Advanced ADA and Section 504 for Higher Education
Training & Certification Course Agenda

Description:

ATIXA's expert faculty members will lead participants through discussions of a variety of intersectional issues involving students and employees with disabilities. Topics include, but are not limited to, responding to mental health issues, housing and dining accommodations, website accessibility, pregnancy, and collaborating with behavioral intervention teams for complex disability-related concerns.

Participants will engage in a variety of faculty-led applied learning exercises to test their understanding of these complex matters and practice applying appropriate decision-making frameworks and problem-solving skills to address them in both a supportive and legally compliant manner.

Participants are expected to have foundational knowledge about disability law in education settings from either attending the ADA and Section 504 Foundations for Higher Education course or via other educational or experiential means.

Learning Outcomes:

After completing this course, participants will be able to…

- Respond to conduct issues that present for students with disabilities
- Explain the required steps for an institution to involuntarily remove a student or employee with a disability, as well as identify common compliance pitfalls and best practices
- Understanding academic, technical, and professional student standards
- Evaluate requests for academic accommodations, including those that would be a fundamental alteration
- Understand the institution's obligations to make websites accessible
- Identify reasonable accommodations in housing and/or dining programs

Course Topics

Review of ADA and Section 504 in Higher Education

- Core Concepts Refresher
- Four Key Laws
- Section 504 vs. ADA
- Qualified Individual with a Disability
- Required Standard Notice

Mental Health and Disability

- ADA/504 Guidelines Regarding Mental Illness
- Psychiatric Disabilities and Mental Health
- Safety Concerns

The Intersection of Disability and Conduct

- Student and Employee Requirements
- Interactive Process vs. Conduct Process
- Student Conduct and Mental Health
- Employee Mental Health and Conduct
- Fitness for Duty Examinations

Behavioral Intervention Team Collaboration

- Behavioral Intervention Teams
- Information Sharing
- Assessment Types
- Risk Assessment

Leave Processes

- Leave Policies and Procedures
- Initiating Voluntary Leaves of Absence for Students
- Initiating Involuntary LOA/Withdrawal
- Threat to Others
- ADA “Direct Threat” Test
- Applying the ADA Four-Part Direct Threat Test (Harm to Others)
- Policy Implications When
- Applying Direct Threat or Legitimate Safety Risk to Self
- Returning from Leave of Absence

Academic Accommodations

- Academic and Technical Standards
- Student Standards
- Meeting Academic, Technical, and Professional Standards
- Examples of Academic Standards
- Technical Standards
- Professional and Ethical Standards
- Meeting Standards with Reasonable Accommodations

Accommodation Process Requirements: Review and Case Law

- Documentation
- Interactive Process
- Fundamental Alteration and Undue Hardship
- OCR Guidance Regarding Fundamental Alteration
- Campbell v. Lamar Institute of Tech
- Halpern V. Wake Forest University Health Sciences
- Key Takeaways

Accommodation Appeals vs. Addressing Discrimination

- Accommodation Disputes
- Discrimination within the Accommodation Process
- Discrimination and Harassment
- ADA/504 Discrimination Process Overview
- Evidence Considerations
- Title IX Grievance Process

Pregnancy and Related Conditions

- Review
- Reasonable Modifications
- Supporting Documentation
- Certification to Participate
- Intersection of Pregnancy and Disability
- Examples

Web and Digital Accessibility

- Case for Web and Digital Accessibility
- Laws, Guidance, and Enforcement

On-Campus Housing and Dining Services

- Housing Accessibility
- Single Room Requests
- Dining Accommodations and Considerations

Other Accessibility Topics

- Assessing Capacity to Consent for Students with Disabilities
- Supporting Deaf/Hard-of-Hearing Individuals
- Sign Language and Interpreters
- Supporting Blind/Vision-Impaired Individuals
- Common Accommodations

- Physical Accessibility Challenges, Including Visitors
- Universal Design Approaches

Note: Training will include one morning and one afternoon break (approximately 15 minutes each) and a one-hour lunch break. Training start and end times for in-person events are determined by the host site. All virtual training sessions take place from 10 AM – 5 PM ET unless otherwise specified.