



Technical College System of Georgia

ADA Guidelines

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Americans with Disabilities Act -ADA

- The ADA prohibits discrimination on the basis of disability in employment, state and local government, public accommodations, commercial facilities, transportation, and telecommunications. It also applies to the United States Congress.

Rehabilitation Act of 1973- Section 504

- Section 504 covers institutions receiving federal funds. It prohibits discrimination against “otherwise qualified” individuals with disabilities.

Otherwise Qualified

- A qualified individual with a disability who meets the technical and academic qualifications for entry into the school or program, who, with reasonable accommodations, can perform the essential functions of the school curriculum.

Otherwise Qualified Students

- Students with disabilities must complete the same admissions procedure as other applicants.
- They may receive accommodations on the placement test.
- Students with disabilities must meet the academic standard with or without accommodations.

Individuals with Disabilities Education Improvement Act -IDEA

- Students with disabilities in K-12 are guaranteed to have access to a free and public education.
- NOT the same with college.

The Difference

- 504: Non-discrimination, equal access or the opportunity to complete.
- IDEA is an entitlement statute and is about free appropriate public education, or hope for success.
- Accommodation may not be the same.
- Students must self disclose.
- Not guaranteed to pass or complete a program.

Student's Role

- Students must self disclose and provide current documentation to the disability services provider.
- Documentation must include diagnosis of disability and how it impacts education.
- Meet with instructor to discuss accommodation plan.
- Meet any requirements for the program with or without an accommodation.

Disability Services Role

- Serve as official contact person for student with disabilities.
- Meet with students and review documentation and need for accommodation.
- Determine eligibility for services and accommodations.
- Create a reasonable accommodation plan.
- Work with student and instructor's to facilitate accommodations.
- Provide assistance with adaptive and assistive technology.
- Trust your Disability Services Coordinator! They want to help ensure equal access and help students have a successful class.

Faculty Role

- Make sure the Disability Services Coordinator contact information is on your syllabus.
- Provide academic and physical requirements in advance to all students.
- Create/maintain classroom environment that respects and values diversity and is accessible.
- Be available to students to confidentially discuss their accommodations.
- Provide the accommodation approved by the Disability Services Coordinator.
- Call your coordinator if you have questions or concerns.
- Keep student's information CONFIDENTIAL!

What **NOT** to do...

- Ask students for documentation/information beyond their accommodation plan.
- Discuss students needs in front of others.
- Make comparisons between students and their needs.
- Grant accommodations to students that has not been approved by the Disability Services Coordinator – accommodations should come through the DS office.

Reasonable Accommodations

- Modification or adjustment to a course, program, service, job, activity or facility that enables a qualified individual with a disability to have an equal opportunity to attain the same level of performance.

Examples

*Accommodations may vary depending on course work.

- Assistive Technology
- Alternative media – textbooks in audio format
- Extra time for tests and assignments
- Readers
- Testing in a quiet area
- Interpreters
- Note takers
- Enlargement of materials
- Sign Language Interpreters and closed captioning
- Recording lectures
- Service animals

Concerns

- Accommodations are not retro active
- Understanding the differences between HS and college
- Granting accommodations that are not listed in accommodation plan
- Not allowing extended time for online tests
- Requesting online students with disabilities to come in and test due to extended time (when you don't ask others to come on campus to test)
- Must stay consistent with accommodations

Concerns

- Clinical/internships not wanting students with disabilities on their site
- Service animals in class
- Appropriate time for homework extension
- Recording lectures
- Mental Health and disability stereotypes
- Unfair Advantages
- Redirecting students that are disruptive
- Students must be offered the opportunity to take the course, even if they may fail

Remember....

- Post-secondary institutions are not required to provide modifications that would fundamentally alter academic or technical standards.
- Substantially alter the nature of the benefit received

GOAL: EQUAL ACCESS to ALL

- Prohibited from discriminating against qualified individuals with disabilities.
- Required to make a reasonable accommodation if student has documentation.
- We must ensure that our programs are accessible to students with disabilities.

Success Story

- The Drop
- Don't discount a student based on his/her disability. Don't judge a student based on what you think they can or can't do. Equal opportunity for education!
- Just because you might think they can't complete the program, doesn't mean they can't have the opportunity to try. Remember – equal access.