Table of Contents

Office of Disability Services 3

The Office Staff 4

Staff Interpreters 5
Contract Interpreters 5
Student Assistants 6

INTRODUCTION.7

Ann Heard, Senior Administrative Assistant.7
Mary Rice, Administrative Specialist.7
Kathy Stewart, Coordinator of Services/Interpreters 8
Grady Landrum, Director.9
Office Activities 9
Director's Activities 10
Interpreter/Services Coordinator Activities 11
Services

Escorting.12
Testing Assistance 13
Notetaking 14
Taped / Scanned / Electronic Books 14
Computer Lab.16
Interpreting.17
Actual Fiscal Year Data 18

Demographics

Gender.20
Disability Status 20
Student Classification.22
Disability Classification 23
Credit Hours 26
MISSION STATEMENT

Our mission is to enable the students, staff, faculty and guests of Wichita State University to achieve their educational goals, both personal and academic, to the fullest of their abilities, by providing and coordinating accessibility services which afford individuals with learning, mental or physical disabilities the equal opportunity to attain these goals.
The Office Staff

Grady Landrum
Director

Kathy Stewart
Interpreter and Services Coordinator

Mary Rice
Administrative Specialist

Ann Heard
Senior Administrative Assistant
Staff Interpreters

Debbie McCann
Jeannine Schaffer
Lisa Price

Contract Interpreters

Patti Ballinger
Rheba Dean
Darla DeSpain
Sara Eubanks
Amy Fowler
Susan Goodwyn

Rebekah Lee
Sondra Schmittgens
Teresa Schoch
Dibs Willis
Student Assistants

Chiemi Uchida
Lori Dechant
Maddie Widener
Mahesh Kumar Thandra
Ajay Bhavirisety**
Avinash Beeravolu
Thootkuri Rajashekhar Reddy*
Rajendran Annam
Alvin Wong
Rebecca Solbolik
Osagie Omoruyi
Pravna Masana

*Fall, Spring GA
** Summer GA
INTRODUCTION

This report will summarize the activities of the Office of Disability Services (DS) and provide the reader with a breakdown of the demographic makeup of the students we serve and the array of services provided by our office. This report does not go into great detail of each activity but will provide a good picture of the operations of our office. Our office staff has been together for 8 years with the only personnel changes being those that take place with student assistants, graduate assistants and contract interpreters. DS staff function well together and each member of the staff brings their personal areas of strength that allows us to work efficiently and effectively.

Following is a brief summary of the accomplishments of our staff over this past year:

**Ann Heard, Senior Administrative Assistant**

Ms. Heard has done an excellent job in handling all the duties associated with the operation of the reception area of the office. She has worked diligently to ensure that people are greeted and treated with respect and care as they enter the office. She has done an outstanding job in training our student assistants in good customer service protocol. Ms. Heard also coordinates the scanning and taping of books for our office and has done a great job. She has developed some procedures for the student assistants to ensure the process runs smoothly. She has also developed a list of publishers and other resources where we can obtain books in electronic format. Ann Heard retired at the end of June this year. Ms. Heard will be missed in our office and we have started the process to fill the position.

**Mary Rice, Administrative Specialist**

Ms Rice coordinates our testing accommodations with great skill and continues to maintain an excellent relationship with instructors and departmental office staff throughout WSU. The process for testing is pretty effective and one major change we made this year was the way instructors communicate with us regarding testing accommodations. Hopefully, this will cut down on confusion when we receive the test from the instructor. This new process allows the instructor the opportunity to inform us of their requirements for the administration of each test. An example would be that now we know for each test what the student can use while taking a test (ie.. notes, open book, formulas). This has helped our office tremendously and only a few instructors were concerned about the changes but once we explained we were changing our system to match that of the Counseling and Testing Center no one seemed too concerned. One major issue with testing services is finding rooms that we can use for testing during the peak hours of testing, especially during midterms and finals weeks.

Ms. Rice did a superb job on updating and modifying our database this past year. The biggest change for us was converting the system so our databases relate to each other using the student’s WSU ID number. This will get us away from using Social Security numbers in our system.
This was an interesting, exciting and very busy year for interpreting at Wichita State University. Utilizing 3 staff interpreters, 6 hourly interpreters, and the interpreter coordinator, our office supplied 4,885 hours of interpreting from August of 2006 through July of 2007.

While WSU saw an increase in the interpreting demands this year, so did our sister institutions throughout the greater Wichita area. There were at least another 7 to 10 students attending Butler Community College, Cowley Community College, Friends University, and Newman University. The interpreters that served WSU also provided all of the hours of interpreting needed at these other schools. This same group of interpreters also provides the interpreting needed in doctors’ offices, courts, dentists’ appointments, job-related situations, mental health visits, etc., etc. In other words, there is an interpreter shortage showing up in the middle of Kansas, and we are doing our best to cover every interpreting situation that arises. Our office has worked closely with Sign Language Interpreting Services (a locally owned and operated business) to make sure that all Deaf people are served equally in this area. WSU needs to maintain the quality interpreting we now provide and our ability to do so may become more difficult as the need and the competition for those same interpreters continues to increase.

In an effort to promote the interpreting profession and to improve the quality of interpreters throughout the state of Kansas, our office has been actively involved with the educational interpreters professional development efforts of the Kansas Board of Education. Together, we have established a mentoring program that has teamed more experienced interpreters with some of the newer members of the field with the expectations that all participants will benefit from the relationship. We have also established a program of 40 workshops that will be held in 5 different areas of the state in an effort to reach educational interpreters, regardless of their location.

Another area that has gained attention in our office within the last year is the Kansas Association of Interpreters-Registry of Interpreters for the Deaf (KAI-RID). Kathy Stewart is now serving in her 2nd year as the president of KAI-RID which represents interpreters from the state of Kansas and the KC metro area. KAI-RID hosted an annual state-wide conference, providing a weekend of skill and professional development workshops as well as the opportunity to network with other interpreters from within the state and several that come from neighboring states. KAI-RID is looking at the issues of the interpreter shortages that affect all of us, and how they can help improve the quality of interpreter education programs and the students that graduate from them. As a result of Mrs. Stewart’s leadership in this organization and the Kansas Department of Education, WSU is recognized as an institution that cares about the quality of the interpreters that work in our state and the services provided to the Deaf community.
Grady Landrum, Director

Mr. Landrum continues to work with the USD 259 New Frontiers Transition Council to promote more transitions services in the community. In our efforts to promote WSU to college bound high students with disabilities in the local area we have started working with the Office of Undergraduate Admissions to have a specific day when students with disabilities will come on campus similar to days for other student groups. Cowley Community College, Newman University and Southwestern College each hired new directors in their Disability Service offices in the last two years and we continue working with them as a place they can call for technical assistance. Mr. Landrum has spent time mentoring and educating them about resources, the provision of accommodations, and assistive technology.

Mr. Landrum continued working with Robyn Kempf (Board of Regents, Legal Counsel) and colleagues from Community Colleges and Technical Colleges to reach an agreement with the State Department of Social and Rehabilitation Services, Division of Vocational Rehabilitation (VR) regarding a cooperative agreement they are supposed to have with Institutions of Higher Education (IHE) in Kansas. This agreement will outline the amount VR reimburses IHE for providing educational accommodations to students who are also VR clients. In June 2007 we were close to having the final agreement completed but we will not finish the negotiations until next fiscal year.

Office Activities

This past year we met with faculty and administrators from the College of Education, Curriculum and Instruction at one of their staff meetings. We had several students who missed multiple classes due to issues related to their disability and we had been working with them to make modifications to their attendance policies. We met with the CI faculty to discuss accommodations in CI classes that involve student teaching and WSU’s responsibility to accommodate students. Kathy Stewart had a similar meeting last month regarding issues with one deaf student who is in the CI process for student teaching. Mr. Landrum met with Keith Pickus, Associate Dean, LAS Dean’s Office, regarding students who cannot complete the core requirements and our responsibility to keep them informed about the lack of academic progress and the consequences. We also talked about the moral responsibility the university has to identify these students early in the process so we do not give them false hopes about completing a degree.

We continue to hold various office celebrations for staff and student assistant’s birthdays and graduations. In October we had a pumpkin carving and pumpkin seed-spitting contest to teach our international students about our activities surrounding Halloween. We had a special dinner at Thanksgiving to expose our international students to a traditional Thanksgiving dinner. Each year the staff provides all the fixin’s for a traditional Thanksgiving meal. In December our international student assistants provided a meal for the staff by bringing many of their traditional dishes for all to enjoy before the holiday break. We use these activities for team building and to learn and appreciate the cultures of all the people who work in our building.
**Director’s Activities**

**WSU Committees**

- Shared Leave Committee
- Safety Committee
- Access Committee
- Serves on the USD 259, New Frontiers Transitions Council

**Other Professional Activities:**

- Worked with Regents Office and Department of Vocational Rehabilitation Services Co-operative Agreement committee and we are near the completion of this process.
- Coordinated Wheelchair Tennis Tournament (June 22-24) and Coordinated summer wheelchair tennis lessons (May 14-August 21) for Wheelchair Sports Inc.
- Volunteers 3 hours a month doing panel presentations for the DUI Victims Center
- Received the 2006 Reach Award, the award recognizes the perseverance of community members living with disabilities in overcoming the barriers and obstacles to reaching their personal goals.
- Was Recognized by KAN-AHEAD to receive the first Gretchen Holden Service Award

**Presentations / Projects**

- Guest lecturer in John Lee’s Sports Management class Fall 06’, Spring 07’
- Guest lecturer for Bobbie Knoblauch’s “Managing Diversity” Fall 06’, Spring 07”
- Participated in new faculty, staff and GTA orientations. Fall 06’
- Facilitated a symposium at the AHEAD Conference in San Diego on developing student organizations on your Campus.
- Met with 9 students from Mulvane High School to discuss transitioning to WSU or other institutions of higher education
- Attended a one day drive in conference for KAN-AHEAD on Oct.13, at Kansas State University
- Chaired the Nominations Committee for KAN-AHEAD for Fall 07’ election process
- Chaired a search committee for Career Services resulting in two successful hires
- Served on a search committee for TRIO Disability Support Services.
- Attended a two day workshop on E-texts in Kansas City that was sponsored by AHEAD, KAN-AHEAD, and Mo-AHEAD.
- Worked on a grant proposal with Dr Alan D’souza regarding an Assistive Technology Clearing House.
- Spoke to 20 kids with disabilities at Truesdale Middle School about the opportunities of going on to college and encouraged them to explore and discover TRIO programs they might qualify for in high school and middle school.
**Interpreter/Services Coordinator Activities**

Member of KAI-RID, Kansas Association of Interpreters-Registry of Interpreters for the Deaf  
Attended the Registry of Interpreters for the Deaf (RID) Region IV Conference, Bozeman, Montana in August, 2006  
Participated in the RID Region IV Leadership Retreat in Chautauqua, Colorado in November, 2006  
Participated in the KAI-RID Board Retreat in September, 2006  
President of KAI-RID, re-elected in March, 2007, and as such, conducted numerous meetings with the board and the membership  
Member of CIT, Conference of Interpreter Trainers  
Served as test site proctor for the EIPA (Educational Interpreter Performance Assessment)  
Served as test site proctor for the KQAS (Kansas Quality Assurance Screening) written test and performance test  
Served on the KSDE (Kansas Department of Education) advisory board  
Developed the training program and trained mentors for the Kansas Department of Education  
Member of Cowley County Community College, Interpreter Training Program Advisory Council  
Taught a 2 credit hour course, "English for Interpreters," for Cowley County Community College  
Worked in conjunction with Cowley County Community College and their Interpreter Training Program to place practicum students with WSU interpreters in the classroom  
Mentored one community interpreter  
Participated and coordinated interpreters for the First Annual Deaf Basketball Camp, pairing kids who are deaf with WSU Basketball players for a one day camp  
Earned 5.3 CEUs to maintain her KQAS certification (5.3 CEUs are equivalent to 53 contact hours of training)  
Attended one day conference for Kansas AHEAD on Oct 13, at Kansas State University
Escorting

There were 27 students who used this service; of those, 24 were full time students and three were people with a temporary disability needing assistance. Ms. Heard continues to implement processes to cut down on abuse of the system. During the year we provided 3482 escort rides for students and our peak service months were in November (429) and February (500). We continue to provide good services that get the majority of students to class on time. We have seen a slight decline in this service for the past four years. We are still using two golf carts to provide this service for students. We have allowed several other departments to use our carts on the weekends or for special events.

Escort by Year
Testing Assistance

There were 203 students eligible to use this service. We continue to provide the majority of tests in our office area using rooms 153 (private), 163 and 164 (group), and Ablah Library. Mary Rice continues to coordinate these services and to make improvements as we progress from one semester to the next. We continue to have instructors bring their tests to our office and then the instructor is responsible to pick up the test unless we have instructions to place it in the campus mail. The College of Health Professions is providing the testing accommodations for their students unless a proctor is needed. We have worked extensively with the college of Health Professions over the years and this arrangement seems to be working well for their students. The Elliot School of Communications also provides a place for students to take their test and we send a proctor to their building as needed. They have a history of not wanting their tests to leave their building especially for their Communication 111 classes. With the addition of the Westside Campus, we are starting to arrange for testing on that campus. Space for testing continues to be an issue especially during mid terms and finals.
**Notetaking**

We had 128 students who used notetaking services. We have some notetakers that take notes for more than one student per class. In many of the general education courses we will have two or three students in a class and so we utilize one note taker and increase their stipend for that class because of the additional students. This past year we continued notifying entire classes by email when seeking notetakers. This system will generate anywhere from 250 to 400 emails a semester as we are making arrangements for notetakers to meet students and explain the notetaking process to potential notetakers. The Director coordinates this process and the Interpreter/Services Coordinator coordinates the payment of notetakers at the end of the semester.

**Taped / Scanned / Electronic Books**

Another service that we provide, and it demands a large amount of coordination, is the provision of scanned and taped books for students with visual or learning disabilities. Last year 55 students requested this service and we scanned or taped books. We did not have anyone request a book be read by a person this year and it looks as though we have made the switch to an all electronic textbook system. We estimate that we need 7 hours of work in order to scan a book, convert it to a word document, and then translate it into an MP3 file. This time varies based on the amount of editing that we need to do once the conversion has been made.

We no longer buy textbooks from the bookstore to scan. We now have the student bring us their book and we then send the book to Printing Services to prepare the book for scanning. For each book we scan we have Printing Services cut the binding off the book. We then can scan the book because of the paper feeder on the scanner that allows us to scan the material at 90 pages per minute. We scan and save the texts by chapter and burn the files onto a CD in either or both WORD and MP3 formats. Once the book has been scanned we take the book back to Printing Services and have them rebind the book.

We continue to work with publishers to have them send us their books in an electronic format and have had some success in this area. Ann Heard works hard coordinating this service and we are exploring even more avenues for finding books in electronic formats. KU and KSU both share their book lists with us and AHEAD has developed some resources we utilize for finding contacts at the different publishers.
Students Eligible for Services

Services 2006-2007

Figures represent the number of students eligible for using the service.

Office of Disability Services, Wichita State University
Computer Lab

Our office continues to coordinate the centralized computer lab in Grace Wilkie Annex. The computer lab serves students from the McNair Scholars Program, TRIO Disability Support Services, Office of Multicultural Affairs and Disability Services. These hours are self-reported so we are aware that it is used more hours than this and we are trying to figure out how to track the time of use more accurately. Adaptive software for the lab is still purchased by our office and is from Premiere Assistive Technology. The computer lab is open Monday and Tuesday from 7 AM - 7PM, Wed.-Friday from 7 AM – 5 PM. WSU Computing Services maintains the computer lab and keeps the computers updated with the latest software, trouble shooting, virus protection, and advises us on hardware to keep the computers running efficiently.

The adaptive computer programs we use in our lab are the following products and technologies: Scan & Read Lite, Scan & Read Pro, Text-to-Audio, Talking Word Processor, Text Cloner Pro, Talking Calculator, Scan and View, Universal Reader, OFF Limits, PDF Magic Pro, The Ultimate Talking Dictionary and Zoom Text.
Interpreting

Sign language interpreters serve a small number of students, 9, but this service involves a great deal of interpreter hours each semester. We provided a total of 4,885 hours of interpreting. Of these hours, 4,333 were for classroom interpreting and an additional 552 hours of interpreting were for outside of the classroom study groups, faculty advising, fine art productions, fraternity meetings, and other student and university related activities. In Spring 07’ we had a student who is deaf rejoin the crew team and this created a big increase for outside the classroom interpreting for the last three months of the semester. We have 3 staff interpreters who worked a regular schedule of 25-30 hours per week and an additional 6 interpreters who worked a varied schedule. Kathy Stewart, the Interpreter Coordinator, also worked a regular schedule of about 10 hours per week in the classroom but maintained an open schedule so she could substitute for the other interpreters.
**Actual Fiscal Year Data**

### Disability Services Statistical Reports 7/05-6/06

<table>
<thead>
<tr>
<th>Month</th>
<th>Escorts</th>
<th>Proctored</th>
<th>Tests</th>
<th>Material</th>
<th>Editing hrs</th>
<th>Classroom</th>
<th>Other</th>
<th>Hours</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>110</td>
<td>1</td>
<td>36</td>
<td>218</td>
<td>4</td>
<td>31</td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>292</td>
<td>3</td>
<td>4</td>
<td>25</td>
<td>333</td>
<td>38.5</td>
<td>46</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>622</td>
<td>16</td>
<td>82</td>
<td>35</td>
<td>195</td>
<td>531</td>
<td>76.5</td>
<td>130</td>
<td>36</td>
</tr>
<tr>
<td>October</td>
<td>394</td>
<td>19</td>
<td>101</td>
<td>63</td>
<td>428</td>
<td>102</td>
<td>125</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>355</td>
<td>8</td>
<td>76</td>
<td>536</td>
<td>87.5</td>
<td>127</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>176</td>
<td>9</td>
<td>84</td>
<td>213</td>
<td>20</td>
<td>39</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>230</td>
<td>1</td>
<td>7</td>
<td>28</td>
<td>92.5</td>
<td>354</td>
<td>35</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>395</td>
<td>15</td>
<td>81</td>
<td>13</td>
<td>98</td>
<td>424</td>
<td>58</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>387</td>
<td>17</td>
<td>85</td>
<td>1</td>
<td>4</td>
<td>357</td>
<td>131</td>
<td>82</td>
<td>3</td>
</tr>
<tr>
<td>April</td>
<td>422</td>
<td>13</td>
<td>73</td>
<td>146</td>
<td>455</td>
<td>69</td>
<td>67</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>166</td>
<td>21</td>
<td>107</td>
<td></td>
<td>175</td>
<td>61</td>
<td>38</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>57</td>
<td>2</td>
<td>30</td>
<td>14</td>
<td>168</td>
<td>386</td>
<td>44.5</td>
<td>36</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3606</strong></td>
<td><strong>125</strong></td>
<td><strong>766</strong></td>
<td><strong>620</strong></td>
<td><strong>4469</strong></td>
<td><strong>729</strong></td>
<td><strong>851</strong></td>
<td><strong>206</strong></td>
<td></td>
</tr>
</tbody>
</table>

*first year
Materials = Books, articles

### Disability Services Statistical Reports 7/06-6/07

<table>
<thead>
<tr>
<th>Month</th>
<th>Escorts</th>
<th>Proctored</th>
<th>Tests</th>
<th>Material</th>
<th>Editing hrs</th>
<th>Classroom</th>
<th>Other</th>
<th>Hours</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>67</td>
<td>3</td>
<td>39</td>
<td>92.5</td>
<td>354</td>
<td>2</td>
<td>24</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>174</td>
<td>1</td>
<td>173</td>
<td>374.5</td>
<td>35</td>
<td>50</td>
<td>31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>235</td>
<td>21</td>
<td>77</td>
<td>189.5</td>
<td>668.5</td>
<td>18</td>
<td>55</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>399</td>
<td>16</td>
<td>103</td>
<td>69</td>
<td>628</td>
<td>25</td>
<td>94</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>429</td>
<td>17</td>
<td>81</td>
<td>52</td>
<td>619</td>
<td>24.5</td>
<td>115</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>212</td>
<td>16</td>
<td>79</td>
<td>38</td>
<td>124</td>
<td>24</td>
<td>59</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>295</td>
<td>1</td>
<td>2</td>
<td>142</td>
<td>288.5</td>
<td>30.5</td>
<td>39</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>500</td>
<td>17</td>
<td>54</td>
<td>75</td>
<td>395</td>
<td>51</td>
<td>55</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>428</td>
<td>14</td>
<td>38</td>
<td>73</td>
<td>280</td>
<td>76</td>
<td>59</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>295</td>
<td>9</td>
<td>78</td>
<td>142</td>
<td>348</td>
<td>84.5</td>
<td>60</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>285</td>
<td>23</td>
<td>79</td>
<td>42</td>
<td>80</td>
<td>98.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>163</td>
<td>2</td>
<td>5</td>
<td>22</td>
<td>173.5</td>
<td>83</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3482</strong></td>
<td><strong>139</strong></td>
<td><strong>636</strong></td>
<td><strong>1110</strong></td>
<td><strong>4332.5</strong></td>
<td><strong>552</strong></td>
<td><strong>610</strong></td>
<td><strong>311</strong></td>
<td></td>
</tr>
</tbody>
</table>

Total 4885

*off sign in list

Office of Disability Services, Wichita State University
Demographics

The statistical data for this report was gathered from August 1, 2006 through July 30, 2007. Because the summer session finishes at the end of July, we decided that this would be the best time to gather our statistics. The narrative section covers approximately the same time period with just a few minor exceptions. We have included some comparison charts for fiscal year ‘06 data with data from fiscal year ‘07 and have included our interpretation of this data in the narrative of each section.
Gender

This past year our office served 269 students. This is the actual unduplicated count of the students. We continue to serve more female 61% (163) than male 39% (106) students. This is a 20% increase in our male students.

Disability Status

The majority of students we serve (94%) have permanent disabilities. Most students with temporary disabilities receive services for less than two months and usually are in need of escorting services.
We continue to see an increase in the number of students we serve from a low of 191 in 2005.

In Fall 2006 semester we worked with 217 students of which 80 were first time students to DS.

In Spring 2006 semester we worked with 196 students of which 35 were new students to DS.

In Summer 2007 semester we worked 41 students of which 7 were new students. This is a duplicated count of the students we serve.
**Student Classification**

A breakdown by classification shows that the majority of our students were freshmen (92) and the smallest number were graduate students (20). These classifications are self-reported by students when they register for services. We were able to work with the WSU registrar’s office this year and are close to completing reclassification of our students so they can be flagged in Banner and we can obtain more accurate demographic information.

**University Classification 2007**

![Bar chart showing university classification by year 2007](chart)

**Classification Comparison by Year**

![Bar chart showing classification comparison by year](chart2)
**Disability Classification**

In previous years we have had seven distinct categories to report our classifications of our students disabilities. After consulting with Kevin Crabtree, Information Technology Coordinator, Bill Wynne, the University Registrar, and TRIO Disability Support Services and exploring options available in the Banner system our office decided to overhaul our classification categories to more accurately reflect our student's. We have now created the following groupings:

**OR - Orthopedic (Mobility)**

01 Ankle/Foot Injury  
02 Arm/Hand Injury  
03 Back Injury  
04 Carpal Tunnel  
05 Foot/Leg Amputee  
06 Hand/Arm Amputee  
07 Leg/Knee Injury  
08 Osteoarthritis  
09 Other Orthopedic Impairment

**NI - Neurological**

10 Cerebral Palsy  
11 Epilepsy  
12 Muscular Dystrophy  
13 Paraplegia  
14 Polio/Post Polio  
15 Quadraplegia  
16 Spina Bifida  
17 Tourette’s  
18 TBI (Traumatic Brain Injury)  
19 Other neurological diseases/disorders

**CP - Cardio-Pulmonary**

20 Chronic Bronchitis  
21 Cystic Fibrosis  
22 Emphysema (COPD)  
23 Heart Disease  
24 Hypertension  
25 Other cardio-pulmonary diseases/disorders
**PI - Psychological**

30 Alcohol/drug addiction  
31 Antisocial Disorder  
32 Anxiety Disorder/Obsessive Compulsive  
33 Asperger’s Syndrome/Autism  
34 Bipolar  
35 Depression  
36 Paranoia  
37 Post Traumatic Stress  
38 Schizophrenia  
39 Other psychiatric diseases/disorders

**LD - Learning**

40 Attention Deficit Hyperactivity Disorder  
41 Dyslexia  
42 Learning Disability  
43 Speech Impairment  
44 Other learning disorder

**IS - Immune System**

50 AIDS  
51 Asthma/Allergies  
52 Cancer/Lymphoma  
53 Chronic Fatigue Syndrome/Fibromyalgia  
54 Crohns Disease  
55 Lupus  
56 Multiple Sclerosis  
57 Rheumatoid Arthritis  
58 Thyroid Disease  
59 Other immune system diseases/disorders

**VI - Visual Impairment**

60 Vision Impairment: little or no vision, needs cane, dog  
61 Vision Impairment: severe vision, uses Visual Tek  
62 Vision Impairment: needs good lighting, readers  
63 Vision/Hearing Impairment
HI - Hearing Impairment

70 Hearing Impairment: little or no hearing, uses Interpreter
71 Hearing Impairment: may read lips, uses adaptive equip.
72 Hearing Impairment: less severe, cannot hear in large room
73 Vision/Hearing Impairment

TE - Temporary

80 Leg and/or foot injury
81 Arm and/or hand injury
82 Pregnancy
83 Surgery
84 Other temporary disorder

DP - Documentation Pending

The **bold print** headings above are the main disability categories we and TRIO Disability Support Services are now using. This is how they will be listed in the Banner system at WSU. The sub groups are a more specific diagnosis which are submitted by students on their documentation of disability forms. The chart below shows the primary disability as reported by the student. One result or advantage of this new classification system is the accuracy of the classification’s main and sub categories. Mary Rice, Administrative Specialist researched all the categories and sub classifications to ensure their accuracy.

Disability Classification 2007
Credit Hours

After last year’s drop in credit hour production, it was good to not only see an increase in students, but to see a significant increase (16%) in the number of credit hours our students are taking. In Fall ‘06 our students averaged 5.4 credits hours, in Spring ‘07 students took an average of 8.3 credit hours and during the Summer ‘07 they averaged 4.3 credit hours. The majority of our students are part time with 160 (74%) taking less than 12 credit hours in Fall ‘06 and 129 (66%) taking less than 12 credit hours in Spring ‘07 semesters.

Credit Hours 2007

Credit Hours Production by Year