Degree Partnership and Students with Disabilities—Making a successful transition from Community College to University

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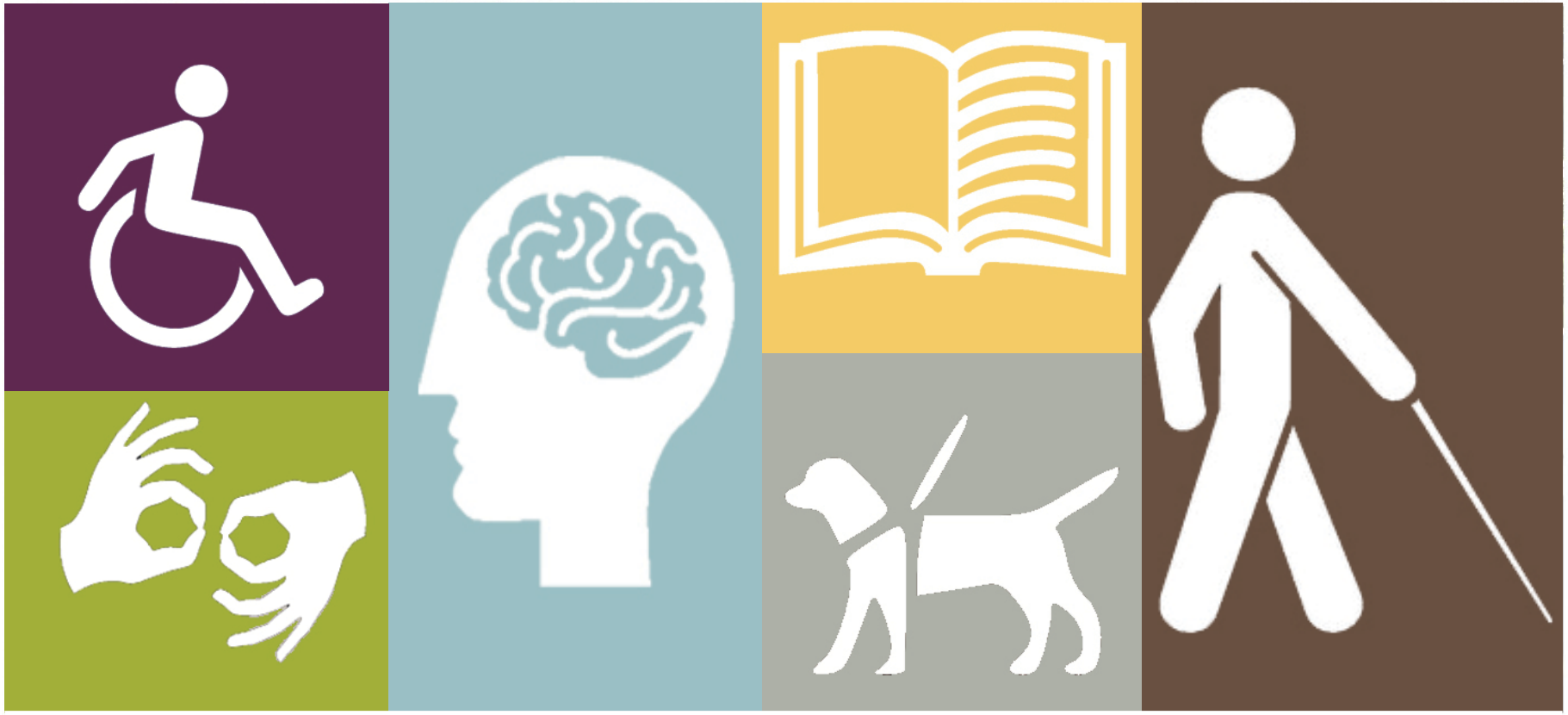
Presentation for the Degree Partnership Summit, March 5th, 2013



Presentation goals

- Gain a better understanding of the population/demographics of students with disabilities in higher education
- Gain an understanding of your institutions legal requirements regarding students with disabilities
- Understand the general process students with disabilities will go through to get services at the Community College and the University
- Articulate at least one challenge students with disabilities have while in transition between CC and Univ. and also be able to articulate one way to assist a student who is in the process of transferring or who is attending two institutions
- Know where to access resources to learn more about legal requirements related to students with disabilities and program access

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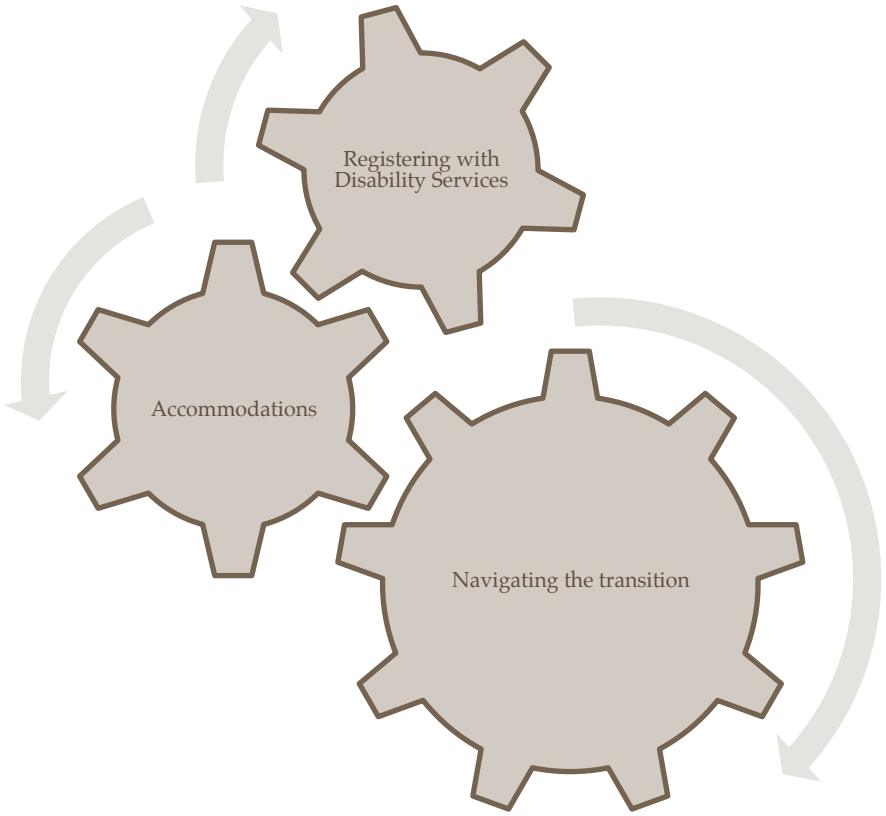
Presentation overview

- Demographics
- Equal Access & the Law
- Registration & Accommodation Process
- Transition challenges
- Additional Resources
- Questions



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Demographics of Disability in the United States

Almost 55 million individuals in the U.S. have a disability (19%)

<u>Compared to the general pop:</u>

6.4% (14.7 million) have a visual, hearing, or speech disability

11.9% (27.4 million) have a mobility disability

7% (16.1 million) have a cognitive and/or mental difficulty

Brault, Matthew, *Americans With Disabilities: 2005, Current* Population Reports, P70-117, U.S. Census Bureau, Washington, DC, 2008.

A little over 2 million college students have a disability (11%)

<u>Compared to all college students:</u>

1% (194,000) have a visual, hearing, or speech disability

1.6% (300,000) have a mobility disability

5.4% (1,040,000) have a cognitive and/or mental difficulty

U.S. Department of Education, Institute of Education Sciences, National Postsecondary Student Aid Study: 2008.

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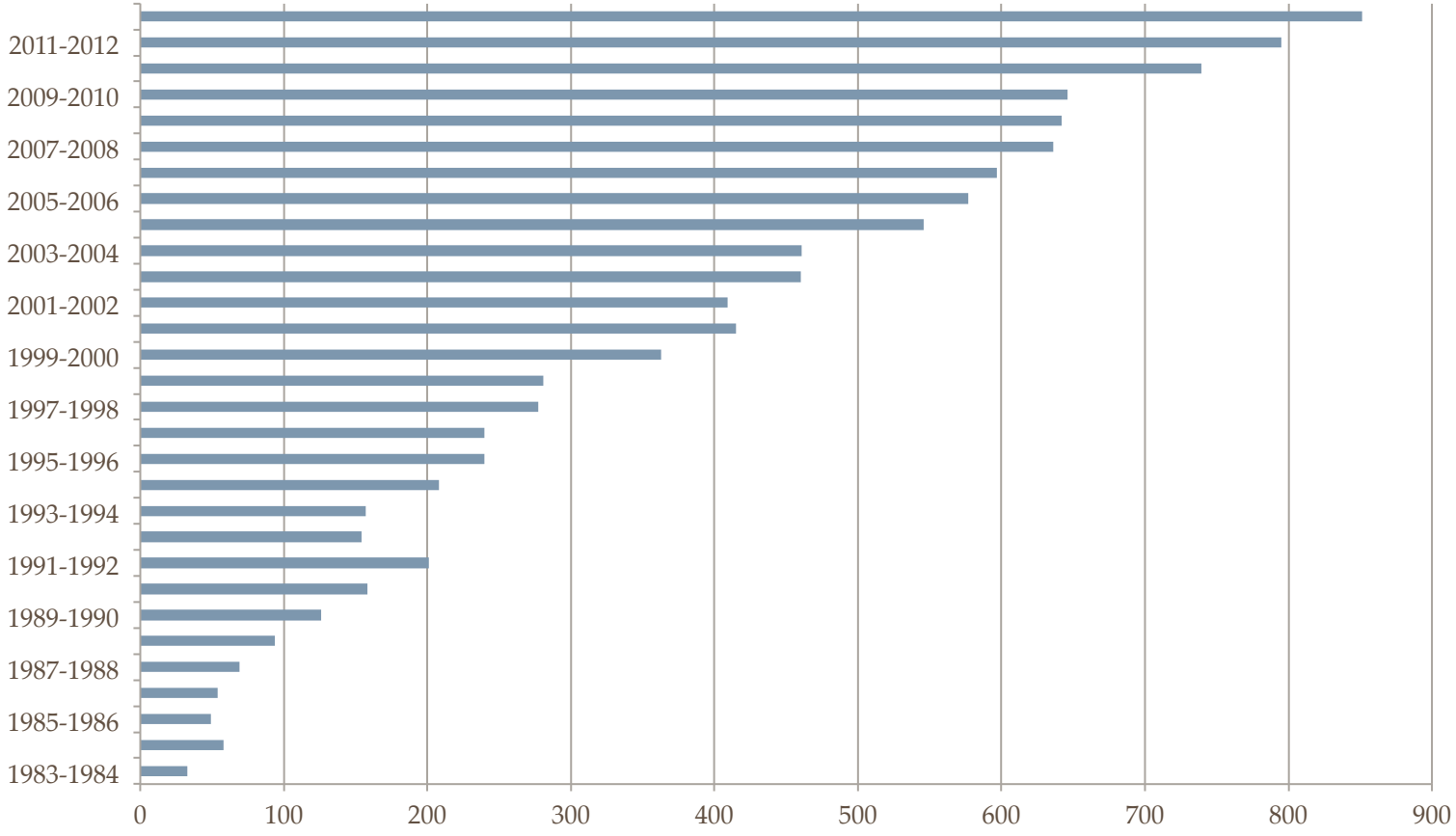
Demographics of Disability at Oregon State University

Total number of students served by DAS



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Demographics of Disability at Oregon State University

DAS Enrollment vs. OSU Enrollment

Acad Year	OSU Enroll	% Change	DAS Enroll	% DAS Change	Ratio
1983-1984	16124		33		1:489
1984-1985	15636	-3.0%	58	75.8%	1:270
1985-1986	15261	-2.4%	49	-15.5%	1:311
1986-1987	15220	-0.3%	54	10.2%	1:282
1987-1988	15220	0.0%	69	27.8%	1:221
1988-1989	15639	2.8%	94	36.2%	1:166
1989-1990	15965	2.1%	126	34.0%	1:127
1990-1991	16048	0.5%	158	25.4%	1:102
1991-1992	15098	-5.9%	201	27.2%	1:75
1992-1993	14480	-4.1%	154	-23.4%	1:94
1993-1994	14356	-0.9%	157	1.9%	1:91
1994-1995	14335	-0.1%	208	32.5%	1:69
1995-1996	14261	-0.5%	240	15.4%	1:59
1996-1997	13826	-3.1%	240	0.0%	1:58
1997-1998	14203	2.7%	277	15.4%	1:51
1998-1999	14690	3.4%	281	1.4%	1:52
1999-2000	16061	9.3%	363	29.2%	1:44
2000-2001	16777	4.5%	415	14.3%	1:40
2001-2002	18032	7.5%	409	-1.4%	1:44
2002-2003	18774	4.1%	460	12.5%	1:41
2003-2004	18974	1.1%	461	0.2%	1:41
2004-2005	19159	1.0%	546	18.4%	1:35
2005-2006	19236	0.4%	577	5.7%	1:33
2006-2007	19362	0.7%	597	3.5%	1:32
2007-2008	19753	2.0%	636	6.5%	1:31
2008-2009	20320	2.9%	642	0.9%	1:32
2009-2010	21969	8.1%	646	0.6%	1:34
2010-2011	23761	8.2%	739	14.4%	1:32
2011-2012	24977	5.1%	795	7.6%	1:31
2012-2013	26393	5.7%	*851*	*7.0%*	*1:31*

*Enrollment numbers taken from OSU Factbook through 1998, then from Common Data Set

**Prior to Fall Term 2000, headcount based on Fall End of Term Data

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Demographics of Disability at Oregon State University

What are the different kinds of disabilities?

Visual disabilities
- Blindness
- Low-vision
- Color-blindness
- Photosensitivity

Mobility disabilities
- Loss of Limb
- Limited movement
- Speech

Hearing disabilities
- Deaf
- Hard of Hearing

Cognitive/mental disabilities
- Learning disabilities
- Distractibility (ADD/ADHD)
- Comprehension
- Dyslexia
- Mental Health

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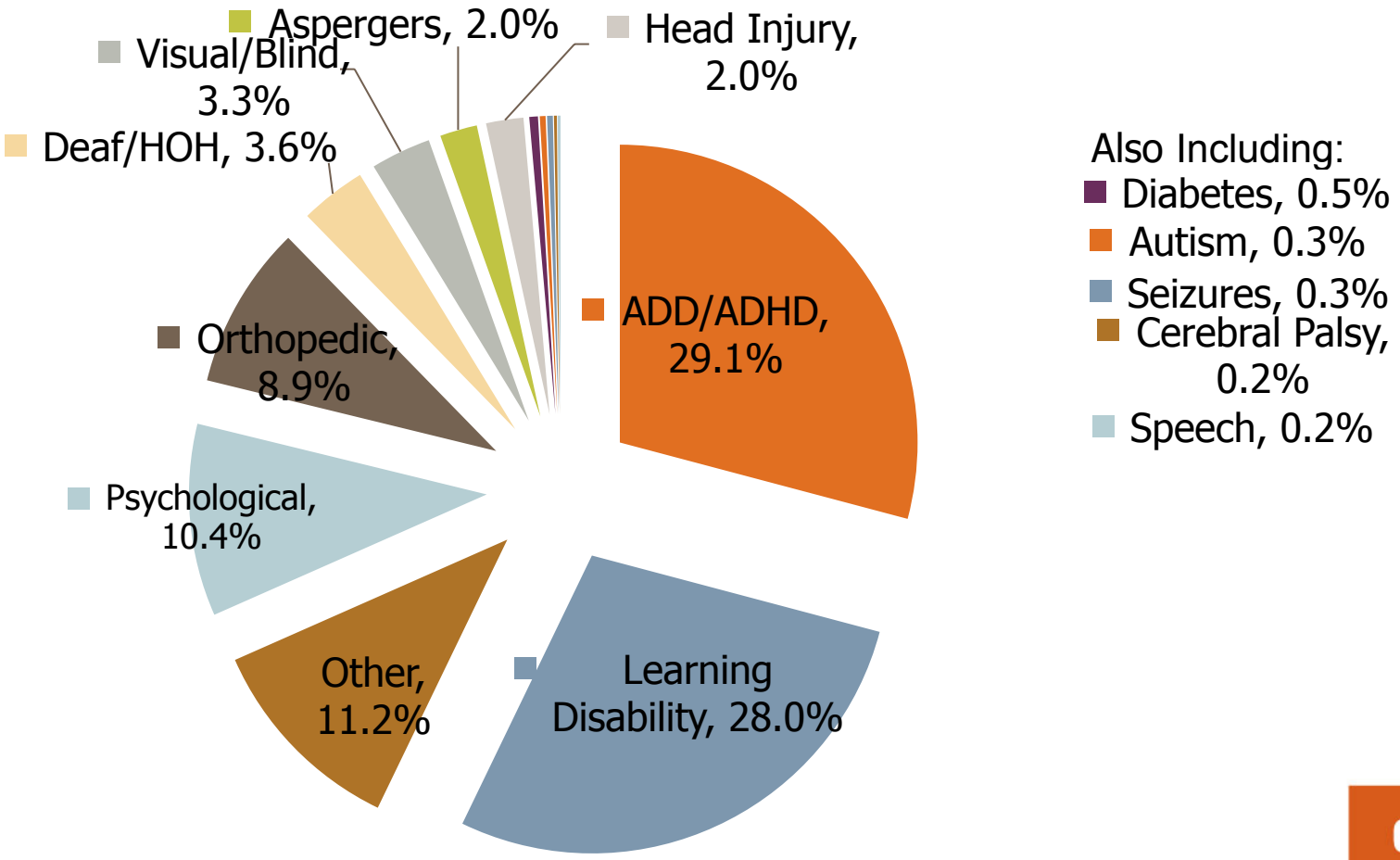
Demographics of Disability at Oregon State University

DAS Enrollment by disability type



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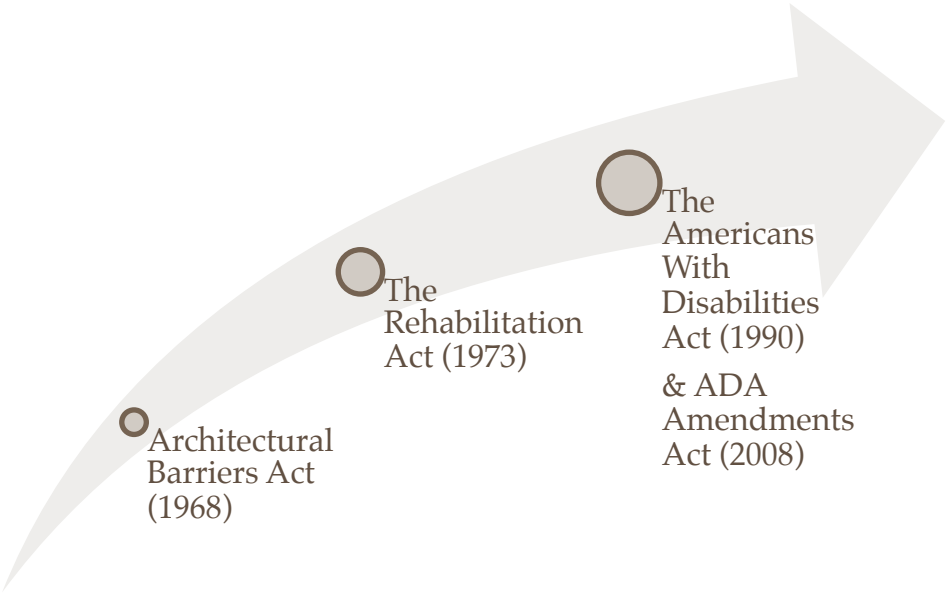
Equal Access & the Law – Legislation



<u>Laws prohibit discrimination based on disability.</u>

<u>Who qualifies?</u>

A person who has a disability, has a record of a disability, or is regarded as having a disability

Protections for employment

Prohibits discrimination and requires reasonable accommodations

Programs, services, and activities

Equal opportunity to participate in programs, services, and activities - aids, services or benefits must be equally effective in achieving the intended results of the program or activity in the most integrated settings

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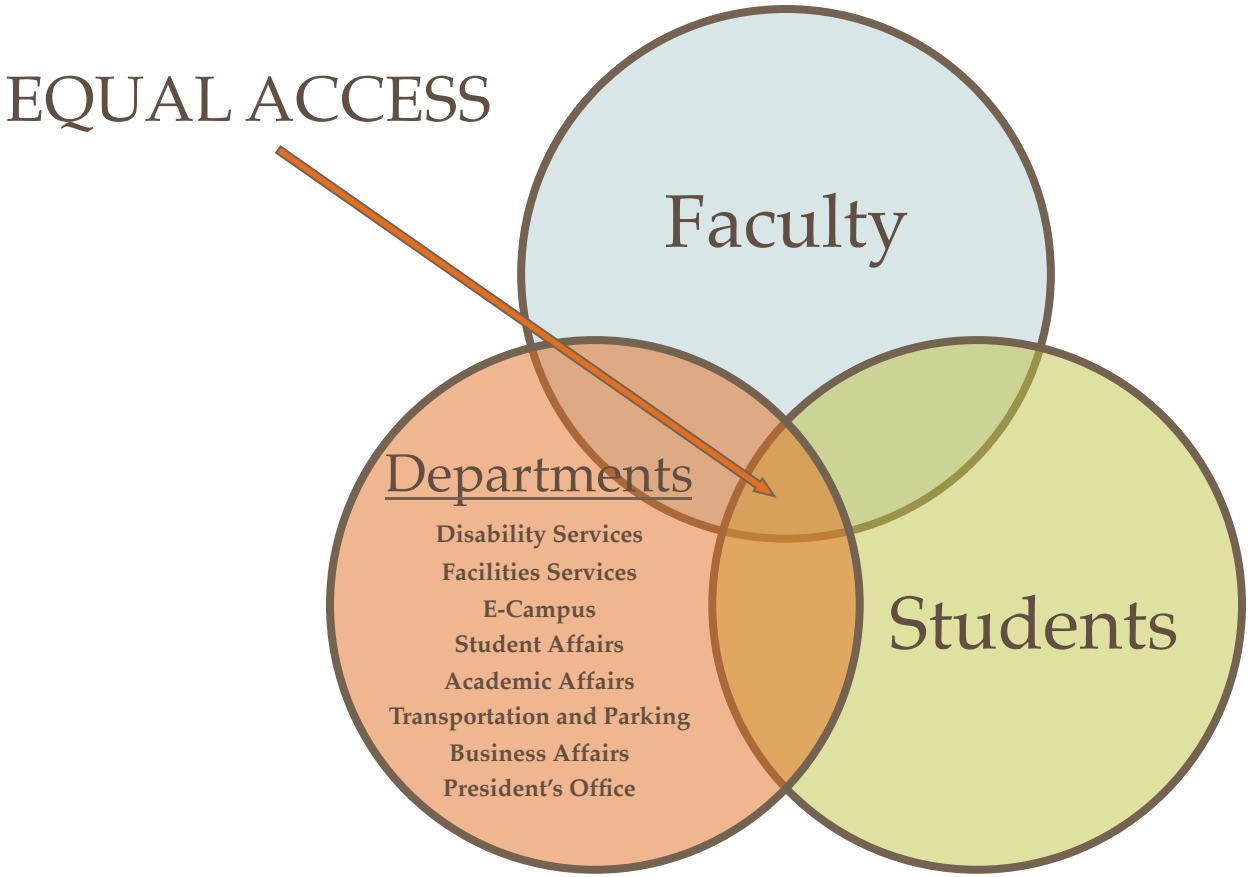
Equal Access & the Law – A Shared Responsibility



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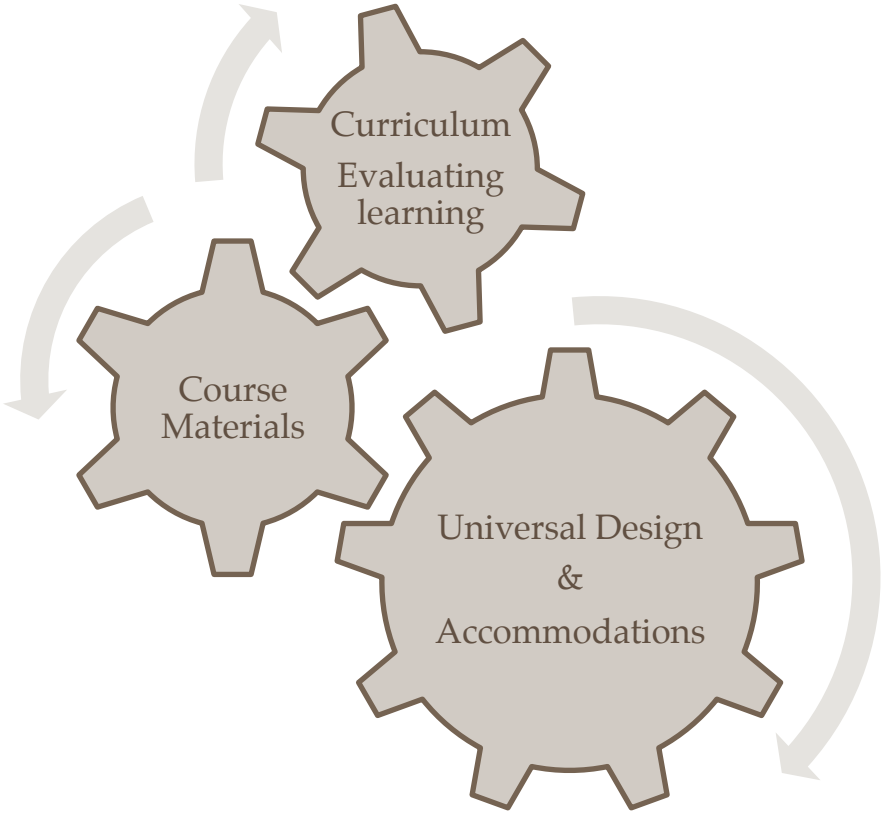
Equal Access & the Law – Program Access

- Access is more than a ramp
- Access is equally effective
- Access is integrated

- Access is preventing the intentional or unintentional exclusion of others on the basis of a disability.



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Registration and Accommodation Process

STEP 1: Submitting Documentation of a Disability

STEP 2: Intake/Orientation

STEP 3: Requesting and Managing Accommodations

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Registration and Accommodation Process

STEP 1: Submitting Documentation of a Disability

Disability Services determines reasonable accommodations based on documentation from a qualified professional.

- Determine whether the student has a condition or combination of conditions that constitute a disability.
- Whether the student has limitations for which the student needs reasonable accommodation(s), and, if so, the suggested accommodation(s).
- **Faculty and other University staff should not receive documentation, if a student attempts to provide you with disability documentation you should refer them to their Disability Services office.**

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Registration and Accommodation Process

STEP 2: Intake/Orientation Process

Typically students are required to attend a meeting or orientation either before or after they are approved for accommodations.

Example:

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Registration and Accommodation Process

STEP 3: Requesting and Managing Accommodations

Students should request accommodations each term.

E-mail or printed accommodation letter sent out after the student makes their accommodation requests

Accommodations are a collaborative effort between disability services, the student, and the faculty member. Students need to coordinate/collaborate with faculty and disability services.

Example:

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Registration and Accommodation Process

What types of accommodations are available?

- What types of accommodations are available?
  - Alternative Testing (1300+ Exams Proctored Fall Term 2012)
  - Alternative Formats (electronic texts that can be converted to audio, Braille, etc.)
  - Classroom Access (Relocating to accessible locations, specialized furniture, etc.)
  - Deaf and Hard of Hearing Access Services (Interpreters, Transcribers, FM Systems, Captioning)
  - Notetaking Services
  - Lab Assistants
  - Flexibility with Attendance/Deadlines

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Key Challenges for Students

- Office names are different at each institution
  - Disability Access Services – Oregon State
  - Office of Disability Services – Linn Benton Community College
  - Disability Services – Chemeketa Community College
- Documentation must be submitted to both institutions, review process is unique to each institution (what one student qualifies for at OSU may be different than what they qualify for at LBCC)
- Accommodation request process is different at each institution
- Faculty expectations are different at each institution/major/class
- Informal/undocumented accommodations

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Assisting students in navigating the transition

- Form relationships with the faculty/staff in your disability services office
- Become familiar with the processes and procedures at your institution
- Advise students to start the process early
- Advise students on some of the differences they may encounter
  - Make sure students are aware that documentation must be submitted to both institutions, review process is unique to each institution (what one student qualifies for at OSU may be different than what they qualify for at LBCC)
  - Accommodation request process is different at each institution
  - Faculty expectations are different at each institution/major/class
  - Informal/undocumented accommodations

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Other Resources & Tips

Confidentiality

- A postsecondary educational institution may not have a policy or practice of disclosing personally identifiable information from education records **without the prior written consent of an eligible student** except as specified except as specified by law. See 34 CFR §§ 99.30 and 99.31.
- One of the exceptions allows disclosure to "other school officials, including teachers...whom the agency or institution has determined to have **legitimate educational interests**." 34 CFR § 99.31(a)(1)

What this means:

- Do not discuss student(s) disability(ies) or accommodations in front of other students.
- Information concerning a disability should be treated as confidential and only discussed to those with a legitimate **need to know.**

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Other Resources & Tips
Referrals

- **If student discloses a disability, then refer directly to the disability services office**
- **If you suspect a disability**
  - Inconsistent academic performance
  - Ask what services on campus students are connected with, offering examples like counseling, tutoring, learning center, disability services…
  - "Sometimes students who experience similar challenges have gotten help through disability services."
  - Avoid asking "Do you have _____?"
- **Other students requesting accommodations it's often appropriate to refer to other support services**
  - For temporary illness and injuries – DAS at OSU requires advance notice and documentation to coordinate an accommodation, determined on a case by case basis
  - English language learners (English as a second language is not a disability—refer to appropriate support resources on-campus)

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For more information

- Association of Higher Education and Disability (AHEAD)
- Oregon Association of Higher Education and Disability (ORAHEAD)
- http://ds.oregonstate.edu
- http://oregonstate.edu/accessibility
- Contact Disability Access Services at Oregon State by calling 541-737-4098

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Contact information:

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