

ACCESSIBLE EDUCATION CENTER

Academic Advising Considerations

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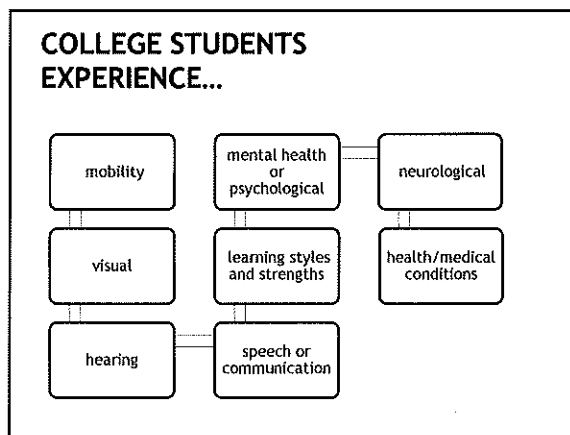
ACCESSIBLE EDUCATION CENTER
DISABILITY ADVANCING ACCESSIBILITY FOR ALL

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- ⊙ Student Access and Engagement
- ⊙ Universal/Inclusive Design Initiatives
- ⊙ Technology Access and Usability

ACCESSIBLE EDUCATION CENTER

- ⊙ Information and Referral
- ⊙ Federal Mandates (504, ADA, 508)
- ⊙ Determine disability based on documentation, meeting, other info.
- ⊙ Remove Barriers/Universal/Inclusive Design
- ⊙ Academic Support/Accommodations



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 | INTERACTIONAL |
|---------------------------|---|
| deficiency or abnormality | a difference is neutral |
| resides in the individual | derives from the interaction between the individual and society |

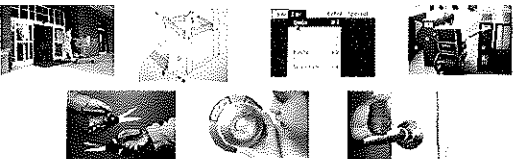
| MEDICAL | INTERACTIONAL |
|---|--|
| remedy is cure or normalization of the individual | remedy is change in the interaction between the individual and society |
| agent of remedy is the professional | agent of remedy can be the individual, an advocate... |

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.



Center for Universal Design, North Carolina State University



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


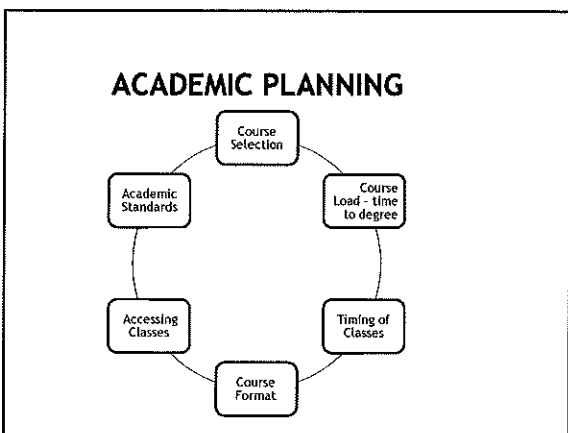
- ⊙ Prepared by AEC as the official notification of disability and recommended accommodations
- ⊙ Triggers legal responsibility
- ⊙ May be individualized for a specific class or situation, or may be very generic and stable over time (i.e. extra time on all exams)
- ⊙ Limited information

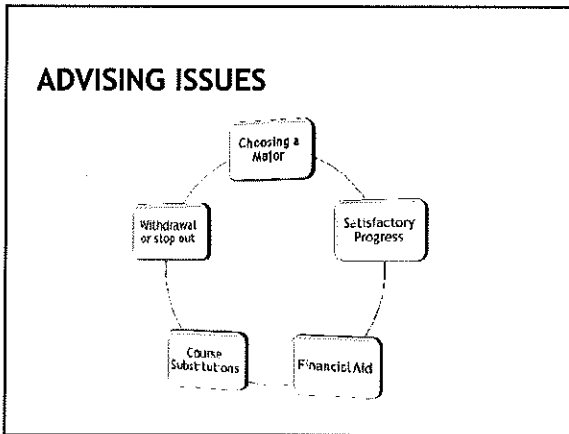
WHEN TO REFER

- ⊙ 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

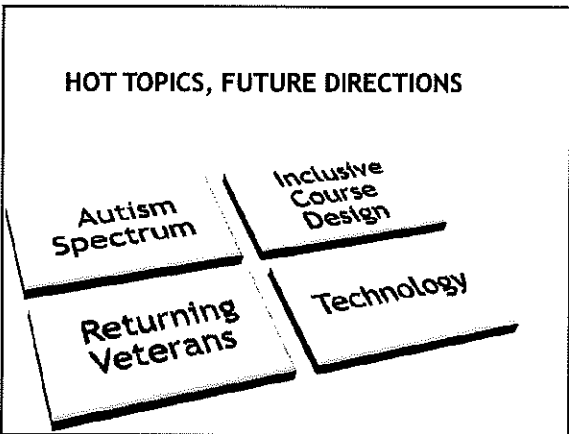
ACADEMIC ADVISING

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



- ### 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



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