and ADA design standards. Where readily achievable, the University removes architectural and structural barriers in existing facilities. In addition, the University seeks to maintain an accessible “path of travel” between and around the public areas of campus.

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### REPORTING A BARRIER

The campus community or any visitor may contact the ADA Compliance Office to report architectural or structural barriers on campus. The ADA Compliance Officer coordinates review and remediation, where achievable, with Campus Design & Facilities.

## SECTION 12: SERVICE AND SUPPORT ANIMALS

### DEFINITIONS

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#### SERVICE ANIMAL

Any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disorder.

1. Other species of animals, whether wild or domestic, trained or untrained, are not Service Animals for the purposes of this definition; however, miniature horses may qualify in some situations.

2. The work or task performed by a service animal must be directly related to the individual's disability.

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## SERVICE ANIMAL IN TRAINING

Any dog that is in the process of being trained, but whose training has not yet been completed.

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## SUPPORT ANIMAL

Animals utilized for emotional support, well-being, or comfort by individuals with disabilities. Because they are not individually trained to perform work or tasks, Support Animals are not Service Animals.

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## HANDLER

The individual with a disability who utilizes a Service or Support Animal as an accommodation. Accommodation: Any modification or adjustment in policies, practices, procedures, or work/school/housing environment to enable a qualified individual with a disability to enjoy equal opportunities and access to University rights, privileges, benefits, and services.

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## UNIVERSITY PROPERTY

Any property owned or controlled by the University including on and off campus housing, buildings, and grounds.

## CAMPUS POLICY

This policy on Service and Support Animals applies to all individuals on University Property, including students, faculty, staff, and visitors, without exception.

The care, supervision, and well-being of a Service or Support Animal are the sole responsibility of the Handler at all times. All Handlers who utilize Service or Support Animals on University Property are subject to all provisions of County of Santa Barbara Ordinance, Chapter 7: Animals and Fowl<sup>8</sup>. Service and Support Animal Handlers are responsible for damage caused by their animals, removing or arranging for the removal of animal waste, and ensuring that Service and Support Animals are under control at all times. When on University Property, Service and Support Animals must be harnessed, leashed, or tethered. If a harness, leash, or tether interferes with a Service Animal's work or the Handler's disability prevents the use of these devices, then the Handler must maintain control of the Service Animal through voice, signal, or other effective controls. For their safety, Service and Support Animals are not permitted on bikeways and may not be tethered to any campus building, object, landscaping, or vehicle at any time.

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<sup>8</sup> Certain sections of Santa Barbara County Ordinance Chapter 7 may not be applicable to temporary visitors and employees on the University Property. It is up to each Handler to be aware of all applicable laws relating to their Service or Support Animal.

## SERVICE ANIMALS

In general, Handlers permitted to bring Service Animals onto University Property and into campus buildings.

When determining whether a dog is a Service Animal, the University may not ask about the nature or extent of a person's disability or require proof that an animal has been certified or licensed as a Service Animal.

However, unless it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (*e.g.*, the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability), the University may ask two questions to determine whether an animal qualifies as a Service Animal.

The University may ask:

1. Is this animal required because of a disability?
  2. What work or task is this animal trained to perform?
- Prior to bringing a Service Animal to reside in University-owned housing, an employee or student resident Handler must contact University and Community Housing Services to ensure that any accommodations necessitated by the presence of the Service Animal may be made in a timely manner.
  - Employees may request to bring Service or Support Animals into the workplace by contacting Human Resources.

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## SUPPORT ANIMALS

Support Animals may be permitted on University Property on a case-by-case basis, limited as follows:

### UCSB Owned Housing

Support Animals may be permitted in University housing on a case-by- case basis for UCSB students and employees.

### UCSB Buildings

UCSB employees may be permitted to bring their Support Animal into University buildings where they are employed. Employees in need of such an accommodation must contact Human Resources.

Students are generally not permitted to bring Support Animals into non-residential buildings (*e.g.* classrooms). If a student is in need of an accommodation relating to a

Support Animal outside of housing, the student must contact the Disabled Student Program.

- Before bringing a Support Animal into a UCSB building, the requesting individual must obtain approval from the appropriate campus authority. Please refer to Appendix A for further information on how to apply for a Support Animal accommodation and Section E for information regarding who to contact with questions or requests to bring a Support Animal onto UCSB property.
  - If approval is granted, the requesting party shall be required to (1) provide a photo and the name of the Support Animal; (2) proof of registration and vaccination requirements as specified by Santa Barbara County Ordinance, Chapter 7; and (3) sign the Guidelines and Agreement for a Support Animal Accommodation.
- Emotional Support Animals may not be allowed to accompany owners to all outdoor events (e.g. graduation, sporting events, outdoor concerts). It is the Handler's responsibility to contact the appropriate University office to determine whether or not a campus event will allow Emotional Support Animals.

## SECTION 13: TELECOMMUNICATIONS

### ADAPTIVE TELEPHONE EQUIPMENT

For those with hearing impairments, amplified telephone handsets can be purchased through Communications Services. For more information, send email to [help@commserv.ucsb.edu](mailto:help@commserv.ucsb.edu), or call **(805) 893-8700**.

A broader range of adaptive telephone equipment can be obtained from Verizon. For details, visit the Verizon website's [Solutions for Customers with Disabilities](#).

Adaptive equipment is also available through the [California Telephone Access Program](#) (CTAP), which distributes telecommunications equipment and services for individuals who have functional limitations of hearing, vision, mobility, speech and/or interpretation of information.

### ASSISTIVE TELEPHONE SERVICES

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#### TELECOMMUNICATION RELAY SERVICE

The Telecommunication Relay Service (TRS) links persons using a standard voice telephone with persons using a text telephone (TDD or TTY). Specially trained California Relay Service operators complete all calls and stay on the line to relay messages between the two parties.

If you have a TDD or TTY and need to use the relay service, you can reach the California Relay Service toll-free by dialing **711** (from campus, dial 9-711 from a faculty or staff phone, or 8-711 from a residential phone); or you may call 1-800-735-2929. Non-TTY users may access the service at 1-800-735-2922.

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## SPEECH TO SPEECH

Speech-to-Speech (STS) is a new kind of relay service that allows persons with severe speech disabilities to communicate on the telephone with the assistance of a trained communications assistant relaying the conversation. Unlike the standard relay service, Speech-to-Speech does not involve the use of a TTY/TDD device.

To reach a toll-free Speech-to-Speech operator, dial **711** (from campus, dial 9-711 from a faculty or staff phone, or 8-711 from a residential phone); or you may call 1-800-854-7784.

Additional information on TRS and STS is available online at the [California Relay Service](#) website.

**Note:** UCSB campus operators are not trained as qualified Relay Service agents, and cannot relay calls between voice telephone and TDD users.

## SECTION 14: IT ACCESSIBILITY

### PROMOTING AN ACCESSIBLE IT ENVIRONMENT

Accessibility is a Civil Rights issue and inaccessible websites violate the EFFECTIVE COMMUNICATIONS requirement of the Americans with Disabilities Act (ADA) as well as provisions of Section 504 and 508 of the Rehabilitation Act. Just as the rights of people with disabilities are ensured by providing closed captioning for television programs, auditory crosswalk indicators or elevators, and ramps in buildings with stairs, so too is it our obligation and responsibility to similarly accommodate when it comes to accessing electronic systems and data.

All departments must make every effort to comply with WSG accessibility recommendations. An accessible website means that people with disabilities are able to obtain the same information in an adaptable format that is available to persons who do not have a disability and who are not using adaptive technology. A summary of key accessibility features is listed below under, “Designing Accessible IT Resources.”

If you have any questions regarding your responsibility for designing or maintaining an accessible web page or if you feel that you are unable to access a web page on campus because it lacks the required accessible features, contact the ADA Compliance Office for assistance.

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## UCOP IT ACCESSIBILITY POLICIES

In 2013, the [UC Electronic Accessibility Leadership Team \(EALT\)](#) proposed a [new systemwide accessibility policy](#), which included the requirement that all websites should meet the [WCAG 2.0 Level AA Success](#) requirements.

For a guide on how to meet these requirements, use the [customizable quick reference](#).

## DESIGNING ACCESSIBLE IT RESOURCES

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### HELP USERS NAVIGATE

Ensure that your website is easy for your users to navigate by establishing a clearly-defined information architecture and providing straightforward mechanisms for users to navigate within this architecture, including search engines and site outlines.

Furthermore, ensure that users can easily orient themselves within the structure of the website using techniques such as labeling the current section and using breadcrumb navigation.

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### DESIGN FOR DEVICE INDEPENDENCE

**Your page should not depend on the user using a specific type of device.** In other words, your page should be navigable by mouse, keyboard, voice, touch, and head wand. Elements that appear only upon mouse-over, for example, are usually inaccessible to people using screen readers. In general, any page that can be navigated via keyboard can also be navigated by voice or screen reader. Visit <https://webaim.org/techniques/keyboard/> to learn more about how to ensure your website is navigable by all users.

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### AVOID TIME-SENSITIVE CONTENT CHANGES

Avoid time-sensitive content changes or allow users to control the timing of these changes. For example, if your website features an image carousel that cycles through several images, provide options for users to pause or slow down the transition between images.

If your website *must* include time-sensitive content changes without user controls, provide ample time for the user to engage with the content. As a general rule: 20 seconds for every line of text.

Similarly, avoid moving content around the page unless users can control the movement of the content.

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### DON'T USE POP-UP WINDOWS

Do not use “pop-up” windows, or separate, modal browser windows that are opened by the current page. They inhibit screen reader’s ability to read the desired active screen. Furthermore, most modern browsers automatically block the display of these windows.

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### PREFER HTML OVER NON-HTML DOCUMENTS

Always prefer HTML web pages over non-HTML document formats, like PDF files or Microsoft Word files. These file formats often can't be viewed natively within a browser, forcing the user out of your website and into an alternate viewer.

Furthermore, making these alternate file formats accessible to screen readers and other assistive technologies often requires a completely separate approach than HTML documents, complicating your website's accessibility maintenance.

If you must use a PDF, ensure that your PDF is accessible using [Adobe's PDF accessibility guidelines](#).

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### CONSISTENT PAGE LAYOUT

Your website should feature a consistent page layout with page elements, like navigation and main content areas, appearing in the same location and featuring the same format across your website.

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### CLEAR, SIMPLE LANGUAGE

Write website content in clear, simple language.

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### PLUG-INS

In general, your website should not require the use of plug-ins or extensions not already present in a browser.

If your website does require a plug-in or extension, provide a link to download that component near the content that requires it.

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### ENSURE MEDIA IS ACCESSIBLE

When including multimedia, such as videos or interactive presentations, on your website, ensure that media is accessible to all of your users. For example, all videos should include captions for deaf and hard of hearing audiences.

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### USE ARIA ATTRIBUTES

[ARIA attributes](#) should be used to provide guidance to assistive technologies on how to parse your website.

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## CHECKING FOR AND MAINTAINING AN ACCESSIBLE WEBSITE

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### SITEIMPROVE

UC personnel have access to a simple tool – Siteimprove – to stay on top of web accessibility. Siteimprove is a cloud service that enables departments to review their sites for accessibility. Sites are crawled on a regular basis – every five days – and reports identifying accessibility errors, and how to fix them, are issued to the site owner. Learn more in the UC IT Blog article, "[UC Gets Systemwide Website Accessibility Checker](#)."

The University of California has made available a number of e-Courses, offered by Siteimprove, about how to make online content accessible to people with disabilities. The courses target multiple roles, including web developers, designers and marketers, content contributors, people who make documents and PDFs, and procurement staff. Read why everyone needs to get trained – not just web developers – in the UC IT Blog article, [“What Can You Do for Accessibility? Take the New Online Training.”](#)

You can access the courses by logging-in to either (1) the UC Learning Center and searching for “accessibility” or the course name (see list below), or (2) the [Siteimprove Training Academy](#) and clicking on the “Help Center and Academy” tab. For assistance, please contact the ADA Compliance Office. A complete list of the available training modules is at <https://www.ucop.edu/electronic-accessibility/web-developers/training-and-conferences/siteimprove-e-courses-on-accessibility.html>

Additionally, the Web Standards Committee conducts quarterly training for web developers and content editors in need of Siteimprove training for greater website accessibility. Please contact the Web Standards Committee for more details at <https://webguide.ucsb.edu/contact/>.

## RESOURCES FOR ACCESSIBLE WEBSITES

### GUIDELINES

- [University of California Resources for Developing Accessible websites](#)
- [World Wide Web Consortium \(W3C\) Web Accessibility Initiative](#)
- [WebAIM](#)

### ADAPTIVE SOFTWARE PROVIDERS

- [Ai Squared](#)
- [JAWS](#)
- [Nuance](#)

### ACCESSIBILITY TOOLS

- [Firefox Web Developer Plug-in](#)
- [University of Minnesota List of Accessibility Tools](#)
- [W3C List of Accessibility Tools](#)
- [W3C Validator Tool](#)

## SECTION 15: ADAPTIVE EQUIPMENT AND COMPUTING

### ADAPTIVE TECHNOLOGY CENTER

ADA Compliance Office  
Office of the Vice Chancellor of Administrative Services  
4129 Cheadle Hall  
Santa Barbara, CA. 93106  
(805) 893-7025

The Adaptive Technology Center (ATC) is located in room 1591 in the Ocean Side section of UCSB Library. This room, and the equipment housed in it, is reserved for UCSB students and faculty with disabilities.

To use the ATC, you must meet eligibility requirements for the Disabled Students Program. Before using the equipment, you must receive training from the Disabled Students Program's [Adaptive Technology Specialist](#). Upon completion of training, your UCSB Access Card will allow door access.

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### SPECIAL EQUIPMENT FOR STUDENTS AND FACULTY WITH DISABILITIES

The ATC has six PCs (Windows 10 & Windows 8). The following adaptive equipment and software is available:

- Kurzweil 3000 (scanning/reading software)
- Flatbed Scanners
- WPS Office
- Duxbury Braille Translator
- Juliette Braille
- 25" Color CCT

Available Workstations (with desk-mounted power outlets)

- One Standing Desk Work Station

Available upon request:

- JAWS (screen readers for Windows)
- ZoomText (screen magnification for Windows)
- Dragon Naturally Speaking (voice recognition software)

## SECTION 16: ASSISTIVE LISTENING SYSTEMS

Assistive Listening Systems (ALS) enhance speech understanding. Some devices are helpful to those whose hearing loss is mild and who have not yet been fitted with a hearing aid or cochlear implants while other ALS reinforce listening potential for those with hearing aids. ALS increase the loudness of only specific sounds, separating sounds users want to hear from sounds that are merely background noise.

### FIXED ASSISTIVE LISTENING SYSTEMS

The campus has installed ALSs in large lecture and concert halls built before passage of the ADA and all General Assignment classrooms seating 50 or more on the campus. All new construction of classrooms

with 50 or more seats must be equipped with installed listening devices. The following lecture halls are currently equipped with Assistive Listening Systems:

Campbell Hall and Corwin Pavilion are unique in that they have installed “loop” systems that allows patrons that have T-Coil hearing devices to use their units without additional hardware. Headsets and belt packs are available for those who do not have their own device but wish enhancement.

Currently, the campus has several portable Assistive Listening Devices to assist people with hearing loss. This equipment provides the listener with a small receiver while the person who is speaking has a small transmitter and microphone. DSP has equipment available to students in classroom settings, Instructional Development can provide Assistive Listening Devices for public events, and Art and Lectures offers such devices for their programming. Please schedule Assistive Listening Devices well in advance of public events.

### PORTABLE ASSISTIVE LISTENING SYSTEMS

The campus has several portable Assistive Listening Devices used to assist people with hearing loss. This equipment provides the listener with a small receiver while the person who is speaking has a small transmitter and microphone. DSP has equipment available to students in classroom settings, Instructional Development can provide Assistive Listening Devices for public events, and Art and Lectures offers such devices for their programming. . Please schedule Assistive Listening Devices well in advance of public events.

## SECTION 17: EMERGENCY PLANNING AND PROCEDURES

### CAMPUS DEPARTMENTAL EMERGENCY PLANS

As part of the campus Emergency Preparedness Program, we encourage members of the campus community with access and functional needs to evaluate their individual situation and determine the level of assistance they may require during an emergency. A person with one or more of the following concerns is encouraged to follow the recommendations of the Emergency Assistance Program:

- Limitations that interfere with walking or using stairs
- Reduced stamina, fatigue, or tire easily
- Emotional, cognitive, thinking, or learning difficulties
- Vision or hearing loss
- Temporary limitations (surgery, accidents, pregnancy)
- Use of technology or medications that could interfere with response times.

The Emergency Response Program for Access and Functional Needs provides an opportunity for faculty, staff, and students to create an emergency response action plan, identify a support team for special evacuation situations, [download an Emergency Assistance Response ID Card](#) and enroll in an automated emergency notification and response system.

If you have a access and functional needs which could impact your ability to promptly respond and evacuate a building or facility during an emergency, please review the Emergency Assistance Program and contact the appropriate campus departments for advice and assistance. [Download the Emergency Assistance Program.](#)

## CAMPUS EMERGENCY EVALUATION PROCEDURES

During emergencies when an elevator is not available for use, follow this procedure to handle situations in multistory buildings when persons are unable to use the stairs:

1. When the fire alarm is activated, designated personnel should assist/escort individuals with mobility disabilities to a safe location (enclosed stairwell landing that leads to an exterior exit at the ground level).
2. Someone should remain with the individual while another person notifies arriving emergency personnel of the location of anyone who needs assistance.
3. The instructions of the emergency responder should be followed, and no attempt should be made to move the individual to another building level unless there is imminent danger in the safe refuge, e.g., there is heavy smoke in the stairwell.
4. Individuals unable to utilize the stairs and working alone should call 911 (or 9-911 from a campus phone) and report the location of their planned refuge (stairwell landing).
5. Anyone unable to reach a stairwell (for instance due to smoke), should close all doors into their area, call 911 (or 9-911 from a campus phone) and wait for emergency personnel to arrive.

## ASSISTING PEOPLE WITH DISABILITIES IN AN EMERGENCY

Consider the following guidelines when there is imminent danger to a person in a safe refuge area during an evacuation. Departmental Safety Representatives and volunteers must familiarize themselves with these procedures.

### PEOPLE USING WHEELCHAIRS

Ask the person in the wheelchair what method of assistance they prefer. Keep in mind that some people have minimal abilities to move, so lifting them may be dangerous. Some people have respiratory complications and should be escorted, immediately, out of buildings that contain irritating smoke or fumes. If the person in need of assistance wants or needs to be moved in their wheelchair, keep the following considerations in mind:

ADA Compliance Office  
Office of the Vice Chancellor of Administrative Services  
4129 Cheadle Hall  
Santa Barbara, CA. 93106  
(805) 893-7025

- Ask if the chair should be moved forward or backward down stairs.
- Remember that wheelchairs have many movable or weak parts.
- Some people have little or no upper trunk or neck strength. Ask the person how to best assist them.
- If a seat belt is available on the chair, use it.
- Power wheelchairs have very heavy batteries. An evacuation chair may be needed and the power chair retrieved later.
- If a person asks to be removed from his/her wheelchair for evacuation, ask what his/her preference is on the following:
  - Which is the best way of being removed from the wheelchair?
  - Which extremities can and cannot be moved?
  - Should a seat cushion or pad should be used?
  - What is necessary for after-care?
- Mobility aids should be retrieved as soon as possible and given high priority. Contact the Departmental Safety Representative with the location of the wheelchairs.

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## PEOPLE WITH VISUAL IMPAIRMENTS

Describe the nature of the emergency and offer to guide the person to the nearest emergency exit. Have the person take your elbow and escort them to safety while advising of any obstacles such as stairs, narrow passageways, or overhanging objects. When you have reached safety, orient the person to the location and ask if further assistance is needed.

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## PEOPLE WITH HEARING IMPAIRMENTS

Many buildings are not equipped with flashing light alarms, so a person with impaired hearing may not perceive that an emergency exists. Communicate by writing a note or through simple hand gestures.

## SECTION 18: QUESTIONS AND INFORMAL RESOLUTION

If you have any questions regarding the ADA or UCSB's application of the ADA, feel free to contact the ADA Compliance office at any time.

The campus encourages informal resolution as a first step prior to filing a formal complaint; however, informal resolution is never required. If you believe you are not receiving reasonable accommodations or are being subject to discrimination or harassment, you may seek informal resolution by contacting a department head, dean, and/or one of the following offices for assistance in resolving your concerns:

**ADA Compliance Office**  
4129 Cheadle Hall  
Santa Barbara, CA 93106

ADA Compliance Office  
Office of the Vice Chancellor of Administrative Services  
4129 Cheadle Hall  
Santa Barbara, CA. 93106  
(805) 893-7025

## **Disabled Students Program**

2120 Student Resources Building

Santa Barbara, CA 93106

(805) 893-2668

## **Office of Equal Opportunity**

1503 South Hall

Santa Barbara, CA 93106

(805) 893-2701

## **Office of the Ombuds**

1205-K Girvetz Hall

Santa Barbara, CA 93106-7210

Phone: (805) 893-3285

## SECTION 19: FILING A GRIEVANCE

If you do not wish to resolve a situation that you believe is a failure to accommodate or is discriminatory or harassing in nature via informal resolution, or if informal resolution was not successful, you may file a formal grievance as noted below.

### FILING A GRIEVANCE ON CAMPUS

#### STUDENTS

Students must file a formal written grievance within ninety (90) days of the alleged violation. The most efficient way of filing a written grievance is by completing the "[Resolve a Grievance Form](#)" located on the Disabled Students Program website.

Alternatively, a student may file a formal written grievance to the Vice Chancellor of Student Affairs:

Office of the Vice Chancellor, Student Affairs

5203 Cheadle Hall

University of California

Santa Barbara, California 93106-2036

(805) 893-3651

For more information, or with help in filing your grievance, please contact the [ADA Compliance Officer](#):

ADA Compliance Office  
Office of the Vice Chancellor of Administrative Services  
4129 Cheadle Hall  
Santa Barbara, CA. 93106  
(805) 893-7025

## FACULTY

Faculty must file a formal written grievance to the Associate Vice Chancellor of Academic Personnel within thirty days (30) of the alleged violation:

Office of the Associate Vice Chancellor, Academic Personnel  
5105 Cheadle Hall  
University of California  
Santa Barbara, California 93106-2036  
(805) 893-2622

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## STAFF

### RESPRESENTED EMPLOYEES

Represented employees may file a grievance pursuant to the procedures detailed in the applicable collective bargaining agreement.

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### NON-REPRESENTED EMPLOYEES

Non-represented employees may file a complaint pursuant to Personnel Policies for Staff Members (PPSM). File the written grievance or complaint within thirty days (30) of the alleged incident:

Employee & Labor Relations  
3101 SAASB  
Santa Barbara, California 93106-3160  
(805) 893-2854

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## GENERAL PUBLIC

File formal written grievances within thirty days (30) of the alleged violation:

ADA Compliance Officer  
4129 Cheadle Hall  
Santa Barbara, California 93106-2033  
(805) 893-7025

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## EXTERNAL AVENUES FOR FILING A GRIEVANCE

ADA Compliance Office  
Office of the Vice Chancellor of Administrative Services  
4129 Cheadle Hall  
Santa Barbara, CA. 93106  
(805) 893-7025

Individuals who believe they have been discriminated against may also file a written complaint within 180 days from the date of the alleged discrimination with any federal agency that has jurisdiction over the University. Complaints may be filed with funding agencies, the Office of Civil Rights, or the Department of Justice. Alternatively, a civil lawsuit may be filed in federal court.

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## OFFICE OF CIVIL RIGHTS

You may file a complaint with OCR using OCR's electronic complaint form at the following website: <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>. For additional ways to file, please visit: <https://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

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## DEPARTMENT OF JUSTICE

You may file a complaint with the DOJ using DOJ's electronic complaint form at the following website: <https://civilrights.justice.gov/report/>.

## SECTION 20: ADVISORY COMMITTEE ON CAMPUS ACCESS

### WHAT IS ACCA:

The Advisory Committee on Campus Access (ACCA) advises the administration on all matters related to access to campus programs, services, and activities by persons with disabilities.

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### PRIMARY DUTIES:

On-going review of campus services, programs, and activities for persons with disabilities, make recommendations to administration, via the ADA Compliance Officer, on related issues, and make recommendations to ADA Compliance Officer regarding Administrative Services' ADA funding allocations for remediation and repair projects to improve physical access on campus.

### WHO ARE THE MEMBERS:

ACCA is comprised of voting and ex-officio members who act as advisors.

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### VOTING MEMBERS:

- 4 Faculty (Nominated by Academic Senate)
- 4 Students
  - 2 Undergraduate Students (Nominated by AS)
  - Graduate Students (Nominated by GSA)
- 4 Staff (Nominated by CSAC)

ADA Compliance Office  
Office of the Vice Chancellor of Administrative Services  
4129 Cheadle Hall  
Santa Barbara, CA. 93106  
(805) 893-7025

## EX-OFFICIO MEMBERS:

ADA Compliance Officer  
Deputy ADA Compliance Officer (Staff to ACCA)  
Director, Office of Equal Opportunity  
Sr. Planner, Budget and Planning  
Director, Disabled Students Program  
ADA Web Compliance Officer  
Deputy Fire Marshall, EH&S  
HR Disability Services Manager  
Advisors include representatives from:  
Arts & Lectures  
Communication Services  
Design & Construction  
Housing & Residential Services  
Parking & Transportation Services

## WHEN DOES ACCA MEET:

ACCA convenes quarterly but may schedule additional meetings as needed. These meetings are open to the general public. For schedule information, please email: [policy@ucsb.edu](mailto:policy@ucsb.edu) (link sends e-mail) or call 805.893.7025.

## MAKE A SUGGESTION TO ACCA:

If you are aware of an issue related to physical access on campus that you feel ACCA may be able to assist with, please contact the Deputy ADA Compliance Officer at [policy@ucsb.edu](mailto:policy@ucsb.edu) (link sends e-mail) to discuss.