



Student Disability Services Annual Report

2023-2024 Academic Year (AY)

The Vice President for Enrollment and Student Services (VPES) serves as the Student Disability Services (SDS) Coordinator who facilitates MBKU's efforts to comply with and carry out its student disability accommodations responsibilities under the Americans with Disabilities Act (ADA), including investigations of complaints. The Director for University Student Affairs serves as the Assistant Coordinator, providing additional support with student requests. The Vice President for Human Resources serves as the MBKU ADA/504 Coordinator with ultimate oversight responsibility, including remedying campus access issues and ADA complaints appeals processes.

Overview of Services

MBKU is committed to providing full and equal opportunities for all students and applicants. MBKU does not unlawfully discriminate against qualified applicants or students with disabilities and encourages their full participation within the community. To this end, MBKU accepts¹ and supports qualified students and applicants with disabilities and complies with the Americans with Disabilities Act (ADA), as amended, Section 504 of the Rehabilitation Act, and state and local regulations regarding students and applicants with disabilities².

MBKU provides reasonable accommodations to otherwise qualified applicants and students with known physical or mental disabilities, unless it would create an undue hardship or fundamentally alter the nature of the academic program, service, or activity. Applicants or students needing accommodation must make their needs known in advance. MBKU cannot provide an accommodation if it does not know an accommodation is required.

Applicants or students with disabilities or access issues may request accommodation at any time. However, because MBKU must have time to review and approve the request before making accommodations, and because some accommodations take more time to provide, applicants or students with disabilities should contact MBKU and request an accommodation as soon as possible.³

For additional inquiries, please contact:

Carmen Barnhardt, OD, MS Ed
SDS Coordinator
Vice President for Enrollment & Student Services
cbarnhardt@ketchum.edu | 714.449.7423

Ashley White, MA, MS
SDS Assistant Coordinator
Director for University Student Affairs
awhite@ketchum.edu | 714.449.7414

Wende Holtzen, MS, SPHR, SHRM-SCP
MBKU ADA/504 Coordinator
Vice President for Human Resources
wholtzen@ketchum.edu | 714.449.7459

¹ Applicants or students must be able to meet the minimum standards of MBKU and the program, service, or activity with or without a reasonable accommodation.

² Disabilities include any physical or mental impairment(s) that limit one or more major life activities, or a record of such limiting impairment.

³ The "Accommodating Students & Applicants with Disabilities" policy is in the University Student Handbook. Relevant forms and other materials are located on the Students tab of My.Ketchum.Edu. These documents may also be accessed by contacting the SDS Coordinator.

Educational Initiatives

Through education and training initiatives, the Student Disability Services Coordinator provided the University community with information, tools, and resources to promote policy/process awareness and encourage supportive and inclusive interactions with students with disabilities. We delivered targeted programming to specific, relevant groups including first-year students and their Peer Advisors, Peer Tutors, new employees, MBKU faculty, and clinical preceptors.

We maintain a variety of online resources: the Faculty Compliance Moodle page for employees and the Student Achievement Center Moodle course and My.Ketchum.edu portal pages for students. These pages host video presentations, quizzes, and several additional resources and provide information for assisting students with accommodation processes. We also make available an ADA/Disability Services brochure in high-trafficked areas of campus.

During the 2023-2024 academic year, we updated our Request and Verification forms and introduced Documentation Standards for students to share with their health care providers. These changes aim to ensure comprehensive documentation of disabilities, enabling us to better understand the barriers students face and provide the necessary support.

SDS Statistics for 2023-2024 AY

In keeping with national best practices for higher education institutions, the MBKU SDS Coordinator shall publish a report on relevant statistics annually each fall, for the prior academic year, without disclosing any specific student information. All numbers reported are for the 2023-2024 AY, unless specifically stated.

Newly registered students in Disability Services. ⁴	20
Students requesting new or updated accommodations and services. ⁵	44
New individual, specific approved accommodations. ⁶	39
Students requiring temporary accommodations during the 23-24 AY.	8
Student disability services accommodations appeals submitted.	0
Student disability services accommodations appeals accepted.	N/A
Total number of students registered with SDS during the 23-24 AY.	64
Percentage of MBKU students registered with SDS during the 23-24 AY.	10.4%

SDS classifies disabilities under the following categories:

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

⁴ Note: Not all students registered with SDS request accommodations.

⁵ Includes all requests even if accommodations were not actually implemented and both previously and newly registered students with SDS.

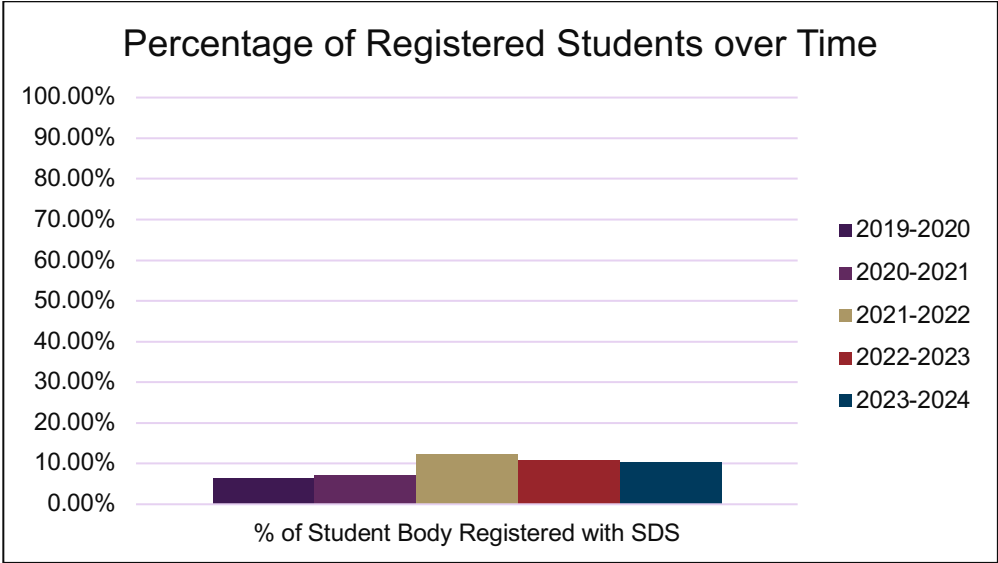
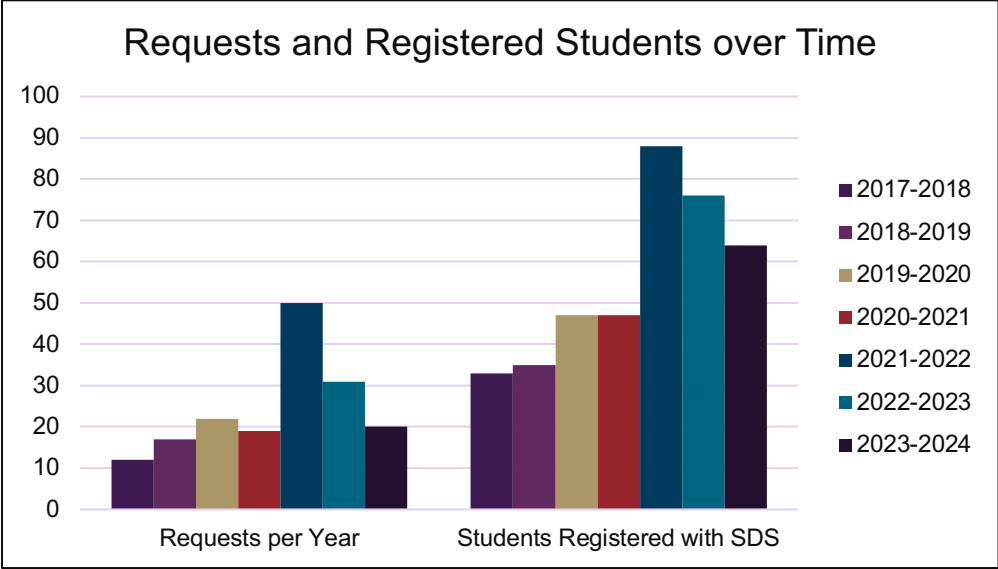
⁶ If a student receives multiple accommodations, each is counted separately. If a student's accommodations are changed based on an accepted appeal, only the revised accommodations are counted.

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

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

Historical Trends

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



State of People with Disabilities in the US

People with disabilities face inequities across many aspects of their lives, from education and employment to wage earning and even access to adequate health care. People with disabilities are less likely to have medical procedures than people without disabilities. A large percentage (82%) of physicians reported they believed people with significant disabilities have a worse quality of life than non-disabled people; less than half (40%) were very confident about their ability to provide the same quality of care to patients with disabilities and a little more than half (56.5%) strongly agreed they welcome patients with a disability into their practices.

The root causes of disability inequities are ableism and inaccessibility.

Stereotypes, bias, and prejudicial attitudes (ableism) are common, especially in rehabilitation settings dominated by the medical model of disability. Ableism is perpetuated by harmful attitudes by healthcare providers toward patients with disabilities. These attitudes contribute towards discriminatory behavior and adverse health outcomes for people with disabilities in medical settings.

Positive Developments

The NIH designated people with disabilities as a population with health disparities in September 2023. This will allow for more funding and inclusive research into the health equity barriers.

Institutional Commitment

By providing disability access and services to our students in a supportive environment, demonstrating that we understand disability culture*, have inclusive policies and demonstrate inclusive practices helps showcase our core values as an institution. Educating future healthcare leaders, including those with disabilities, fosters inclusive practices and advances health equity for all.

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

References:

1. Krahn, G.L., Walker, D.K., & Correa-De-Araujo, R. (2015). Persons with disabilities as an unrecognized health disparity population. *American Journal of Public Health*, 105(S2), S198-S206. doi:10.2105/AJPH.2014.302182.
2. Varadaraj, V., Deal, J.A., Reed, N.S., Oh, E.S., & Lin, F.R. (2021). Association of vision impairment with cognitive decline across multiple domains in older adults. *JAMA Network Open*, 4(7), e2116447. doi:10.1001/jamanetworkopen.2021.16447.
3. Iezzoni, L.I., Rao, S.R., Ressler, J., Bolcic-Jankovic, D., Agaronnik, N., Donelan, K., ... & Lagu, T. (2021). Physicians' perceptions of people with disability and their health care. *Health Affairs*, 40(2), 297-306. doi:10.1377/hlthaff.2020.01452.