

APPENDIX B
CAMPUS STANDARDS FOR ACCESSIBILITY
AND INCLUSION

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1.1 OVERVIEW

- A. Accessibility standards for UNC Charlotte are equal to, or in addition to, Federal ADA standards for Accessible Design. In some areas of design, campus standards are more stringent than ADA standards, but do not violate Federal or State standards.
- B. Designing accessible spaces requires planning that considers the needs of all users who may have low vision, blindness, a temporary or permanent mobility impairment, hearing loss, medical disorder, age related limitations, or several of these concerns.
- C. Utilizing a universal design perspective (design that provides access to all) when pre-planning campus buildings and pathways adds little cost in the planning stage, but saves countless dollars of expensive retrofitting later.

1.2 GENERAL CAMPUS STANDARDS

- A. Common use features, e.g., automatic door activator, card swipe, proximity readers for future use, elevator buttons, shall be placed at 34-36 inches from the finished floor
- B. Do not place common use building features within 24 inches of an interior corner.
- C. Features shall be 6-8 inches from any other common use feature.
- D. Common use features shall not be obstructed by trim or other building features
- E. Provide wheelchair accessible lab tables, lab sinks, podiums, electrical & gas connections, and access to all other necessary equipment in each classroom or research laboratory
- F. Classrooms and labs with fixed tables must have at least one adjustable table, placed in a visually unobstructed location near the front of the classroom
- G. Provide at least one accessible, family-friendly restroom on an egress level of newly designed or significantly renovated buildings. The door shall swing freely, rather than have spring or hydraulic closer.
- H. Provide ADA access to large tiered classrooms at multiple levels.
- I. Use ramps (not steps) to provide access for tiered feature or gathering areas

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1.3 ACCESSIBLE ROUTES AND PATHWAYS

- A. The hilly topography of the UNC Charlotte campus can be difficult to mediate and creates significant challenges for people with mobility disabilities. Accessible pathways benefit the whole campus body since people read text messages, roll equipment from or to classrooms, and ride bicycles while traversing the campus.

- B. Designing disability-friendly pathways requires:
 - 1. Accessible common campus pathways, whenever possible;
 - 2. Parallel accessible pathways when separate pathways are necessary;
 - 3. Sloped, rather than stepped common campus pathways;
 - 4. Pathways that provide excellent sight lines in all directions;
 - 5. Smooth, wide pathways with moderate slopes less than 5% when feasible.

- C. Include in Design:
 - 1. Multiple, direct, accessible pathways to nearby (especially adjacent) buildings;
 - 2. Accessible parking on the shortest, direct accessible pathway to an accessible entrance (North Carolina Building Code);
 - 3. Accessible pathways to transport modes from multiple building entrances
 - a. transport modes include:
 - 1) accessible parking areas
 - 2) shuttle stops
 - 3) bicycle/walking paths from other areas of campus
 - 4. Direct accessible paths to nearby specialty areas, such as outdoor picnic seating or cafeteria.

1.4 BUILDING FEATURES

- A. Entrances
 - 1. Place door actuators and card swipes 34-36 inches from the finished floor
 - 2. Space common use features at least 6-8 inches apart from other features (For example, a doorway that has a card swipe on the left side with an actuator on the right side is not functional)
 - 3. Avoid placing devices beneath thick, overhanging building trim

- B. Elevator buttons
 - 1. Avoid placing elevator buttons near the inside corners of a wall or within 24 inches of another feature, such as a water fountain, as this blocks access to both features.
 - 2. Place interior and exterior buttons 34-36 inches from the finished floor and unobstructed by trim

- C. Interior Signage

Signage within buildings should be

 - 1. At an accessible height determined by the ADA Accessibility Guidelines, clearly marking accessible egress paths.
 - 2. Large in size
 - 3. High contrast
 - 4. Consistently placed.
 - 5. Emergency and directional signage must be placed at an accessible height and should be unobstructed by ancillary signage
 - 6. Areas of rescue assistance must be clearly marked on floors without direct egress.

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- D. Classrooms, Laboratories and Internal Spaces
1. Fixed classroom desks should meet ADA standards for height and leg space to maximize utilization
 - a. Height: top 28 inches FFF
 - b. 27 inches of knee room
 2. Classrooms and labs with fixed tables should have at least one adjustable table, placed in a visually unobstructed location near the front of the classroom
 3. Provide access to multiple levels in large tiered lecture halls to ensure accessibility compliance
 4. Podiums and smart classrooms features shall be located at least 36 inches from the wall and should be fully accessible for faculty or guests with disabilities.
 5. Provide access to multiple levels in tiered classrooms (lowest and highest points in the room);
 6. Include wheelchair accessible seating in multiple locations;
 7. When including separate tiered space use ramps to provide inclusive access
 8. Provide wheelchair accessible lab tables, lab sinks, podiums, electrical & gas connections, and access to all other necessary equipment in each classroom or research laboratory
 9. The minimum aisle width in classrooms is 36"
 10. The preferred minimum width for lecture hall aisles is 48".
- E. Restrooms
1. Place towel dispensers on the wall away from the sink to allow wheelchair access;
 2. Avoid corner entrances to restrooms that are difficult for wheelchair users to maneuver.
- F. Stairs
1. Provide visual contrast with 2" stripe on the tread of all interior and exterior stair locations on the stair tread beside the nosing. Confirm campus location to follow based on design material being provided (brick, concrete, rubber treads, etc.).

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PRINCIPLES OF UNIVERSAL DESIGN

1.5 EQUITABLE USE:

The design does not disadvantage or stigmatize any group of users.

1.6 FLEXIBILITY IN USE:

The design accommodates a wide range of individual preferences and abilities.

1.7 SIMPLE, INTUITIVE USE:

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

1.8 PERCEPTIBLE INFORMATION:

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

1.9 TOLERANCE FOR ERROR:

The design minimizes hazards and the adverse consequences of accidental or unintended actions.

1.10 LOW PHYSICAL EFFORT:

The design can be used efficiently and comfortably, and with a minimum of fatigue.

1.11 SIZE AND SPACE FOR APPROACH & USE:

- A. Appropriate size and space is provided for approach, reach, manipulation, and use, regardless of the user's body size, posture, or mobility.

1.12 WEBSITE

http://www.ada.gov/2010ADASTandards_index.htm

[NCSBC Chapter 11 Accessibility](#)