



Student Disability Services Annual Report 2024-2025 Academic Year (AY)

The Registrar serves as the Assistant Coordinator, who facilitates MBKU's efforts to comply with and carry out its student disability accommodations responsibilities under the Americans with Disabilities Act (ADA). The Associate Vice President for the IDEA Center serves as the Title IX coordinator for students. The Vice President for Human Resources serves as the MBKU ADA/504 Coordinator with ultimate oversight responsibility for employees, including remedying campus access issues and ADA complaints appeals processes.

MBKU Overview of Services for Students with Disabilities

MBKU is dedicated to ensuring that all students and applicants, including those with disabilities, have full and equal access to opportunities within the university. The institution strictly prohibits unlawful discrimination against qualified individuals with disabilities and encourages their active participation in the campus community.

MBKU complies with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and relevant state and local laws concerning individuals with disabilities.

Reasonable Accommodations

- MBKU provides reasonable accommodations for qualified applicants and students with known physical or mental disabilities.
- Accommodations are granted unless they impose an undue hardship or fundamentally alter the nature of an academic program, service, or activity.
- It is the responsibility of the applicant or student to inform MBKU of their need for accommodation in advance. The university cannot provide accommodations if it is unaware of the need.

Requesting Accommodations

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

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Registrar
Disability Services Assistant Coordinator
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Melissa Contreras, OD, MPH, FAAO
Associate Vice President for IDEA Center
Title IX Coordinator
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Wende Holtzen, MS, SPHR, SHRM-SCP
MBKU ADA/504 Coordinator
Vice President for Human Resources

Educational Initiatives

During the 2024-2025 academic year, the Student Disability Services Coordinator led a range of education and training initiatives to foster awareness, understanding, and inclusivity within the University community. Our efforts focused on equipping students, faculty, and staff with the information and resources necessary to support students with disabilities effectively.

MBKU delivered specialized programming to key groups, including:

- First-year students and their Peer Advisors
- Peer Tutors
- New employees
- MBKU faculty
- Clinical preceptors

These sessions emphasized policy and process awareness and encouraged supportive, inclusive interactions.

Online Resources

- To ensure ongoing access to information, we maintain several online platforms:
- Faculty Compliance Moodle page: For employees, providing training and compliance resources.
- Student Achievement Center Moodle course & My.Ketchum.edu portal: For students, featuring video presentations, quizzes, and guidance on accommodation processes.
- ADA/Disability Services brochure: Distributed in high-traffic campus areas to increase visibility and accessibility of support services.

Process Improvements

This year, we continued to update our Request and Verification forms and Documentation Standards for students to share with their healthcare providers. These enhancements ensure comprehensive documentation of disabilities, enabling us to better understand the barriers students face and to provide tailored support.

SDS Statistics for 2024-2025 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 2024- 2025 AY, unless specifically stated.

Newly registered students in Disability Services. ¹	22
Students requesting new or updated accommodations and services. ²	25
New individual, specific approved accommodations. ³	27
Students requiring temporary accommodations during the 24-25 AY.	5
Student disability services accommodations appeals submitted.	0
Student disability services accommodations appeals accepted.	N/A
Total number of students registered with SDS during the 24-25 AY.	57
Percentage of MBKU students registered with SDS during the 24-25 AY.	8.78%

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

¹ Note: Not all students registered with SDS request accommodations.

² Includes all requests even if accommodations were not actually implemented and both previously and newly registered students with SDS.

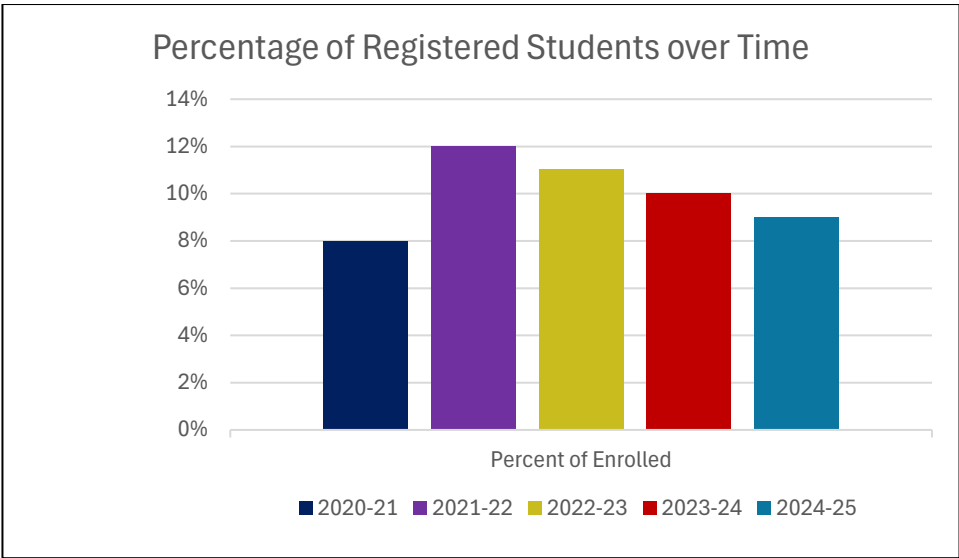
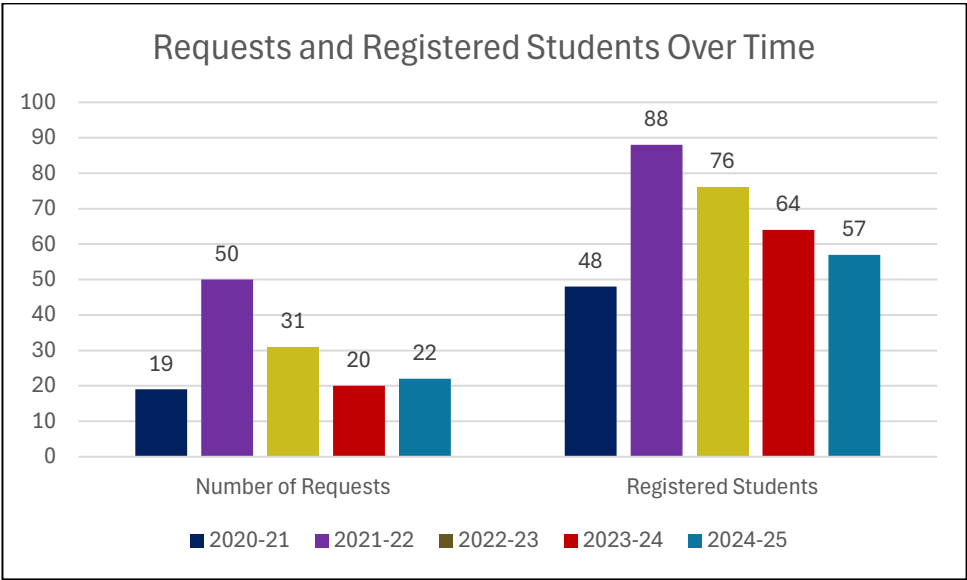
³ If a student receives multiple accommodations, each is counted separately. If a student's accommodation is changed based on an accepted appeal, only the revised accommodations are counted.

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 (PWDs) in the United States face persistent inequities across multiple areas of life, including education, employment, income, healthcare, and social inclusion.

- More than 1 in 4 adults in the US have a disability, with approximately 13.4%⁴ of the total population being disabled, impacting over 44 million people⁵.
- PWDs encounter significant societal barriers such as limited physical accessibility, inadequate educational structures, and poverty, all of which negatively affect their quality of life⁶.
- These barriers often result in social exclusion, negative stereotypes, financial hardship, and difficulties in both physical and mental health.
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How Project 2025 Specifically Impacts the Rights of People with Disabilities

- Institutional Commitment Section 504 of the Rehabilitation Act: Project 2025 recommends restoring outdated regulations and rolling back recent updates that clarified and strengthened protections against disability discrimination in programs receiving federal funding⁷.
- Americans with Disabilities Act (ADA) Enforcement: By reducing regulatory oversight and enforcement, Project 2025 threatens the effectiveness of the ADA, risking decreased accessibility and accommodations in both the public and private sectors⁸.
- Reduced Protections for Disabled Students: Project 2025's proposed rollbacks of civil rights protections in education could make it harder for students with disabilities-especially those who are also Black, Indigenous, or people of color-to receive necessary supports, further marginalizing already vulnerable groups⁶.
- Elimination of DEI Programs: Project 2025 calls for dismantling Diversity, Equity, and Inclusion (DEI) initiatives, which have been instrumental in addressing systemic biases and improving outcomes for people with disabilities in various institutions⁸.

In summary, Project 2025 would roll back decades of progress in disability rights, threatening healthcare access, civil rights, independent living, education, housing, and social inclusion for people with disabilities. The plan risks returning the disability community to an era of greater isolation, exclusion, and dependence on charity rather than rights-based protections.

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 be differences in race, gender, nationality, and/or ability and creating a supportive atmosphere that encourages the active participation of people with disabilities.

References:

4. <https://disabilitystatistics.org/acs-custom>
5. <https://www.cdc.gov/disability-and-health/articles-documents/disability-impacts-all-of-us-infographic.html>
6. <https://ballardbrief.byu.edu/issue-briefs/challenges-for-people-with-disabilities>
7. <https://tcf.org/content/commentary/the-implications-of-a-504-rollback-on-disability-and-economic-justice/>
8. <https://www.aapd.com/2024-election-series-project-2025/>