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# ADA COMMITTEE MEETING NOTES

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February 9, 2024

9–10 a.m. via Zoom and in-person.

**Members Present:** Gemelie Domingo, Araceli Salazar, Thomas Cardoza, Kaytlyn Burton, Yevonne Allen, Tony Futia, Azu Alfaro, Tanner Sims, Anthony Coots, Elyssia Fraga, Chris Quantrell, Steven Bale, and Eric Lopez

## Discussions

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### **How do we reach out to our stakeholders (students, faculty, and staff) on how the ADA functions and what our purpose is?**

- Look at digital/physical barriers. Involve community members on how utilize our buildings and services
  - We should also add educational barriers - educating population or all stakeholders on the challenges
- Need to educate faculty that the ADA committee has its purpose and faculty/staff must follow if not they will be sued or penalized
- Want to set standards in place so faculty can direct their class design to the standards

### **Where should we start as a committee? What should be our focus?**

1. Look at how our faculty/students are aware of accessibility vs accommodations
  - a. Faculty are used to the accommodation piece of their job but not the access piece
    - i. Faculty believe if someone doesn't out themselves, their class doesn't need to be accessible or need to review class for accessibility
  - b. If things are accessible, we don't have to rely always on accommodations
    - i. Need to educate staff on this factor
  - c. WebCollege have started to use checkpoints to make sure things are accessible but not all faculty have started using this
  - d. Are staff aware that physical handouts need to be accessible digitally?
    - i. What awareness do they have of their focus? Will surveys be useful?
    - ii. What is the process if they need help in classroom/office/area?
      1. To let facilities know about access call them, there is also a website instructors can reach out to. Until facilities know/notified they can't do anything
      2. Available on the DRC webpage
      3. Let facilities know, making a call or submitting a work order is imperative
    - iii. What is the process for staff to receive accommodations?
2. Should we educate people on ADA vs DRC
  - a. Have something on the website letting people know ADA and ADA committee
3. IT emergency evacuation projection Initiative
  - a. A way to identify if in a crisis how we can help and get a hold of the individual
  - b. This list can help facilities and emergency departments to be aware and notified
  - c. This will not just be locally but will be given to local dispatch to be aware of what equipment is needed and who needs to be identified
  - d. Waiting on the committee meetings to execute plan

- e. IT has a plan and numbers to discuss
- 4. Facilities have made account of doors that need locks
  - a. Many don't have locks so this project might take some time
  - b. Fire requirement issues for certain doors
  - c. A lot of the doors with push bars cannot have locks/bars due to legal requirements and ADA
    - i. No interior deadbolt, because we'd be liable and unsafe
- 5. Start with professional development (PD) - hour session to create an education campaign about ADA and the major points
  - a. Make subsections to start a buy in
  - b. Can present this to planning council, NFA and Faculty Senate about the value of ADA not just the rules and law but the importance
    - i. Need to let them know the why

### **What should standards be for WebCollege? What should be the academic standards be for in person?**

1. Get connected with academic committee so they know how to meet ADA standards for online, hybrid and in-person options
  - a. A checklist of accessibility, even for students without accommodations
  - b. Nothing is currently in place
  - c. Lot of documents have been floated around but nothing has been made concrete nor a general policy for TMCC
  - d. Onboarding should be comprehensive in understanding ADA, accessibility for digital/in-person content
    - i. Including student services and HR
    - ii. Create policy but also a course for staff/faculty
    - iii. Can start with PD for an hour or two to encourage faculty to attend
      1. Should be available for part time and full time
    - iv. How can we make this as part of the policy and not make it voluntarily? Make it mandatory for professional staff, faculty
2. Elyssia Fraga (WebCollege Accessibility Specialist & Instructional Designer) has revised the course on Canvas as an introduction for accessibility
  - a. Part of her goal with this course is to add on additional courses and incorporating more information
  - b. There's information on ADA law/policy, NSHE policy
  - c. This course mainly talks about the online space but not in-person space
3. Create a PDF document that has the top ten things to be accessible both for in person and online
  - a. This can be for ADA committee or WebCollege
  - b. Want to avoid making things complex for older or non-tech-savvy faculty
  - c. Want to meet the needs before students disclose themselves
4. Make another mandatory video for ADA
  - a. This needs to be passed through NSHE, however we can locally for fiscal year 2025 through planning council create a policy like how it has been done for cybersecurity; make it locally

### **What are students' frustrations that you have noticed in your area or office?**

1. Being accepted by faculty but mainly related to students. The way people are treating them in the community
  - a. Is it because of fear, lack of education, and understanding?
  - b. Students being on the spectrum lacking social skills, communication skills wanting public to understand education of students' spectrum
2. How do we educate our students on accommodations and accessibility?

- a. Need to hold students accountable as well as students
3. Students will feel the pressure and the shame especially in certain programs: medical or health science program

### **What is the faculty perspective on accommodations?**

1. Faculty are having a greater understanding of the accommodations but can still receive a pushback
  - a. Generally, the biggest concern is "how this will affect other students"
2. Faculty will meet with DRC or directors to have these discussions and clarify the purpose and function
  - a. VPPAA will also step in if needed and discuss the importance of the ADA laws and DRC policies
3. Faculty knows who to contact if having issues with students or accommodations
  - a. Whether it's Tony, YeVonne, or DRC
4. Nothing in ADA does it say we need to fundamentally change the curriculum, our faculty fear that we will reduce rigor
  - a. Should educate staff

## **Final Announcements**

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### **Focus on top three things for this committee**

- Send Chair Steven Bale a list of the top three things we should work on this semester
- Last meeting minutes will also be sent out for committee's review

### **A reminder for past members - FY 23 goals**

- Academic department book semester meeting deadlines
  - bookstore already has a hold on it
- IT Initiatives: Emergency evacuation plan and VPAT
  - IT noted that this will take some time to program so this can be on the list but to not push for it to be on the top since they need to program it
  - IT has been given the permission to move forward and update committee of plans, the goal and what the program will look like
- Encourage TMCC wide accessibility training

### **Goals Mentioned**

- ADA committees provide open access so everyone has the same opportunity regardless of their barriers
- Build an acceptance and excitement of the ADA services and accessibility

### **Old Business**

- No Old Business

**Next Meeting Date:** March 8, 9 a.m. in RDMT 255 for in-person; also available on zoom link: <https://tmcc-edu.zoom.us/j/92331770794?pwd=T1RLcU1RVUNYaGtLNWIWUk9wYkhSZz09>

Calendar invite will also be sent out.