ACCESSIBILITY AT TULANE

THURSDAY, MAY 23, 2024

FAMILY WEBINAR
Campus Leadership

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OUR MISSION

• We seek to eliminate barriers, advocate for inclusion, and ensure access for every member of our community.

• We recognize that a community rich in diversity acknowledges that great minds think differently.
HOW WE ACHIEVE OUR MISSION

• Provide access to reasonable accommodations and assistive technology
• Partner with faculty, staff, and administration (i.e., Center for Engaged Learning and Teaching “CELT”) to develop accessible policies and programs
• Help students develop self-advocacy skills via engagement in our processes
WHO WE SERVE

• Students with a known history of accommodations
• Students with a known history of academic struggles, whether previously diagnosed/accommodated
• Students with newly identified support needs
<table>
<thead>
<tr>
<th></th>
<th>K-12</th>
<th>Post Secondary</th>
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<tbody>
<tr>
<td><strong>Laws</strong></td>
<td>• IDEA</td>
<td>• ADA(AA) (Title II)</td>
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<td>• Section 504 of the Rehabilitation Act (FAPE)</td>
<td>• Section 504 of the Rehabilitation Act (No FAPE)</td>
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<td><strong>Legal Protections</strong></td>
<td>• “Entitlement” law</td>
<td>• “Non-discrimination” statutes based on civil rights</td>
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<td>• Free and appropriate primary and secondary education is a right</td>
<td>• Post secondary education is a choice, not a right</td>
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<td>• School responsible for identification of need and service provision</td>
<td>• Student must self-identify and request services</td>
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<td></td>
<td>• Includes course modifications</td>
<td>• Special programs and course modifications are not required to be created</td>
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<td><strong>Qualifications</strong></td>
<td>• Has a disability</td>
<td>• Has a disability</td>
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<td>• Appropriate age (FAPE eligible)</td>
<td>• Meets the academic and technical standards requisite for admission or participation in the educational program or activity(“Otherwise qualified”)</td>
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<td><strong>Advocacy</strong></td>
<td>• Parents actively involved and expected to participate</td>
<td>• Parent involvement is not actively sought and may be discouraged at times</td>
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<tr>
<td><strong>Orientation</strong></td>
<td>• Success</td>
<td>• Access</td>
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REQUESTING ACCOMMODATIONS

1. Complete a brief online application (accessibility.tulane.edu).
2. Submit documentation (reference our website for more specific guidance).
3. Schedule a meeting with a staff member at the Goldman Center.
4. Meet with a member of the Goldman Center staff to further discuss your request and possible options for accommodation.
5. Check Tulane email account for a determination summary outlining approved accommodations and/or alternative forms of support and next steps.
IMPORTANT NOTE ABOUT THE DETERMINATION PROCESS

All requests are completed on an individualized basis using the interactive process which may affect:

• Documentation requirements
• Timeline of process
• Outcome
THE INTERACTIVE PROCESS

Determinations are based on the consideration of input from:

• Student
• Licensed/credentialed evaluators*
• Campus partners
• Faculty members and/or administration
• Consultation and research
• Consideration of all campus resources, as needed

*Recommendations for specific accommodations made by evaluators will be considered but are not prescriptive.
OTHER RESOURCES

• Learning Specialist
• Student Ambassador Peer Mentorship Program
• Office for Academic Success
• Academic Learning & Tutoring Center
• Success Coaching
• NTC Academic Advising
• Campus Health (Health Center, Counseling Center, The Well, etc.)
• Case Management & Victim Support Services
Contact us

GOLDMAN CENTER FOR STUDENT ACCESSIBILITY

https://accessibility.tulane.edu/
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504-862-8433