ACCESSIBLE EDUCATION CENTER

Academic Advising Considerations

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ACCESSIBLE EDUCATION CENTER

Student Access and Engagement

Universal/Inclusive Design Initiatives

Technology Access and Usability

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Information and Referral

Federal Mandates (504, ADA, 508)

Determine disability based on documentation, meeting, other info.

Remove Barriers/Universal/Inclusive Design

Academic Support/Accommodations

COLLEGE STUDENTS EXPERIENCE...

mobility

mental health or psychological

neurological

visual

learning styles and strengths

health/medical conditions

hearing

speech or communication

PERCENTAGE OF STUDENTS WITH DISABILITIES IN UNIVERSITIES

Approximately 11% of students at 4-year doctorate degree granting (public & private) institutions report having a disability

At the UO about 900 students are registered with AEC

Three largest groups:

- Learning Disability
- Attention Deficit Hyperactivity Disorder
- Psychological

MODELS OF DISABILITY

Legal

Medical

Interactional or Social-Political Model
LEGAL
- Medical condition that substantially limits a major life activity
- Record of impairment
- Regarded as having an impairment
- Americans with Disabilities Act (1990); Amendment Act (2009)
- Section 504 of the Vocational Rehabilitation Act of 1973

BASIC PRINCIPLES
- No qualified person with a disability shall, on the basis of disability,
  - be excluded from participation in or
  - be denied the benefits of the services, programs, or activities
  - be subjected to discrimination
- Encompasses all programs and activities: public, students, employees...

DISABILITY
MEDICAL
- deficiency or abnormality
- resides in the individual

INTERACTIONAL
- a difference is neutral
- derives from the interaction between the individual and society

MEDICAL
- remedy is cure or normalization of the individual
- agent of remedy is the professional

INTERACTIONAL
- remedy is change in the interaction between the individual and society
- agent of remedy can be the individual, an advocate...

SHIFT FROM MEDICAL TO INTERACTIONAL
- View barriers as created from the environment, attitudes, structures rather than a person's impairment or illness (lack of normalcy)

UNIVERSAL DESIGN
The design of products and environments to be usable by all people, to the greatest extent possible without the need for adaptation or specialized design.
**REDUCING BARRIERS**

Universal Design Strategies

Reasonable Accommodations
- Modification to Policies and Procedures
- Architectural Barrier Removal
- Provision of Auxiliary Aids and Services

**TRADITIONAL ACCOMMODATIONS**
- Class Relocation
- Exam Format/Conditions
- Notetaking
- Electronic Text
- Voice Recognition
- Sign Language Interpreters
- Transcribing
- Flexible Attendance Policies
- Course Substitutions

**NOTIFICATION LETTERS**
- Prepared by AEC as the official notification of disability and recommended accommodations
- Triggers legal responsibility
- May be individualized for a specific class or situation, or may be very generic and stable over time (i.e. extra time on all exams)
- Limited information

**WHEN TO REFER**
- Chronic medical condition
- Possible LD or ADHD
- History of disability but not currently connected
- AEC student who needs specialized assistance with academic planning, disability identity, technology access, or specific accommodations.
- Students interested in research/projects on universal design, disability issues

**ACADEMIC ADVISING**

How would your understanding of a student's accommodation or course design needs impact your advising session?

**ACADEMIC PLANNING**
ADVISING ISSUES

ADVISING CONSIDERATIONS
- Invite discussion about academic experience, including barriers to access (also social, financial, personal)
  *The student is the expert on their experience*
- Reinforce student responsibility for learning
- Guidance should be based on evidence, not on assumptions about potential academic success or failure

HOT TOPICS, FUTURE DIRECTIONS

TO LEARN MORE
- For specific ideas related to Advising and Universal Design:
  
  http://www.washington.edu/doit/Brochures/Academics/equal_access_adv.html