

Marshall B. Ketchum University

# Student Disability Services Annual Report

2025-2026 Academic Year



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*The Associate Vice President for Student Disability Services and Registrar serves as the Student Disability Services (SDS) Coordinator and facilitates MBKU's efforts to comply with and carry out its student disability accommodation responsibilities under the Americans with Disabilities Act (ADA) and Section 504, including coordination of student accommodations and related complaint investigations. The Associate Vice President for the IDEA Center serves as the Title IX Coordinator for students and oversees compliance with Title IX related to sex discrimination and sexual misconduct involving students. The Vice President for Human Resources serves as the MBKU ADA/504 Coordinator with ultimate oversight responsibility for ADA/504 compliance for employees, including remedying campus access issues and overseeing the ADA complaints and appeals processes.*

## **MBKU Overview of Services for Students with Disabilities**

Marshall B. Ketchum University continued to demonstrate its commitment to full and equal opportunity for students and applicants with disabilities through the work of Student Disability Services. MBKU's published policies affirm compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and applicable state and local laws, while emphasizing the university's commitment to non-discrimination and full participation within the campus community.

Over the course of the year, Student Disability Services provided a structured and individualized process for students requesting accommodation and disability-related support. Through formal requests, documentation review, intake appointments, and collaborative communication with faculty and administrators, the office supported the timely review and implementation of reasonable accommodations that enable access while maintaining essential academic and clinical program requirements.

MBKU's year-end disability services framework reflects a comprehensive model of support that extends beyond accommodation approval alone. In addition to accommodations, the university's published resources address advocacy, awareness, clinical rotation planning, service and emotional support animal procedures, confidential recordkeeping, and formal appeal pathways, reinforcing an institutional approach centered on access, inclusion, and student success.



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Student Disability Services

## Reasonable Accommodations

- MBKU provides reasonable accommodation for qualified applicants and students with known physical or mental disabilities to support equal access to university programs, services and activities.
- Accommodations are approved unless they would create an undue hardship for the university or fundamentally alter the nature of an academic program, service, or activity.
- Applicants and students are responsible for informing MBKU of their need for accommodation in advance, as the university cannot provide accommodation when it is unaware of the need.
- MBKU's accommodation process is intended to ensure that requests are reviewed on an individual basis and aligned with essential academic and program requirements.

## Requesting Accommodations

- Applicants or students with disabilities or access needs may request accommodation at any time.
- Early requests are encouraged to allow sufficient time for review and implementation, especially for accommodation that requires additional preparation. For additional inquiries, please contact:

**Melissa Brown, MA**

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for Student Disability  
Services and Registrar  
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**Melissa Contreras, OD, MPH, FAAO**

Associate Vice President for IDEA Center  
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**Wende Holtzen, MS, SPHR, SHRM-SCP**

MBKU ADA/504 Coordinator  
Vice President for Human Resource  
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## Educational Initiatives

During the 2025–2026 academic year, the Student Disability Services Coordinator led a series of targeted education and training initiatives to strengthen awareness, understanding, and inclusivity across the MBKU community. These efforts focused on equipping students, faculty, and staff with the knowledge and skills needed to support students with disabilities effectively, with an emphasis on practical application of policies, procedures, and best practices. Sessions highlighted the importance of early communication, collaborative problem-solving, and shared responsibility for creating accessible learning and clinical environments.

Specialized programming was delivered to several key groups, including first-year students and their Peer Advisors, Peer Tutors, new employees, MBKU faculty, and clinical preceptors. Each session was tailored to the audience's role, with content centered on MBKU's accommodation policies and processes, expectations for implementing approved accommodations, and strategies for fostering supportive, inclusive interactions in both classroom and clinical settings. Collectively, these initiatives helped reinforce a culture of access and inclusion and ensured that stakeholders across the institution were better prepared to respond thoughtfully and consistently to the needs of students with disabilities.

## Online Resources

- To ensure ongoing access to information, Student Disability Services maintains multiple online and print resources that support awareness of accommodations and related processes.
- The Faculty Compliance Moodle page provides employees with on-demand training and compliance resources, reinforcing expectations around implementing accommodation and supporting students with disabilities.
- The Student Achievement Center Moodle course and the My.Ketchum.edu portal offer students video presentations, quizzes, and step-by-step guidance on how to request and use accommodation.
- An ADA/Disability Services brochure is distributed in high-traffic campus areas to increase the visibility of available services and to make key information readily accessible to students, faculty, and staff.

## Process Improvements

This year, Student Disability Services continued to refine and update its online Request for Accommodations forms, as well as the Verification forms and Documentation Standards provided to students and their healthcare providers. These revisions were designed to clarify expectations, streamline submission, and ensure that the information collected is both relevant and sufficient for evaluating accommodation needs.

By enhancing these forms and standards, the university is better able to obtain comprehensive documentation of disabilities, understand the specific barriers students encounter in academic and clinical environments, and provide more tailored, effective support. These improvements also promote consistency in the review process and help healthcare providers supply the detailed information necessary to support appropriate accommodation decisions.

## SDS Statistics for 2025-2026 AY

In keeping with national best practices for higher education institutions, the MBKU Student Disability Services Coordinator publishes an annual report each fall for the prior academic year that includes relevant service statistics without disclosing any specific student information. All data presented in this section reflect the 2025–2026 academic year unless otherwise noted.

This reporting approach supports transparency, program assessment, and institutional awareness while maintaining the confidentiality of individual student records. Prior MBKU annual reports use this same framework to present aggregate data on student registrations, accommodation requests, approved accommodations, temporary accommodations, and appeals in a manner that protects student privacy.

Newly registered students in Disability Services. <sup>1</sup>	37
Students requesting new or updated accommodation and services. <sup>2</sup>	46
New individual, specific approved accommodations. <sup>3</sup>	63
Students requiring temporary accommodation during the 25-26 AY.	11
Student disability services accommodations appeal submitted.	N/A
Student disability services accommodations appeal accepted.	N/A
Total number of students registered with SDS during the 25-26 AY.	54
Percentage of MBKU students registered with SDS during the 25-26 AY.	8.1%

## **SDS classifies disabilities under the following categories:**

- Mental/Behavioral Health Conditions (e.g., ADHD, Generalized Anxiety Disorder, Major Depressive Disorder, including ongoing treatments)
- Chronic Health Conditions (e.g., Chronic Migraines, Irritable Bowel Syndrome, Diabetes, Fibromyalgia, other medical treatments, and pregnancy)
- Learning Disabilities (e.g., Dyslexia, Dysgraphia and other specific learning disabilities)
- Visual Impairments (e.g., including binocular vision disorders, such as strabismus, color vision deficiency)
- Deaf/Hard of Hearing
- Mobility Impairments

SDS classifies accommodations by types of accommodations. Students may receive multiple accommodations under each type (e.g., testing accommodation may include both testing in a reduced distraction environment as well as extended time for exams).

- Testing
- Class
- Laboratory/Clinical Accommodations
- Other Accommodation

<sup>1</sup> Note: Not all students registered with Student Disability Services request accommodation.

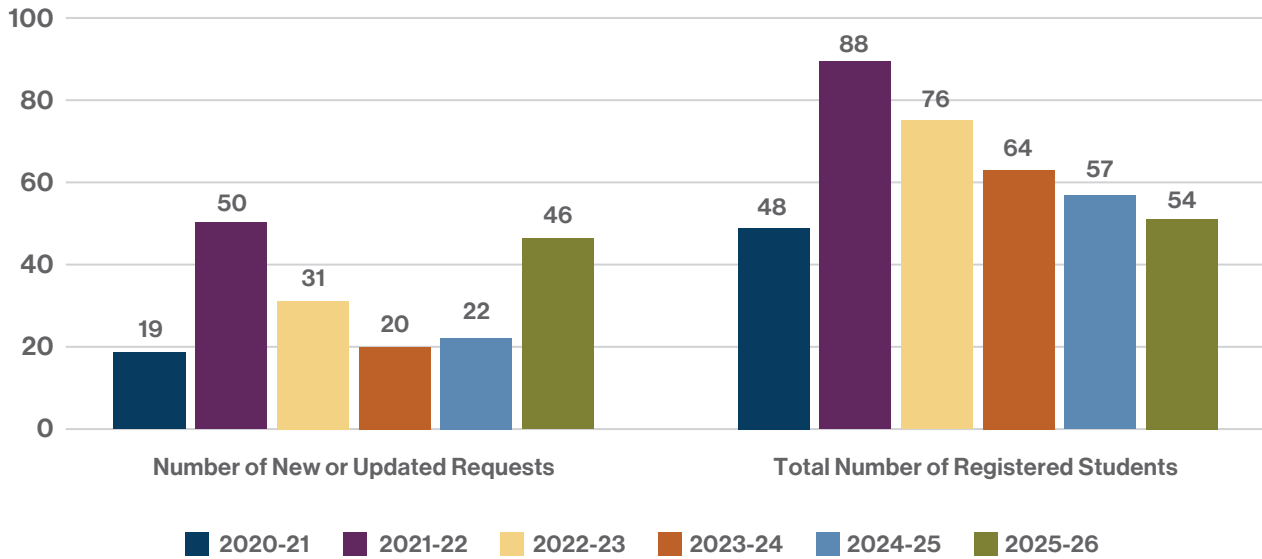
<sup>2</sup> Includes all requests even if accommodation was not actually provided, both previously and newly registered students with Student Disability Services.

<sup>3</sup> If a student receives multiple accommodations, each is counted separately. If a student's accommodation is changed based on an accepted appeal, only the revised accommodations are counted

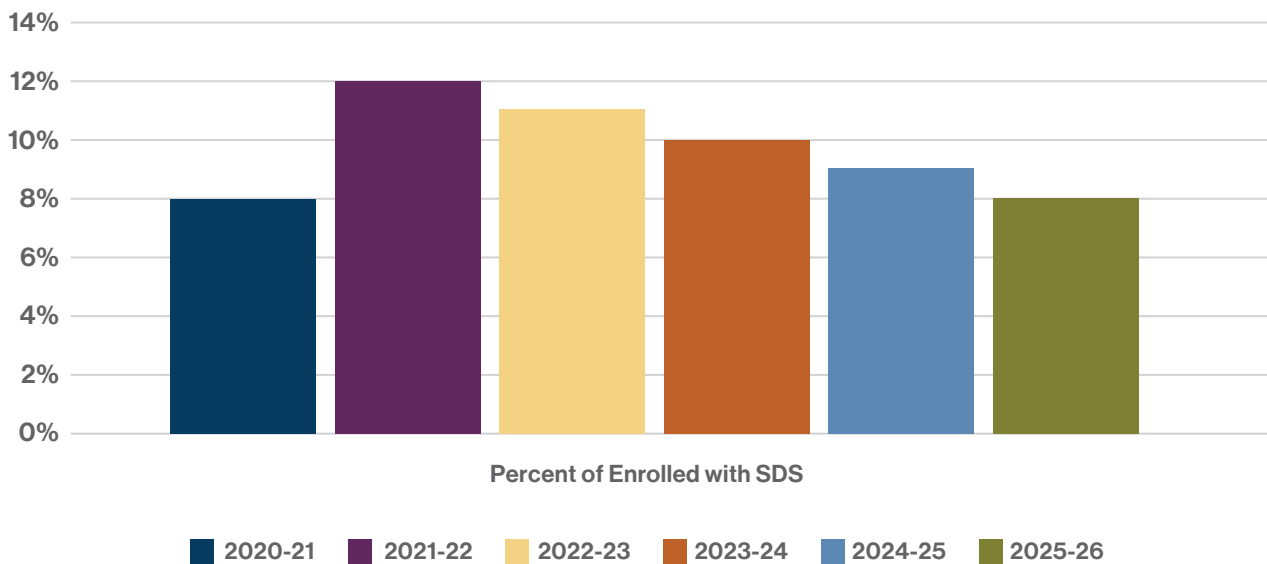
## Historical Trends

SDS has published Annual Reports since the 2017-2018 Academic Year. We are incredibly proud of the increase in access to these services.

### Requests and Registered Students Over Time



### Percentage of Registered Students over Time



## State of People with Disabilities in the US

People with disabilities in the United States continue to face persistent inequities across education, employment, income, healthcare, and social participation. The CDC reports that more than 1 in 4 U.S. adults have a disability, and current estimates place the number at more than 70 million adults, underscoring how widespread disability is across the country.

People with disabilities also encounter structural barriers such as limited accessibility, inadequate educational support, and higher rates of poverty. These barriers contribute to social exclusion, harmful stereotypes, financial strain, and poorer physical and mental health outcomes.

## How Project 2025 Specifically Impacts the Rights of People with Disabilities

Project 2025 proposes changes that disability advocates warn would weaken civil rights protections and reduce access to support. Analyses from disability and education advocacy organizations report that the plan would roll back disability protections in education, narrow federal oversight, and reshape enforcement of laws such as Section 504 and the ADA.

In education, critics say Project 2025 could make it harder for students with disabilities to receive needed accommodation and services, especially for students who are also multiply marginalized. It also calls for dismantling or sharply reducing DEI-related efforts, which could further weaken institutional responses to systemic barriers affecting disabled people.

In summary, people with disabilities in the U.S. face longstanding inequities that affect nearly every major life domain, and Project 2025 is widely viewed by disability advocates as a threat to the legal and institutional protections that have been built over decades. If implemented, its proposals could reduce accessibility, weaken enforcement, and move the country away from a rights-based approach to disability toward one that is more exclusionary and less protective.

## MBKU's Commitment

By consistently providing disability access and services in a supportive environment, we demonstrate our understanding of disability culture\*, and our commitment to inclusive policies and practices. These efforts showcase our institution's core values. Educating future healthcare leaders-including those with disabilities-not only fosters inclusive practices but also advances health equity for all.

\* Disability culture includes a heightened acceptance of human differences, whether they are differences in race, gender, nationality, and/or ability and creating a supportive atmosphere encourages the active participation of people with disabilities.

## Footnotes

1. CDC, "Disability Impacts All of Us Infographic," reports that more than 1 in 4 U.S. adults have some type of disability.
2. CDC, "CDC Data Shows Over 70 million U.S. Adults Reported Having a Disability in 2022," states that over 70 million adults, or more than 1 in 4, reported having a disability.
3. APA, "Disability & Socioeconomic Status," describes significant disparities in earnings, labor force participation, and poverty for people with disabilities.
4. National Council on Disability, "The Impact of Income and Asset Limits on People with Disabilities," notes that people with disabilities remain significantly poorer and are more likely to live in poverty.
5. AAPD, "Election 2024 Policy Brief: Project 2025, People with Disabilities, and Civil Rights," explains that Project 2025 threatens disability civil rights protections.
6. Center for American Progress, "The Top 5 Ways Project 2025 Would Hurt Disabled People," describes proposed changes affecting disabled students and education oversight.
7. Brookings, "Trump administration weighs future of special education oversight and funding," discusses Project 2025 proposals to alter IDEA funding and oversight.
8. NEA, "How Project 2025 Would Devastate Public Education," outlines threats to public education and students with disabilities.
9. ADA.gov explains that disability rights are civil rights under the ADA.
10. Harvard Program on Disability, "What to Know and Do about Ongoing Changes to U.S. Disability Policy," discusses recent federal policy shifts affecting disability rights and services.



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