Project No.: 618103-EPP-1-2020-1-PS-EPPKA2-CBHE-JP

Edu4ALL

Disability as diversity: The inclusion of students with disabilities in higher education

Deliverable D1.1.1	**The rules and regulations of inclusive education (IE) for students with disabilities in both partner countries HEIs**

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Task members	Al-Ummah University College/ Palestine. National and Kapodistrian University of Athens/Greece Irbid National University/ Jordan. Palestine Technical College-Deir Elbalah/ Palestine. Palestine Technical University -Kadoorie/ Palestine. The University of the Basque Country/Spain University of Jordan/ Jordan. Int@E UG Germany
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List of Acronyms

This table shows the acronyms used in this deliverable in alphabetical order.

Acronym	Description
EC	European Commission
EU	European Union
HE	Higher Education
HEI	Higher Education Institution
PC	Partner Countries

1 Executive Summary

This document presents a collection of data on the current practice from both Partner Countries PC's, we gathered data from both Jordanian and Palestinian universities, these data are collected from students with disabilities (hearing, visual, and motor disabilities). According to the results of this data, in general there is a lack of services, lack of infrastructure, and lack of tools and new technology. We hope from this project to improve the services for students with disabilities through the establishment of a unit especially for students with disabilities; this unit will help them by providing the necessary services. This report presents the results of investigating the rules and regulations of inclusive education (IE) for students with disability in HEIs at PCs within three levels. The aim of the report is to assess the situation in HEIs in terms of the availability of rules and regulations for people with disability, available services, and the extent of satisfaction with them. Accordingly, it's possible to identify the weaknesses starting from the presence of the regulations, to the availability of services at the required level, then to suggest possible solutions to be implemented during the project period.

The report was based on a questionnaire which was distributed to the concerned institutions. The main findings showed the lack of clear regulations in particular, and the lack of many required services in most institutions, with some exceptions. The results also showed that the presence of the specialized unit for people with disabilities in the institution plays a major role in the development and application of instructions and services related to people with disabilities.

2 Introduction:

People with disabilities have the right to equal opportunities in all areas of life (including Education) as well as to live in dignity and freedom. According to the United Nation (UN) convention of the right of people with disabilities, all people have the right to equal education without discrimination and on the basis of equal opportunity. In both partner countries (PCs), Palestine and Jordan, statistics reveal that the most three common disabilities among individuals respectively are visual disability, motor disability, and hearing disability. Both statistics show that students with disabilities were also equally likely to get financial aid for college. However, data show that students with disabilities are less likely to enroll in higher education than their nondisabled peers. Data indicate that higher education still does not meet the requirements on inclusion of people with disabilities into the community.

The main reason behind this conclusion is the lack of facilities and services keeping disabled away from higher education and corporate jobs. For example, up to our knowledge after gathering information from the General Union of Disabled (GUD) at both PCs, most of universities in PCs have insufficient accessible curriculum resources and have not made any curriculum adjustments for students with disabilities attending their programs. Most of the universities also fail to prepare any individualized learning plans for students with disabilities, and to provide even the most basic accessible infrastructure for students, particularly those with motor disabilities. While existing universities policies allow students with disabilities who finish their high school to be enrolled in their non-inclusive programs, there is a

severe shortage of support (or incorporate) accessibility (in existing) curricula and resources through appropriate accessibility services and accommodations for students with disabilities.

According to the last national survey, done by the Palestinian Central Bureau of statistics (PCBS), published in 2019, about 92710 Palestinians or 2.1% of the total population in the West Bank and Gaza Strip are living with disability. Some of which are a direct consequence of violence inflicted by Israeli settlers, police or the army. Half of children aged 6-17 years with disabilities in education in 2017. This percentage varied between the West Bank and the Gaza Strip, as it reached 51% in the West Bank compared to 43% in the Gaza Strip, and accordingly they cannot enroll in institutions of HE. In Jordan and according to the last statics of the of population and housing census of the Department of Statistics, 2004 the percentage of people with disabilities is 1.2 %. There are no specific statistics for the yearly enroll number of students with disabilities in Palestine for HE, where the number in Jordan is about 201 students according to HCD statistics 2012.

The aim of this report is to find current practices of inclusive education in HEIs at both PCs to enable us providing students with disabilities with suitable educational opportunities; thus, maximizing the number of beneficiary students who will enroll in university programs. This activity will also determine the requirements of the students with disabilities, to achieve a good result a well questionnaire designed to collect and gathering information from the disabilities students from both PC.

The previous aspects were investigated in the higher education institutions through a number of services, which include:

1. An accessible university environment for students with disabilities. Such as parking lots, restrooms, elevators, etc.

2. Appropriate study accommodations in the classroom.

3. Appropriate teaching methods for students with disabilities.

4. Administrative services in an appropriate way for students with disabilities.

5. Financial support.

6. Accessible and equipped university facilities for students with disabilities. Such as the library, toilets, and restaurants, etc.

7. Modern technology equipment for students with disabilities (equipment: Braille printer / Braille display / keyboard for blind and visually impaired students, input keys suitable for different types of mobility impairments, software: an electronic reader, an electronic reader that supports mathematical equations).

8. Specialized units dedicated to serve students with disabilities in which adapted computer services are available.

9. Psychological support services for students with disabilities.

10. Recreational Activities for students with disabilities.

The questionnaire was designed by all partners, after reviewing it more than once, the questionnaire contains six main dimensions. It was translated into sign language, and then distributed to all universities in Palestine and Jordan. Indeed, 500 questionnaires were distributed to most universities, and only 179 students were responded to. During the collection of information about the students, we encountered a set of obstacles that led to the lack of response from all the students.

3 Objective of the deliverable

A report has been prepared that includes the current status of university students with disabilities in Jordan and Palestine. Analysis of the rules and regulations of students with disabilities in Jordan and Palestine HEIs will take place in this activity. The aim is to find current practice of inclusive education in HEIs at both PCs to enable us providing students with disabilities with suitable educational opportunities; thus, to maximizing the number of beneficiary students who will enroll in university programs. This activity will also determine the requirements of the students with disabilities.

4 Methodology

The questionnaire was designed by all partners, after reviewing it more than once, it contains six main dimensions. It was translated into sign language, and then distributed to all universities in Palestine and Jordan. Indeed, 500 questionnaires were distributed to most universities, and only 179 students were responded to. During the collection of information about the students, we encountered a set of obstacles that led to the lack of response from all the students.

The questionnaire contains six main dimensions, as follows:

1. **First dimension: University physical environment, this dimension contains 16 question**
2. **Dimension two: educational environment and study arrangements, this dimension contains 8 questions**
3. **Third dimension: teaching and learning, this dimension contains 15 question**
4. **Fourth dimension: administrative facilities, this dimension contains 8 question**
5. **Fifth dimension: university library, this dimension contains 8 question**
6. **Sixth dimension: services or technological facilities, this dimension contains 17 question.**

In general:

- **179 questionnaires were received out of 500 distributed**
- **The questionnaire was translated into Arabic language**
- **The questionnaire was translated into sign language**
- **The questionnaire was distributed and gathered in Arabic**
- **An employee was assigned to send the questionnaire to 500 students.**
- **All students were contacted through the student's personal phone.**
- **The duration of the call with each student was 10-20 minutes**
- **The students' answers did not reflect the reality of the existing services**
- **It is clear from the answers that there is a misunderstanding, and the misunderstanding comes from confusing what exists on the ground with what is required**

5 Results:

5.1 Personal Data

Q1: Sex

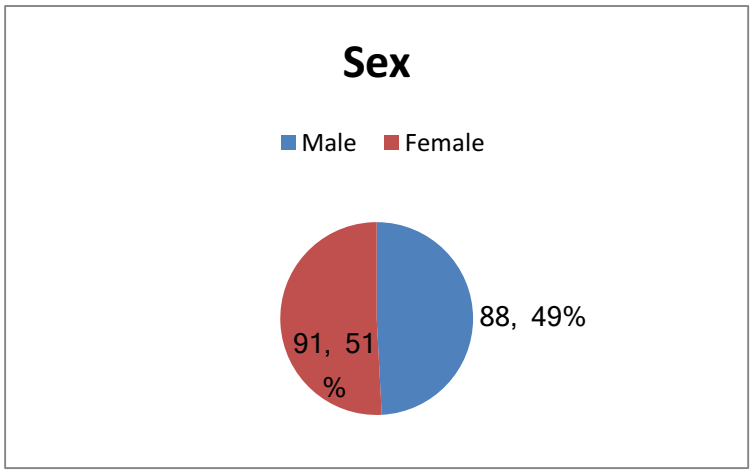

Figure 01: Sex

Q2: Age

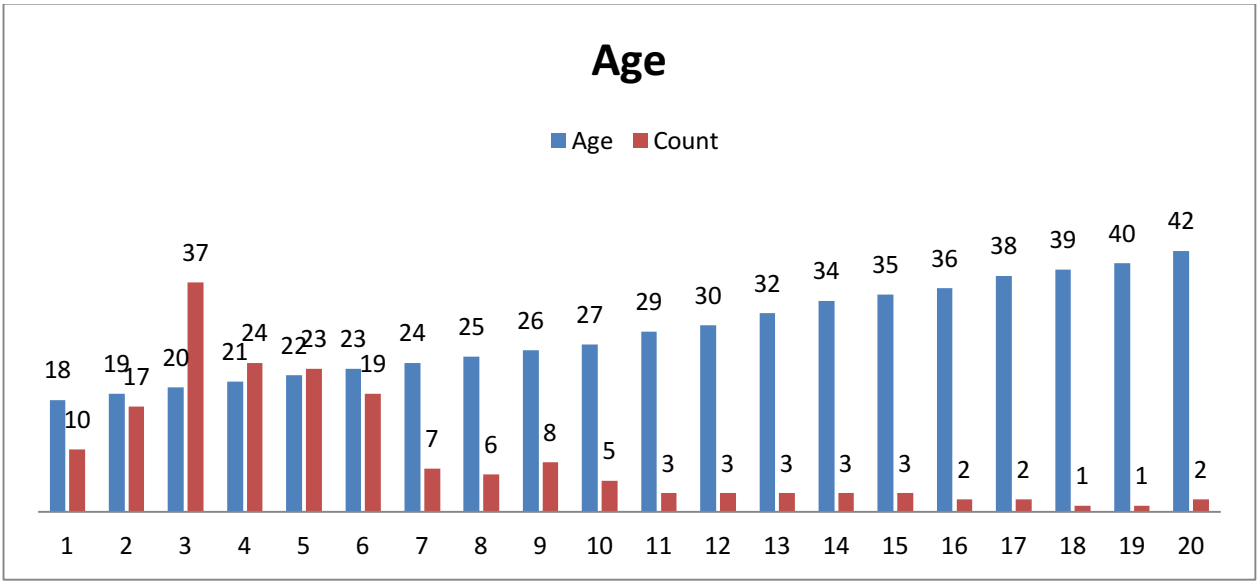

Figure 02: Age

Q3: Academic level

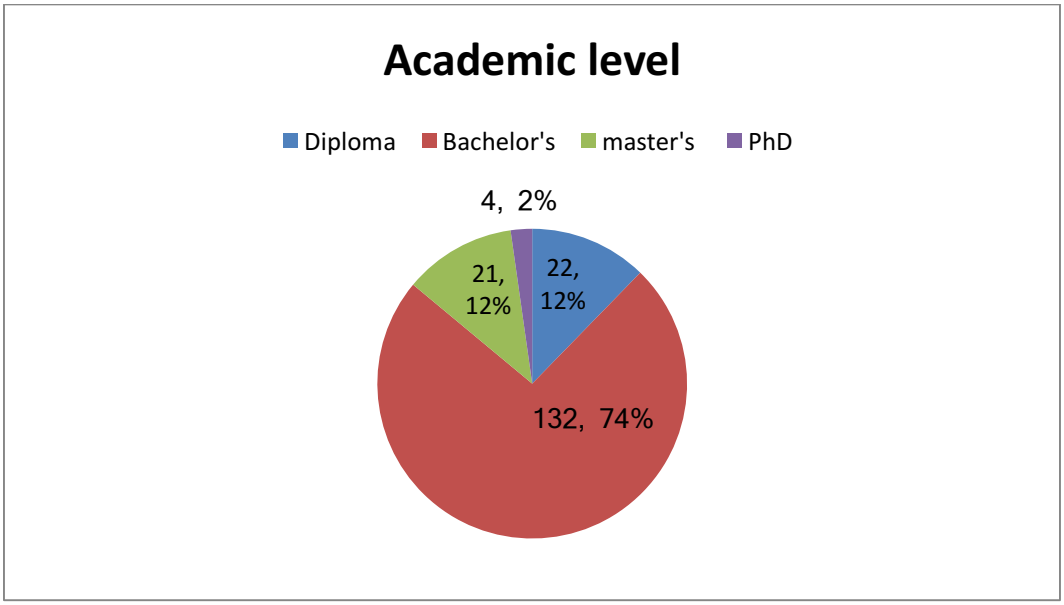

Figure 03: Academic level

Q4: University Location

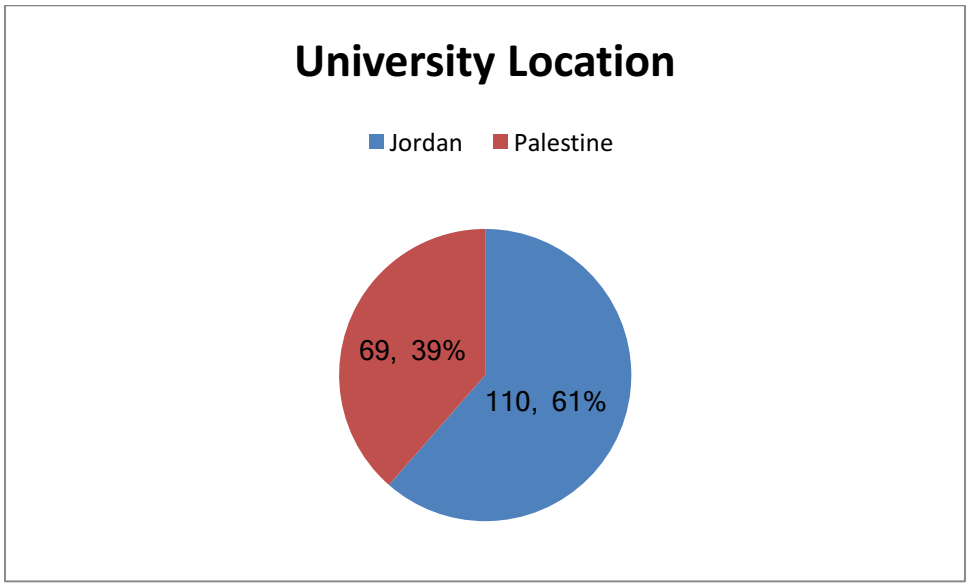

Figure 04: University Location

Agree strongly/ agree/ disagree/ strongly disagree/ not applicable

5.2 First dimension: University physical environment

Q1: Campus parking is suitable for my needs.

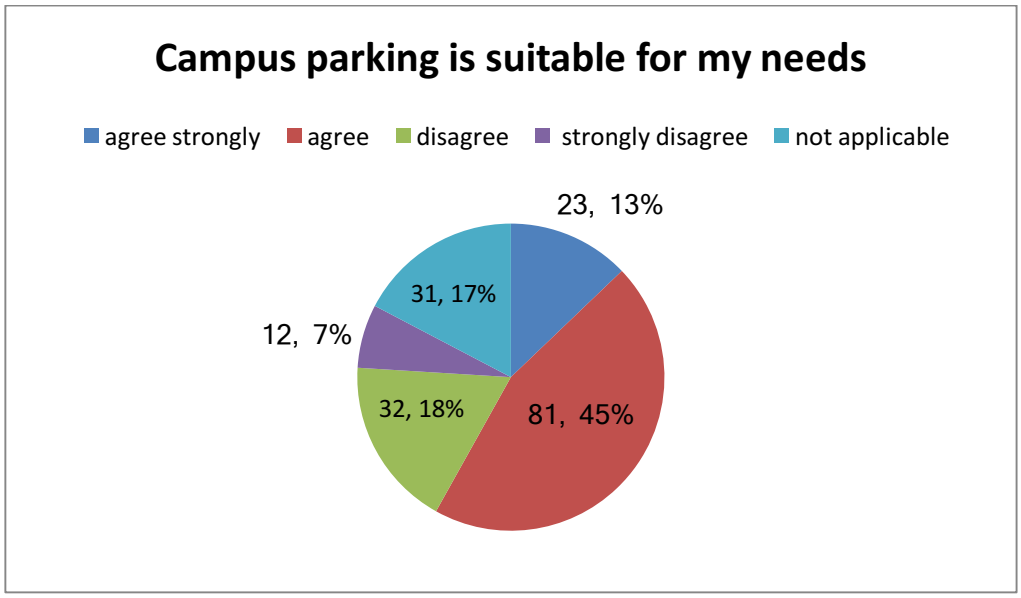

Figure 05: **Campus parking is suitable for my needs**

Q2: Sidewalks on campus enough for my needs

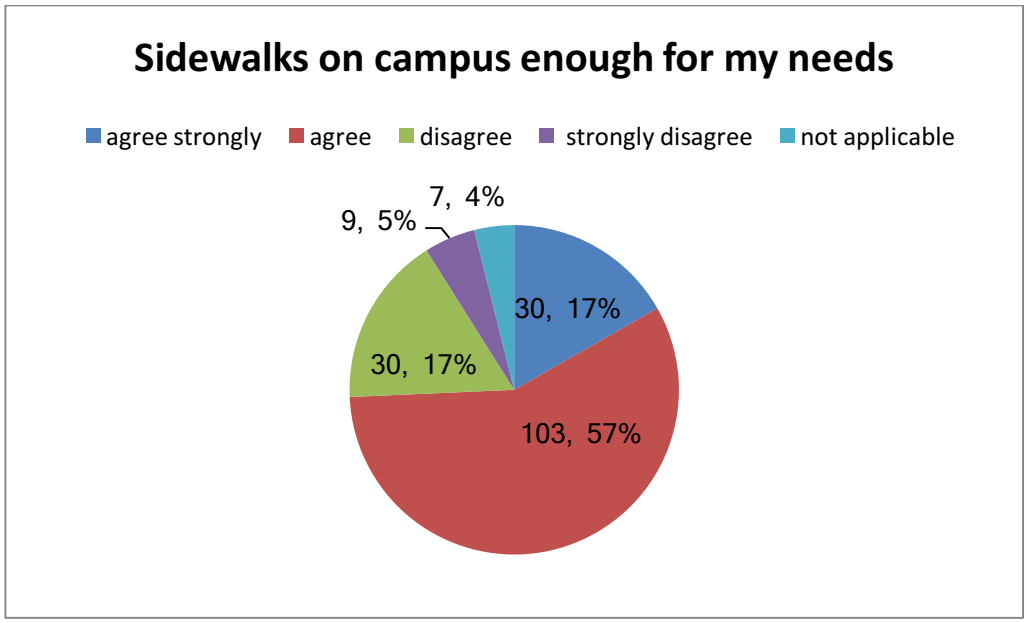

Figure 06: **Sidewalks on campus enough for my needs**

Q3: Sidewalks on campus are suitable for my needs

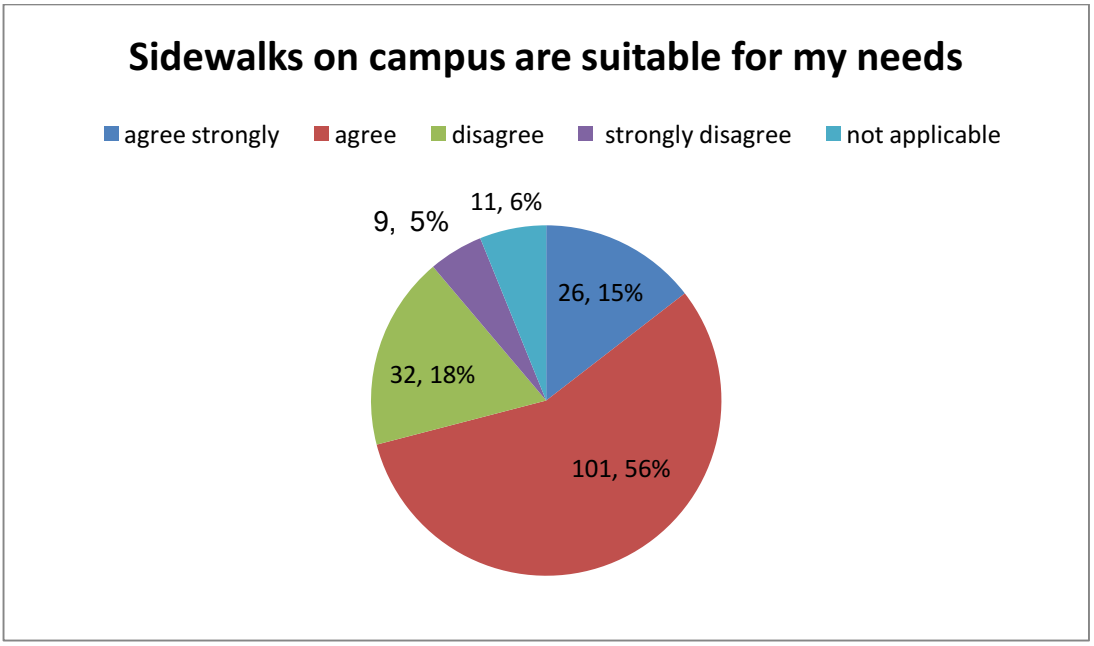

Figure 07: **Sidewalks on campus are suitable for my needs**

Q4: Transportation is available within the university to take me from one building to another adequately

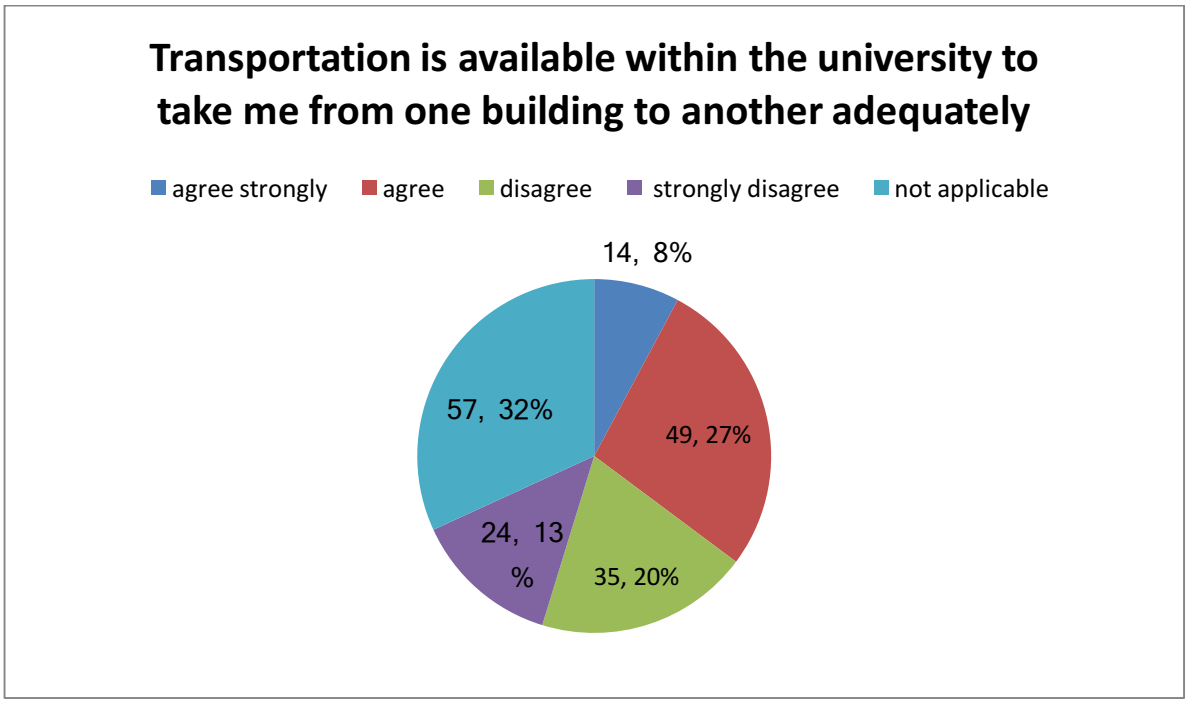

Figure 08: **Transportation is available within the university to take me from one building to another adequately**

Q5: The University provides volunteer committees to help me when needed

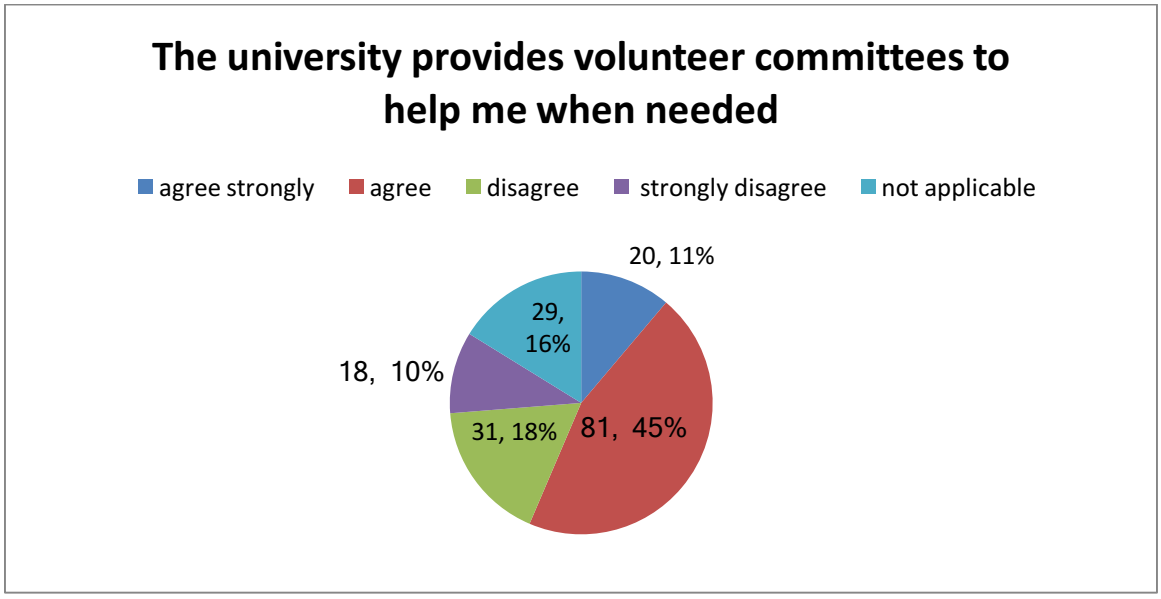

Figure 09: **The University provides volunteer committees to help me when needed**

Q6: Campus signs suitable for my needs (e.g. elevators, building names, directions ...Etc.).

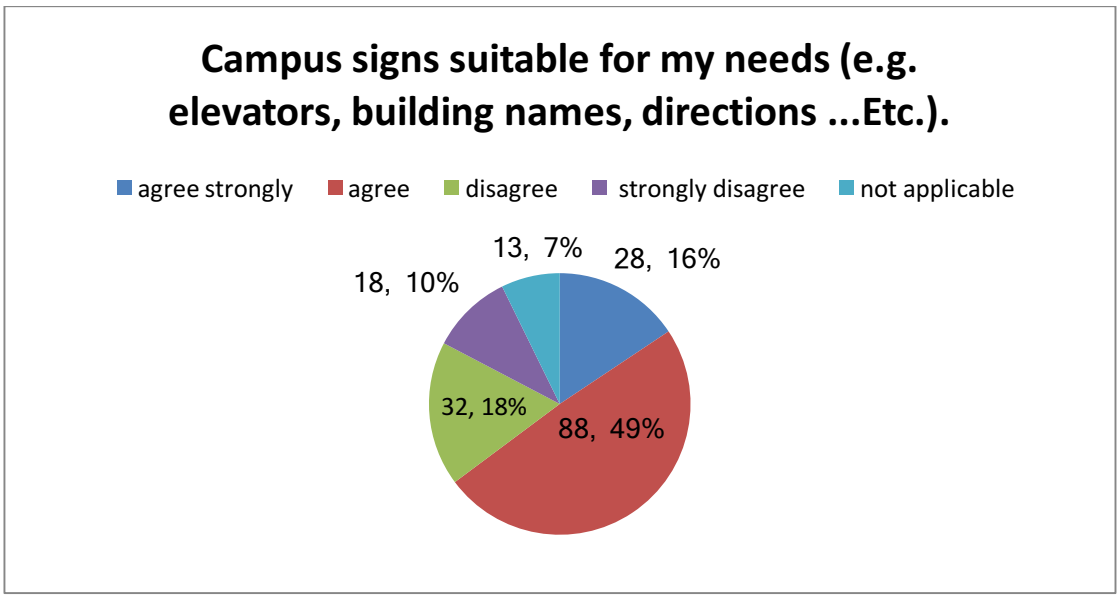

Figure 10: Campus signs suitable for my needs

Q7: It is easy to recognize the building entrances in the University

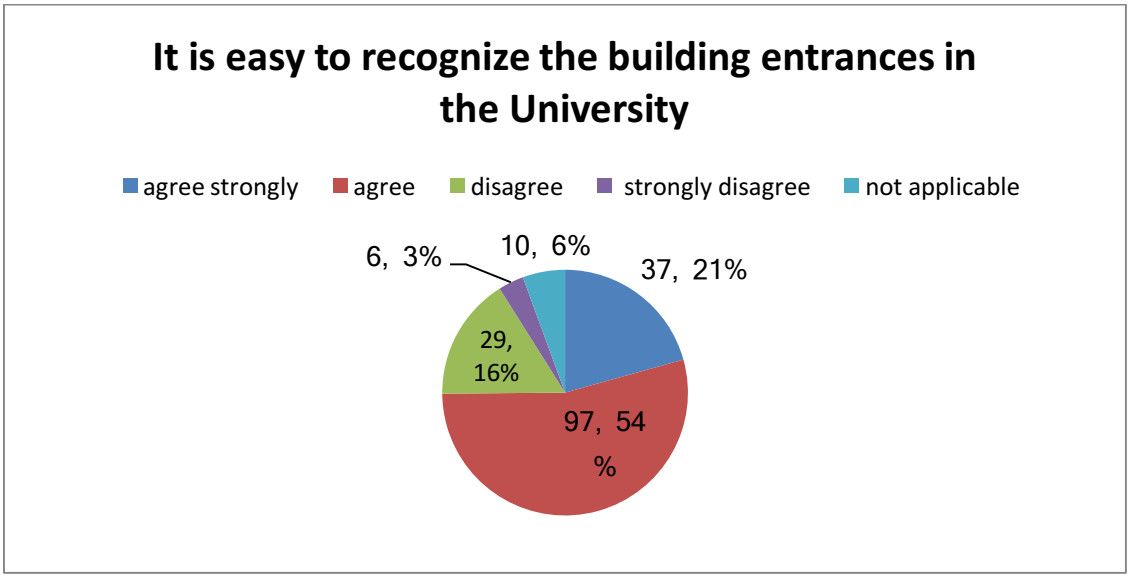

Figure 11: **It is easy to recognize the building entrances in the University**

Q8: Building entrances are suitable for my needs

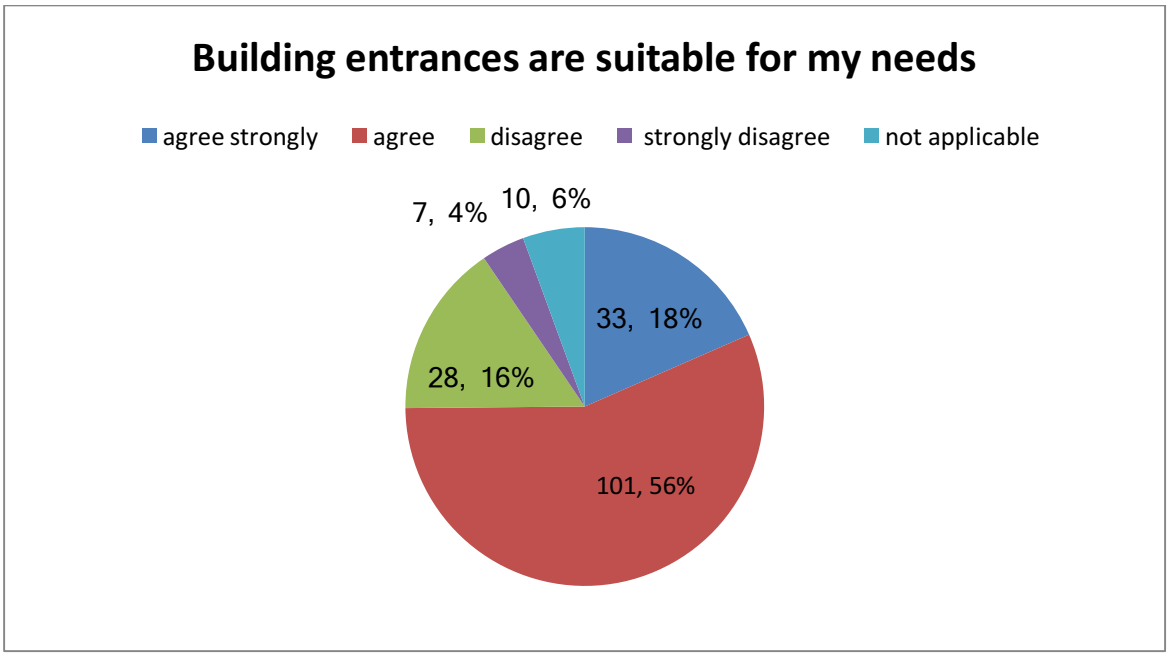

Figure 12: **Building entrances are suitable for my needs**

Q9: There are enough toilets in the buildings I use and suitable for my needs

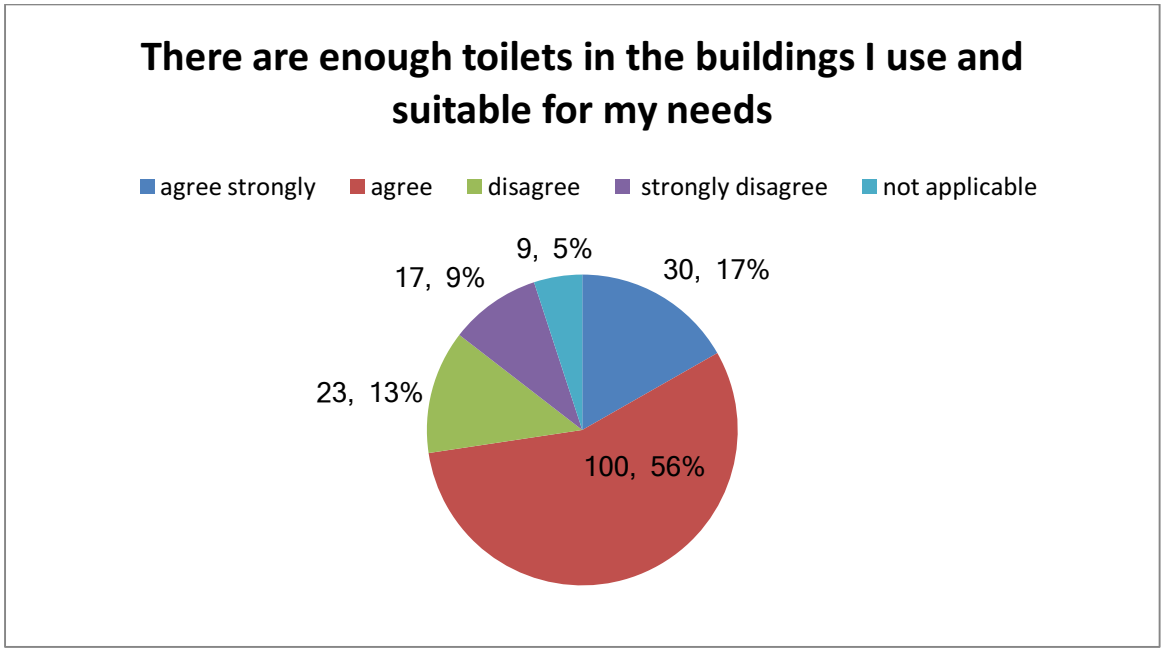

Figure 13: **There are enough toilets in the buildings I use and suitable for my needs**

Q10: Elevators in buildings are designed and prepared to meet my needs

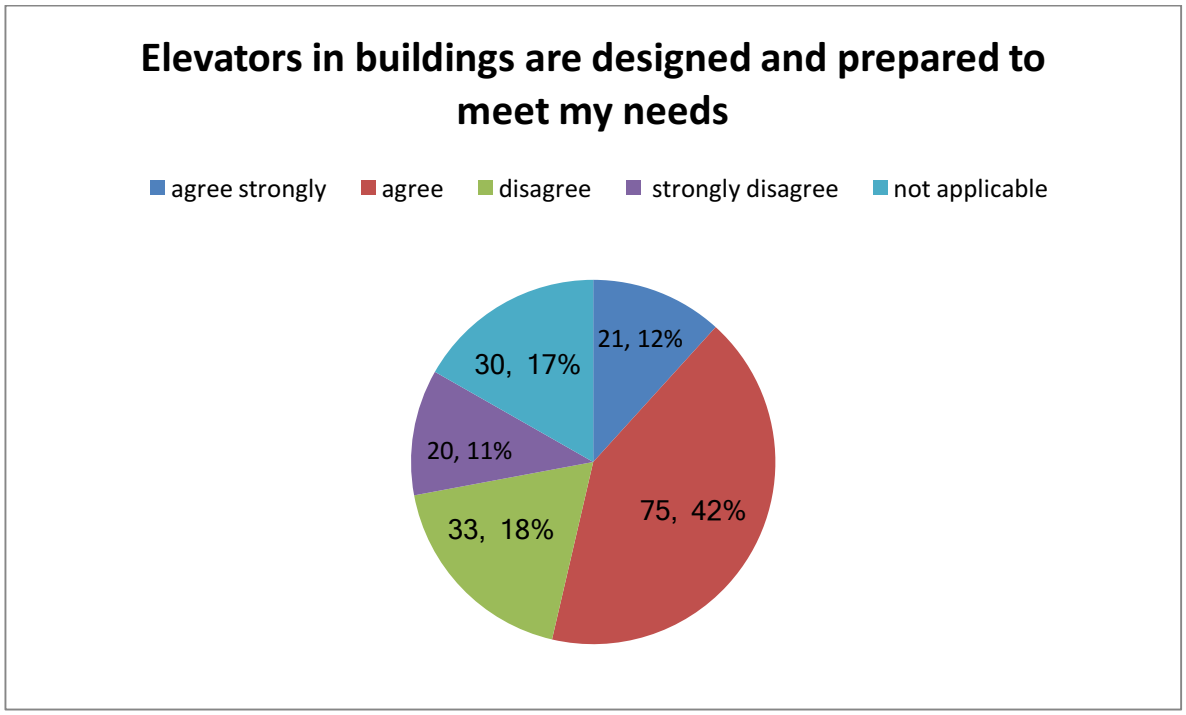

Figure 14: **Elevators in buildings are designed and prepared to meet my needs**

Q11: Fire alarms provide a convenient warning to me in case of emergency

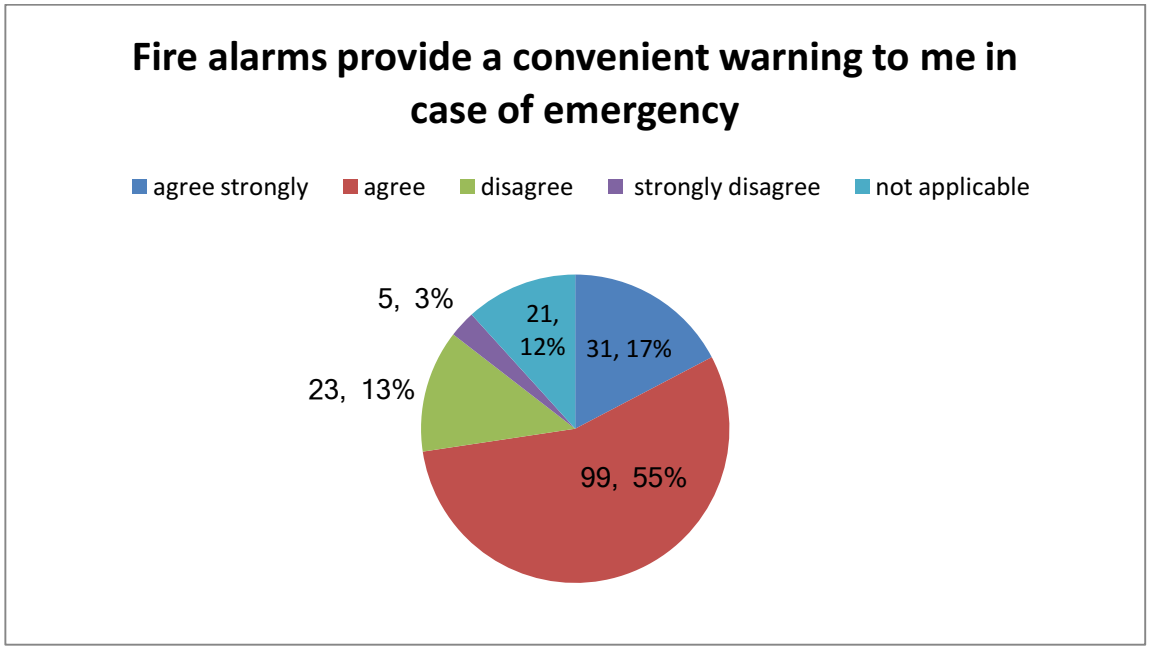

Figure 15: **Fire alarms provide a convenient warning to me in case of emergency**

Q12: It is easy to find my way through the corridors and paths of the buildings

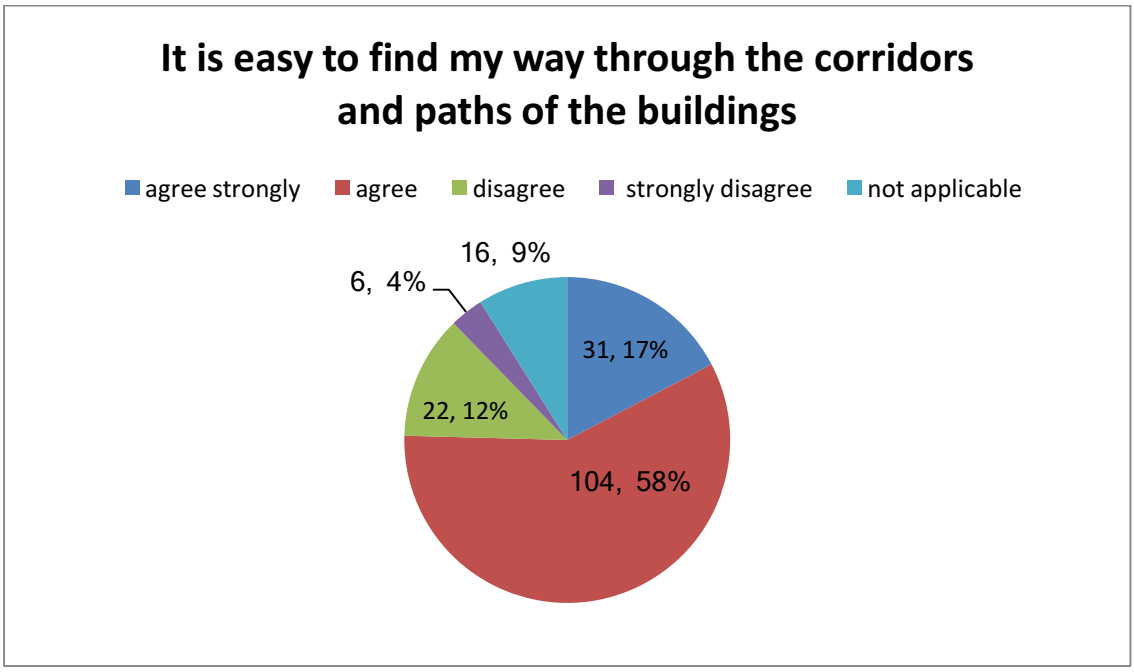

Figure 16: **It is easy to find my way through the corridors and paths of the buildings**

Q13: The buildings restaurants and cafeterias are suitable for my needs

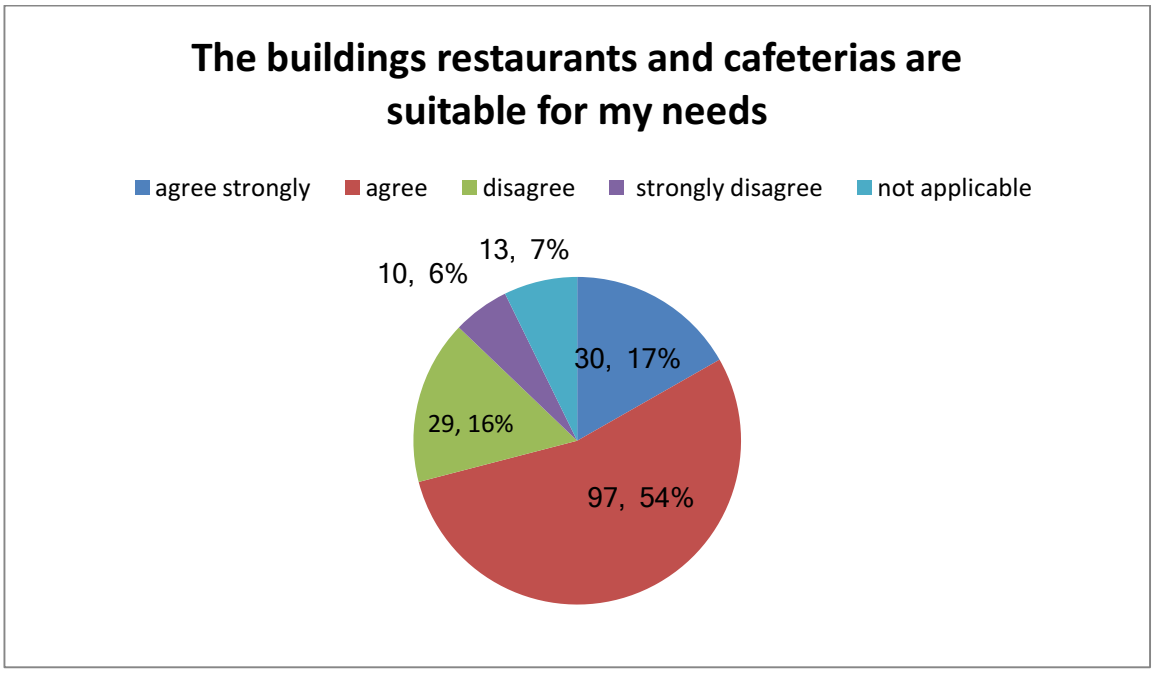

Figure 17: **The buildings restaurants and cafeterias are suitable for my needs**

Q14: The University provides easy slopes to suit my needs

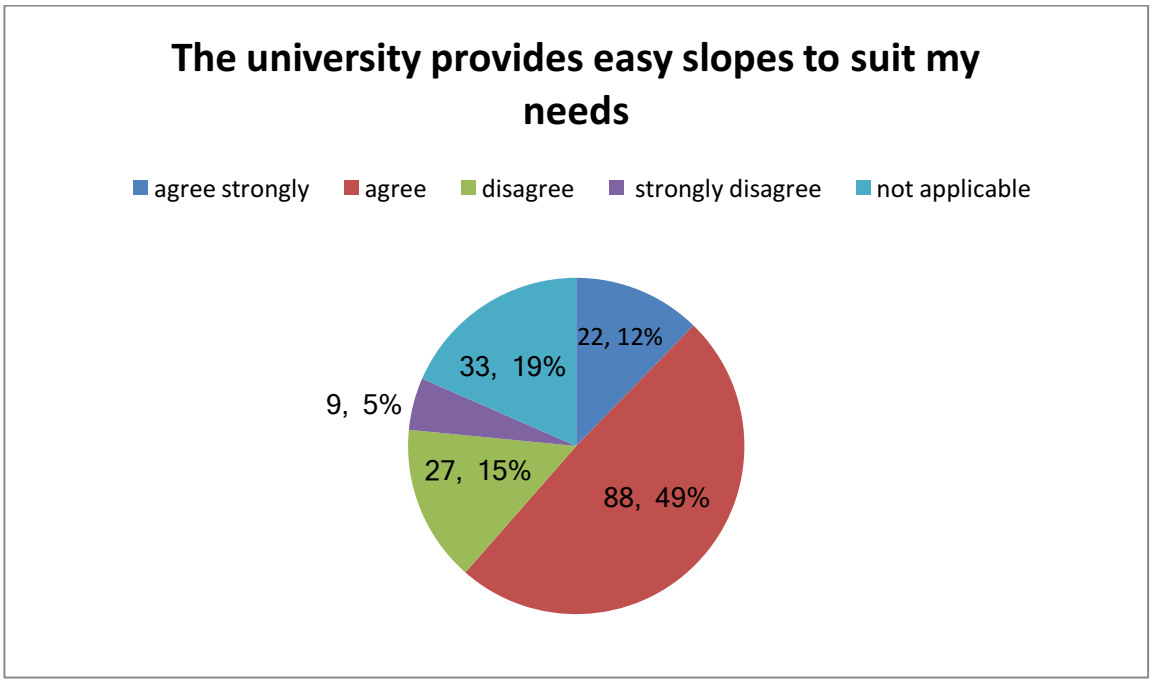

Figure 18: **The University provides easy slopes to suit my needs**

Q15: Interior doors suitable for my needs and accessible

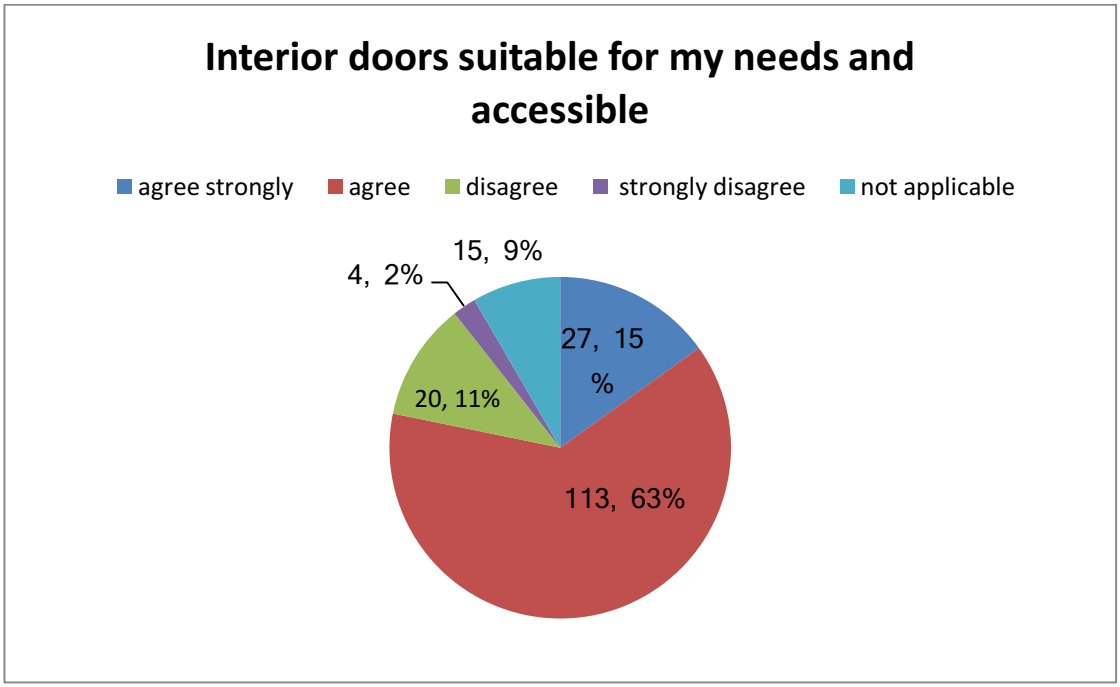

Figure 19: **Interior doors suitable for my needs and accessible**

Q16: The necessary (material) facilities are available to practice my university life independently

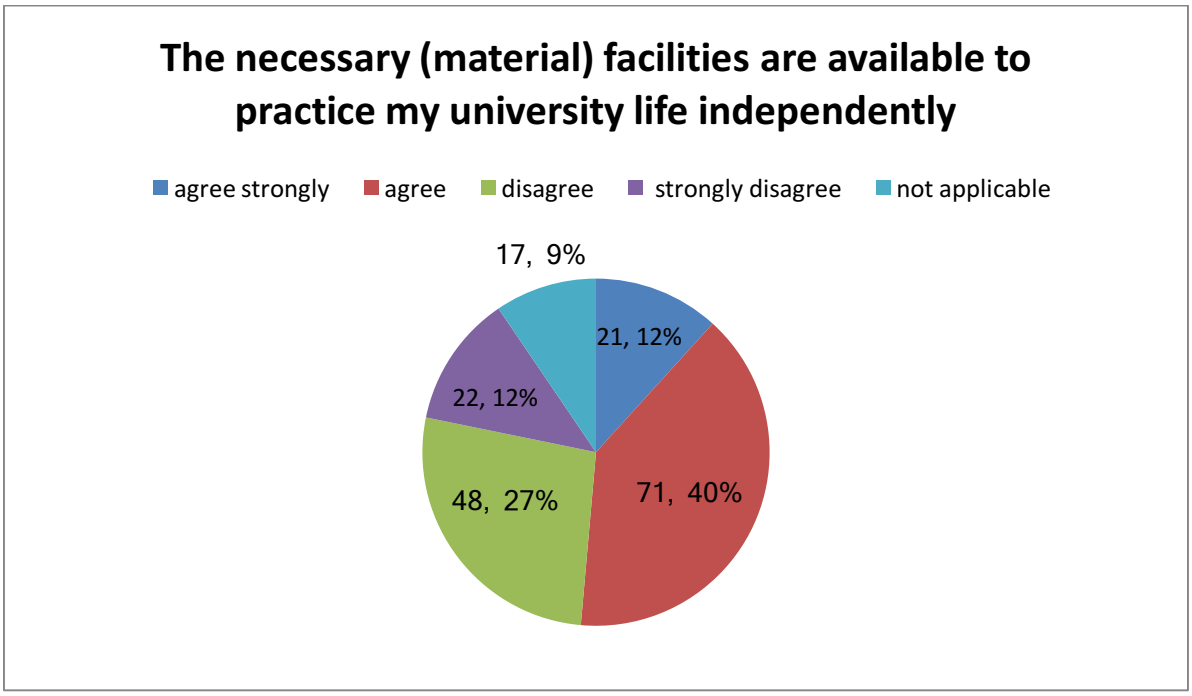

Figure 20: **The necessary facilities are available to practice my university life independently**

5.3 Dimension two: educational environment and study arrangements

Q17: There are enough necessary tools, equipment and educational means prepared for my needs

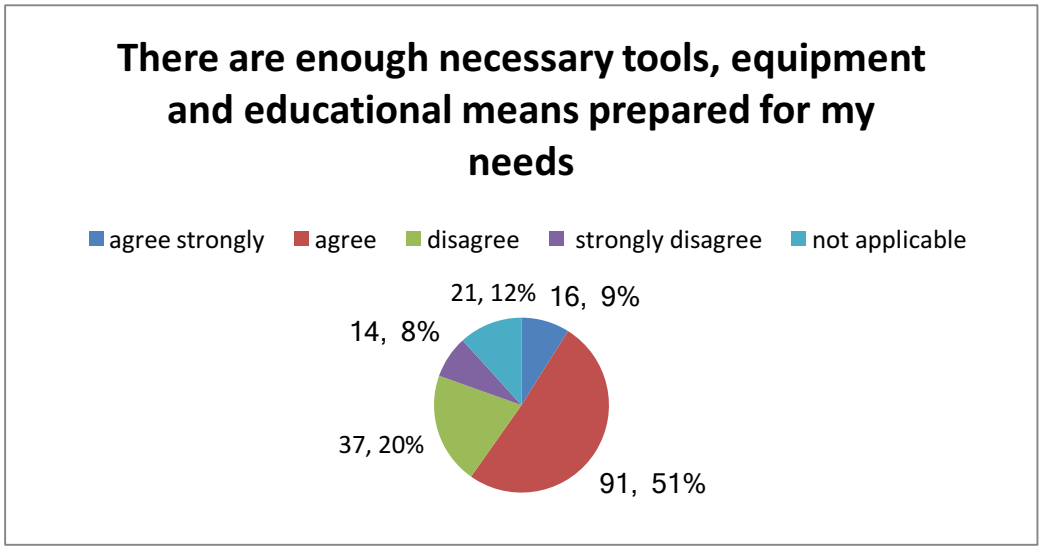

Figure 21: **There are enough necessary tools, equipment and educational means prepared for my needs**

Q18: I can get help using equipment when I need it

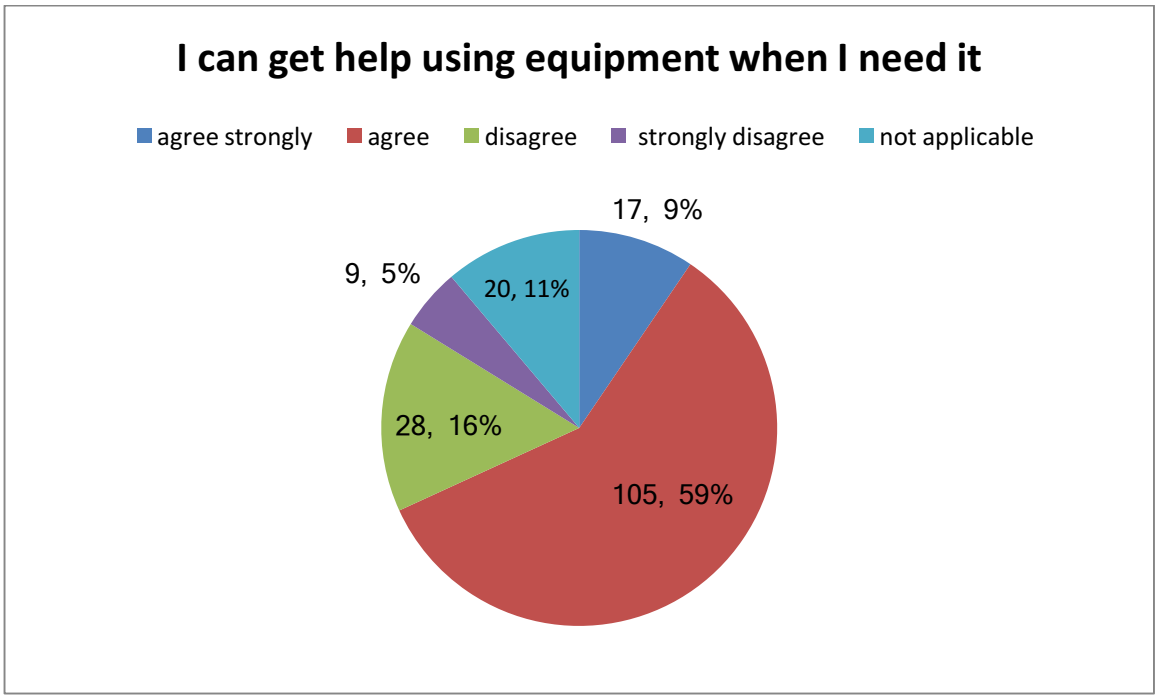

Figure 22: **I can get help using equipment when I need it**

Q19: I am satisfied with my chances of using information technology (e.g. e-mail and software) at the University

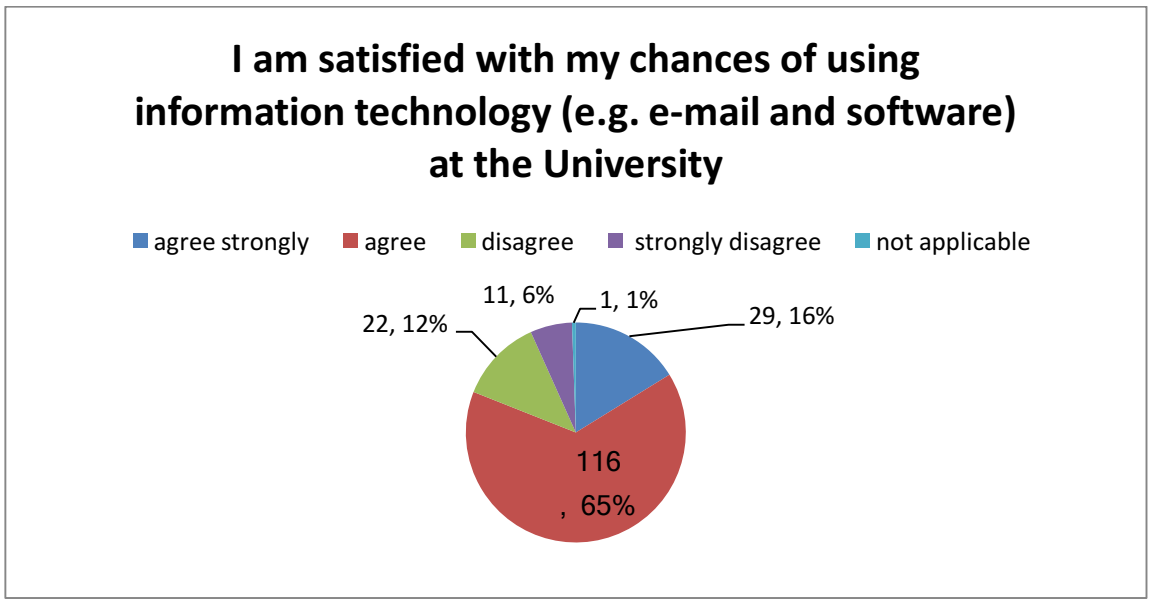

Figure 23: **I am satisfied with my chances of using information technology at the University**

Q20: The University provides support services such as author or reader, or sign language translation.....etc., if I need it

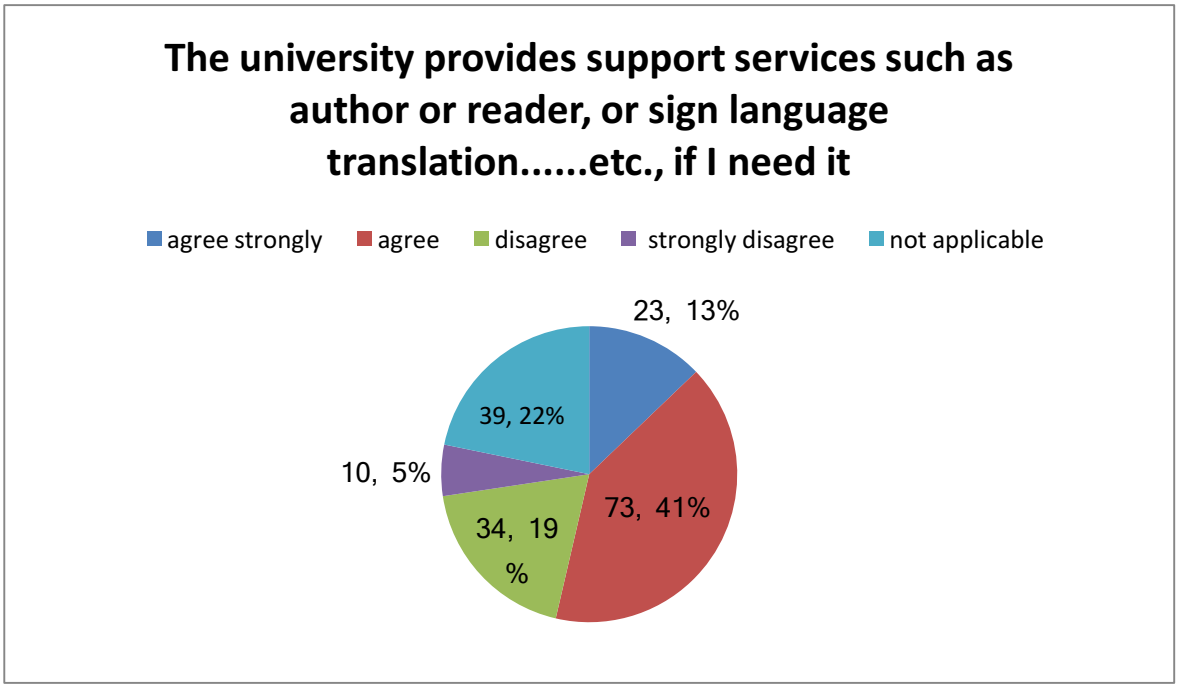

Figure 24: **The University provides support services such as author or reader, or sign language**

Q21: University lecture dates take into account my needs

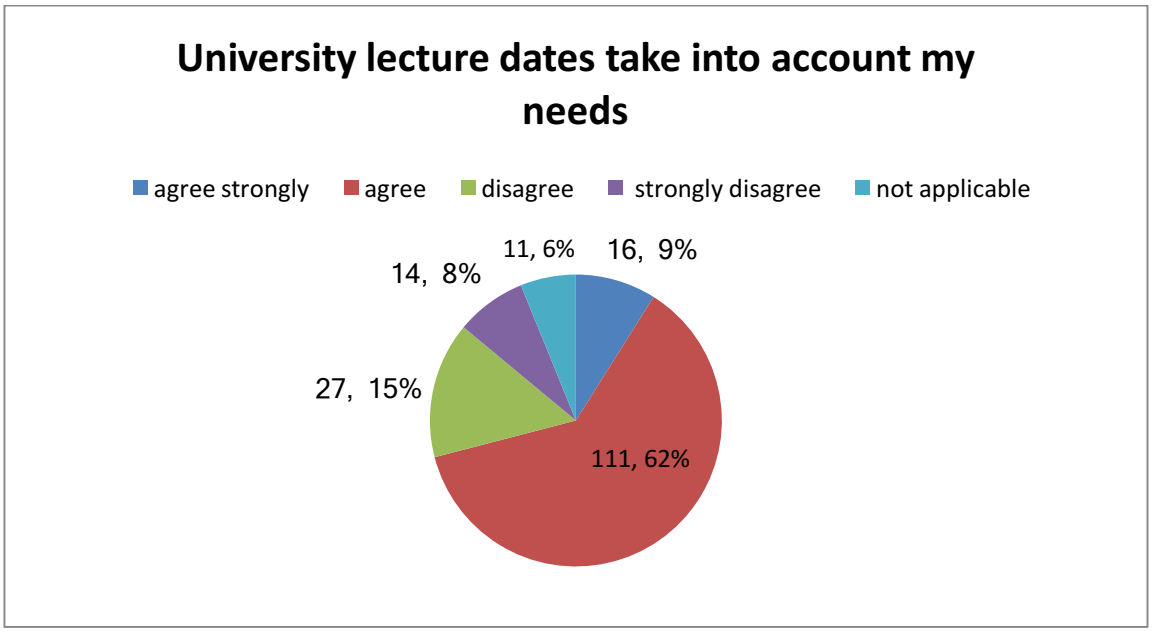

Figure 25: **University lecture dates take into account my needs**

Q22: Classroom lighting is suitable and adequate for my needs

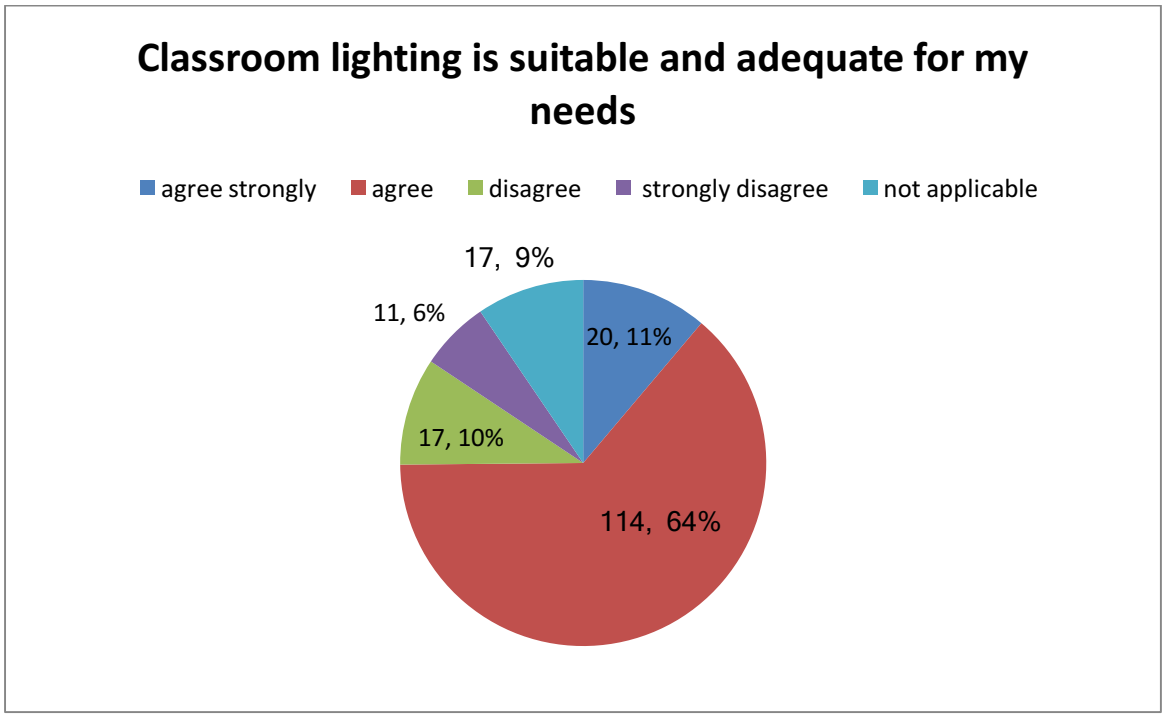

Figure 26: **Classroom lighting is suitable and adequate for my needs**

Q23: Classroom space is suitable for my needs

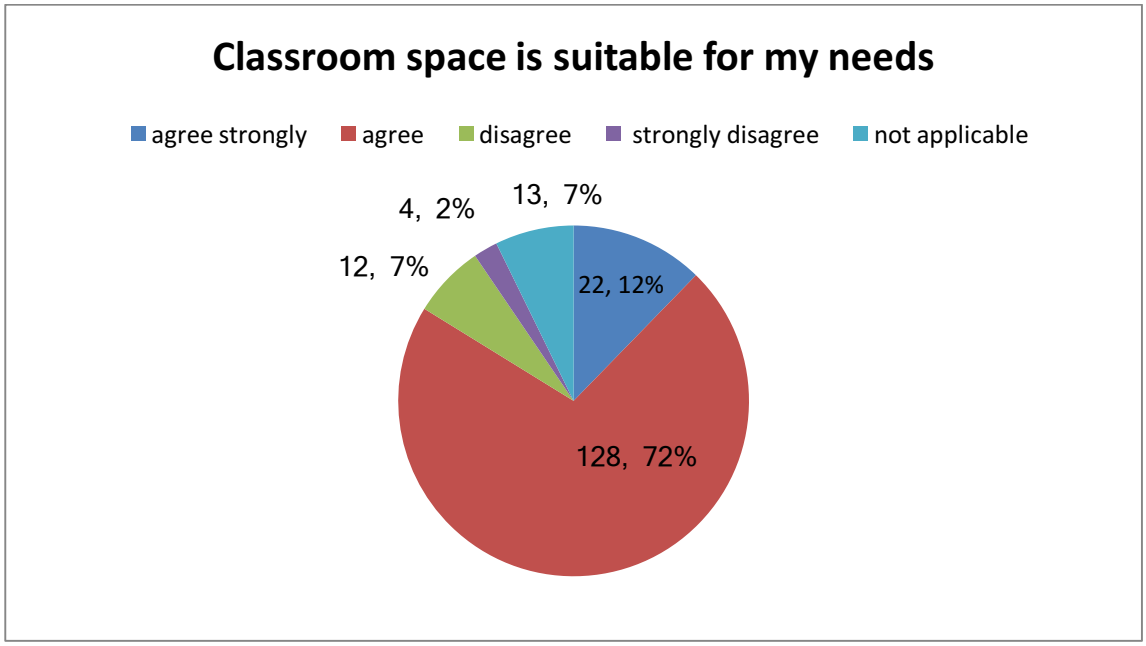

Figure 27: **Classroom space is suitable for my needs**

Q24: The facilities available in the classroom help me to achieve my educational goals

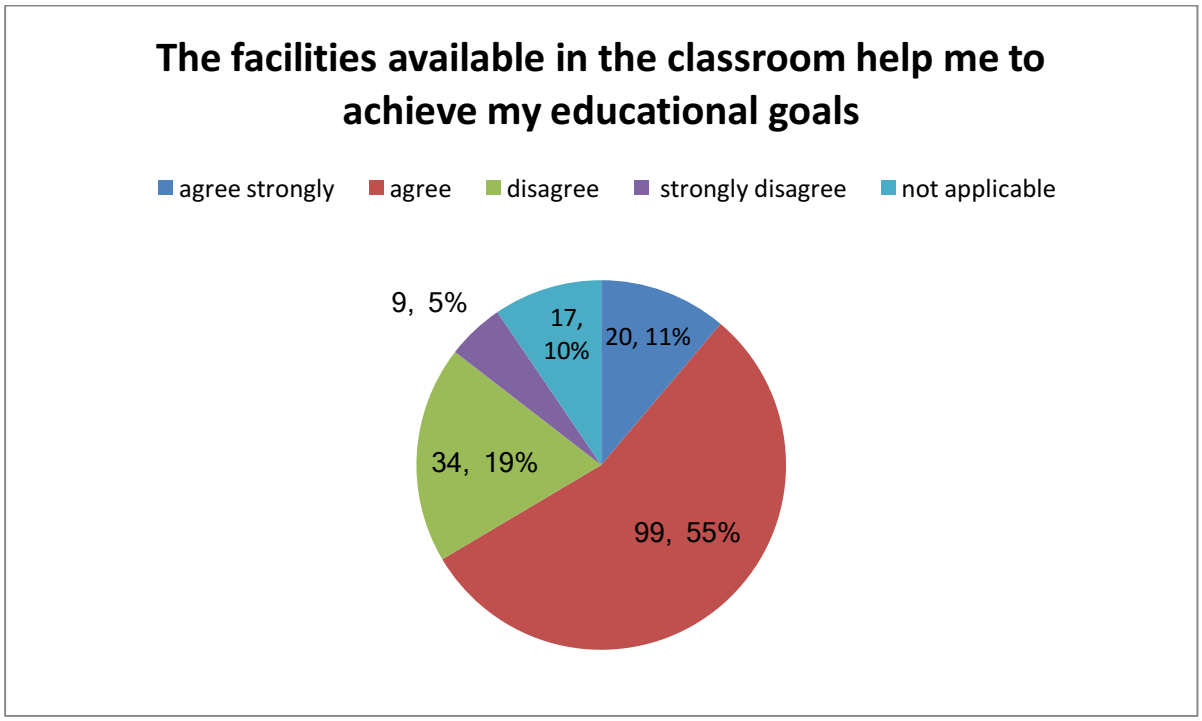

Figure 28: **The facilities available in the classroom help me to achieve my educational goals**

5.4 Third dimension: teaching and learning

Q25: Diverse learning methods are used to suit my needs

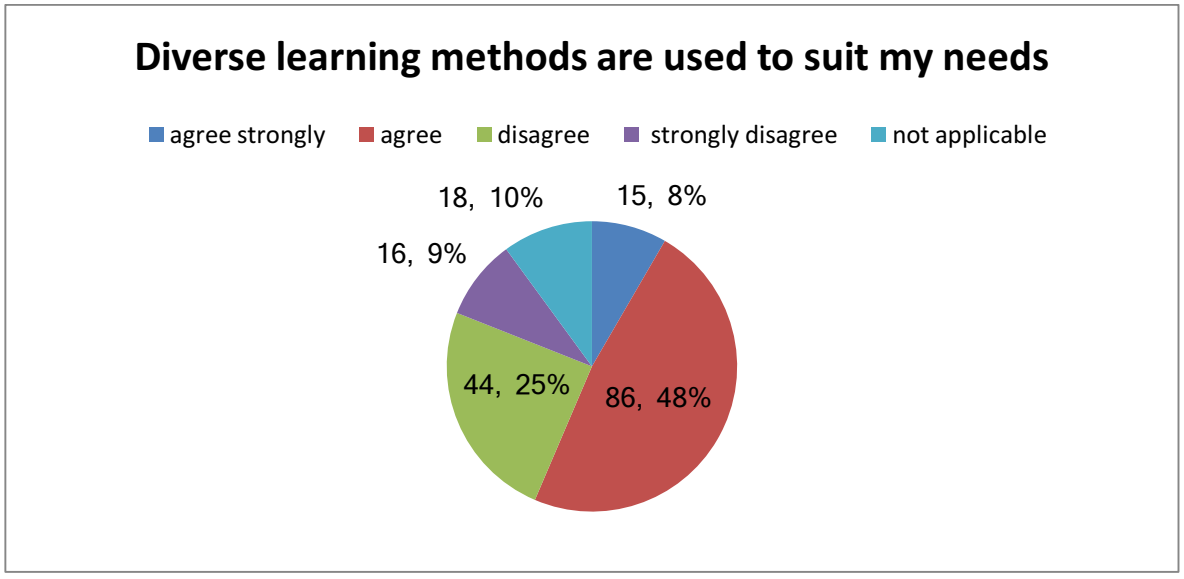

Figure 29: **Diverse learning methods are used to suit my needs**

Q26: I find appropriate advice and guidance in managing my study time and workload at the University

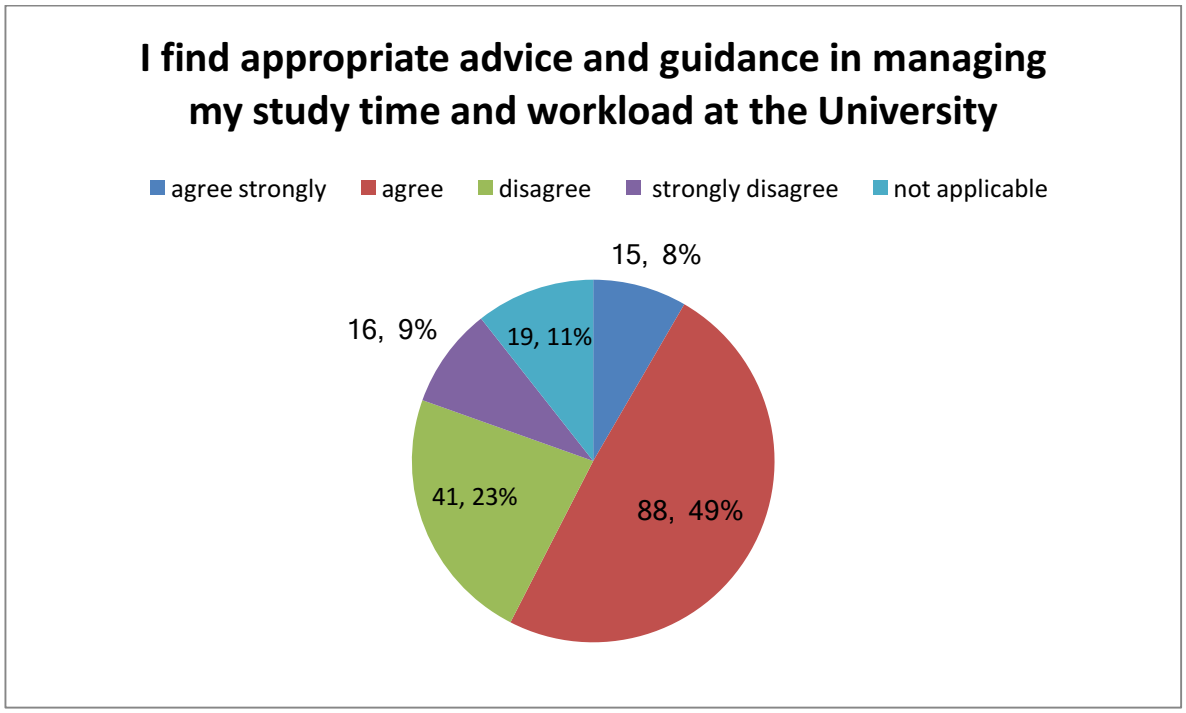

Figure 30: **I find appropriate advice and guidance in managing my study time and workload at the University**

Q27: I am allowed to record lectures if I request it

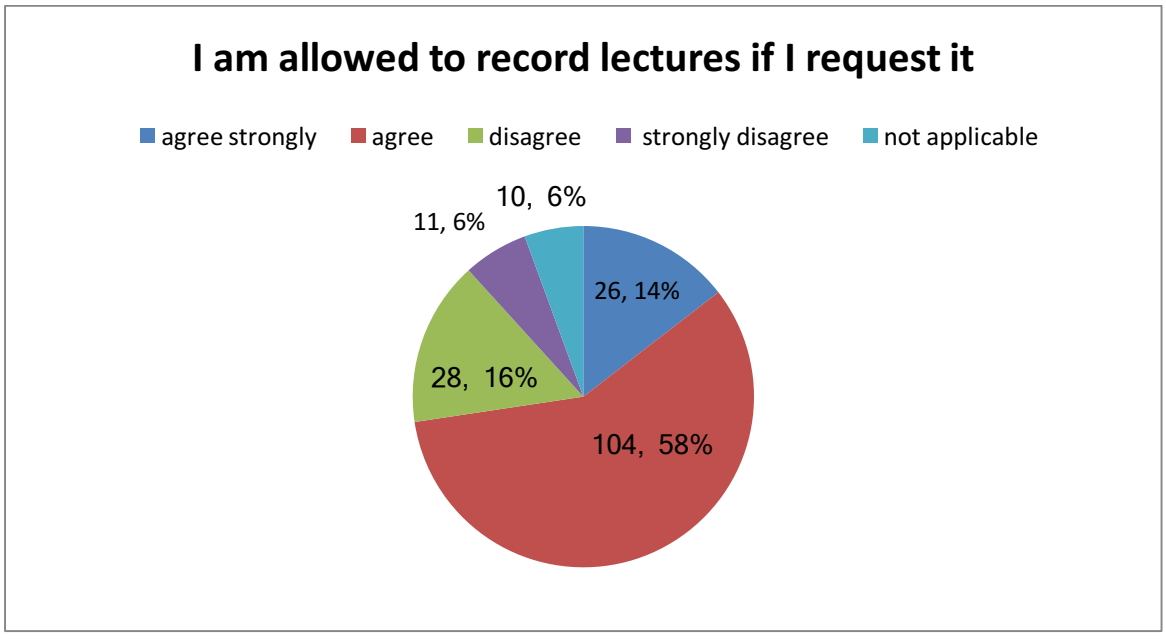

Figure 31: **I am allowed to record lectures if I request it**

Q28: Available means and tools that enable me to participate effectively in lectures

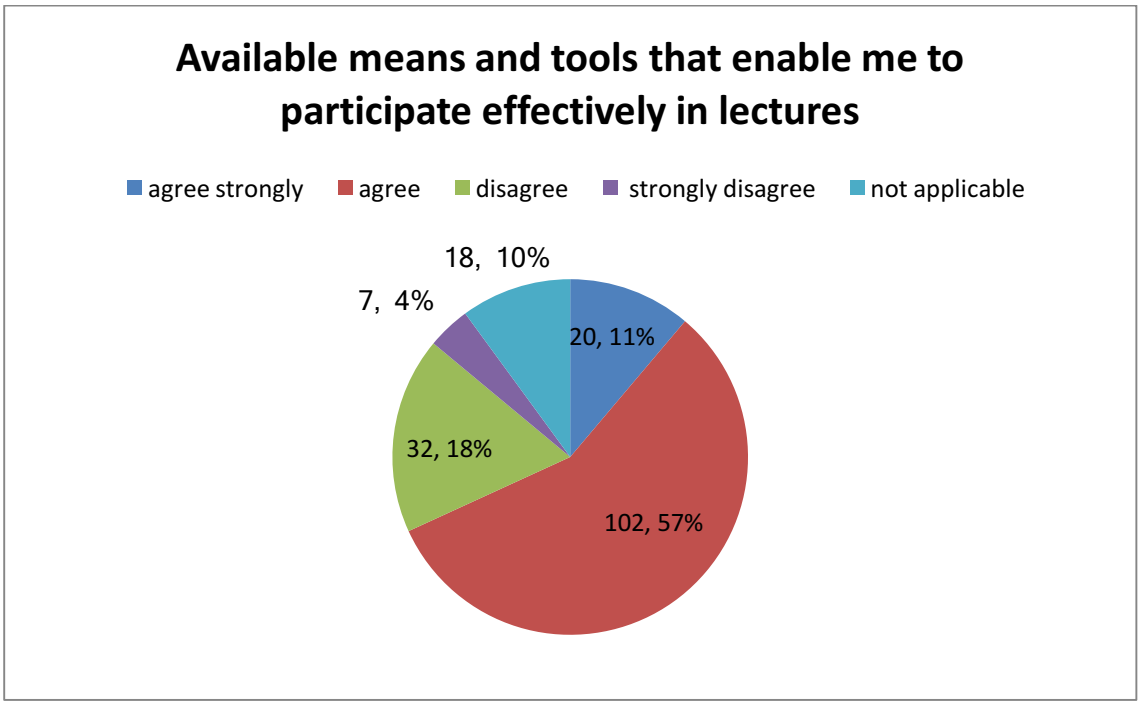

Figure 32: **Available means and tools that enable me to participate effectively in lectures**

Q29: Available means and tools that help me to store scientific content in a way that suits my needs

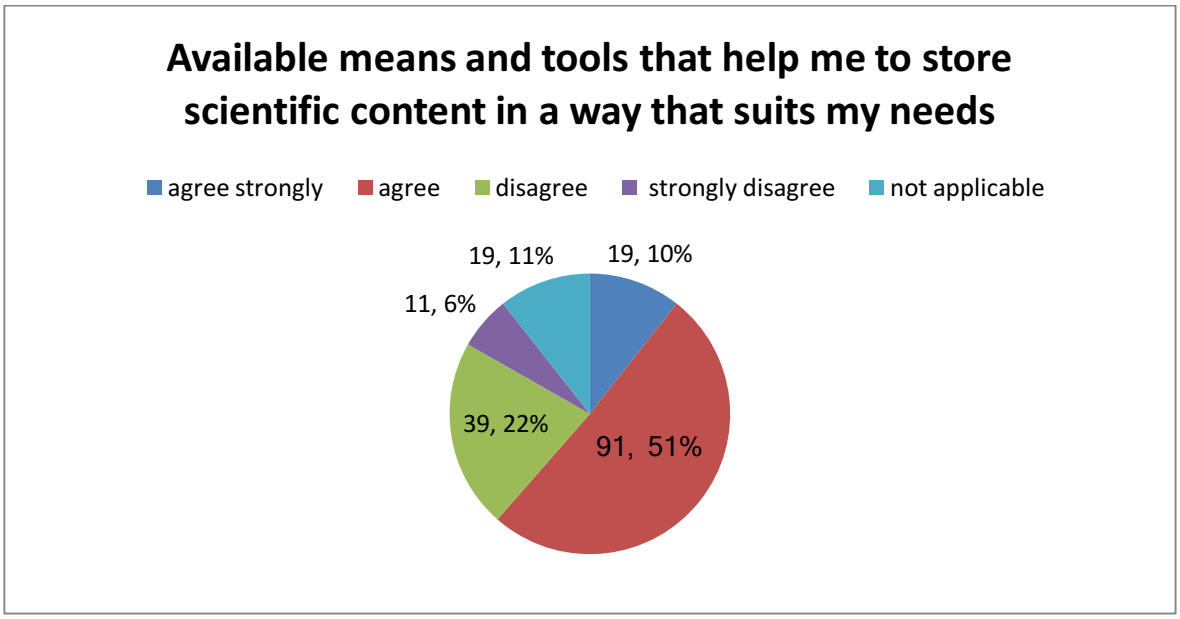

Figure 33: **Available means and tools that help me to store scientific content in a way that suits my needs**

Q30: I have the opportunity to give feedback to faculty members about the teaching methods and how suitable they are to me

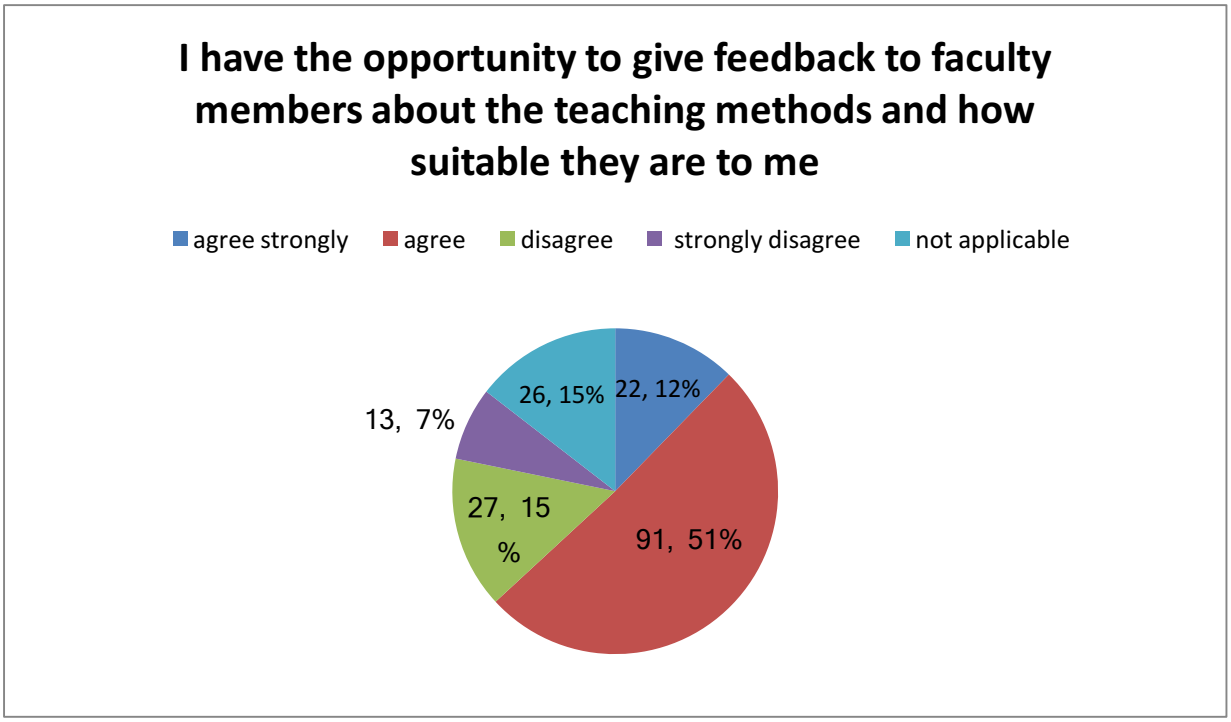

Figure 34: **I have the opportunity to give feedback to faculty members about the teaching methods and how suitable they are to me**

Q31: I get feedback from faculty members at the university about my academic performance appropriately

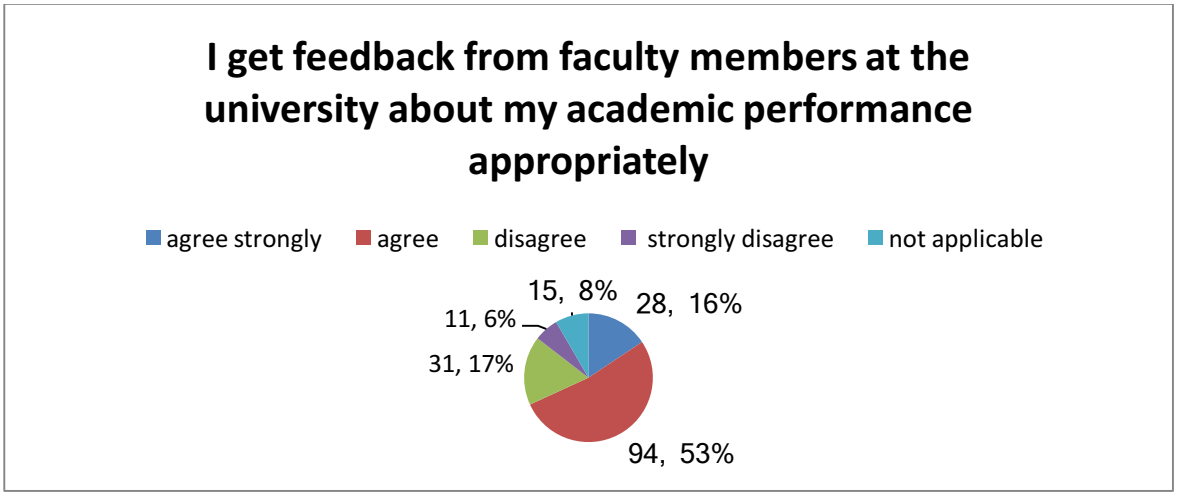

Figure 35: **I get feedback from faculty members at the university about my academic performance appropriately**

Q32: The University faculty members evaluate me fairly compared to other students

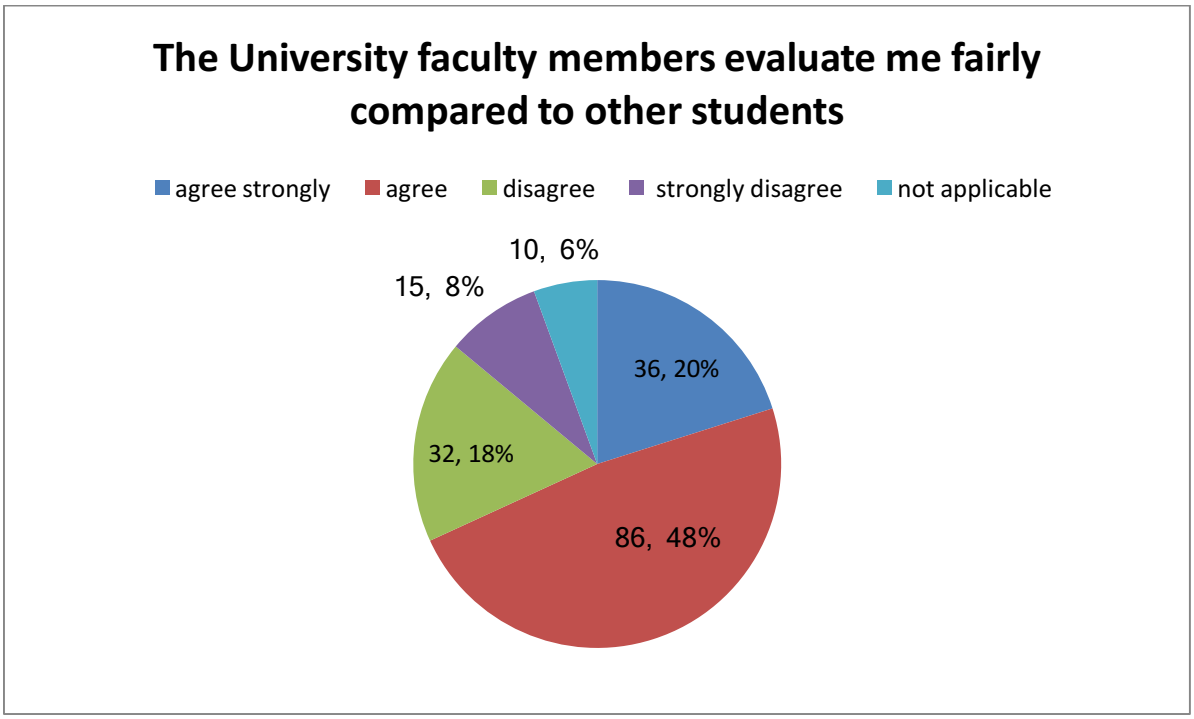

Figure 36: **The University faculty members evaluate me fairly compared to other students**

Q33: I am allowed to apply for tests in a place that suits my needs

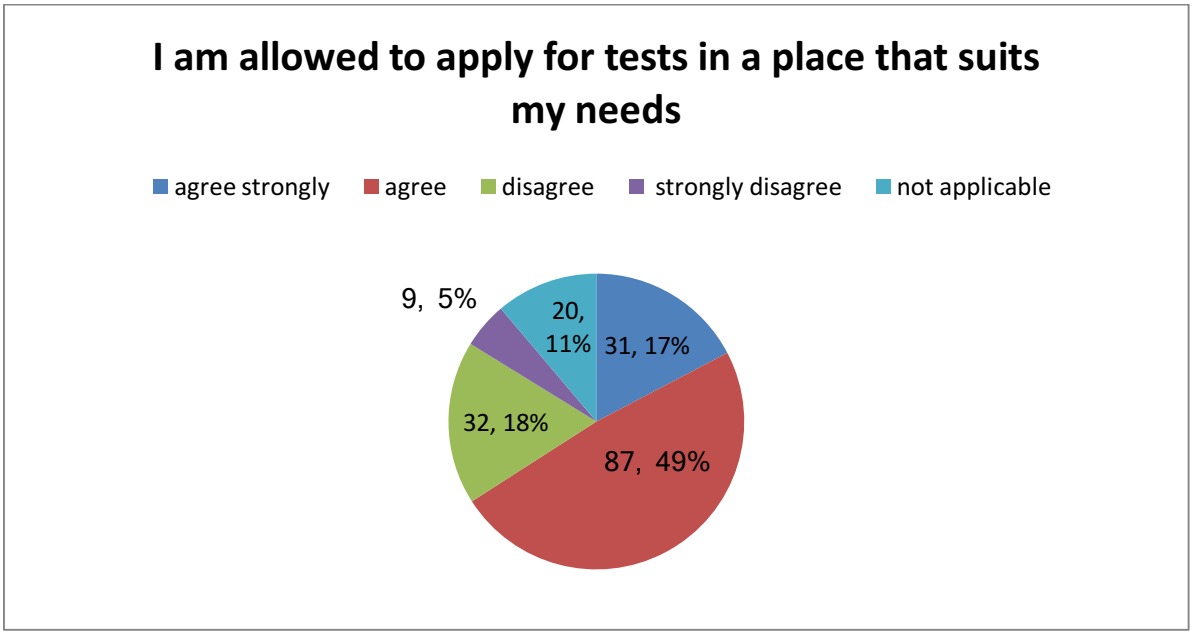

Figure 37: **I am allowed to apply for tests in a place that suits my needs**

Q34: I get the extra time needed to perform the tests if requested

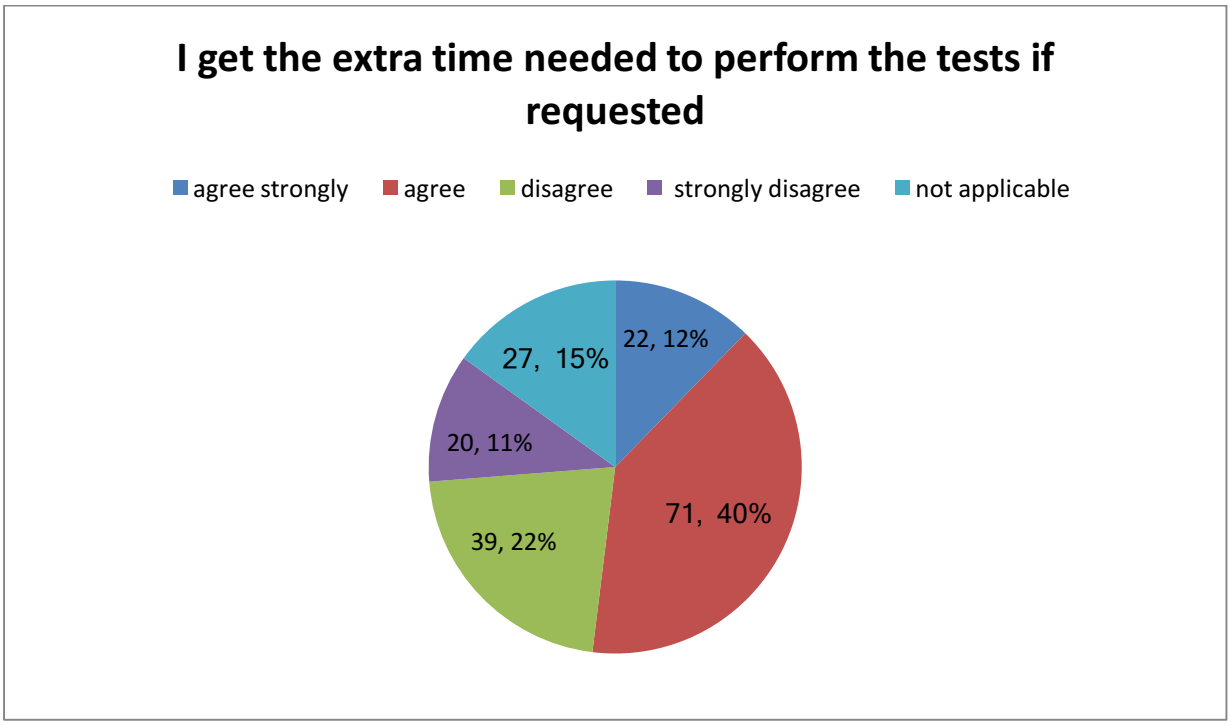

Figure 38: **I get the extra time needed to perform the tests if requested**

Q35: Sufficient means and tools are available for me to access the course content

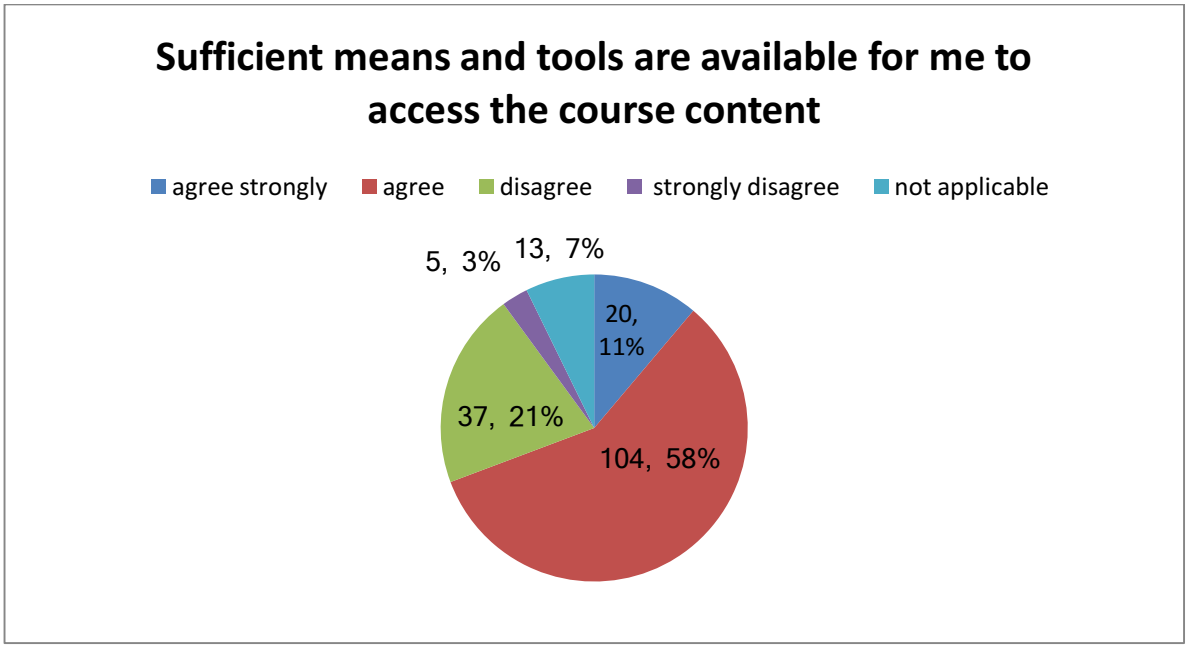

Figure 39: **Sufficient means and tools are available for me to access the course content**

Q36: The education I receive is of the same quality as that given to students who do not have a disability

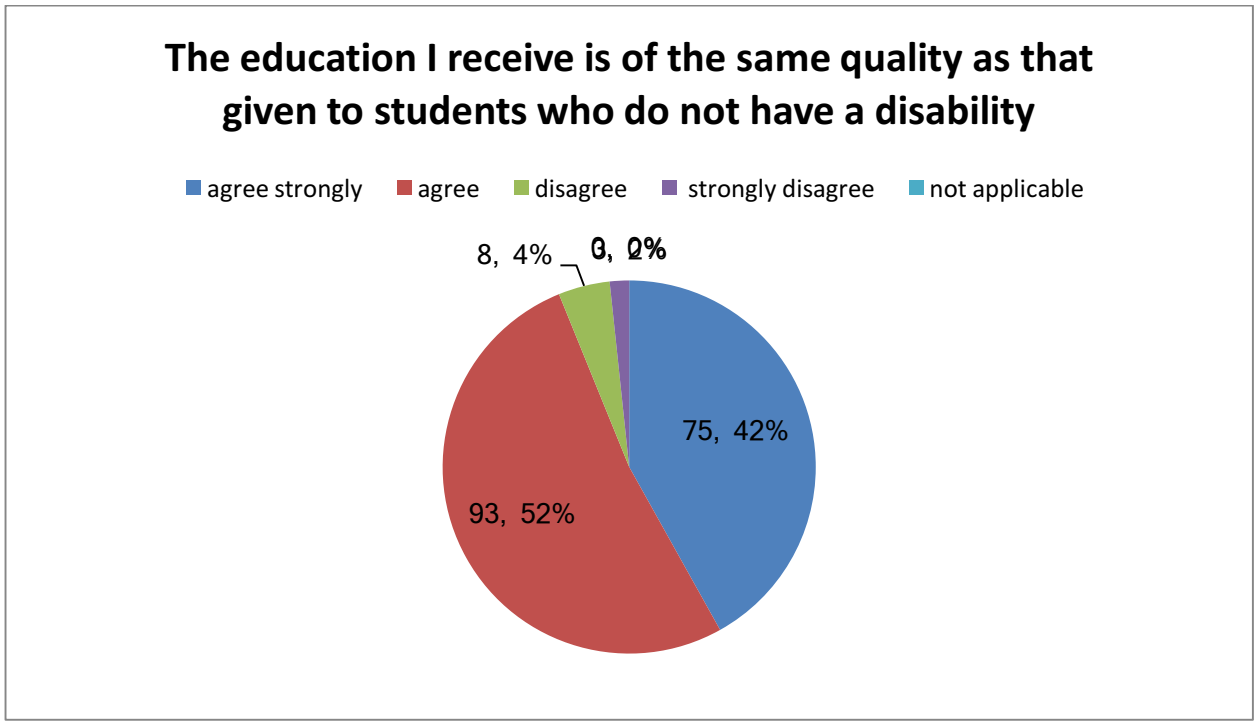

Figure 40: **The education I receive is of the same quality as that given to students who do not have a disability**

Q37: I receive advice and guidance by the university to choose a specialty

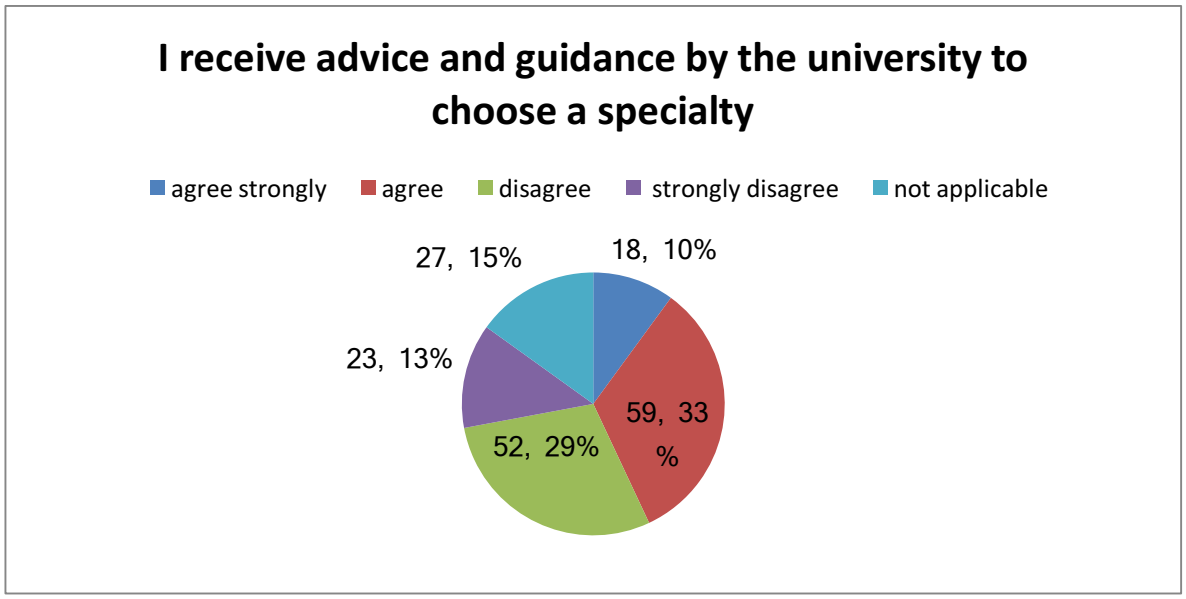

Figure 41: **I receive advice and guidance by the university to choose a specialty**

Q38: My abilities are taken into account when choosing a specialty

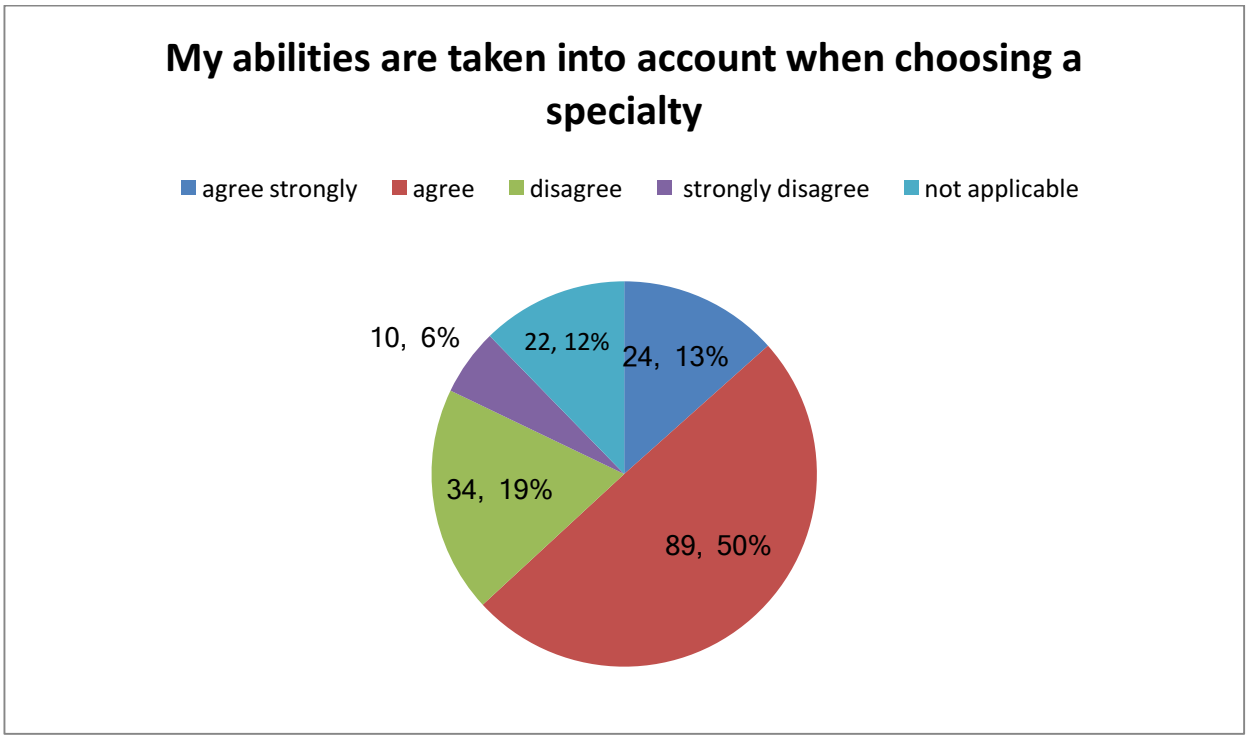

Figure 42: **My abilities are taken into account when choosing a specialty**

Q39: I am studying in the specialty I want

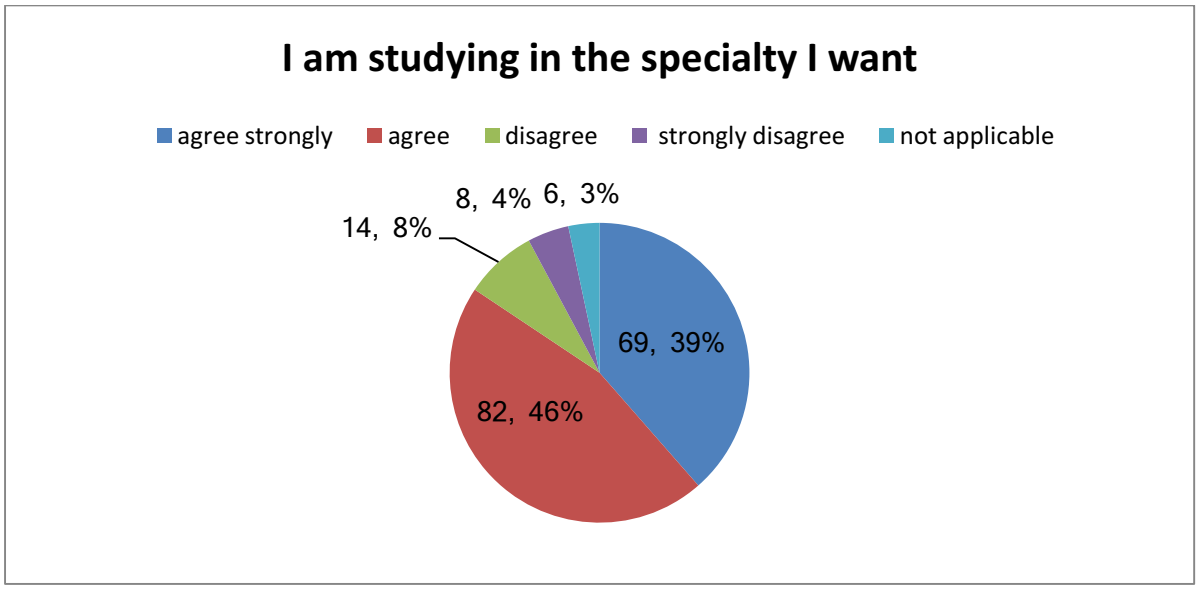

Figure 43: **I am studying in the specialty I want**

5.5 Fourth dimension: administrative facilities

Q40: Clear and published instructions for students with disabilities are available at the University

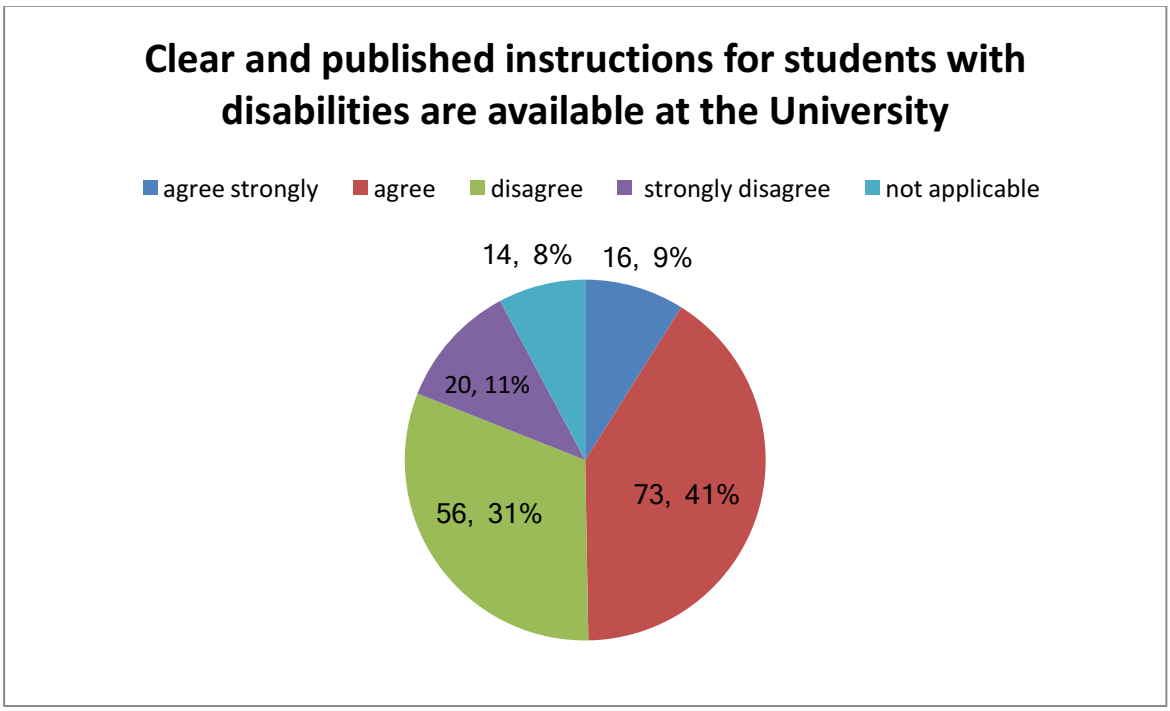

Figure 44: **Clear and published instructions for students with disabilities are available at the University**

Q41: The University provides an appropriate financial support system for people with disabilities

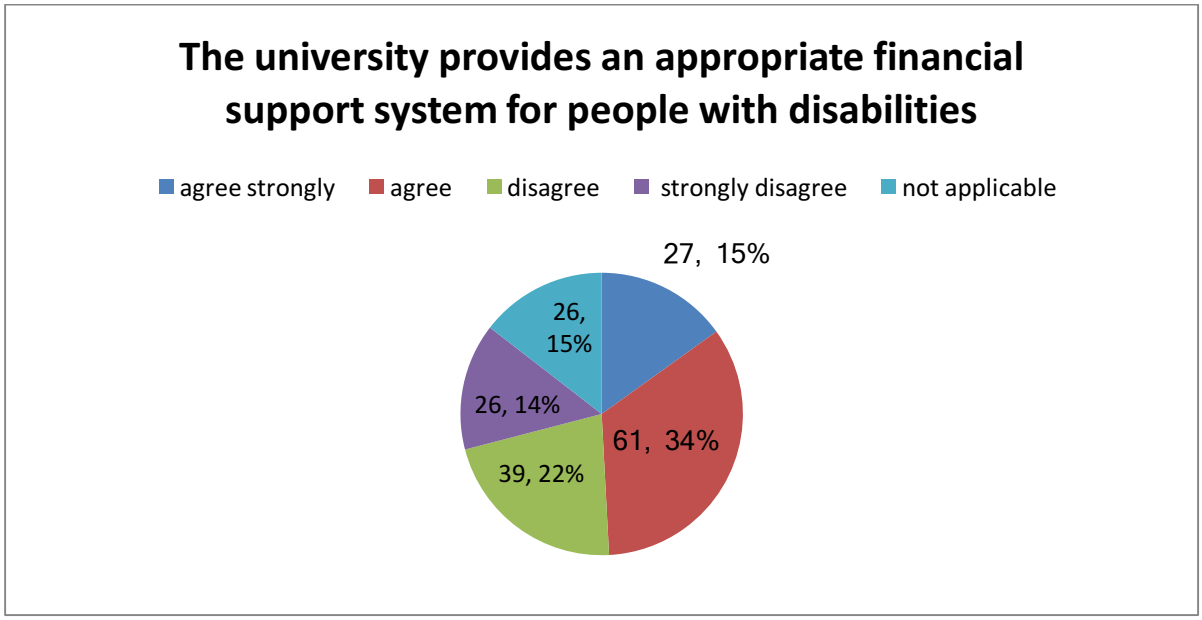

Figure 45: **The University provides an appropriate financial support system for people with disabilities**

Q42: I get appropriate assistance when registering courses

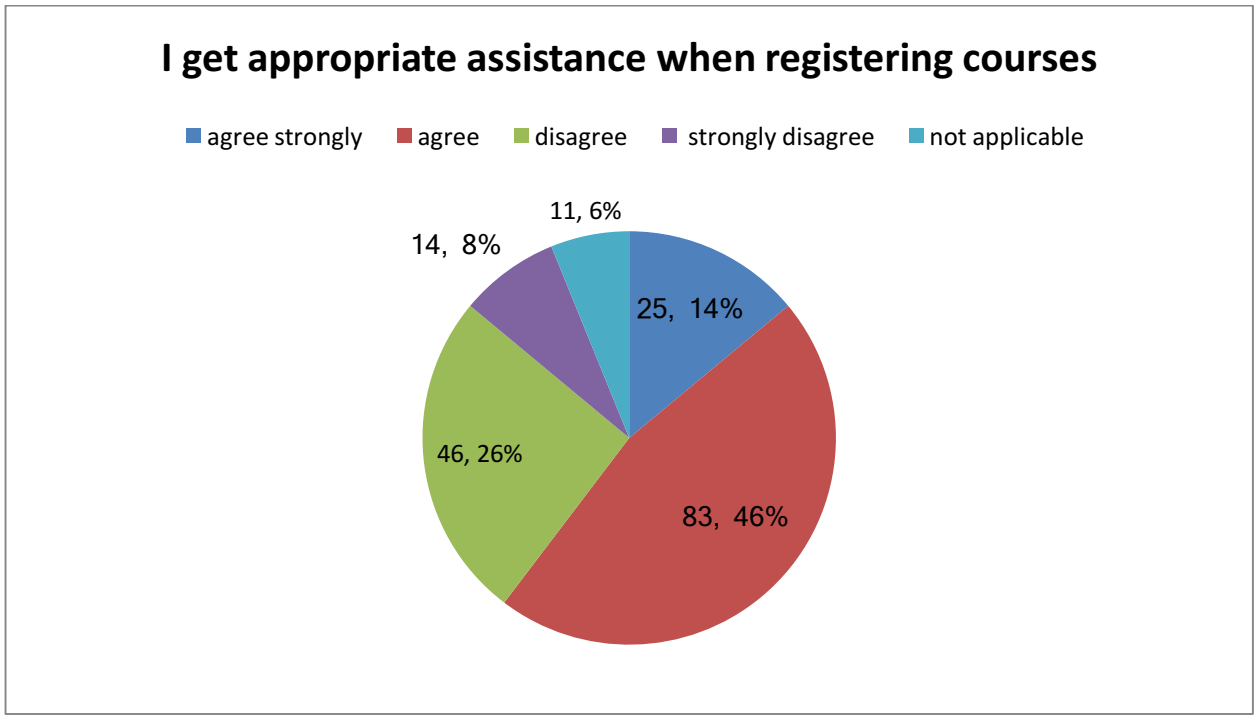

Figure 46: **I get appropriate assistance when registering courses**

Q43: The University provides the appropriate means and tools that enable me to self-register electronically

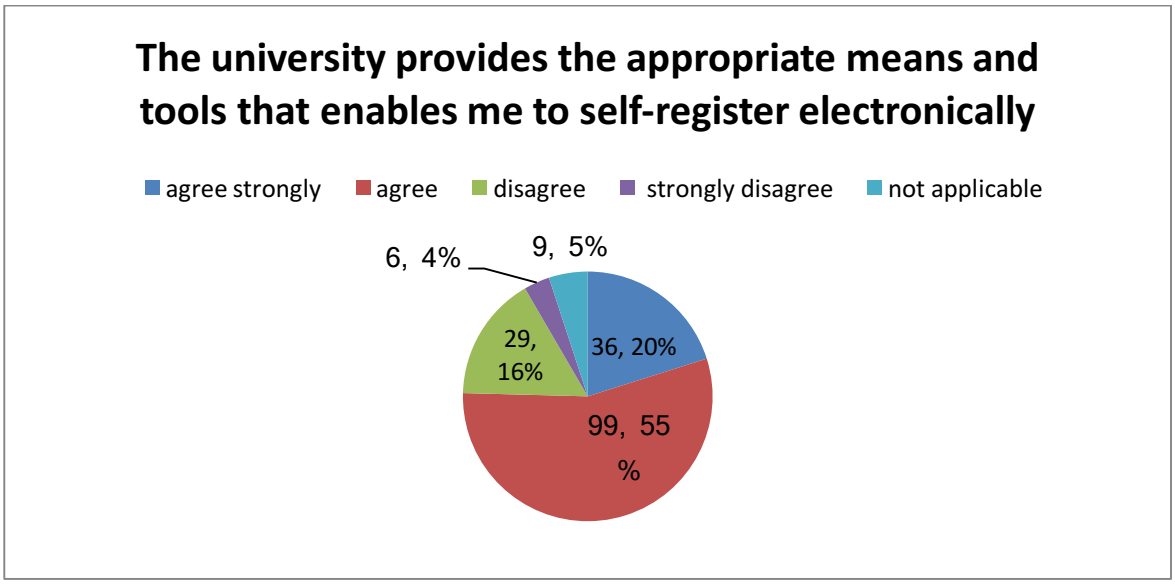

Figure 47: **The University provides the appropriate means and tools that enables me to self-register electronically**

Q44: I participate in campus activities such as students who have no disability

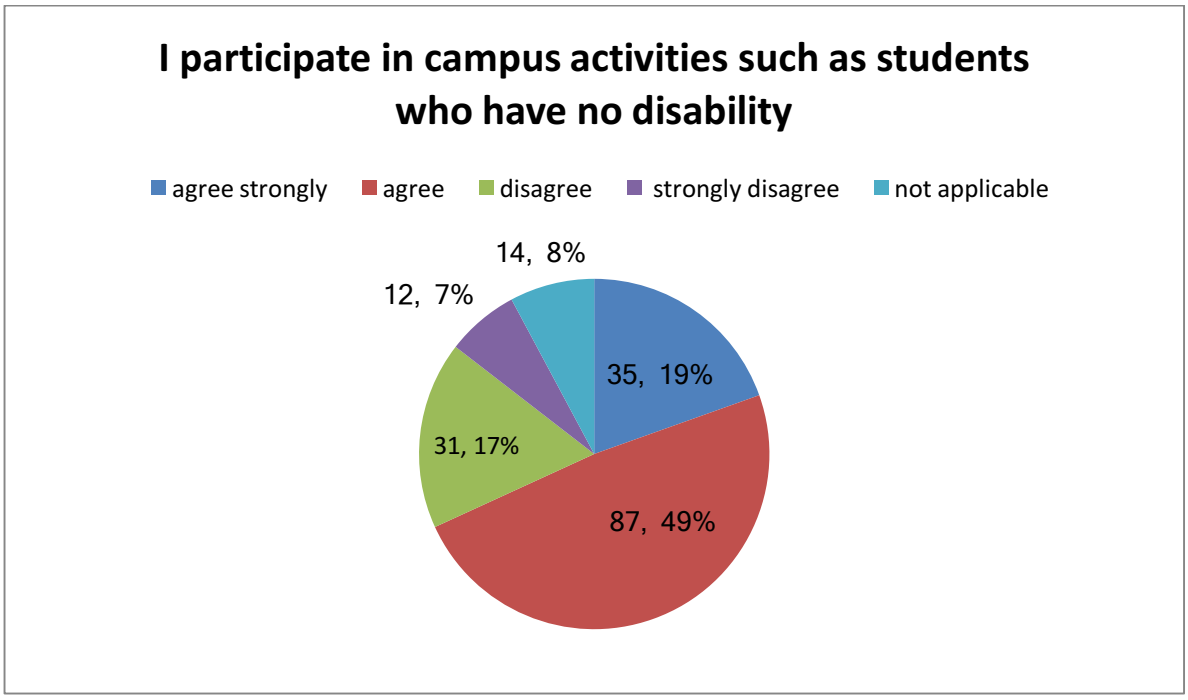

Figure 48: **I participate in campus activities such as students who have no disability**

Q45: The University provides activities that are dedicated to me and consider my potentials

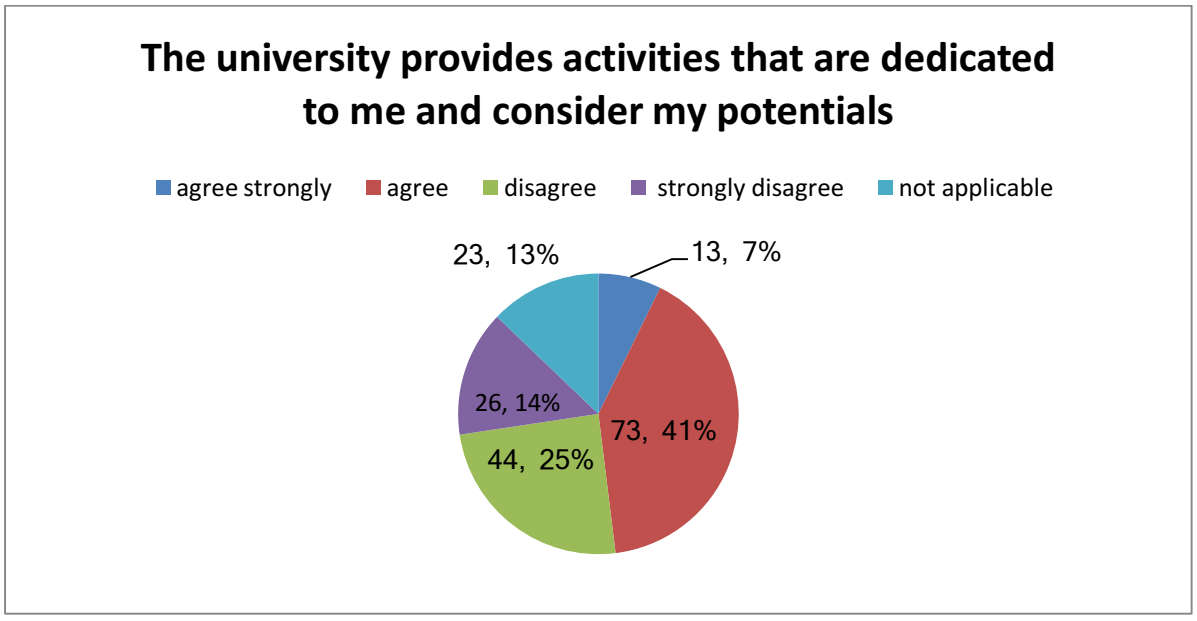

Figure 49: **The University provides activities that are dedicated to me and consider my potentials**

Q46: The University provides qualified administrators and staff to deal with me and help to solve the problems I face positively

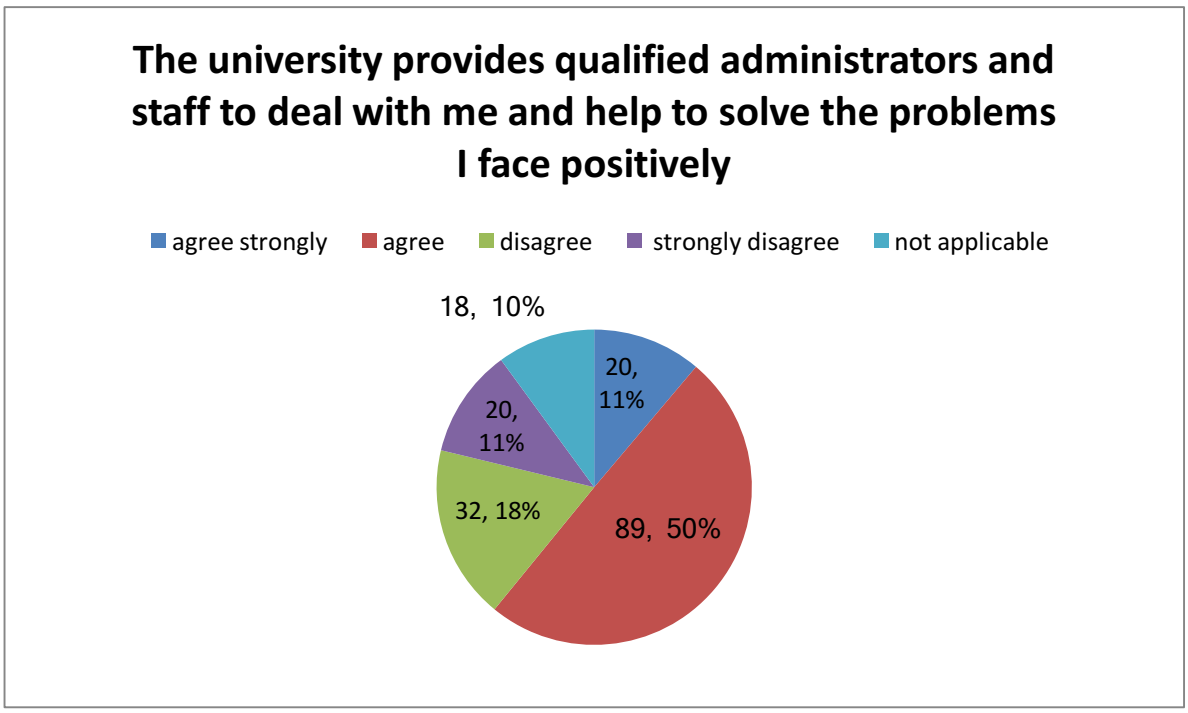

Figure 50: **The University provides qualified administrators and staff to deal with me and help to solve the problems I face positively**

Q47: The University provides a specialized unit to serve my needs

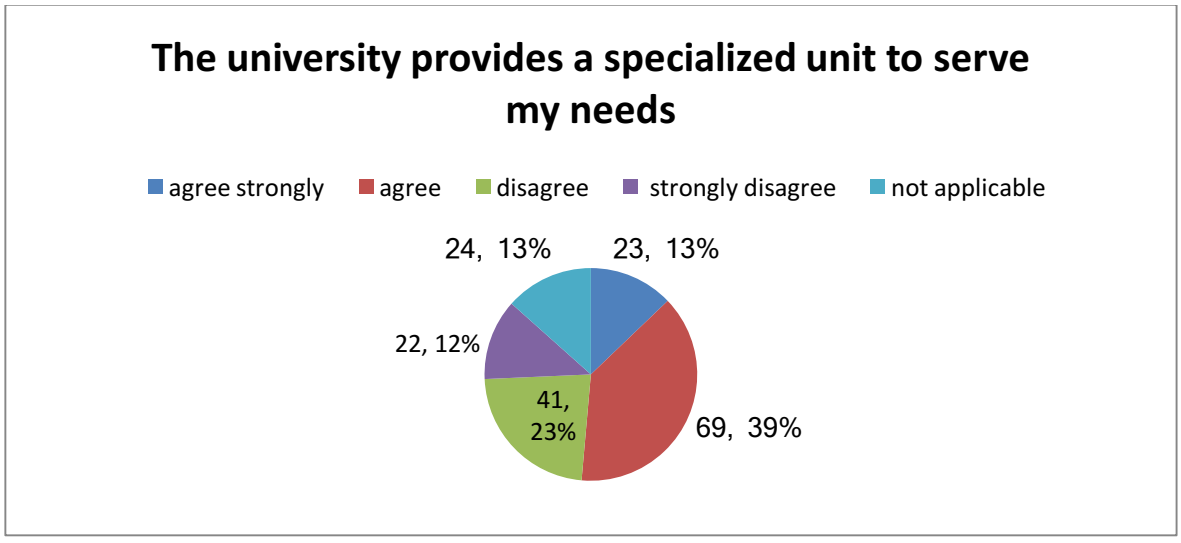

Figure 51: **The University provides a specialized unit to serve my needs**

5.6 Fifth dimension: university library

Q48: The University provides books and references in a way that meets my needs and suits my potentials

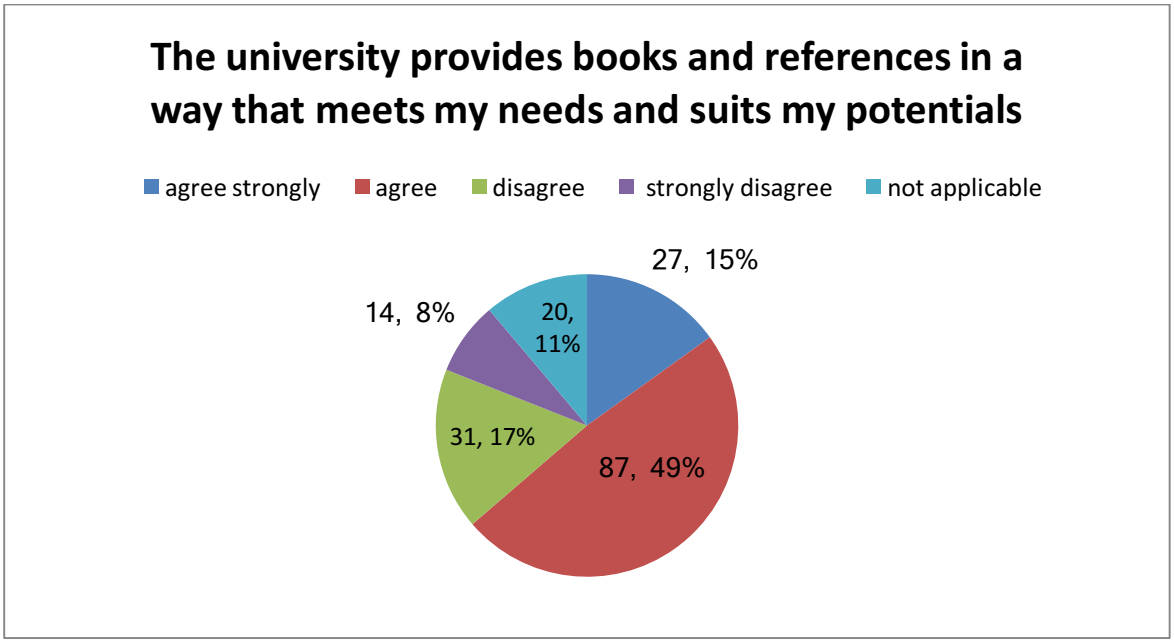

Figure 52: **The University provides books and references in a way that meets my needs and suits my potentials**

Q49: The University provides scientific journals in a way that meets my needs and suits my potentials

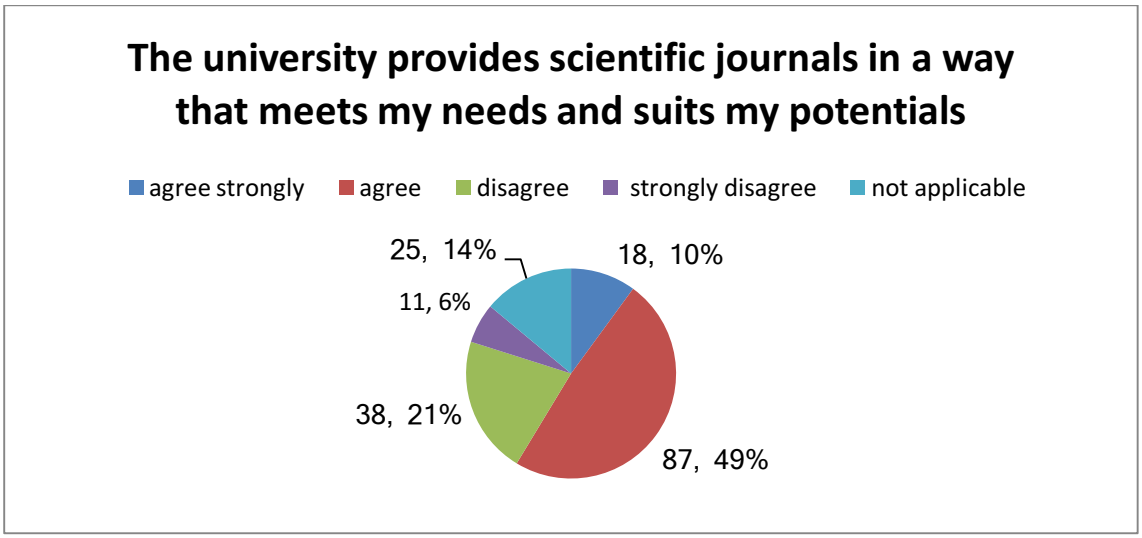

Figure 53: **The University provides scientific journals in a way that meets my needs and suits my potentials**

Q50: The working hours of the library suits me

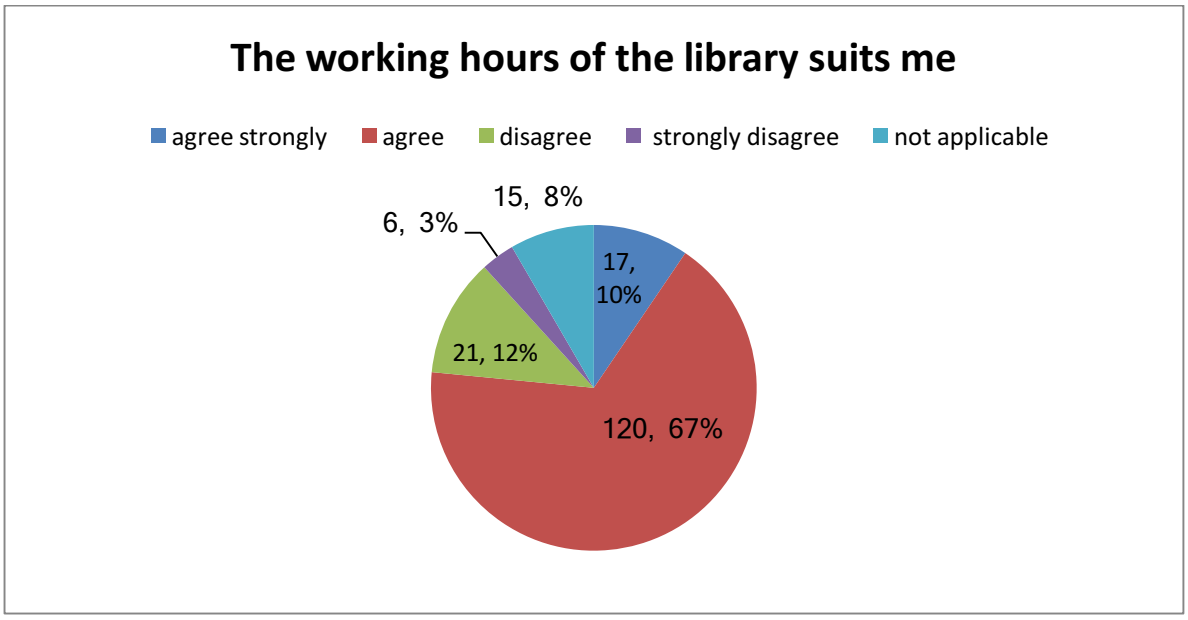

Figure 54: **The working hours of the library suits me**

Q51: I can easily use the services provided by the library

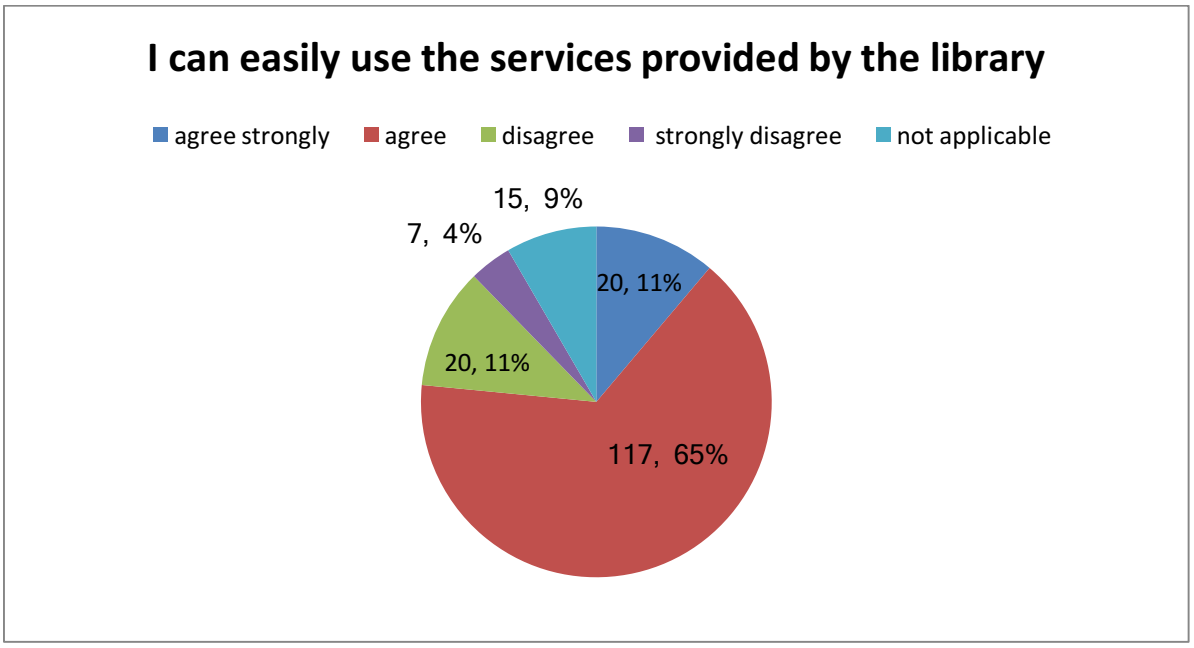

Figure 55: **I can easily use the services provided by the library**

Q52: I got the appropriate training to enable me to use the library services

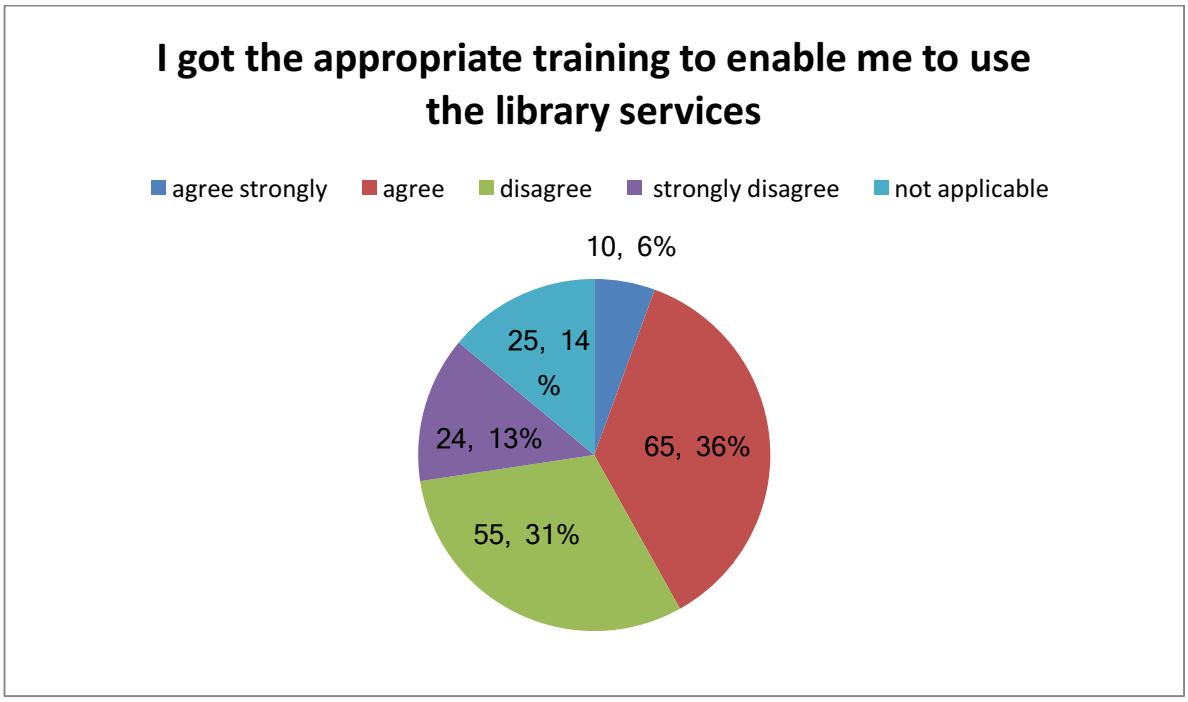

Figure 56: **I got the appropriate training to enable me to use the library services**

Q53: I can get help using library services when I need them

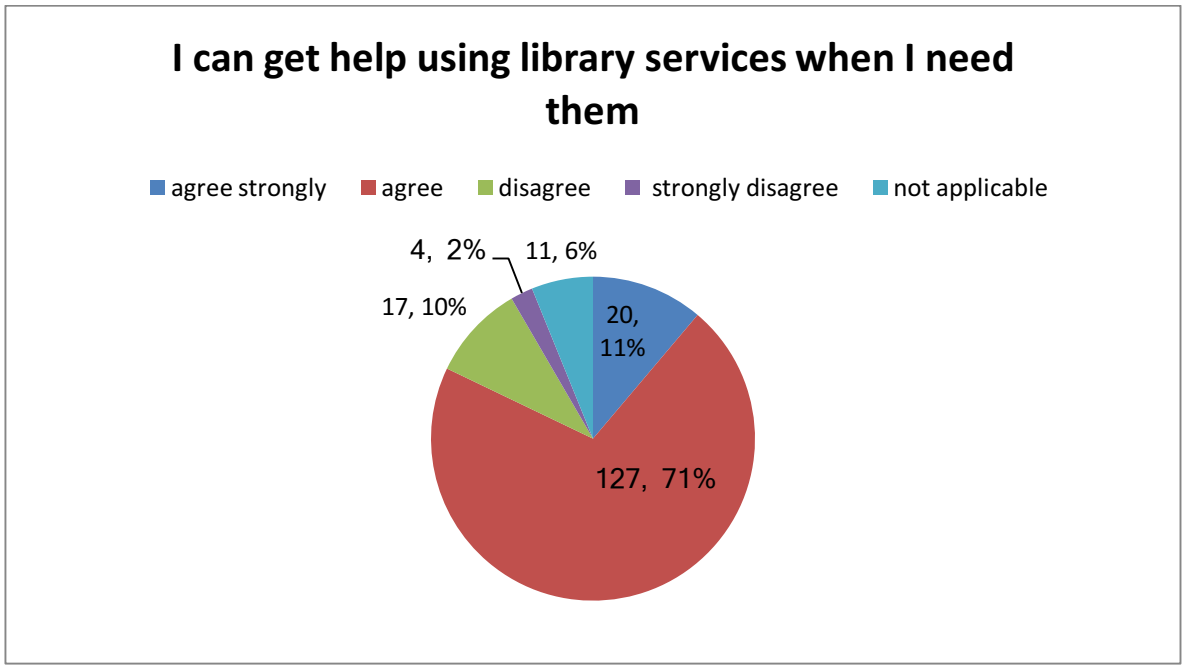

Figure 57: **I can get help using library services when I need them**

Q54: Environmental facilities and facilitation arrangements are available at the library

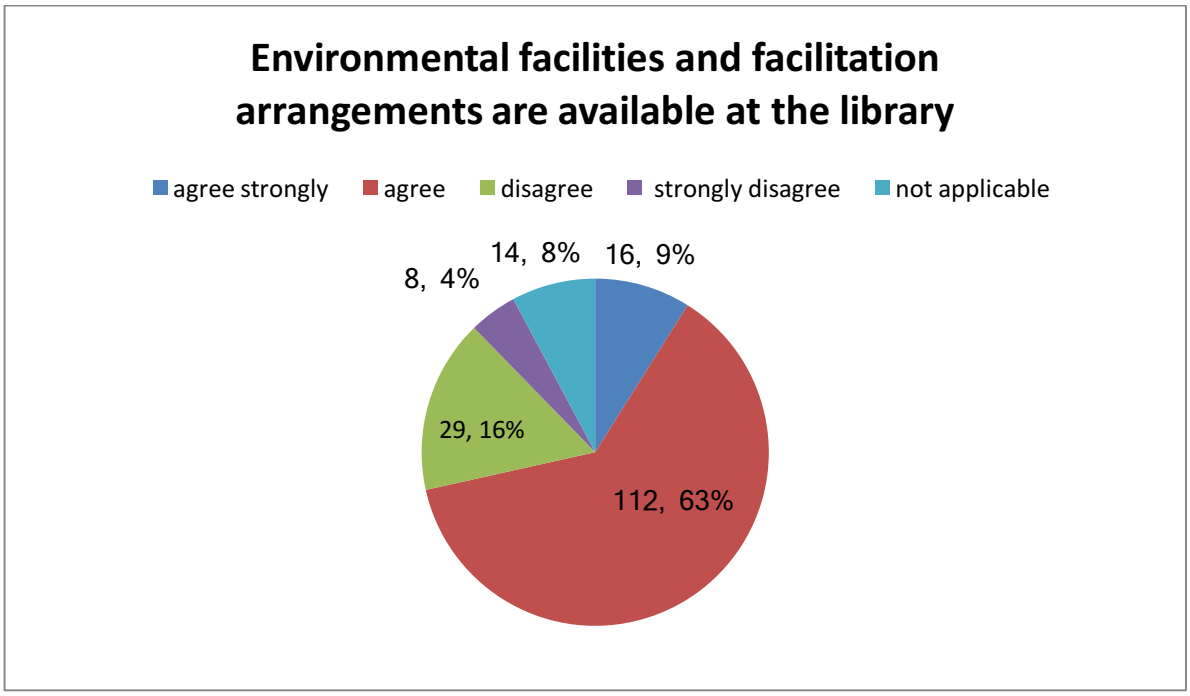

Figure 58: **Environmental facilities and facilitation arrangements are available at the library**

Q55: Support technology services such as e-reader and machine arm are available in the library....

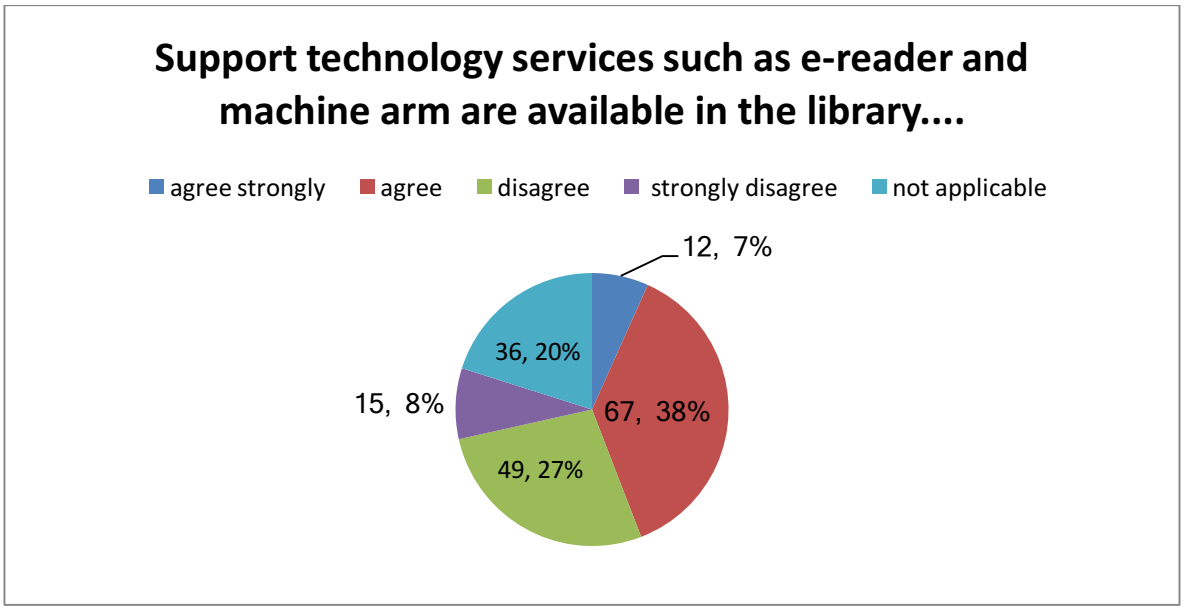

Figure 59: **Support technology services such as e-reader and machine arm are available in the library**

5.7 Sixth dimension: services or technological facilities

Q56: The University provides a sufficient number of computer labs that are tailored to my needs

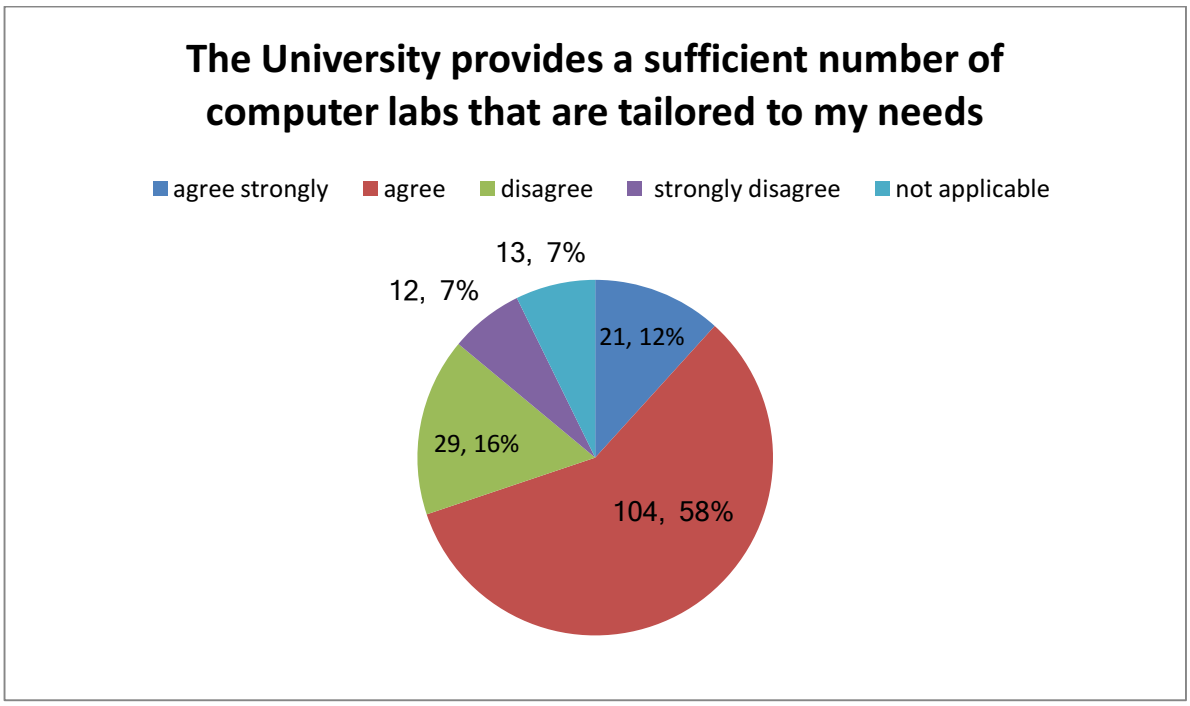

Figure 60: **The University provides a sufficient number of computer labs that are tailored to my needs**

Q57: The University provides Information Technology tools that meet my needs

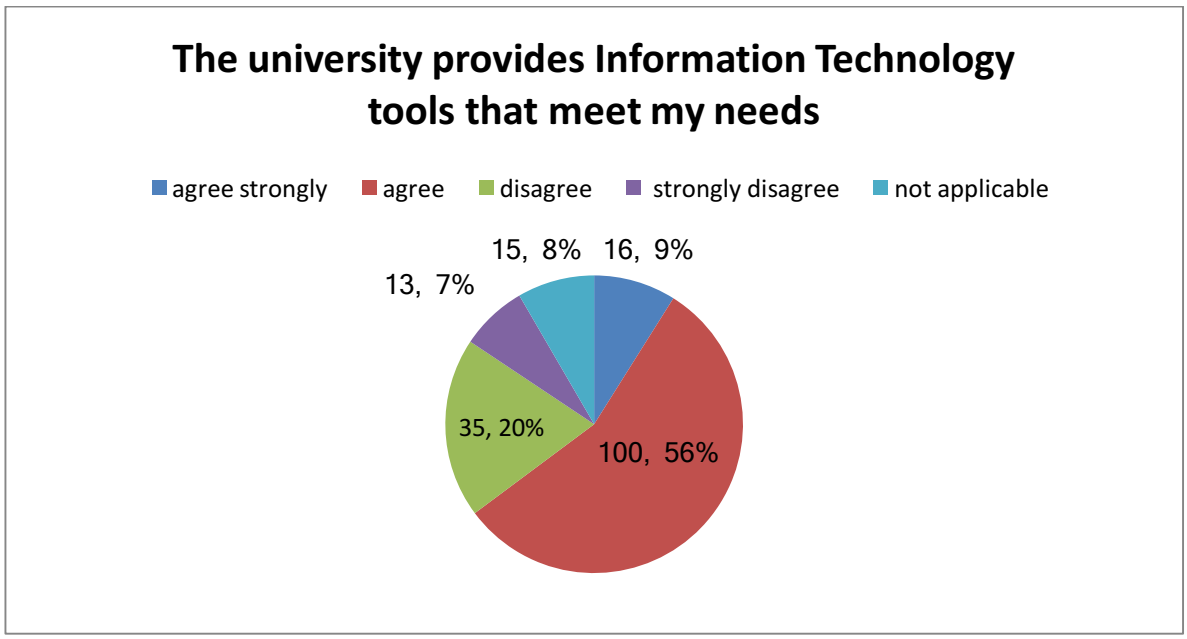

Figure 61: **The University provides Information Technology tools that meet my needs**

Q58: I receive appropriate training for the use of Information Technology Services at the University

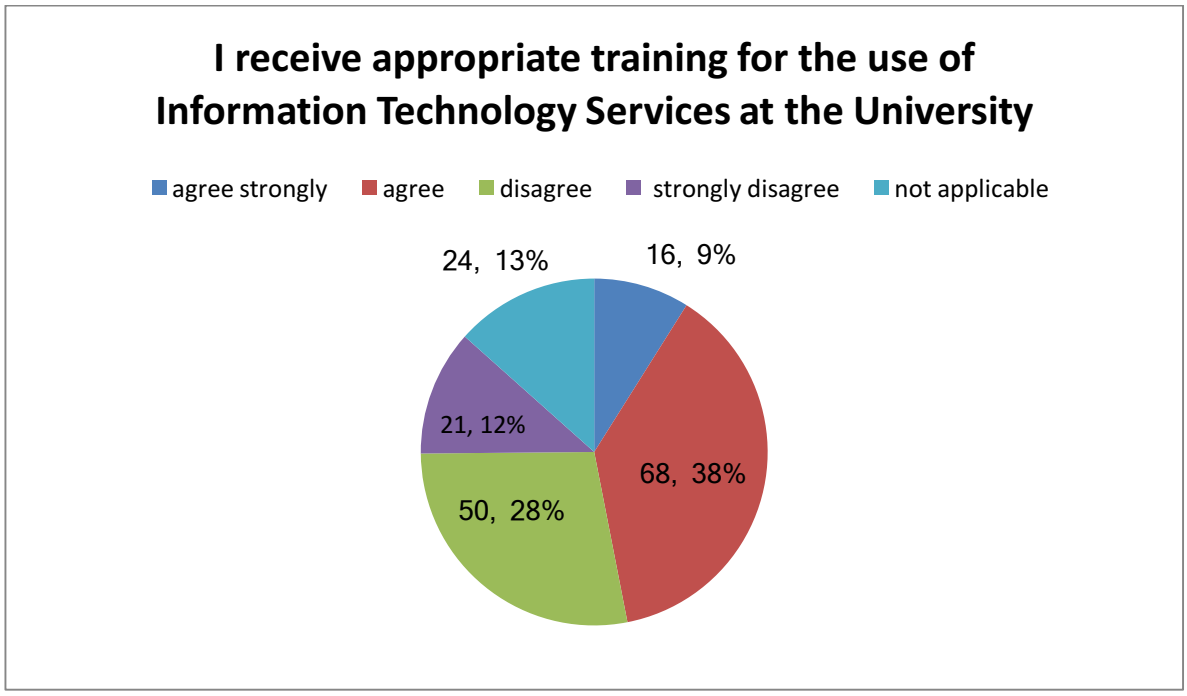

Figure 62: **I receive appropriate training for the use of Information Technology Services at the University**

Q59: I receive assistance with Information Technology related problems

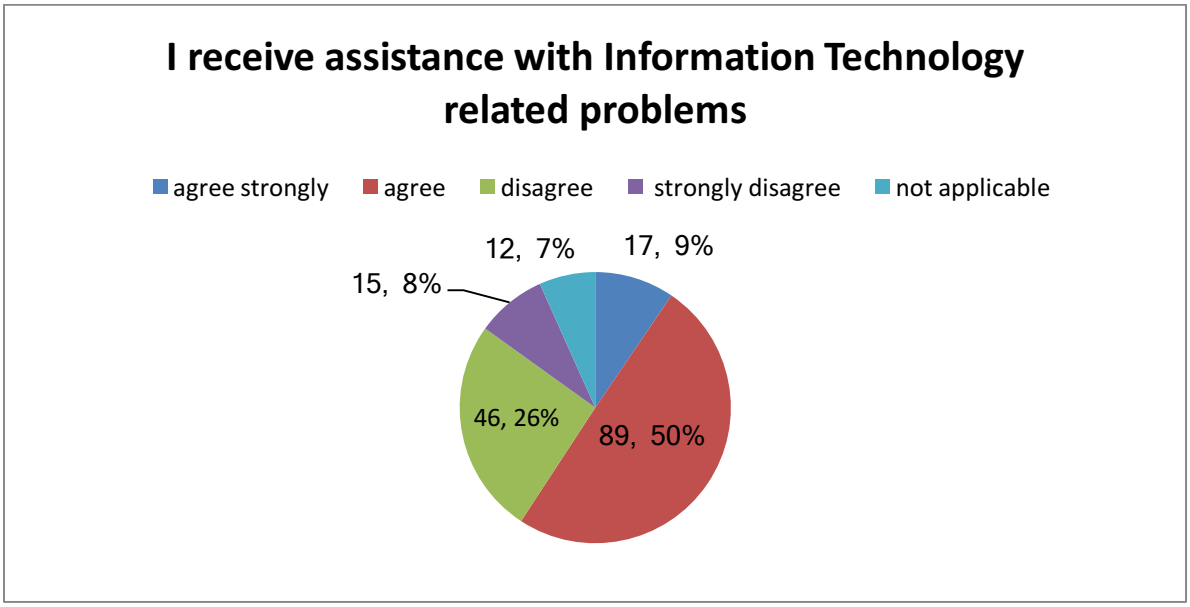

Figure 63: **I receive assistance with Information Technology related problems**

Q60: Computer labs environment suits my needs (e.g. seat distance, computer table height, lighting...Etc.)

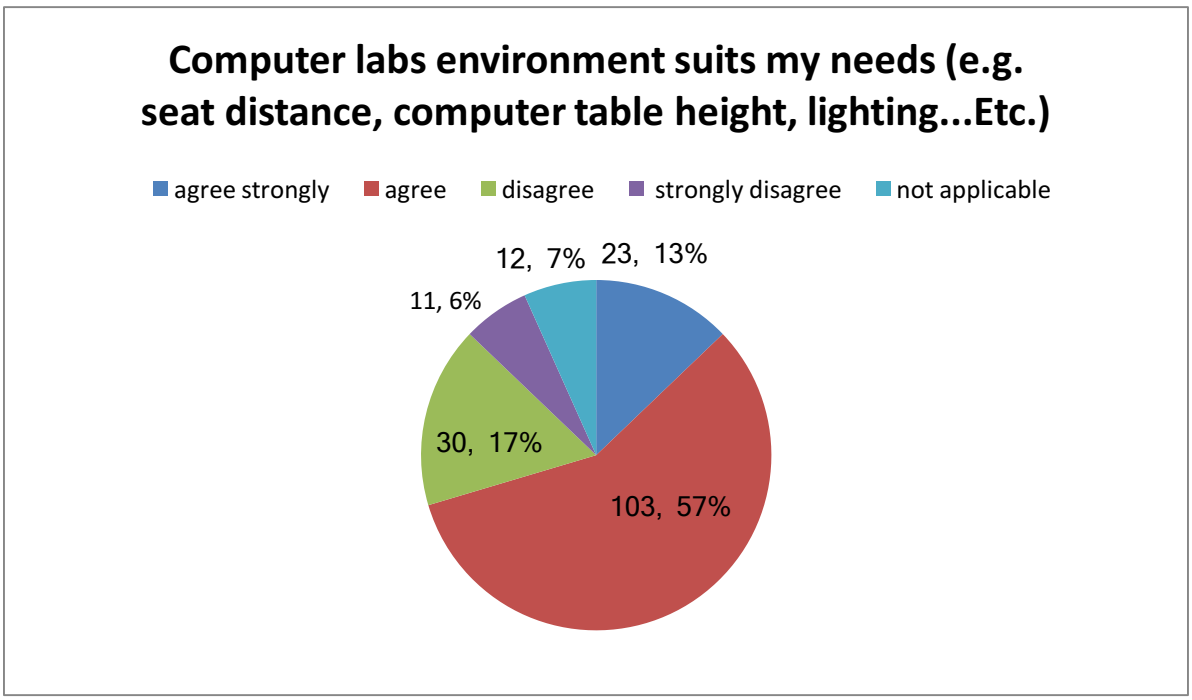

Figure 64: **Computer labs environment suits my needs**

Q61: The opening and closing times of computer labs take into account my needs

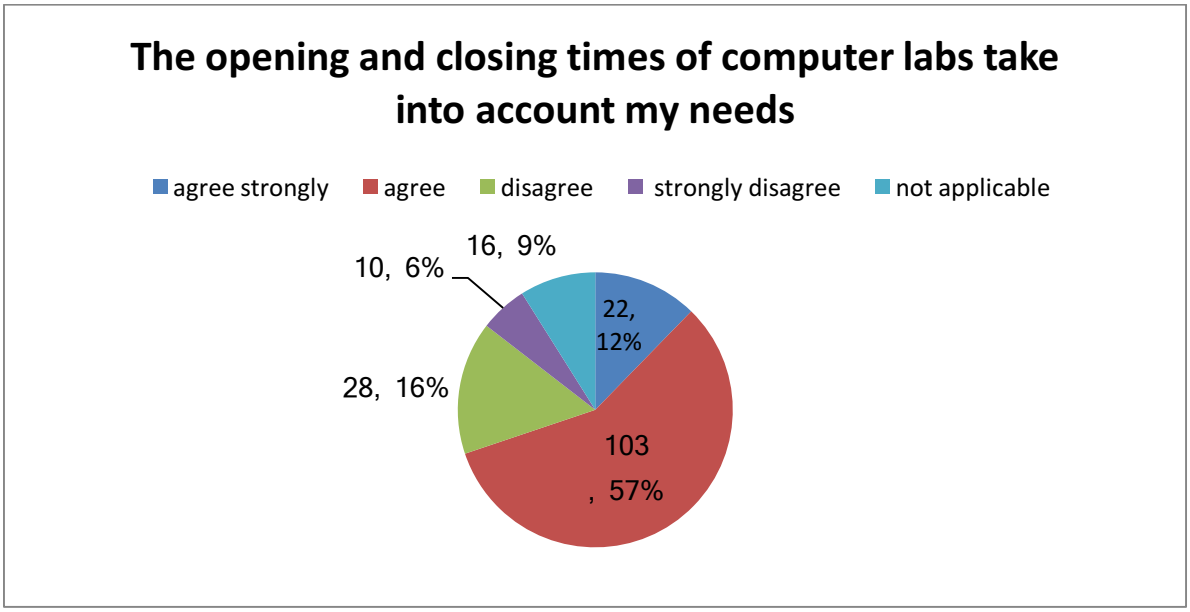

Figure 65: **The opening and closing times of computer labs take into account my needs**

Q62: The University takes into account my needs in computerized examinations

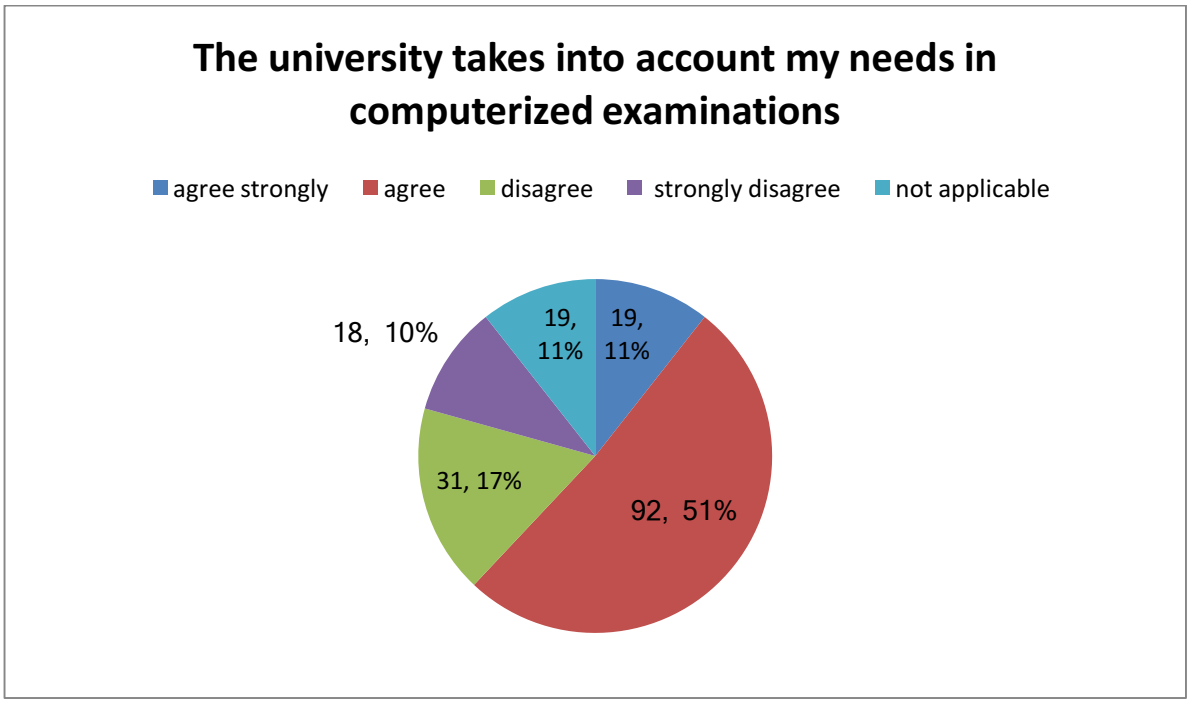

Figure 66: **The University takes into account my needs in computerized examinations**

Q63: University electronic platforms are suitable for my needs

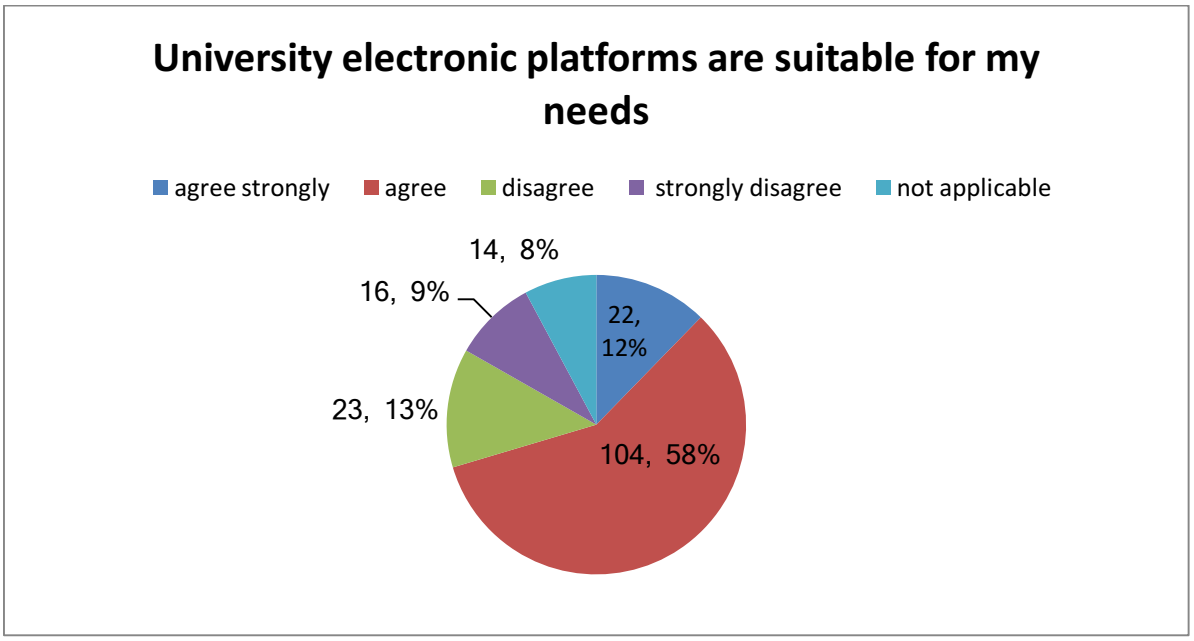

Figure 67: **University electronic platforms are suitable for my needs**

5.8 Seventh dimension: psychological trends

Q64: Professors and staff at the university deals with me in a way that increases my motivation and my spirits

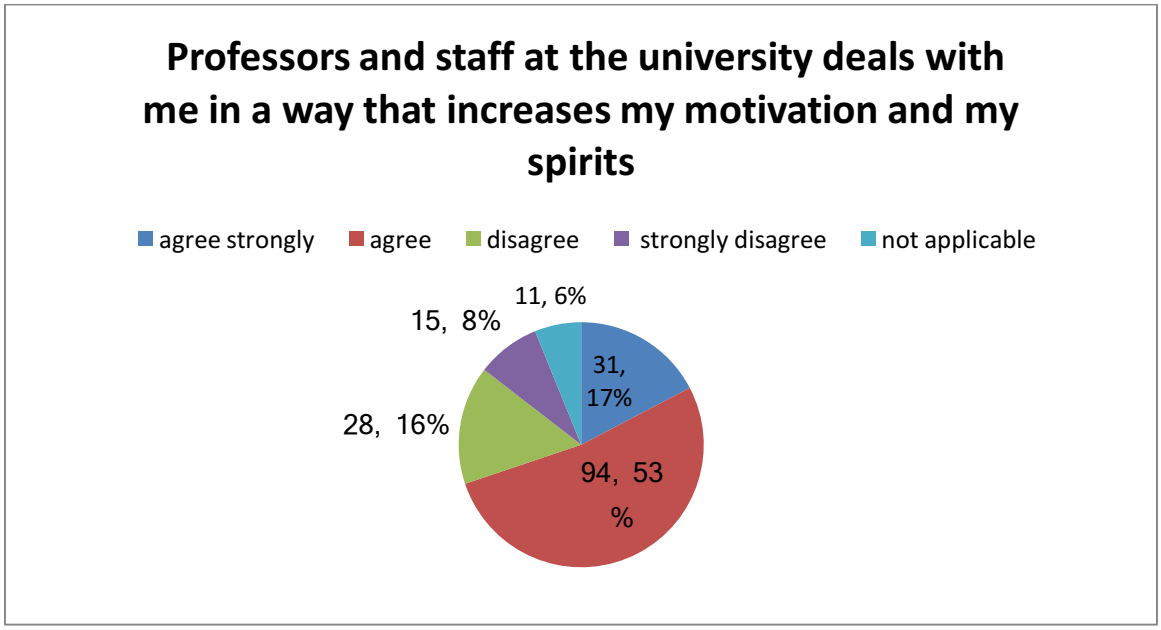

Figure 68: **Professors and staff at the university deals with me in a way that increases my motivation and my spirits**

Q65: The university community (students, faculty and administrative staff) treats me in a civilized manner.

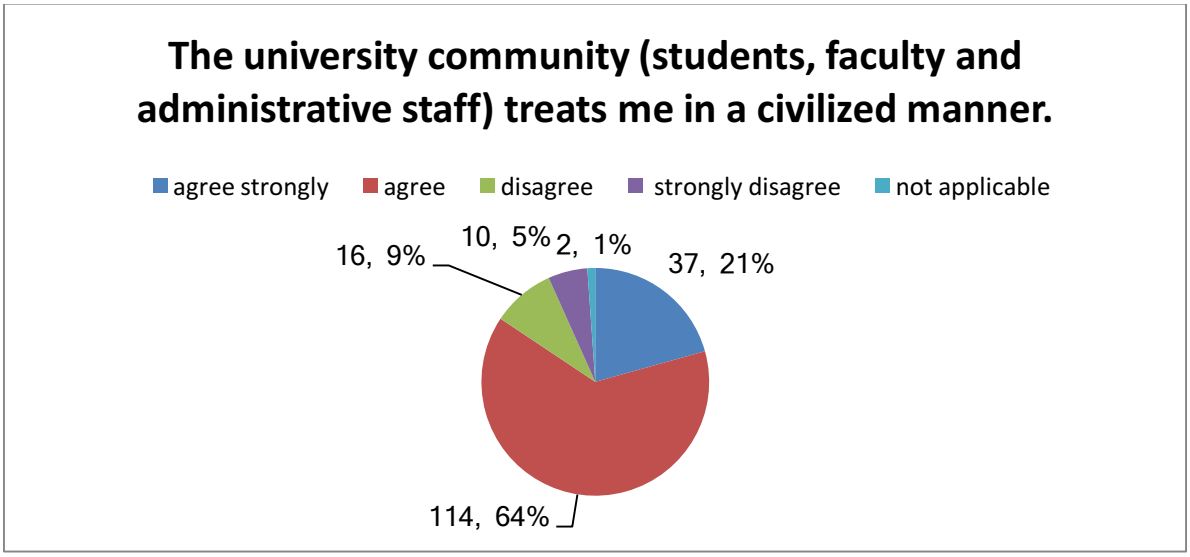

Figure 69: **The university community treats me in a civilized manner.**

Q66: I feel that the psychological programs and services offered by the university to students with disabilities are appropriate

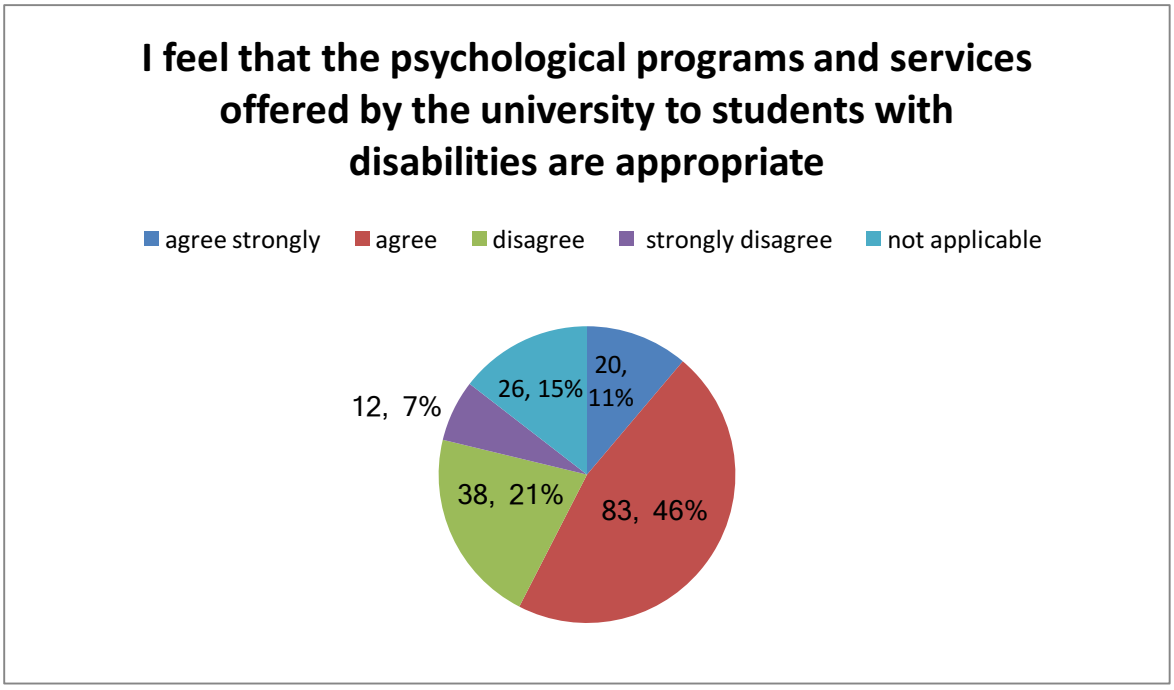

Figure 70: **I feel that the psychological programs and services offered by the university**

Q67: The activities that the university allocates to students with disabilities relieve the stress that might affect me

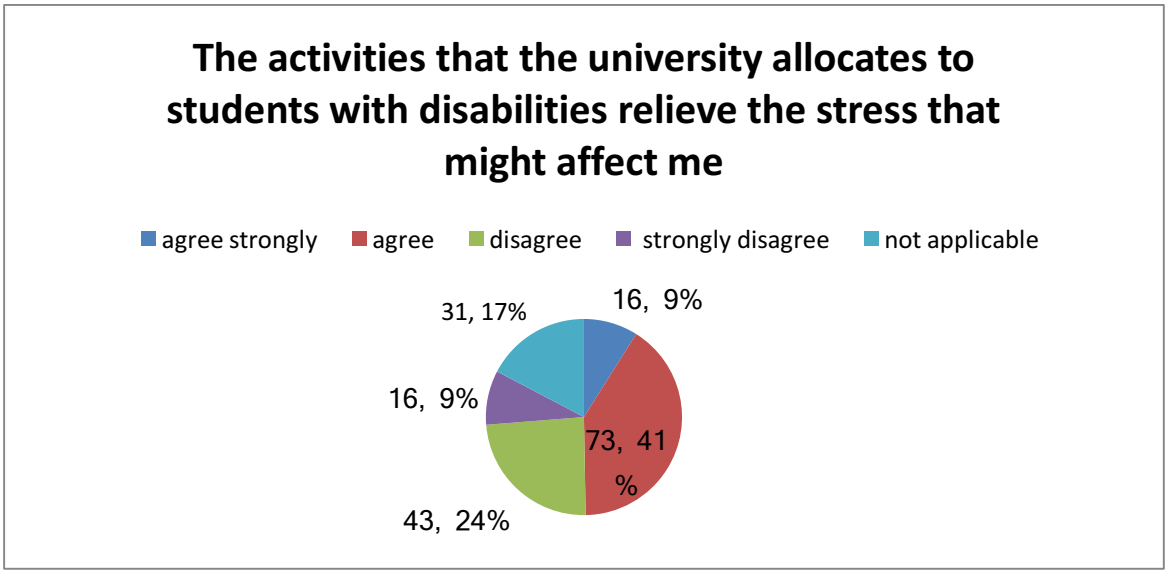

Figure 71: **The activities that the university allocates**

Q68: I participate in all events and activities with confidence despite my disability

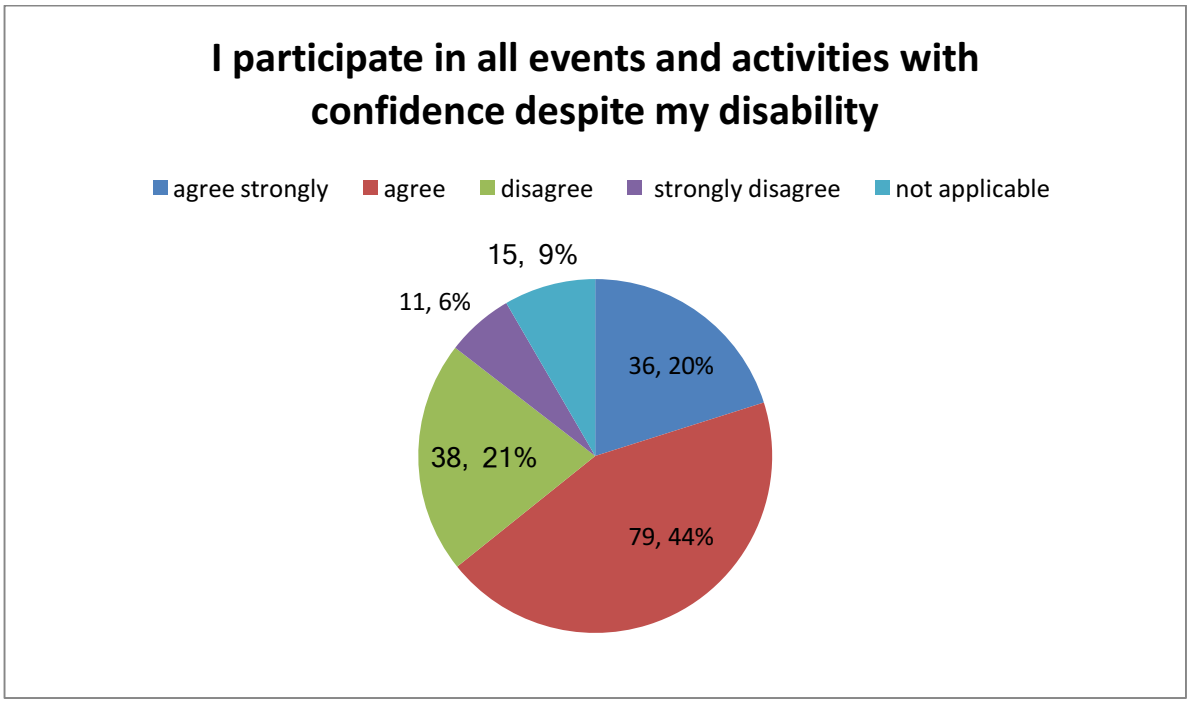

Figure 72: **I participate in all events and activities with confidence despite my disability**

Q69: The University provides a psychological mentor for students with disabilities to relieve psychological stress

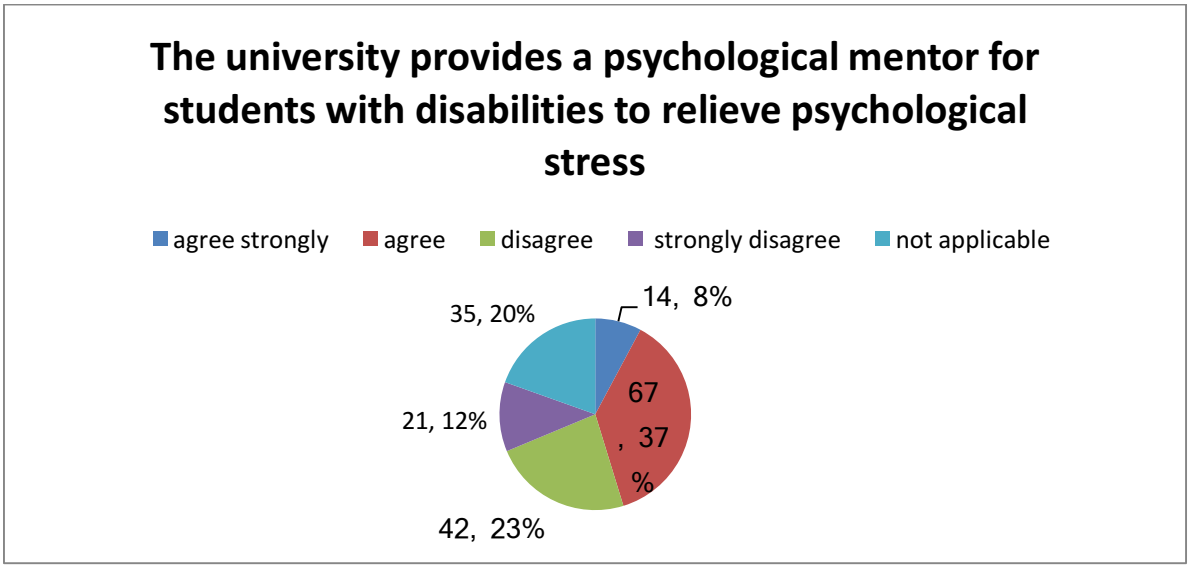

Figure 73: **The University provides a psychological mentor for students with disabilities to relieve psychological stress**

Q70: I receive appropriate guidance and direction from the psychological/social mentor at the University

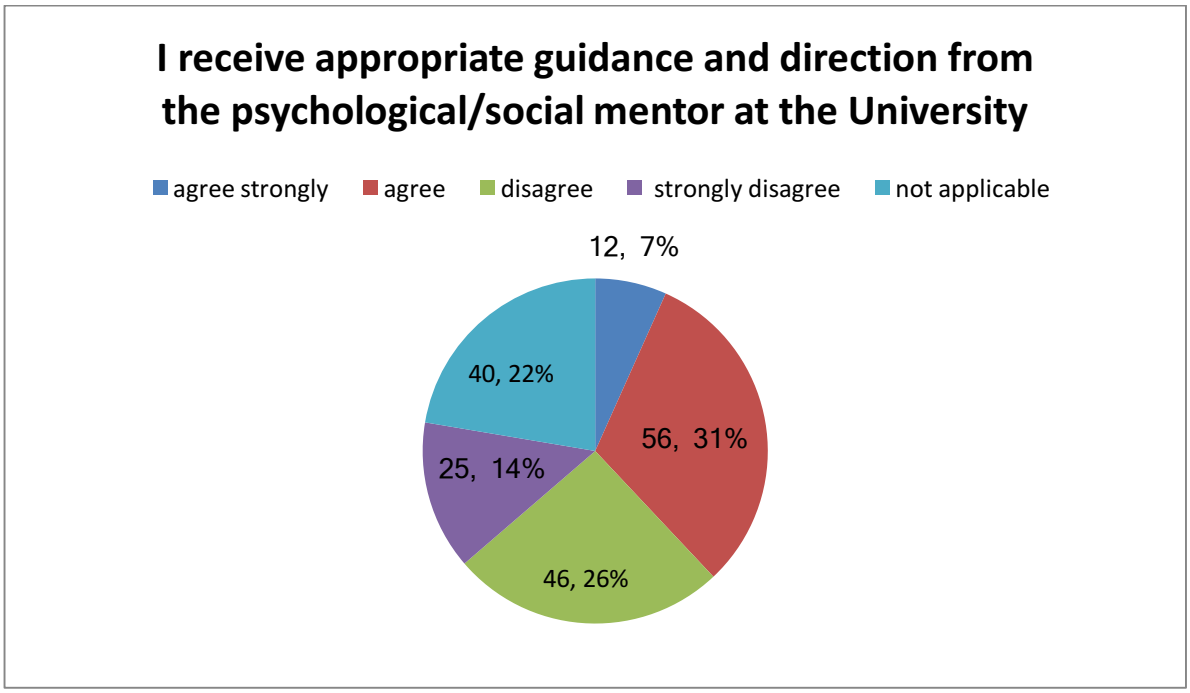

Figure 74: **I receive appropriate guidance and direction from the psychological/social mentor at the University**

Q71: I receive encouragement and motivation in courses

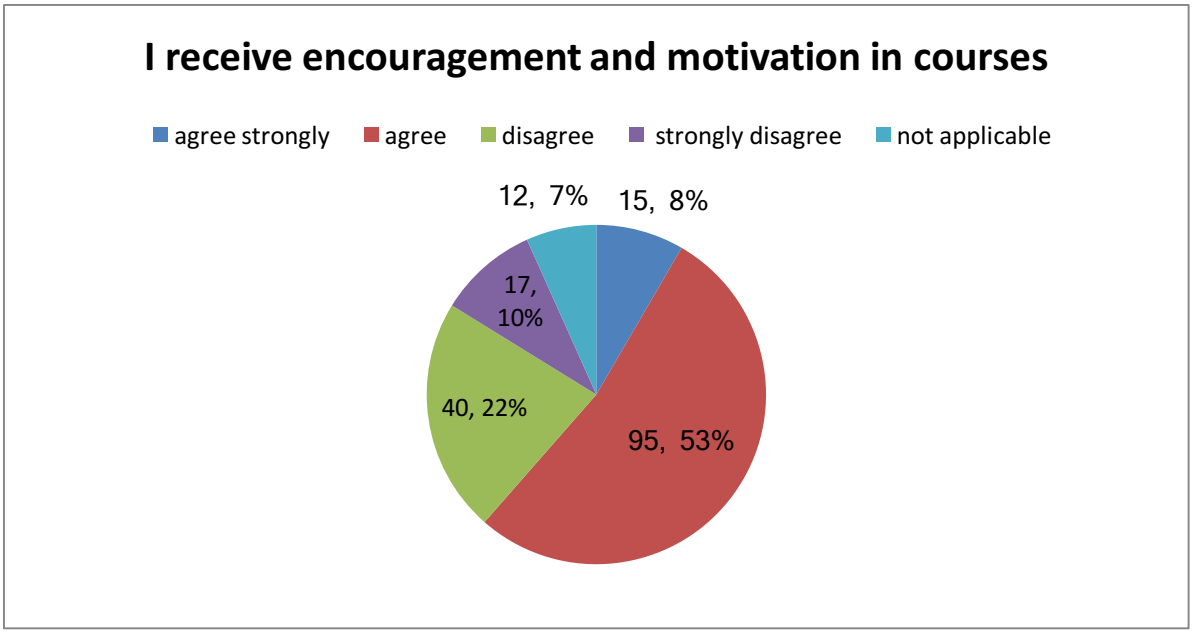

Figure 75: **I receive encouragement and motivation in courses**

Q72: If a qualified educational unit for people with disabilities is established, where do you propose to create it?

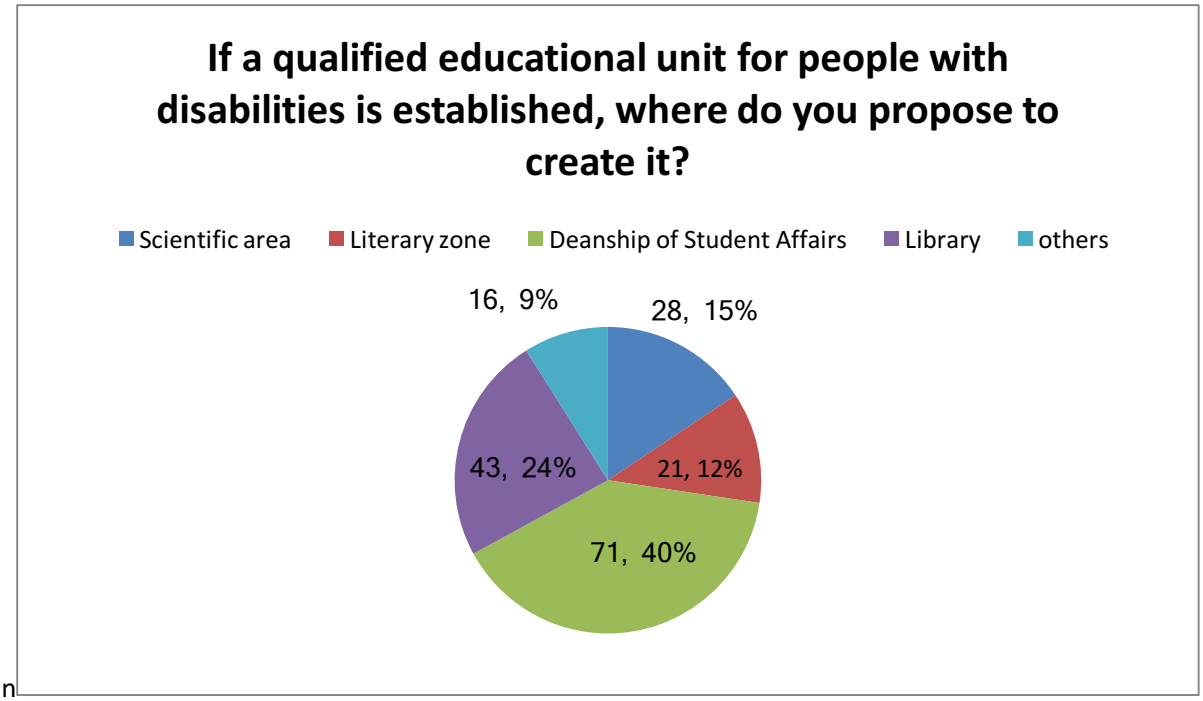

Figure 76: **If a qualified educational unit for people with disabilities is established, where do you propose to create it?**

6 Conclusions

This report presents the most common findings in the current situation for the disabilities students in the PC's.

The main results are:

1. There are significant challenges for the Inclusive Education in Higher Education institutes.
2. There is a lack of services in general on all the dimensions of the questionnaire
3. At the level of infrastructure, there are some kinds of services provided by some universities, and these services must be enhanced.
4. There is a lack of equipment and technological tools

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- Palestine Technical College, (ptca.edu.ps)
- Al-Ummah University College, About US - AL-Ummah University College (alummah.ps)
- National and Kapodistrain University of Athens, Home | National and Kapodistrian University of Athens (uoa.gr)
- The University of the Basque Country, University of the Basque Country - UPV/EHU

Annexes:

This Annex contain the questionnaire that applied for this report.

In the name of God the most Gracious the most Merciful

Virtuous students of the honorable Jordanian and Palestinian universities...

Peace, mercy and blessings of God be upon you.....

A group of university faculty members (within the EU-backed Erasmus Plus project) gather information on the challenges faced by students with disabilities in Jordanian and Palestinian universities and community colleges.

Therefore, we would like to take your opinion on the access to the various educational services in these universities and the amount of challenges you face from all sides by filling the attached questionnaire.

We inform you that all your comments and responses are our focus in order to work together to improve the quality of services provided to students with disabilities in universities and community colleges.

We all hope that this questionnaire will be taken seriously as it will involve the integration of students with disabilities into university life to ensure the greatest possible advancement of the university environment to a comprehensive university education.

Also it should be noted that all personal data aims to identify the needs of students with disabilities accurately will be treated confidential and will not be published in any form.

This questionnaire consists of three parts:

- Personal data (5 minutes)

- General directions (5 minutes)

- The needs and challenges (20 minutes)

Personal data

The actual aim for collecting all the personal data is to identify the needs accurately and it will be protected and will not be published in any form and treated confidentially.

● Sex: Male Female

● Age: .....

● Disability ratio: hearing (0-100%):.....

● Disability ratio: visual (0-100%):.....

● Disability ratio: upper limb mobility (0-100%):.....

● Disability ratio: lower limb mobility (0-100%):.....

● Do you have a disability other than what was mentioned earlier? (If your answer is yes, please mention it with the ratio mentioned in the following question.).....

● Disability ratio: other

Academic level: Diploma, Bachelor's degree, master's degree, PhD

University location: Jordan Palestine

University name: .....

College: .....

Specialty: .....

2

General directions

0-100: 0 means you are never satisfied and 100 means you are completely satisfied.

- How satisfied are you with the services provided by your university?
- How well do university students accept your disability?
- How keen is the faculty members in taking your needs into consideration?
- How keen is the administrative board in taking into account your needs?
- How satisfied are you with the unit assigned to serve students with disabilities (if any)?
- How satisfied are you with the electronic services provided to you by the university?
- How well does the university community understand your capabilities and needs?
- How appropriate is e-learning for your needs during the coronavirus pandemic?

- What do you propose to achieve your satisfaction with the services provided by the university?……..

No. paragraph agree strongly/ agree/ disagree/ strongly disagree/ not applicable
First dimension: University physical environment
1 Campus parking is suitable for my needs.
2 Sidewalks on campus enough for my needs.
3 Sidewalks on campus are suitable for my needs.

4 Transportation is available within the university to take me from one building to another adequately.
5 The university provides volunteer committees to help me when needed.
6 Campus signs suitable for my needs (e.g. elevators, building names, directions ...Etc.).
7 It is easy to recognize the building entrances in the University.
8 Building entrances are suitable for my needs.
9 There are enough toilets in the buildings I use and suitable for my needs.
10 Elevators in buildings are designed and prepared to meet my needs.

11 Fire alarms provide a convenient warning to me in case of emergency.
12 It is easy to find my way through the corridors and paths of the buildings.
13 The buildings restaurants and cafeterias are suitable for my needs.
14 The university provides easy slopes to suit my needs.
15 Interior doors suitable for my needs and accessible.
16 The necessary (material) facilities are available to practice my university life independently.
Dimension two: educational environment and study arrangements

17 There are enough necessary tools, equipment and educational means prepared for my needs.
18 I can get help using equipment when I need it.
19 I am satisfied with my chances of using information technology (e.g. e-mail and software) at the University.
20 The university provides support services such as author or reader, or sign language translation.....etc., if I need it.

21 University lecture dates take into account my needs.
22 Classroom lighting is suitable and adequate for my needs.
23 Classroom space is suitable for my needs.
24 The facilities available in the classroom help me to achieve my educational goals.
Third dimension: teaching and learning
25 Diverse learning methods are used to suit my needs.
26 I find appropriate advice and guidance in managing my study time and workload at the University.
27 I am allowed to record lectures if I request it.
28 Available means and tools that enable me to participate effectively in lectures.
29 Available means and tools that help me to store scientific content in a way that suits my needs.
30 I have the opportunity to give feedback to faculty members about the teaching methods and how suitable they are to me.
31 I get feedback from faculty members at the university about my academic performance appropriately.

32 The University faculty members evaluate me fairly compared to other students.

33 I am allowed to apply for tests in a place that suits my needs.

34 I get the extra time needed to perform the tests if requested.

35 Sufficient means and tools are available for me to access the course content.

36 The education I receive is of the same quality as that given to students who do not have a disability.

37 I receive advice and guidance by the university to choose a specialty.

38 My abilities are taken into account when choosing a specialty.

39 I am studying in the specialty I want.

Fourth dimension: administrative facilities

40 Clear and published instructions for students with disabilities are available at the University.

41 The university provides an appropriate financial support system for people with disabilities.

42 I get appropriate assistance when registering courses.

43 The university provides the appropriate means and tools that enables me to self-register electronically.

44 I participate in campus activities such as students who have no disability.

45 The university provides activities that are dedicated to me and consider my potentials.

46 The university provides qualified administrators and staff to deal with me and help to solve the problems I face positively.

47 The university provides a specialized unit to serve my needs.

Fifth dimension: university library

48 The university provides books and references in a way that meets my needs and suits my potentials.

49 The university provides scientific journals in a way that meets my needs and suits my potentials.

50 The working hours of the library suits me.

51 I can easily use the services provided by the library.

52 I got the appropriate training to enable me to use the library services.

53 I can get help using library services when I need them.

54 Environmental facilities and facilitation arrangements are available at the library.

55 Support technology services such as e-reader and machine arm are available in the library....

Sixth dimension: services or technological facilities
56 The university provides a sufficient number of computer labs that are tailored to my needs.
57 The university provides Information Technology tools that meet my needs.
58 I receive appropriate training for the use of Information Technology Services at the University.
59 I receive assistance with Information Technology related problems.
60 Computer labs environment suits my needs (e.g. seat distance, computer table height, lighting...Etc.).
61 The opening and closing times of computer labs take into account my needs.
62 The university takes into account my needs in computerized examinations.
63 University electronic platforms are suitable for my needs.
Seventh dimension: psychological trends
64 Professors and staff at the university deals with me in a way that increases my motivation and my spirits.

65 The university community (students, faculty and administrative staff) treats me in a civilized manner.
66 I feel that the psychological programs and services offered by the university to students with disabilities are appropriate.
67 The activities that the university allocates to students with disabilities relieve the stress that might affects me.
68 I participate in all events and activities with confidence despite my disability.
69 The university provides a psychological mentor for students with disabilities to relieve psychological stress.
70 I receive appropriate guidance and direction from the psychological/social mentor at the University.
71 I receive encouragement and motivation in courses.

● If a qualified educational unit for people with disabilities is established, where do you propose to create it?

Scientific area

Literary zone

The Deanship of Student Affairs

Library

Other, specify ……

● If you have feedback or suggestions, please mention them below:

A group of university faculty members (within the EU-backed Erasmus Plus project) gather information on the challenges faced by students with disabilities in Jordanian and Palestinian universities and community colleges. We inform you that all your comments and responses are our focus in order to work together to improve the quality of services provided to students with disabilities in universities and community colleges.