Disability Resource Center

Changing how we perceive disability.

INFORMATION FOR STUDENTS

www.missouristate.edu/disability

Missouri State™ UNIVERSITY

Director's Note

The Disability Resource Center (DRC) is committed to creating welcoming and inclusive environments for all students. We promote a perception of disability that stems from the independent living movement and one that is examined through the academic field of disability studies. As the DRC and our University move toward a model of Inclusive Excellence, we must embrace disability as a part of diversity and as an integral part of life. While using principles of universal design, we are working collaboratively with faculty, staff and students to create more equitable, inclusive and usable learning environments. The DRC strives to create a paradigm shift in our thinking about disability. We are in the process of re-framing disability from a negative medical malady to a positive individual difference while promoting disability pride.

I encourage you to review our mission, core values and philosophy. We are beginning to make a significant difference in the design of our learning environments, programs and services, as well as enhancing our disability awareness programming. We welcome you to join us as we move forward with this paradigm shift.

— Katheryne Staeger-Wilson, *Director*

Our Mission

In conjunction with the Community Principles and overall mission of Missouri State University, the Disability Resource Center appreciates disability as an integral part of the University experience. We are committed to providing equal access and opportunity to all campus programs and services for persons with disabilities. Through collaboration and support of the entire campus community, the Disability Resource Center promotes disability pride, self-determination of the student, and universally accessible design principles, so that everyone has full access to University life.

Core Values

- ☐ Human variation is natural and vital in the development of dynamic communities.
- ☐ Disability is a social/political concept that includes people with a variety of conditions who share common experiences.
- ☐ Inclusion and full participation are matters of social justice.
- ☐ Design is powerful and profoundly influences our daily lives.
- ☐ Universal design is essential for achieving inclusion and full participation.
- ☐ Creating usable, equitable, sustainable and inclusive environments is a shared responsibility.

Disability Pride

Experience college to its fullest extent

Due to the design of a University course, program or service, students with disabilities may experience barriers to their full and meaningful participation. If students would like to request an environmental or course adaptation, they may do so by contacting the Disability Resource Center. Students who request these accommodations should do so for every semester they are sought. Students will be asked to provide documentation supporting their disability and the accommodations they have requested. The DRC will create an accommodation memo to be shared with instructors by the student, outlining the accommodations that should be provided. Accommodations are a cooperative arrangement in which the student plays a vital part; an arrangement between the student, instructor and the DRC. For a full statement of our accommodation policy, procedures and to learn more about our commitment to universal design, please see **www.missouristate.edu/disability.**

Promoting change on your campus through disability pride

As students with disabilities, you can be key players in the discussion and implementation of universal design and the socio-political model of disability. The first step is to be inclusive and proud of yourself as a person with a disability. As you begin to re-frame your educational experience in light of new thinking about disability and access, you have the opportunity to be a resource on campus. Please let us know if you have feedback to offer regarding our learning environments or how you would like to promote disability pride.

Definition of disability pride

"Disability pride represents a rejection of the notion that our physical, sensory, mental and cognitive differences from the non-disabled standard are wrong or bad in any way and is a statement of our self-acceptance, dignity and pride. It is a public expression of our belief that our disabilities are a natural part of human diversity, a celebration of our heritage and culture, and a validation of our experience. Disability pride is an integral part of movement building and a direct challenge to systemic ableism and stigmatizing definitions of disability. It is a militant act of self-definition, a purposive valuing of that which is socially devalued, and an attempt to untangle ourselves from the complex matrix of negative beliefs, attitudes and feelings that grow from the dominant group's assumption that there is something inherently wrong with our disabilities and identity."

Disability Pride. Sarah Triano.
Encyclopedia of Disability. Ed. Gary Albrecht. Vol. 1.
Thousand Oaks: Sage Reference, 2006. p476-477. 5 vols.

Get Involved!

Delta Alpha Pi

"Working for an Adaptable World"

Delta Alpha Pi is an international honor society and our chapter was the seventh chapter established. Because of the negative stereotyping associated with disability, students have been reluctant to identify themselves publicly. Delta Alpha Pi Honor Society presents an opportunity to change that perception by recognizing students with disabilities for their academic accomplishments. In addition, this honor society facilitates development of skills in leadership, advocacy and education for participating students.

Looking for other ways to get involved?

We have students with disabilities involved in many ways on campus. Below are just a few options in which students with disabilities contribute to our campus:

- **Student Government Association**
- **Natural High Club**
- **Greek Life**
- **Emerging Leaders**
- **Residence Hall Association**
- **Student Activities Council**
- **Internships**
- **Student Employment**
- **Study Abroad**
- **University planning and advisory committees, etc.**

Let us know what interests you have and how you would like to be involved.

Other Diability Resources

Assistive Technology Services

Assistive Technology Services (ATS) provides a range of resources and facilities for students with disabilities to include assessment and training to use technology-based accommodations.

The ATS offices are located in Meyer Library rooms 201 D and 201 E. ATS staff members coordinate four rooms with state of the art accessible workstations. The workstations are outfitted with screen readers, speech recognition, text enlargement and other accessibility software. Adaptive computer stations are also available in the three open computer labs on campus.

ATS maintains an inventory of assistive technology and adaptive computer technology devices for immediate placement in classroom, lab and internship sites.

Learning Diagnostic Clinic

Students with disabilities who experience barriers to their full and meaningful participation due to the design of a University course, program or service should direct the initial request for accommodation to the Disability Resource Center. The DRC refers students seeking accommodations for a learning or psychological disability to MSU's Learning Diagnostic Clinic (LDC).

The LDC provides assessments of learning and psychological disabilities for a fee. Students who simply wish to inquire about LDC's diagnostic or testing services do not need to seek referral through the DRC, but may instead directly contact the Learning Diagnostic Clinic, Alumni Center Room 502.

"Disability is not a 'brave struggle' or 'courage in the face of adversity'...disability is an art. It's an ingenious way to live."

-Neil Marcus

FAQs

How do I receive accommodations?

If you anticipate barriers and would like to request an environmental or course adaptation, you may do so by contacting the Disability Resource Center. For a full statement of our accommodation policy, please see **www.missouristate.edu/disability/accommodation.htm/.**

What do I need to provide for documentation?

The Association on Higher Education and Disability (AHEAD) has developed best practices regarding disability documentation in higher education. The DRC utilizes these best practices and the seven essential elements of quality disability documentation for our guidelines. You may further review our guidelines for documentation and AHEAD's best practices for documentation at **www.missouristate.edu/disability/documentation.htm.**

Will my disability information be kept confidential?

Yes. While the DRC staff will not release specific diagnoses or documentation about a disability, they will verify that a student has documentation on file and share with the faculty/staff member ideas for accommodation strategies. DRC staff may also provide curricular and program design ideas that make learning environments more equitable and inclusive.

Can I receive accommodations if I have a temporary injury or illness?

Typically, only students with permanent disabilities receive accommodations. If you are uncertain if your condition is a disability, do not hesitate to contact the DRC and inquire about accommodations. If you do have a temporary injury or illness, we suggest that you discuss your barriers to participation with your instructors and try to make arrangements with them directly. If necessary, the DRC can collaborate with students and their instructors to problem solve solutions to access issues caused by injury or temporary conditions.

"If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place."
-Margaret Mead

Are accommodations retroactive?

No. Accommodations begin only when you have provided your faculty an accommodation memo from the DRC and have had a conversation about how accommodations may work in your specific classes. Instructors must also have reasonable time to arrange for the accommodations requested.

Will the Disability Resource Center provide personal services or devices?

No. The DRC can only provide services of a non-personal nature; this may be different from your K-12 experiences. Services of a personal nature, such as a personal care attendant, orientation and mobility training, wheelchairs and hearing aids are not provided by the DRC. While these types of accommodations are welcome on campus, the DRC cannot provide them.

How do I obtain an accessible parking permit?

If you have been issued a state accessible parking placard, then you are able to park in accessible parking on campus. In order to use accessible parking on campus, simply obtain a typical Missouri State parking placard from Parking Administration and use it in conjunction with your state issued accessible parking placard, making sure both placards are visible. If you have further questions regarding parking, please contact Parking Administration at 417-836-4825, (700 E. Elm).

Universal Design

Universal Design and the Socio-Political Model of Disability

The mission and purpose of the Disability Resource Center is driven by principles of Universal Design and the Socio-Political Model of disability. Through ongoing exploration and consultation provided to faculty, administration and departments within the University, the Disability Resource Center strives to promote this systemic change. This ideology is best explained by the information below, produced by the Association on Higher Education and Disability (AHEAD).

A new paradigm of service provision and identity

In the past, many disability resource providers built their service and philosophical constructs on the tenets of the medical or rehabilitation model. Although this has been effective in most cases in providing programmatic access and accommodations for individuals one person at a time, it reinforces a "separate but equal" system rather than full inclusion within a community of peers. It does not provide an avenue for the development of self-determination or disability pride for the person receiving services. This model does not take into account that the environment and the curriculum design often limit the full participation of people with disabilities.

Conceptual Models of Disabilities

Medical Model (OLD)	Interactional/Socio-Political Model (NEW)
Disability is a deficiency or abnormality	Disability is a difference
Being disabled is negative	Being disabled, in itself, is neutral
Disability resides in the individual	Disability derives from the interaction between the individual and society
The remedy for disability-related problems is cure or normalization of the individual	The remedy for disability-related problems is a change in the interaction between the individual and society
The agent of remedy is the professional	The agent of remedy is the individual, an advocate, or anyone who affects the arrangements between the individual and society

Carol J. Gill, Chicago Institute of Disability Research

Embracing the new constructs

The interactional/socio-political model works extremely well with the principles of Universal Design and Universal Design for Learning. For the first time, true societal, environmental and learning barriers, which historically were not acknowledged by the old medical model, are now placed in their proper perspective. It is the environment as well as societal and institutional beliefs which limit our ability to be successful and spontaneous throughout our individual life journeys.

Examples of Universal Design (UD) and Universal Design for Learning (UDL)

UD	UDL
Generally benefits more than one group of users (e.g. the curb cut)	Increases accessibility to written materials for multiple users through use of technology
Is usually invisible; is fully integrated into the design	Identifies the essential course content
Provides choices in how people use the environment	Uses a variety of instructional methods when presenting materials
Makes getting around the environment easily understood through communication	Provides clear expectations and feedback

You may find this brochure in an alternative format on our website at **www.missouristate.edu/disability** or you may contact our office to request a different format.

Katheryne Staeger-Wilson, MSW, LCSW
Director

Tabitha Haynes, B.S.
Assistant Director

Additional resources

Learning Diagnostic Clinic
Kenneth E. Meyer Alumni Center 502
300 South Jefferson, Springfield, MO 65806
Phone: 417-836-4787
Fax: 417-836-5475
email: LearningDiagnosticClinic@missouristate.edu

Office for Equity and Diversity
Park Central Office Building 111
Phone: 417-836-4252
TTY: 417-836-3257
email: Equity@missouristate.edu

TRIO - Student Support Services
Freudenberger House, Lower West Level
Phone: 417-836-6220 Fax: 417-836-6106
email: TRIO@missouristate.edu

Assistive Technology Services
Meyer Library, 201D
Phone: 417-836-4275
TTY: 417-836-8795
email: AssistiveTechnology@missouristate.edu

Career Center
Carrington 309 and Glass 103
Phone: 417-836-5636
Fax: 417-836-6797
Toll free: 1-877-836-JOBS
email: CareerCenter@missouristate.edu

Counseling and Testing Center
Carrington 311
Phone: 417-836-5116
email: CounselingandTesting@missouristate.edu

Missouri State University

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