# Enrollment of College Students with Disabilities (NYSED-2H-2)

Institutions with multiple campuses should provide data for each individual campus separately. A separate data submission will be required for each campus.

This data must be submitted by, or in consultation with, the office responsible for determining eligibility and ensuring equitable access for students with disabilities at your institution.

Report all students (undergraduate and graduate) from the previous academic year (July 1 – June 30), who self-identified as a student with one or more disabilities and who took one or more courses that carried credit. Students need to have self-identified with the appropriate office or person that has been designated by the institution to determine eligibility for services and ensure equitable access for students with disabilities, as required by federal law. Include a student whether or not that student has been granted or is receiving accommodations. Do not include any student who has not self-identified but “may” have a disability based on visual observation or other indirect evidence. Do not include noncredit students. Report students by category and/or sub-category of disability and type of academic program (see definitions below).

For additional documents to help with the submission of your data please go to [higheredsupport.nysed.gov](https://higheredsupport.nysed.gov/hc/en-us). Documents include mapping disability categories from the old to the new form and a comprehensive list of conditions and their related disability categories and sub-categories

**INSTRUCTIONS, Counts of Students with Disabilities:**

**General:** Report the number of students who self-identified with the appropriate office as a student with one or more disabilities and who took one or more courses that carried credit (degree-credit enrollment), including both full- and part-time students. This form is designed to collect counts of students with disabilities according to the category and/or sub-category of their disability. Students with more than one disability should be counted in the Multiple Disabilities category and in every other category and/or sub-category in which they fit (except for Mobility – see below). The Unduplicated Total should count each identified student only once. When reporting a student by type of program, report the student in column 1, "Occupationally-Specific Programs" or in column 2, "Other Degree-Credit Programs"), but not both.

**DATA FIELD Definitions**

* Occupationally-Specific Program: An instructional program below the bachelor's degree 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.
* Other Degree-Credit Programs: Students seeking degrees or credit-bearing certificates or diplomas in areas other than those identified as "occupationally specific," as well as students taking credit-bearing courses but not formally enrolled in any program ("non-matriculated" students).
* Disability Categories and Sub-Categories:

1. Neurodevelopmental
   1. ADHD
   2. Autism Spectrum Disorder (including Asperger’s Syndrome)
   3. Communication/Speech: communication disorders including apraxia of speech, articulation disorder, phonemic disorder, stuttering, voice disorder
   4. Learning Disability: includes central auditory processing disorder, disorder of written expression, dysgraphia, dyscalculia, dyslexia, learning disorder NOS, mathematics disorder, mixed receptive-expressive language disorder, nonverbal learning disorder (if student has not been diagnosed on the autism spectrum), processing speed disorder, reading disorder, visual processing disorder
   5. Motor: developmental coordination disorder, stereotypical movement disorders, tic disorders, tremors
2. Sensory
   1. Blind: visual acuity of 20/200 or worse in the better or stronger eye with the best correction; totally blind; or a person with 20 degrees or less field of vision (pinhole vision).
   2. Low Vision: visual acuity of 20/70 or worse in the better eye with best correction, a total field loss of 140 degrees or more in the field of vision, difficulty in reading regular newsprint even with vision corrected by glasses or contact lenses, loss of vision in one eye
   3. Deaf: not able to discern spoken communication by sound alone, a hearing loss that prevents one from totally receiving sounds through the ear, whether permanent or fluctuating
   4. Hard of Hearing: partial hearing loss, may be conductive, sensorineural, or both
3. Mental Health

Generally, disorders characterized by dysregulation of mood, thought, and/or behavior. These include anxiety disorders, eating disorders, mood disorders and psychotic disorders.

1. Physical
   1. Basic Chronic Medical Condition: a medical condition resulting in limited strength, vitality or alertness due to chronic or acute health problems. This would not include those with temporary disabilities.
   2. Mobility: a student who, typically, must use a standard manual or electric wheelchair or other assistive devices (walker, crutches, braces, prosthesis, etc.) to move from place to place. Students **must** be counted in another category, such as orthopedic or basic or complex chronic medical conditions. This would not include those with temporary disabilities. Do not include numbers from this category in the Multiple Disabilities count.
   3. Orthopedic: a physical disability caused by congenital anomaly, by diseases of the bones and muscles, connective tissue disorders, or from other causes. This would not include those with temporary disabilities.
2. Intersystem (existing between two or more systems)
   1. Alcohol/substance addiction and recovery: students who are recovering from drug or alcohol or substance abuse or who are in treatment programs.
   2. Complex Chronic Medical Condition: a medical condition that significantly affects multiple systems of the body. This would not include those with temporary disabilities.
   3. Traumatic brain injury: an injury caused by an external physical force (concussion) or from certain medical conditions (aneurysm, anoxia brain tumors, encephalitis, stroke) with resulting mild, moderate or severe disabilities in one or more areas (abstract thinking, attention, cognition, information processing, judgment, language, memory, motor abilities, perceptual, physical functions, problem solving, psychosocial behavior, reasoning, sensory, speech). The term does not include injuries that are congenital, or birth related. This would not include those with temporary disabilities.
3. Temporary Disabilities

A transitory impairment with an actual or expected duration of six months or less. Examples include bone fractures, sprains, torn ligaments, post-surgical recoveries, significant illness, etc. Do not include Temporary Disabilities in any other category.

1. Multiple Disabilities
   1. A student with two or more disabilities, to be counted once here. Students reported in this category should be reported in every other category and/or sub-category in which they fit. For example, students with both ADHD and a Learning Disability should be listed under both categories and counted once in Multiple Disabilities. Do not include numbers from Mobility in the Multiple Disabilities count.

**INSTRUCTIONS, Print Disability:** Count of students with barriers to accessing instructional materials requiring readers, note takers, and/or materials in alternate format.

The students who should be reported in the print disability count include those with print disabilities as a separate, unduplicated count from the previous section. Students considered to have print disabilities include those with vision, hearing, physical, or cognitive processing disorders, all of whom have significant issues accessing the printed word.

Qualified students must meet both criteria below:

**Criteria 1:**

Students with a disability who require course materials in alternate formats that include braille, digital, audio formats or sign language or CART (Communication Access Real-time Translation) services.

**Criteria 2:**

Those students from Criteria 1 who require one or more of the following supports to access materials:

* 1. Assistive Technology- hardware or software purchased for unique student need
  2. Specialized technology training and support
  3. Enhanced editing of digital formats (science, math, tactile images, and specialized editing per major- such as legal/medical).
  4. Note taking that includes digital conversion
  5. 1:1 Lab assistance in a class that require alternate formats/readers.

**INSTRUCTIONS, Disability/Accessibility Services Office Staff\*: Staffing Previous Academic Year**

List the number of full-time (FT) and part-time (PT) staff, and their 12-month full-time equivalents (FTEs, with full-time as defined by your institution) whose primary responsibilities include or support the approval, arrangement and/or provision of access services for students with disabilities at your institution. Include only staff on your institution’s payroll; do not include outside contracted services.

Examples:

* A 9-month, full-time professional staff position that is also 50% responsible for academic advising students without disabilities would be counted as 1 FT under Professional staff and FTE calculated as: 9 months/12 months X .5 = .38 FTE
* A 12-month, full-time position that is 75% responsible for reviewing documentation and determining accommodations and 25% responsible for providing assistive technology services would be counted as 1 FT under Professional staff and FTE calculated as: 12 months/12 months X .75 = .75 FTE and 1 FT under Assistive technology staff and FTE calculated as: 12 months/12 months X .25 = .25 FTE
* A 10-month, half-time captioning position would be counted as 1 PT under Interpreter/captioning staff and FTE calculated as: 10 months/12 months X .5 = .42 FTE

\* The office or person that has been designated by the institution to determine eligibility for services and ensure equitable access for students with disabilities, as required by federal law.