

# Opportunities & Challenges for Online Students with Disabilities



**e-Learning**  
CONFERENCE 2.0

Presented by

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# Panel

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**Chanel N. Broadus**

**MS Higher Education (online)  
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**MS Hospitality Management  
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# Realities of Workforce Development & Higher Education

## US GAO Report 2008

### ~ Higher Education and Disabilities ~

- **20%** approx. general population w/disability
- **11%** approx. post-secondary students identify w/disabilities
- Slightly more students enroll in 2-year than 4-year institutions (46% vs 42%)
- **70%** of students with disabilities attend public institutions



# Realities of Workforce Development & Higher Education

## BLS Facts 2010 - Direct quotes:

- The **unemployment rate** of persons with a **disability** was well above the rate of those with no disability.
- Across all age groups, persons with a **disability** were **much less likely to be employed** than those with no disability.
- Workers with a **disability** were more likely than those with no disability to **work part time**.

# Realities of Workforce Development & Higher Education

## BLS Facts 2010 - Direct quotes:

- Workers with a **disability** were slightly more likely than those with no disability to work in **service occupations**.
- Those with a **disability** were less likely to work in **management, professional, and related occupations**.
- Persons with a **disability** who have completed higher levels of education were **more likely to be employed** than those with less education.

# Growth in Online Education

**“Enrollment in online programs jumped from  
229,363 to 2,139,714  
— an 832 percent increase —  
from 2001 to 2009  
according to higher education consultancy  
Eduventures.”**

**(US News & World Report, Sept. 2010)**





**Key to  
professional opportunities and advancement**





**What is a disability?**

**What is covered by the ADA?**

**What services are  
available to students?**



# Section 902 Definition of the Term Disability

## Notice Concerning The Americans With Disabilities Act Amendments Act Of 2008

<http://www.eeoc.gov/policy/docs/902cm.htm> |

This document was adopted by the Commission in 1995 to explain its interpretation of the term "disability as used in the ADA. In 1999, the Commission published an Addendum to this document explaining that the discussion of mitigating measures in Section 902.5 was no longer correct due to the Supreme Court's decision in *Sutton v. United Airlines, Inc.* The Americans with Disabilities Act Amendments Act of 2008 (ADAAA) was signed into law on September 25, 2008 and became effective January 1, 2009. Because this law makes several significant changes to the definition of the term "disability," the EEOC will eventually make extensive changes to this document, but not before publication of a final regulation implementing the ADAAA.

Since the ADAAA applies only to acts of alleged discrimination that occur on or after January 1, 2009, the guidance offered on the meaning of "disability" in this document (with the exception of Section 902.5) will still apply to alleged discrimination that occurred *prior* to January 1, 2009.

### 902.1 [Introduction and Summary](#)

- (a) [General](#)
- (b) [Statutory Definition](#)
- (c) [Summary](#)

### 902.2 [Impairment](#)

- (a) [General](#)
- (b) [Regulatory Definition](#)
- (c) [Conditions That Are Not Impairments](#)
  - (1) [Statutory and Legislative History Exceptions](#)
  - (2) [Physical Characteristics](#)
  - (3) [Pregnancy](#)
  - (4) [Common Personality Traits](#)
  - (5) [Normal Deviations in Height, Weight, or Strength](#)
  - (6) [Persons with One of These Conditions and an Impairment](#)
- (d) [Contagion](#)
- (e) [Voluntariness](#)

### 902.3 [Major Life Activities](#)

- (a) [General](#)
- (b) [Regulatory Definition](#)
- (c) [Judicial Interpretations](#)

» proposed ADAAA regulation and to learn about the major changes made to the definition of

### 902.4 [Substantially Limits](#)

- (a) [General](#)
- (b) [Regulatory Definition](#)
- (c) [Extent to Which an Impairment Restricts a Major Life Activity](#)
  - (1) [Substantial Limitation of Major Life Activities Generally](#)
  - (2) [Substantial Limitation of Major Life Activity of Working](#)
- (d) [Duration and Impact of Impairment](#)
- (e) [Multiple Impairments](#)

### 902.5 [Mitigating Measures](#)

### 902.6 [Statutory Exceptions to the Definition of "Disability"](#)

### 902.7 [Record of an Impairment that Substantially Limits Major Life Activities](#)

- (a) [General](#)
- (b) [History of Such an Impairment](#)
- (c) [Misclassified as Having Such an Impairment](#)

### 902.8 [Regarded as Having a Substantially Limiting Impairment](#)

- (a) [General](#)
- (b) [Regulatory Definition](#)
- (c) [Persons with Impairments Regarded as Substantially Limiting](#)
- (d) [Persons Who Are Substantially Limited as a Result of Others' Attitudes](#)
- (e) [Unimpaired Persons Regarded as Having Substantially Limiting Impairments](#)
- (f) [Regarded as Substantially Limited in the Major Life Activity of Working](#)

### 902.9 [Cross References](#)

# Defining Disability

## **“Definition of disability” as guided by the Americans with Disabilities Act:**

- **“A physical or mental impairment that substantially limits a Major Life Activity**
- **A record of such an impairment**
- **Being regarded as having such an impairment**

## **Major Life Activities:**

- **Includes but not limited to caring for oneself, performing manual tasks, seeing hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working”**

# Defining Disability

**“Major Life Activities also include operation of major bodily functions including but not limited to:”**

- Immune
- Respiratory
- Circulatory
- Endocrine
- Digestive
- Reproductive
- Neurological
- Brain
- Normal Cell Growth
- Bowel
- Bladder

**NOTE: The ADA does not list all conditions or diseases that make up physical, mental, and emotional impairments, because it would be impossible to provide a comprehensive list given the variety of possible impairments.**

~ NSAR: <http://www.nsarco.com/listofdisabilities.html>



# Defining Disability

## Perspectives of Disability

- **Medical Model of Disability:**  
person's physical or mental condition is the primary cause of significant limitations they experience and thus, leads to a poor quality of life.
- Modern medicine (plastic surgery, physical therapy, surgery, etc) is viewed as the way in which one can “normalize” their participation in society as much as is feasible.

# Defining Disability

## Modern-Day Definitions of Disability

- **Social Model of Disability:** The idea that a person's physical or mental condition may be intrinsic to them, but the disability is what is placed on the person by society by way of systemic barriers, negative attitudes and the intentional and unintentional exclusion by society.

# **Student & Alumna Panel**

**There is great variation within each  
specific disability group.**

~ Disability Resource Center, 2011

**Please discuss this statement.**

**What services  
have you used?**

**Henry**





# Henry C. Alphin, Jr.

**1. Identify and share two challenges you have had as an online students**

**Comments**

**2. How did you address these challenges?**



**3. Recommendations for students w/disabilities**

- **Honesty** – Be honest with yourself
- **Utilization of Resources** - Develop a pattern of utilizing available resources
- **Planning & Pacing** – Pace yourself, be proactive, and request accommodations early

# Chanel N. Broadus

- 1. Identify and share two challenges you have had as an online students**
- 2. How did you address these challenges?**
- 3. Recommendations for students w/disabilities**
  - **Educate Yourself** - Learn what it means to be disabled. Some disabilities are not obvious
  - **Awareness** - Be aware of your situation, plan ahead, and stay on top of your assignments
  - **Build Teams & Networks** - Get to know your peers

# Alex Cohen

- 1. Identify and share two challenges you have had as an online students**
- 2. How did you address these challenges?**
- 3. Recommendations for students w/disabilities**
  - **Self Advocate** – Be a strong self advocate
  - **Keep up to Date** – Keep up to date with information, research, and technology & Become familiar with laws, policies, and your rights
  - **Keep ODS Up to Date** - Alert ODS to changes in your disability. Some disabilities are progressive.



# Daniel Veit

- 1. Identify and share two challenges you have had as an online students**
- 2. How did you address these challenges?**
- 3. Recommendations for students w/disabilities**

# Daniel Veit

- **Support Services** – Be familiar w/ ODS services, and procedures; understand the student's role, responsibility, and how to request services/accommodations
- **Communication** - Communicate w/ ODS proactively to let them know about your disability so you can send your accommodation letter to your instructor before the quarter begins
- **Patience & Pioneering** – Each disability has its own uniqueness; student w/disabilities and ODS need to be willing to do trial and error to find out what works best for the student; patience is also key to this trial and error phase; think yourself as a **pioneer** especially with the online education

## **Moderators: Tips for Online Student Success**

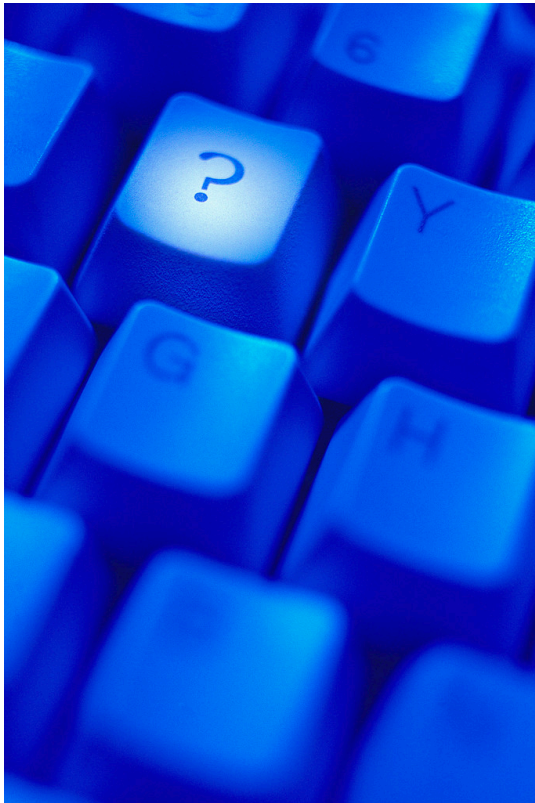
- 1. Training** – Faculty/adjuncts, course developers, and support service specialists need training regarding accessibility and need to understand the range of disabilities
- 2. Plan in Advance** – Keep in mind that students with disabilities may need to schedule interpreters or reserve certain technologies
- 3. Student Advocate** - Be an advocate for your students – educate others and share best practices

# **Moderators:**

## **Tips for Online Student Success**

- 1. For Administrators** – Develop professional training for your faculty – both in the technologies of accessible teaching and the sensitivities of accessible learning
- 2. For Faculty** – Consider how to utilize accessible design for your online courses and take advantage of professional development opportunities
- 3. For All** – Understand that accessible learning benefits **ALL** students, not just students with disabilities





# Questions?

# Thank you!

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