

**ENROLLMENT OF COLLEGE STUDENTS WITH DISABILITIES  
FALL 2009**

Part A of this year's form requests counts of college students with disabilities enrolled in your institution in fall 2009. 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 2009 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](mailto: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](mailto: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](mailto: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 2009:

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 2009 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 space 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 07 and report the total on line 08;
- (3) sum the data reported on lines 10 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.