Office of Accessibility

Transitioning to Higher Education

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Director

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High School Counselor Advisory Board Meeting
April 26th
Objectives

Participants will:

1. Learn how to register with the Office of Accessibility (and the documentation required)

2. Gain information about common accommodations and services

3. Receive tips for successful transition into higher education
Students with Disabilities – represent 11% of the college student population\(^1\)

OA- Mission

The mission of the Office of Accessibility at The University of Akron is to provide students with full access to and the opportunity for full participation in the academic environment.

We are advocates of social justice for students with disabilities and work to end oppression by examining the social, cultural and institutional barriers to inclusion of all students.

We embrace the diversity of our student body and celebrate a culturally sensitive and accessible campus through outreach, partnership, and advocacy with many university departments.
OA- Mission

• The OA goal is to provide reasonable accommodations and a supportive, well-resourced environment to students with disabilities in order to promote student success in the university environment.

• This mission goes well beyond the legal requirements, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, and supports the University’s commitment to create an accessible and welcoming environment for all students.
LAWS That Apply to Higher Education

Legislation has done much to reduce barriers to outlaw discriminatory practices which were once commonplace. The last decade has seen the introduction of a number of key legislative changes affecting the delivery of services to people with disabilities.

- Section 504 of the Rehabilitation Act of 1973
- Title II of the Americans with Disabilities Act of 1990
- Americans with Disabilities Act Amendments Act of 2008 (ADA Amendments Act)
The Rehabilitation Act of 1973
Section 504

Section 504 of the Rehabilitation Act of 1973

“No otherwise qualified individual with a disability in the United States, as defined in section 706(8) of this title, shall, solely by reason of her or his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial Assistance.”

• Mandates that any entity that receives federal funds must provide full access to programs and services for individuals with disabilities.

• Colleges and Universities, including private institutions, have been required to provide access and services to students with disabilities since 1973 because of participation in Federal Student Aid programs.

Americans with Disabilities Act of 1990

Title II of the Americans with Disabilities Act of 1990

“…Subject to the provisions of this title, no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs or activities of a public entity, or be subjected to discrimination by such entity.”

- Modeled on the Civil Rights Act
- All public services must be fully accessible to people with disabilities (regardless of participation in federal aid programs).
- Provides civil rights through fully inclusive equal opportunities for people with disabilities.
- Overseen by the Office of Civil Rights

Americans with Disabilities Act Amendments Act of 2008 (ADA Amendments Act)

- The Act emphasizes that the definition of disability should be construed in favor of broad coverage of individuals to the maximum extent permitted by the terms of the ADA and generally shall not require extensive analysis.
- The effect of these changes is to make it easier for an individual seeking protection under the ADA to establish that he or she has a disability within the meaning of the ADA.
- The Act retains the ADA’s basic definition of “disability” as an impairment that substantially limits one or more major life activities, a record of such an impairment, or being regarded as having such an impairment.
- The Act expands the definition of “major life activities” by including two non-exhaustive lists:
  - The first list includes many activities that the U.S. Equal Employment Opportunity Commission (EEOC) has recognized (e.g., walking) as well as activities that EEOC has not specifically recognized (e.g., reading, bending, and communicating);
  - The second list includes major bodily functions (e.g., “functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions”)
Types of Disabilities

- Mobility
- Sensory
- Acquired Brain Injury
- Systemic (H.R.)
- LD/ADHD
- PDD
- Psychiatric

Types of Disabilities Map
Our Population

- Learning: 337
- ADHD: 298
- Psychological: 162
- Health Related: 130
- Cognitive: 83
- Sensory: 75
- Neurological: 56
- Physical Mobility: 53
- Pervasive Developmental Disorder: 41
- Temporary Medical Conditions: 34
- Communication Disorder: 10
- Deferred: 9
### Comparison of IDEA, Section 504 and the ADA

<table>
<thead>
<tr>
<th>To whom does the law apply?</th>
<th>IDEA</th>
<th>Section 504</th>
<th>ADA</th>
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</thead>
<tbody>
<tr>
<td>Public schools (pre-school through high school)</td>
<td>Applies to any program (including colleges) or activity that is receiving federal financial assistance</td>
<td>Extends Section 504 to apply to public or private employment, transportation, accommodations, and telecommunications regardless of whether federal funding is received</td>
<td></td>
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<th>What is the purpose of the law?</th>
<th>IDEA</th>
<th>Section 504</th>
<th>ADA</th>
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<td>Requires public schools to provide free, appropriate, public education in the least restrictive environment</td>
<td>Ensures that persons with disabilities have, to the maximum extent possible, the opportunity to be fully integrated into mainstream American life</td>
<td>Ensures that all persons with disabilities have a broader coverage than Section 504 in all aspects of discrimination law</td>
<td></td>
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<th>Who has responsibility to identify individuals with disability rights under the law?</th>
<th>IDEA</th>
<th>Section 504</th>
<th>ADA</th>
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<td>The School district has the responsibility to identify and serve children with disabilities until the age of 21</td>
<td>The Individual with the disability must self-identify and provide appropriate documentation. All costs for evaluation must be paid by the individual seeking services</td>
<td>Same as Section 504</td>
<td></td>
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<th>How is “disability” defined in the law?</th>
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<td>The IDEA identifies 15 specific disabilities</td>
<td>Section 504 does not list specific disabilities but establishes specific criteria</td>
<td>The ADA uses same criteria as Section 504. HIV and contagious and noncontiguous diseases are also included</td>
<td></td>
</tr>
</tbody>
</table>
Registration...Easy as 1, 2, 3!!

1. Submit Documentation
2. Meet with a Disability Specialist
3. Request Accommodations Each Semester
Registration...Easy as 1, 2, 3!!

1. Submit Documentation

**Documentation Guidelines:**
- [Documentation Verification for Attention Deficit Hyperactivity Disorder](#)
- [Documentation Verification for Asperger’s Syndrome/Autism Spectrum Disorder](#)
- [Documentation Verification for Cognitive/Learning Disability](#)
- [Documentation Verification for Hearing Impairment/Deaf](#)
- [Documentation Verification for Physical Disability](#)
- [Documentation Verification for Psychological Disability](#)
- [Documentation Verification for Seizure Disorder](#)
- [Documentation Verification for Temporary Medical Condition](#)
- [Disability-Related Housing Request Form](#)

**Handbooks:**
- [Student Handbook](#)
- [Transcriber Handbook](#)
- [Transition Handbook](#)

**Other Forms:**
- [Appeal Form](#)
- [Counseling Center - On Campus Proctor Sheet](#)
- [Preliminary Intake History Form](#)
- [Release of Information](#)

**TIPS:**
- IEP is not sufficient- Include ETR!!
- Have professionals link limitations to accommodation recommendations
- Provide current documentation
- The Counseling Center provides some assessments to *current* students for $35
Registration...Easy as 1, 2, 3!!

2. Meet with a Disability Specialist

Kelly Kulick
Director

Ashley Poulos
Disability Specialist

Leigh Sveda
Adaptive Technology & Service Coordinator

Jessica DeFago
Associate Director

Meredith Soduk
Disability Specialist

Julie Sandish
Notetaking Coordinator/Graduate Assistant
Registration...Easy as 1, 2, 3!!

3. Request Accommodations Each Semester in STARS
Common Accommodations

Fall 2012 Accommodation Breakdown

- Transcriber: 7
- Accessible Classrooms: 36
- Use of Computer for Spell Check: 65
- Copies of Overheads: 68
- Reader for tests: 114
- Priority Registration: 119
- Alternative Textbooks: 176
- 50% Extended Testing Time: 260
- Tape Recorder: 286
- Testing in Distraction Reduced Space: 384
Additional Supports

- PASS- Peer Assistance and Support for Success
- Connect U
- Mentoring with a Disability Specialist
- Campus Walk-Throughs
- Information Sessions
How can Students with Disabilities Prepare for College?

1. KNOW your diagnosis.
   2. Know how it IMPACTS you.
      3. Be able to DESCRIBE the services you need.
         4. Ask for HELP when you run into difficulty.
            5. COMMUNICATE your needs to your instructors.
Examples of additional campus resources

- Tutoring
- Counseling
- Career Counseling
- Math Lab/Writing Lab
- Student Health Services
Are Your Students College Ready?

Questions to Ask:

✓ Can you read up to 200 pages in a week?
✓ Can you write a paper of 10 or more organized pages that refers to two or more sources?
✓ Do you schedule your own appointments with doctors, advisors, and counselors?
✓ If a professor refuses to provide you with appropriate accommodations, would you contest the decision?
✓ Do you have a strategy for completing tasks that you find boring?
✓ Is there a subject that you find interesting?
Questions?
The Office of Accessibility values collaboration between you, your students and our office. Thank you for your time and participation.