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

Description:
ADA and Section 504 Foundations for Higher Education is a one-day course designed to provide Title IX Coordinators and administrators with a comprehensive overview of disability laws that govern the institution’s work to provide reasonable accommodations in postsecondary academic settings.

This course will serve the needs of Title IX Coordinators who are also designated as their institution’s Section 504 Coordinator, or others whose job responsibilities require a solid grounding in accessibility work on their campus. This course is also helpful to others who seek an introduction to the federal laws that govern access to the institution’s education program and activity for individuals with disabilities. Although this course will primarily focus on student-facing accommodations, the principles covered apply to employee-facing accommodations, as well.

ATIXA’s expert faculty members will begin with the legal frameworks that apply to accessibility work and discuss the roles and responsibilities required for recipients of federal funding. They will then thoroughly review the principles and elements that comprise the interactive process for determining reasonable accommodations and how to effectively implement the process in higher education settings.

Additionally, participants will explore the elements required for a well-developed grievance process for individuals who believe that they have been discriminated against on the basis of disability, including best practices in organizational structure.

Finally, faculty will discuss how the accommodation process can be used to support individuals who require support based on pregnancy and related conditions.

Learning Outcomes:
After completing this course, participants will be able to…
- Understand the role of the ADA and 504 Coordinator as distinct from the Disability/Accessibility Services Coordinator role, and how those roles may work with the Title IX Coordinator
- Identify the elements required to create an appeal process for accommodation challenges and a grievance process for disability-related harassment and discrimination complaints
- Explain the interactive process to determine reasonable accommodations for qualified individuals with a disability, including working with campus stakeholders to implement accommodations
- Assess what it means to be a student who is pregnant or has a related condition and what is required when responding to pregnancy-related accommodation requests
- Define the concepts fundamental alteration and undue burden
- Anticipate the intersection of academic standards and community standards.
- Distinguish between service animals and emotional support animals

**Course Topics**

**Introduction to Core Concepts**
- Equal Results vs. Equal Opportunities
- Qualified Individual with a Disability
- Physical or Mental Impairment
- Major Life Activity
- “Record of” vs. “Regarded as” Having an Impairment
- Key Laws
- Operational Considerations

**Roles and Responsibilities**
- ADA/Section 504 Coordinator vs. Disability/Accessibility Services Coordinator
- Group Discussion

**Intersection with Other Institutional Standards**
- Important Intersections
- Academic and Technical Standards
- Conduct Standards
- Essential Job Functions

**Accommodation Process Overview**
- Process Overview
- Documentation Standards and Review
- Interactive Process
- K-12 Individualized Education Plan (IEP)

**Key Exceptions**
- Fundamental Alteration
- Undue Burden
- Accommodation Disputes
- Documentation and Communication Issues
- Accommodating Temporary Disabilities

ADA/504 Grievance Process

- Grievance Process Overview
- Basis for ADA/504 Grievance Process
- Grievance Process Policy Elements
- Investigation Process
- Appeals
- Recordkeeping Recommendations

Pregnancy and Related Conditions

- Title IX Regulatory Language Overview
- Title IX Scope
- Outreach and Intake
- Reasonable Modifications
- Supporting Documentation
- Voluntary Leaves of Absence
- Intersection of Pregnancy and Disability
- Title IX vs. ADA/504 Obligations
- Athletics & Pregnancy

Service vs. Emotional Support Animals

- Animals in Schools
- Service Animals
- Assistance, Emotional Support, Therapy, and Companion Animals
- ESA Documentation

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 11 AM – 6 PM ET unless otherwise specified.