Staffing Proposal
Disability Resource Center

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Introduction

Over the past two semesters the number of students who applied for and received accommodative services under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973 has risen from 134 students in 2011 academic year to 420 students in 2012 academic year. In particular, the number of students requiring specialized and professional services such as sign language interpreting; as well as visually impaired services has also registered significant increases from 8 students in 2011 academic year to 13 students in 2012 academic year.

Unfortunately, staff and financial resources in the Disability Resource Center (DRC) has remained the same. This situation has put pressure on the Coordinator, the only full time employee in the department. If proactive measures are not instituted now to prepare for the projected increase in student enrollment, the situation could have negative impact on efficient delivery of accommodative services to eligible students in the future.

According to experts in Utah system of Higher Education, student enrollment in Dixie State College (DSC) will continue to increase and this will undoubtedly translate into more students requesting specialized services from the DRC. Moreover, as the college steadily moves toward achieving University status sooner than projected, the consequences of inaction could be severe.

Implication

In order to comply with federal and state mandates to provide reasonable and appropriate accommodation to students with disabilities, the current staffing situation in the DRC must be addressed. There is always a RISK of Lawsuit by students or parents under the Americans with Disabilities Act if eligible accommodations are not provided promptly and satisfactorily. Proactive measures are necessary now to prepare for the ongoing enrollment trend and projections.
Vision

The DRC vision is to provide services that address specific needs of all students registered with the department. For some students with disabilities to be successful in their academic endeavors, they need specialized academic advisement and resources. If there is adequate staff, the DRC could provide these specialized services to support students with disabilities rights to equal access and opportunity to participate in all programs and services available in DSC. Unfortunately, the reality is different. In view of the high number of applications the Coordinator has to evaluate to determine eligibility he has not been able to provide additional support necessary to increase student success as envisioned.

Emerging Concern

Due to increased demand for accommodative services, there is delay in processing new applications and satisfactorily implementing approved accommodations. This is gradually becoming an issue of concern to both students and parents in recent times. The reason is because there is no other staff member who is qualified to support the Coordinator in the process. The possible negative impact of this aforementioned challenge is that students may lag behind while waiting for requested accommodations to be processed or implemented.

Graphs

The tables and graphs in the following pages illustrate the growth of the DRC. Figure one has the total number of students registered with the DRC; as well as projected growth. Each table and graph following figure one shows students requiring specialized services.
### Trend of Students Registered with DRC

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/2011</td>
<td>54</td>
<td>10</td>
<td>70</td>
<td>134</td>
</tr>
<tr>
<td>2011/2012</td>
<td>125</td>
<td>20</td>
<td>275</td>
<td>420</td>
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<tr>
<td>2012/2013 (estimate)</td>
<td>300</td>
<td>30</td>
<td>325</td>
<td>655</td>
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![Figure 1](image-url)

*Figure 1.*
Students with Total Deafness

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/2011</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>2011/2012</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>2012/2013</td>
<td>6</td>
<td>3 (est)</td>
<td>8 (est)</td>
<td>17</td>
</tr>
</tbody>
</table>

Figure 2.
## Students with Hard of Hearing Impairments

<table>
<thead>
<tr>
<th>Semester</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/2011</td>
<td>5</td>
<td>1</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>2011/2012</td>
<td>9</td>
<td>3</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>2012/2013 (estimates)</td>
<td>12</td>
<td>4</td>
<td>15</td>
<td>31</td>
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</table>

![Bar chart showing enrollment trends](image)

**Figure 3**
**Students with Visual Impairments**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/2011</td>
<td>4</td>
<td>0</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>2011/2012</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>2012/2013 (Estimates)</td>
<td>8</td>
<td>1</td>
<td>8</td>
<td>17</td>
</tr>
</tbody>
</table>

**Blind Students**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2010/2011</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2011/2012</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>
The Coordinator is the only full time employee in the department. Nonetheless, with the limited staff capacity, the department chalked significant successes over the past three semesters. However, these accomplishments could be eroded if additional support is not provided to match the increasing demand for services.

Challenge

A major challenge the DRC encounters with the current staff situation is that it is extremely difficult to maintain staff continuity. As a result, new part time employees are hired every semester or academic year. Training these new recruits to perform satisfactorily and the myriad of services required by students to be successful is an enormous challenge. One contributory factor for the department’s inability to maintain employees, especially work-study, is that they feel overworked for the monthly stipend they receive.

To address the staffing challenge in the DRC, this document outlines the additional staff necessary to meet the goals and vision of the Disability Resource Center and to help fulfill the mission of Dixie State College.
Proposal

As part of the Disability Resource Center’s responsibility to support Dixie State College to comply with federal and state mandates, the following is proposed:

1. Upgrade Coordinator to Director.
2. Create a new position.
3. Upgrade a part time position from twenty-five hours per week (25hrs/wk.) to twenty-nine hours (29hrs/wk.) .74.

As stated earlier, the number of students requesting services from the DRC has increased dramatically over the past two semesters. This increased demand for accommodative services comes with increased RISK of liability under the Americans with Disabilities Amendment Act of 2008, and/or Section 504 of the Rehabilitation Act of 1973. To address this potential risk, a request for funding is being submitted to meet the growing demand for accommodative services and to prepare for the projected enrolment increase.

Experts in Utah System of Higher Education believe that the current trend of student enrollment in DSC will continue, and if this prediction materializes, then, the projected number of students who will need myriad of accommodative services could surpass six hundred (600) students in the 2012/2013 academic year. Clearly, without additional resources, the Coordinator alone will not be able to adequately and timely meet the needs of these students.

Proposed Positions

1. Deaf and Hard of Hearing Specialist: .74

I am proposing to create a part time (.74) position to be known as Deaf and Hard of Hearing Specialist. Deaf and Hard of Hearing services are very specialized and require someone with specialized knowledge and skills to coordinate effectively. Also, responsibilities of the proposed position will include assisting the Director to meet all ongoing needs of students registered with DRC. Currently, in the absences of the Coordinator there is no other staff member who is qualified to help students without putting the college at RISK of lawsuit.

Rationale for Request

The rationale for this request is the result of increased enrollment of Deaf and Hard of Hearing students as shown in pages 5 and 6 (Fig 2 & 3). Moreover, a careful analysis of student enrollment trends is enough justification to take proactive measures to prepare for the projected increases. The college is always at RISK if eligible accommodative services are not provided promptly. This is the reality that should not be underestimated or ignored.
Details of the proposed position

The position’s responsibility will include but not limited to the following:

- Under the direction of the DRC Coordinator the deaf and hard of hearing specialist interprets for deaf and hard of hearing students using sign language in classes, assemblies, meetings, and appointments with counselors, and various assignments at Dixie State College.
- Assist DRC Coordinator to hire sign language interpreters
- Schedule and coordinate sign language services
- Provide professional expertise regarding sign language services
- Assist in developing effective sign language service program for deaf students at the college
- Assist the DRC Coordinator to determine eligibility and implement reasonable and appropriate accommodations for eligible students.

Minimum Qualifications for the proposed position:

Bachelor’s Degree

American Sign Language Interpreter Certification

Knowledge, Skills, and Abilities

- Knowledge of Deaf culture
- Knowledge of the RID and other interpreter Professional Code of Conduct
- Skill in ASL interpreting and transliteration techniques
- Interpersonal and public relations skills
- Ability to maintain confidentiality
- Ability to follow written and oral procedures and instructions
- Basic computer knowledge and ability to use computer programs
- Knowledge of Americans with Disabilities Act and Section 504 of the Rehabilitation Act
- Experience working at a College with Deaf and/or Hard of Hearing students.
2. Administrative Assistant (.74 PT)

This position’s responsibility will include but not limited to:

- Manage day-to-day activities in the office.
- Coordinate note-taking services.
- Coordinate and administer exams on faculty’s behalf.
- Provide application information to prospective applicants.
- Receive completed applications.
- Transcription services to eligible students.
- Schedule appointments for Coordinator and Deaf and Hard of Hearing Specialist.
- Maintain office inventory records and process equipment loans to students.

Recommended Funding Sources

Based on job functions, these positions could be funded from two sources.

**Deaf and Hard of Hearing Specialist:**

1. 70 percent of the position’s responsibility will be sign language and hard of hearing services so funds from Interpreter for the Deaf budget will be a good source.
2. The remaining thirty percent 30% of the position’s responsibility will be to assist the Coordinator in the delivery of accommodative services to all students registered with the DRC so funds for general ADA services will be ideal.
3. Part of this position’s expenditure will be eligible for reimbursement for deaf and hard of hearing services from the State of Utah.

**Administrative Assistant:**

1. The department will absorb **75 percent (75%)** of wages of the proposed position. Additional funding request beginning 2012/2013 academic year $5160
### Proposed Budget For 2012/2013

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Operational Budget</td>
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<td>$ 33160</td>
<td>$ 5160</td>
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<tr>
<td>Director</td>
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<td>$ 8500</td>
<td>$ 8500</td>
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<tr>
<td>Deaf and Hard of Hearing Specialist .74</td>
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<td>$ 28000</td>
<td>$ 28000</td>
</tr>
<tr>
<td>Administrative Assistant .74</td>
<td>$ 15000</td>
<td>$ 20160</td>
<td>$ 5160</td>
</tr>
<tr>
<td><strong>Total Funding Request</strong></td>
<td></td>
<td></td>
<td><strong>$ 41,660</strong></td>
</tr>
</tbody>
</table>

### Proposed Structure 2012/2013 Academic Year

- **Future Position**
  - Coordinator to Director (FTE)

- **Future Position (.74)**
  - Assistant Coordinator/Deaf and Hard of Hearing Specialist

- **Position to be upgraded**
  - ADMINISTRATIVE ASSISTANT (.74)

- **Sign Language Interpreter**
- **Sign Language Interpreter**
- **Sign Language Interpreter**

- **Work Study**
- **Work Study**
- **Work Study**

- **Work Study**
- **Work Study**
- **Work Study**
Conclusion

Based on student enrollment trend and projections as shown in pages 4, 5, 6, and 7, the Disability Resource Center will not be able to meet the growing demand for reasonable accommodative services under the Americans with Disabilities Act and Section 504 without additional funding support to add additional staff. The college is always at RISK of lawsuit under ADA and/or Section 504 when students await eligibility determination of their applications for services or implementation of approved accommodations.

However, it is gratifying to note that with limited staff capacity, the DRC is doing an incredible job of meeting the needs of students with disabilities at DSC. In fact, the department managed to chalk remarkable successes in the past two semesters by providing requested services up to about seventy-five (75%) satisfaction. If this request is approved the department will be better positioned not only to meet the growing demand for accommodative services, but also increase student and faculty satisfaction in the services provided. It is also the belief that approving these requests will increase the department chances of contributing its quota to support the college to be in compliance with federal mandate; as well as fulfill its General Mission. There is light at the end of the tunnel. But achieving these objective and vision will remain an illusion without additional funding support from the Office of the Vice President of Student Services.