

**ENROLLMENT OF COLLEGE STUDENTS WITH DISABILITIES
FALL 2010**

Part A of this year's form requests counts of college students with disabilities enrolled in your institution in fall 2010. 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, 2011. Report fall 2010 enrollments. [This late 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 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 2010:

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 2010 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 disability: learning, visual, acoustical, multiple and other disabilities. **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.

Specific:

- For each line, sum enrollments reported in columns 1 and 2 and report the total in column 3.
- For each column on each subtotal line, sum the rows that are relevant to that subtotal.

NEW

1. **Neurological Disability is a new category this year. Please see the definition below and how it affects the determination of multiple disability counts.**
2. **Please note that the line numbers on the form have changed substantially and may affect programming done for this form. Our solution has been to treat the original line numbers as an ID that never changes. Anytime a new row is added, a new ID is assigned and new line numbers are created. With a table that crosswalks the IDs with the line numbers for any given year or set of years, the unchanging ID can be put on the file.**

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 ("non-matriculated" students).
4. Student with a Disability: A student whose educational performance is affected by one or more of the following conditions: mobility disability, visual disability, acoustical disability, learning disability, mental health disability, speech-disability, traumatic brain injury, orthopedic disability, alcohol/substance abuse disability or other health-disability. 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 disabilities, 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 disabilities, of mental retardation, of emotional

disturbance, or of environmental, cultural or economic disadvantage.

- b. Mobility disability: 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 disability: 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 disability 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 disability: A student with a hearing disability, 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. Other Health Disabilities:
- Mental health disability: 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 disability: A student with a communication disorder, such as stuttering, impaired articulation, a language disability or voice disability, 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 disabilities that adversely affect educational performance. The term includes open or closed head injuries from certain medical conditions resulting in mild, moderate or severe disabilities in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, 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 disability: A student with a physical disability and severe orthopedic disability that adversely affects educational performance. The term includes disabilities caused by congenital anomaly (e.g., clubfoot, absence of some limb, etc.), disabilities caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and disabilities from other causes (e.g., cerebral palsy, amputation, and fractures or burns which cause contractures).
 - Alcohol/substance addiction 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
- f. Multiple disability: A student with two or more disabilities both/all of which create substantial disability 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. **Since neurological disabilities may underlie and will be reported in another disability category as well, please do not consider the Neurological Disability classification when computing Multiple disabilities**
- g. Neurological disability: A neurological disability is a disorder of the body's nervous system which could result in symptoms such as paralysis, muscle weakness, poor coordination, loss of sensation, seizures, confusion, pain and altered level of consciousness, as well as ADHD/ADD (neuro-behavioral developmental disorder). Students under such a category may qualify for

readers, note takers, and related assistive software and hardware. Report a student whose disability is due to a neurological problem regardless of what disability occurs as a result of the problem. Thus, a person with a neurological problem will also be reported in one of the other categories as well, reflecting how the disability affects performance. A student with a neurological disability will not be reported in the Multiple Disabilities row unless reported in at least two disability categories other than Neurological.