The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Research and Information Systems
Higher Education Data System

NYSED-2H-2 (08)
Collection Year 2008-09
Data Period Fall 2008
DUE DATE: May 1, 2009

ENROLLMENT OF COLLEGE STUDENTS WITH DISABILITIES
FALL 2008

Institution Name	SEDCODE:

THE INFORMATION PROVIDED ON THIS FORM SHOULD CONTAIN DATA FOR ONLY THE INSTITUTION LISTED ABOVE. If multi-campus institutions have questions concerning which branches to include, please contact State Education Department staff at heds@mail.nysed.gov *or phone 518-474-5091.*

- **Institutions are expected to submit forms electronically using the Microsoft Access forms available from the ORIS web site at** http://www.highered.nysed.gov/oris/. **Most forms are available both as paper forms and as electronic forms (Microsoft Access) with built in edits. Electronic forms must first be downloaded in order to enter data and then returned by e-mail to** heds@mail.nysed.gov**. Three forms are only available in paper format (Word, PDF): Current College Catalog (CATALOG), Audited Financial Statement (F.AUDIT) and Coordinator's Survey (NYSED-SUR1).**

- **Return completed paper forms by**:

  Mail:
  NYS Education Department
  Office of Research and Information Systems
  Room 966 Education Building Annex
  Albany, NY 12234

  Or Fax:
  518-474-1907

- **With the exception of the Bundy forms (NYSED-2) do not make a duplicate paper submission of an electronic data submission. Independent institutions participating in the Bundy program must provide a paper copy printed from their electronic submission in order to affix the required notarized signature and seal.**

- **Retain a copy of the completed form in your files in case there's a need for clarification.**

- **If you anticipate a delay in returning this form, request an extension in writing by e-mail, fax or mail stating the reason for the delay and the anticipated submission date.**

- **If you have questions regarding completion of the form, please contact the Office of Research and Information Systems at:**

  E-Mail: heds@mail.nysed.gov
  Fax: (518) 474-1907
  Phone: (518) 474-5091

***IMPORTANT*: FOR PAPER SUBMISSIONS PLEASE RETURN THIS COVER PAGE AND ALL PAGES *EXCEPT INSTRUCTIONS* EVEN IF THEY CONTAIN NO DATA.**

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Research and Information Systems
Higher Education Data System **DUE DATE: May 1, 2009**

Form Processing Information

Form: NYSED-2H-2	ENROLLMENT OF COLLEGE STUDENTS WITH DISABILITIES
SEDCODE:	
Institution Name:	

Respondent Information

Name:			
Title:			
Telephone: ( )	Ext.	Facsimile No.: ( )	Ext.
E-Mail Address:			

TOTAL -- (Check box if all *applicable* branches included) ☐
Otherwise List Branches Below

List Branches Included:	List *Applicable* Branches not included:

Time Required to Retrieve Information from Files and Complete the Submission of this Form

Hours spent by all staff (whole numbers)	

Notes and Explanations Regarding Data Provided and/or Comments about This Form and Its Completion.

***IMPORTANT:* PLEASE RETURN ALL PAGES *EXCEPT INSTRUCTIONS* EVEN IF THEY CONTAIN NO DATA**

Office of Research and Information Systems
Higher Education Data System

ENROLLMENT OF COLLEGE STUDENTS WITH DISABILITIES, FALL 2008

If your institution does not maintain records on all students with disabilities, report those who have identified themselves to your institution as having a disability requiring some special consideration or assistance. If you are reporting based on this functional definition, please check this box. ☐

If this institution does not have any students with disabilities enrolled in Fall 2008, please check here. ☐

Part A: Counts of Students with Disabilities: *Count each student in every category they fit.*

Institution Name:

Category of Disability	Line No.	Number of Degree-Credit Students (Full-time and Part-time)		
		Type of Enrollment		Total (Sum of columns 1 and 2) (3)
		In Occupationally – Specific Programs (1)	In All Other Programs (2)	
Learning Disabilities	**01**			
Mobility Impairments				
Wheelchair	02			
Other assistive device	03			
No assistive device	04			
Subtotal (lines 2+3+4)	**05**			
Visual Impairments				
Legally blind	06			
Other visually impaired	07			
Subtotal (lines 6+7)	**08**			
Acoustical Impairments				
Legally deaf	09			
Other acoustically impaired	10			
Subtotal (lines 9+10)	**11**			
Multiple Disabilities* **	**12**			
Other Health Impairments				
Mental health impairment	13			
Speech impairment	14			
Traumatic brain injury	15			
Orthopedic impairment	16			
Alcohol/substance abuse & recovery	17			
Other	18			
Subtotal (sum lines 13 - 18)	**19**			
UNDUPLICATED TOTAL (Count each student in the total only once)	20			

*** *Count students with multiple disabilities on line 12* ***and*** *in every category that they fit.*

DUE DATE: May 1, 2009

ENROLLMENT OF COLLEGE STUDENTS WITH DISABILITIES, FALL 2008

Part B: Your Disabilities Services

Institution Name:	SEDCODE:

INSTRUCTIONS:
A Web based directory of services routinely available to students and parents will include this information. Please complete this page in language useful to those groups.

21. Disabilities Contacts

TTY (if any) a: _____
Second TTY b: _____
Website URL c: _____

22. Number of staff who works in your disability services office:
Full-time ____ Part-time ____

23. Services of Interest to Prospective Students:

Statement to be included in a Directory of Services		
All colleges are required by law to provide reasonable accommodations in the form of auxiliary aids and services for students with disabilities. These accommodations may include things such as:		
taped texts	Braille books	assistive listening devices
notetakers	large print materials	videotext displays
interpreters	talking calculators	test accommodations
readers	television enlargers	
Each college will determine on a case-by-case and course-by-course basis whether a need exists, based on documentation, and what accommodation is appropriate.		

Colleges may also provide other services that are particularly useful for students with disabilities. Please check services of this type currently offered by your college that prospective students may wish to know about:

___ Learning Disability Specialist
___ Learning Resource Center
___ Low Vision Specialist
___ Diet Accommodations
___ Specialized Gym Equipment
___ Transportation on Campus
___ Transitional Services from College to Employment
___ Screening for Learning Disabilities
___ Specialist in ADHD
___ Tutoring Services
___ Assistive Technology
___ Student Support Groups
___ Internships
___ other, please specify:

Part B: Your Disabilities Services (cont.)

24. Your admissions requirements (for **all** students)
(Check all that apply):

- ☐ High school diploma/GED
- ☐ High School diploma/GED or "ability-to-benefit" test
- ☐ Rank in class
- ☐ SAT/ACT scores
- ☐ GRE scores
- ☐ Essay
- ☐ Campus visit
- ☐ Personal interview
- ☐ Other requirements - Please describe:

25. What reasonable accommodations can you make for students with disabilities in the general admissions process? Please list processes or criteria and how you can adjust them:

26. Campus orientation designed specifically for students with disabilities
(Check all that apply):

- ☐ Accessibility tour
- ☐ Transition program to orient students to campus life
- ☐ Access to community resources to support students with disabilities
- ☐ Emergency evacuation training
- ☐ Self advocacy training
- ☐ Other orientation - Please describe:

ENROLLMENT OF COLLEGE STUDENTS WITH DISABILITIES
FALL 2008

Part A of this year's form requests counts of college students with disabilities enrolled in your institution in fall 2005. Report only those students who are taking courses that carry credit. Do not include noncredit students. Please report these students by category of disability and type of academic program (occupational specific/all other).

(1) Part B gathers information for an online directory of services for students with disabilities. Please phrase your answers as you would like them to appear in the directory.

(2) Due Date: May 1, 2009. Report fall 2008 enrollments. [This extended due date stems from the concern of the Research and Information Systems Advisory Committee (RISAC) that reports submitted in the fall undercount disabilities. Institutions often identify these students later in the year.]

The preferred method for submitting this form is electronic using our Access form with built-in edits. To submit electronically, download and complete the Microsoft Access version from the ORIS web site, http://www.highered.nysed.gov/oris/, and follow the instructions there for submitting the Access file by e-mail to heds@mail.nysed.gov.

For paper submissions, please return one completed copy (all pages, except instructions) and retain a copy in your files in the event your institution needs to be contacted for clarification. The completed copy should be submitted by May 1, 2009 to:

Fax: (518) 474-1907
Mail: The New York State Education Department
Office of Research and Information Systems
Room 966, Education Building Addition
Albany, New York 12234
E-mail: heds@mail.nysed.gov

If additional copies of the form are required or you have any questions regarding completion of the form, call (518) 474-5091 or e-mail HEDS@mail.nysed.gov. If you anticipate a delay in returning the form, request an extension in writing by fax (518: 474-1907), mail, or e-mail stating the reason for the delay and the anticipated submission date.

If your institution does not have any students with disabilities enrolled in fall 2008:

Check the box at the top of Part A of the form, page 2, and return it along with completed Part B, the cover page and form processing information page to the State Education Department.

If you cannot report requested data because your institution does not collect it, you must begin collecting that information. The inclusion of data elements in HEDS forms constitutes a request by the Regents for your institution to collect and report on those items for their planning purposes.

INSTRUCTIONS, PART A:

General: Report the number of students with disabilities enrolled at your institution in fall 2008 by category of disability, including both full- and part-time students. This form is designed to collect counts of students with disabilities according to their category of impairment: learning, visual, acoustical, multiple and other impairments. **Students with multiple disabilities should be counted in the Multiple Disabilities category and in every other category they fit. However, the total line should be unduplicated and count each student with one or more disabilities only once.**

When reporting a student by type of program, report the student in column 1 "occupationally-specific program" (see definition 2) or column 2 "other degree-credit activity" (see definitions), but not both.

If you have difficulty completing the form because of the categories and/or the definitions used here, please comment in the spaced provided on page 1, which may assist us in improving the survey.

Specific: For each line, sum the enrollment reported in columns 1 and 2 and report the total in column 3.

For each column:

(1) sum the data on lines 02, 03 and 04 report the total on line 05;
(2) sum the data reported on lines 06 and 07and report the total on line 08;
(3) sum the data reported on lines 09 and 10 and report the total on line 11;
(4) sum the data reported on lines 13 through 18 and report the total on line 19;

DEFINITIONS:

1. Degree-Credit Enrollment: Students taking courses creditable toward a credit-bearing diploma or certificate, or an associate, bachelors, masters, doctoral or first-professional degree.

2. Occupationally-Specific Program: An instructional program, below the bachelor's level designed to prepare individuals with entry-level skills and training required for employment in a specific trade, occupation, or profession related to the field of study.

3. All Other Degree-Credit Enrollment: Students seeking degrees or credit-bearing certificates/diplomas in areas other than those identified as "occupationally specific" as well as students taking degree-credit courses but not formally enrolled in any program, sometimes referred to as "non-matriculated" students.

4. Student with a Disability: A student whose educational performance is affected by one or more of the following conditions: mobility impairment, visual impairment, acoustical impairment, learning disability, mental health impairment, speech-impairment, traumatic brain injury, orthopedic impairment, alcohol/substance abuse impairment or other health-impairment. Include all students where there are institution records or student self-identification of a disability whether or not those students are receiving accommodations. Do not include students who 'may' have a disability based on visual observation or other indirect evidence.

5. Disability Categories:

   a. Learning disability: A student with a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual impairments, brain injury, neurological impairment, minimal brain dysfunction, dyslexia, developmental aphasia, Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD). The term does not include students who have learning problems that are primarily the result of visual, hearing or motor impairments, of

mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage.

b. Mobility impairment: A student who, typically, must use a standard manual or electric wheelchair, or other assistive devices (crutches, braces, etc.) to move from place to place.

c. Visual impairment: A student with visual acuity of 20/70 or worse in the better eye with best correction, or a total field loss of 140 degrees or more in the field of vision. Vision impairment is functionally defined as difficulty in reading regular newsprint, even with vision corrected by glasses or contact lenses. Legally blind (legal blindness) is defined as visual acuity of 20/200 or worse in the better or stronger eye with the best correction or totally blind.

d. Acoustical impairment: A student with a hearing impairment, whether permanent or fluctuating, which adversely affects the individual's educational performance. This term includes both hard of hearing and students who are legally deaf. Legal deafness can be defined as for the most part not being able to discern spoken language.

e. Multiple disability: A student with two or more disabilities both/all of which create substantial impairment in one or more major life activities, e.g., walking, eating, breathing, learning, etc. Students reported in this category also should be reported in every other category they fit.

f. Other Health Impairments:
   - Mental health impairments: This category includes students with mental illnesses or emotional disturbance. For purposes of completing this form, students with autism may be included in this category.
   - Speech impairment: A student with a communication disorder, such as stuttering, impaired articulation, a language impairment or voice impairment, which adversely affects the student's educational performance.
   - Traumatic brain injury: An injury caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, anoxia or brain tumors with resulting impairments that adversely affect educational performance. The term includes open or closed head injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgement, problem solving, sensory, perceptual, or motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include injuries that are congenital or birth related.
   - Orthopedic impairment: A student with a physical disability and severe orthopedic impairment that adversely affects educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some limb, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputation, and fractures or burns which cause contractures).
   - Alcohol/substance abuse and recovery: Individuals who are recovering from drug or alcohol or substance abuse or who are in treatment programs.
   - Other: A student who has a physical disability and has limited strength, vitality or alertness due to chronic or acute health problems that adversely affect that individual's educational performance. Examples include a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, AIDS, hemophilia, epilepsy, lead poisoning, leukemia, diabetes or Tourette syndrome, temporary disabilities, repetitive motion syndrome, and carpal tunnel syndrome.