STUDENT FEES ADVISORY COMMITTEE (SFAC)
FY 2014 PROGRAM QUESTIONNAIRE

JUSTIN DART, JR.
CENTER FOR STUDENTS WITH
DISABILITIES

UNIVERSITYof **HOUSTON**

CENTER FOR STUDENTS WITH DISABILITIES

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1. **Please provide a one-page executive summary of your questionnaire responses.**

   Mission:
   The mission of the Center for Students with DisABILITIES (CSD) is to help ensure that qualified students who have disabilities have an equal opportunity to learn and succeed at the University of Houston. CSD provides a wide range of services to students who have temporary or permanent learning disabilities, health impairments, sensory impairments, physical limitations and psychological disorders.

   How we accomplish our mission:
   Academic accommodation recommendations, support, education and advocacy services are provided on many levels in order to ensure that students who have disabilities are allowed the same educational opportunities as students who do not have disabilities at the University of Houston. Some of the target populations we provide services to in order to achieve these objectives include: students who have disabilities; students who do not have disabilities; faculty; staff; organizations that provide services to students; and to the greatest extent possible, the Houston community.

   Benefits to students:

   Services: Examples of services provided to students include identifying their accommodation needs and developing accommodation plans, disability-related counseling, advocacy, referral, and support.

   Outreach activities: Outreach activities include making contact with students within the university as well as potential students who have not yet applied to the University. Outreach activities are conducted at various fairs and orientations at UH, high schools, organizations that serve people who have disabilities, through the media and our web page.

   Education and training: Orientation to CSD services, education, and training are provided on a wide variety of disability-related topics for target audiences, including staff, faculty, students, high schools, and community organizations.

   Resource and referral assistance: To services and supports, both within and outside the university, that may assist students who have disabilities and the faculty and staff who work with them.

   A component that is crucial to achieving these objectives involves developing and maintaining positive relationships with faculty, staff, students, student organizations, and community organizations on a local, state, and at times national level. This department is represented on several boards and committees, both on and off campus. CSD staff work closely with the Academic Accommodations Evaluation Committee (AAEC) to request needed accommodations for students, develop policies and procedures affecting students who have disabilities, and maintain positive communication with faculty.

   Justification of this department's student fee allocation request:
   CSD continues to provide quality services to a continuously expanding student population. Staff salaries and benefits, supplies, technology, items for our facility, and equipment are necessary in order to provide services efficiently and effectively. We are as frugal as possible, and also continue to pursue and obtain funding and in-kind donations from sources outside of SFAC, including community organizations, other UH departments, foundations and grants.

2. Provide an organizational chart of your unit.

Center for Students with DisABILITIES
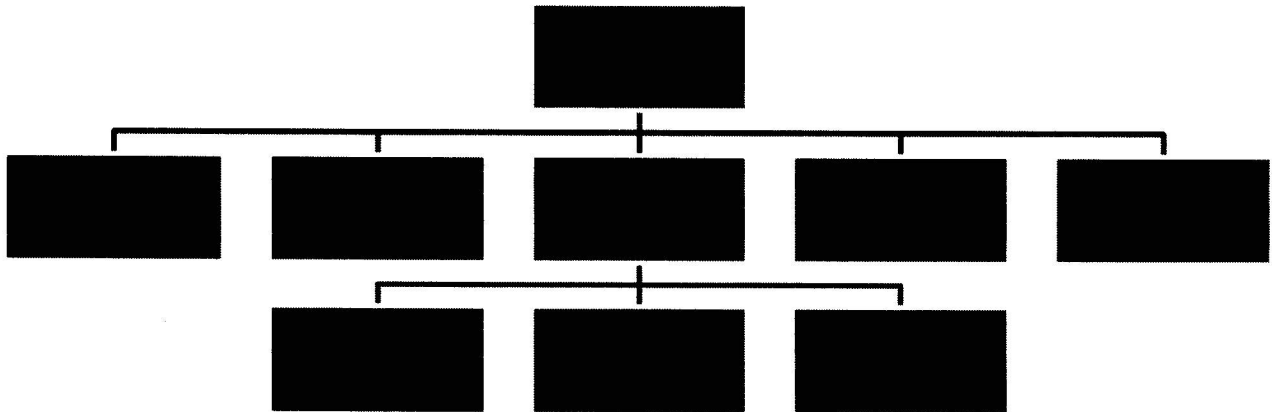
Full-time staff positions include: Director; Assistant Director; Counselor; Program Manager; Microsystems Analyst I; Interpreting Services/Captioning Coordinator; and Secretary II. Part-time non-benefits-eligible positions include two (2) part-time office assistants, and three (3) part-time college work study students.

The Counselor position has been vacant for approximately one year.

The Interpreter/Captioning Coordinator and contract interpreter and captionist positions are paid out of a designated administrative fund outside of the department, rather than the CSD budget.

A Social Work intern completed an internship at CSD in the 2011-2012 academic year. She worked 20 hours per week for two semesters. A new Social Work intern began her internship in August, 2012, and will work 20 hours per week during the fall, 2012 and spring, 2013 semesters. This position receives a $5,000 stipend, thanks to the Stanford and Joan Alexander Foundation.

The Director is responsible for overseeing service provision within the department. This position is responsible for all full-time staff and intern supervision, with the exception of the Secretary II. The Program Manager supervises the Secretary II, the part-time office assistants, and the student worker positions.

The Director is supervised by Dr. Elwyn Lee, Vice President for Community Relations & Institutional Access.

3. **List the objectives that you identified for the 2011-2012 academic year. Please comment on your success in achieving these objectives. If an objective changed during the year, please note this and explain. Also, list any new objectives, the rationale for the addition, and comment on your success in achieving these objectives.**

   A. **Continue to provide comprehensive, quality individualized services to all students registered with CSD.**

      Some of the goals that were achieved to meet this objective included:
      1. Providing quality, individualized services to all eligible students who request them. Even during peak time periods and with only two counselors and one Social Work intern students rarely had to wait more than a few days to meet with a counselor. Student Satisfaction Questionnaires continue to largely reflect attainment of this goal (Please see Question #4).
      2. Providing additional needed services, including individualized services for target populations as needs emerge and funding and staffing has allowed.
         - CSD continues to attempt to reach out to and more effectively serve student Veterans. We are helping to promote a research study with the Communication Disorders Department for active military and Veterans who were exposed to blasts and/or were diagnosed with blast-related traumatic brain injuries (Please see Attachment A). This study involves a cognitive strategy training component, to help these Veterans improve areas such as memory, attention, problem-solving and reasoning.
         - CSD participated in a meeting last spring with representatives from the University of North Carolina at Chappell Hill, CAPS, and others who are interested in improving/providing additional services to students who have Autism or Asperger's Syndrome. Chappell Hill has a comprehensive college program for students who have these diagnoses. Valuable information was obtained on the types of resources and services that has been helpful to their students.
         - Dr. Chris Scott, CAPS Assistant Director and the CSD Director provided joint training for Academic Advisors and Honors Program Advisors at Bauer on working with students who have Autism/Asperger's on July 26, 2012.
      3. Purchasing technology, equipment, and other items to meet student needs and improve services.
         - CSD purchased some new technology in August, 2012. Items included:
           Computer Labs:
           a. An additional CCTV (enlarger) for students who have visual impairments
           b. Six (6) new keyboards and mice
           c. Six (6) new widescreen computer monitors
           d. Four (4) speech-recognition wired stereo headsets with microphones
           e. An external DVDRW
           f. An additional scanner
           g. An external portable hard drive

           Testing Facilities, Staff and Other:
           a. Two (2) additional FM Loop systems for students who have hearing impairments. This device amplifies the voice of instructors in class.

b. Two (2) transportable testing computers
c. One large monitor for the reception area. This displays CSD messages and other important information for students.
d. A new printer for the front desk
e. A new printer/scanner for scanning audio versions of textbooks
f. A new camera for taking photos of CSD events
g. Six (6) new flash drives for exam administration
h. Six (6) new keyboards and mice

- Technology that is currently available for students at CSD includes:
  ❖ Adjustable work stations
  ❖ MS Office Professional
  ❖ Windows Media Player
  ❖ Adobe Reader
  ❖ Visual Studio Pro
  ❖ MathLab
  ❖ GeoGebra
  ❖ Screen magnifiers and screen readers
  ❖ Word prediction software
  ❖ Speech recognition software
  ❖ PC screen enlarger for printed material to display onto a PC monitor
  ❖ 21- 24" wide-screen monitors
  ❖ A variety of adaptive keyboards and mice
- Within the Center we also have a TTY, a video relay station, and a work station with Web Cam that students who are deaf and hard of hearing can use for phone calls and PC communication.

4. Continuing to seek potential funding, in-kind donations and/or collaborative opportunities to expand services and/or increase staffing.
   a. Although a gift of $250,000 was awarded to CSD by the Stanford and Joan Alexander Foundation last year, the funds were not actually deposited into our budget until April, 2012. Therefore we were not able to utilize most of the funding until the summer, due to administrative and legal procedures needing to be solidified. (Please see Question #7 for a full description of this gift's allocations.)
   b. Most educational programs are collaborative efforts involving joint funding and/or in-kind donations. (Please see Question #7 for a listing of this year's fundraising efforts.)

B. Continue to advocate for inclusion, equal opportunities, and improved accessibility for students who have disabilities.

1. Continuing to collaborate with Facilities Planning & Construction (FP&C) and other appropriate departments for priority campus accessibility and safety improvements.
   - CSD continues to work closely with Residential Life & Housing (RL&H) to improve procedures for housing accommodation requests. A meeting was held this summer in which housing accommodation request responsibilities and communication procedures were streamlined.
2. Continuing to consult with Information Technology, instructors, and others, as

appropriate, regarding the accessibility of UH web pages, distance education courses, Web CT, on-line courses, and student technology needs.
- CSD staff consult with Library staff regarding the assistive technology available to students at the library on a regular basis. Library staff has welcomed our assistive technology suggestions, and have purchased some of the items.

3. CSD works closely with the Adaptive Athletics student organization. This organization plays wheelchair sports at the Campus Recreation & Wellness Center (CRWC). Various adaptive sports tournaments have been held at the CRWC. The CSD Director serves as the organization's faculty advisor.
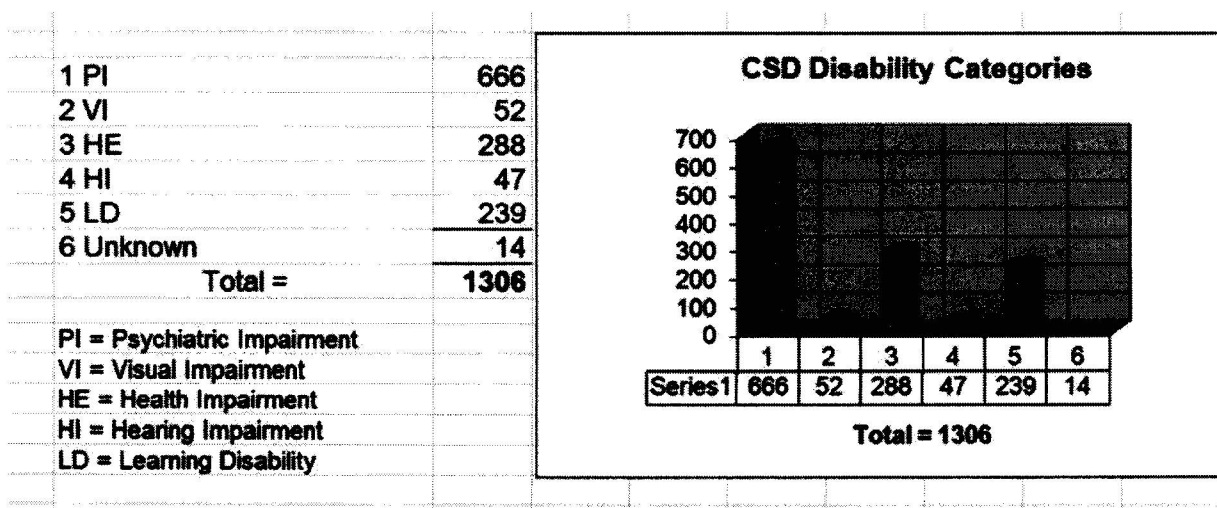
C. Continuing to increase the knowledge base of UH students, faculty and staff about our services and disability-related issues.

1. Continuing to provide educational presentations, consultation, and facility tours to academic and student service departments regarding student issues, accessibility and accommodation issues, and other topics, as appropriate. Some examples of departments we provided these services to during this time period included:

   a. CSD collaborated with the College of Architecture, their student organization, the Student Government Association (SGA), and the Department of Assistive & Rehabilitative Services (DARS) in a disability-awareness event held at the Architecture Building on November 9, 2011.
      - DARS mobility trainers led participants through and around parts of the Architecture Building blindfolded and using a cane. Participants also toured in a wheelchair.
      - The primary targeted participants were Architecture students. The objective was to gain experiential learning to increase their sensitivity to accessibility issues in designing buildings, sidewalks, etc.
      - There were approximately 100 participants.
      - DARS provided the mobility trainers, canes, and blindfolds. The College of Architecture paid for the wheelchair rentals. There were no other costs.

   b. CSD purchased ten (10) wheelchairs in April, 2012. These wheelchairs are being used for environmental accessibility-related activities, both on and off-campus.
      - In previous years we had been fortunate enough to borrow wheelchairs for these types of activities from the City of Houston and a for-profit wheelchair company. This City department was cut, and the wheelchair company is no longer able to lend us wheelchairs to borrow for these events.
      - Students, staff, faculty, and visitors may also borrow these wheelchairs to use on a short-term basis.
      - They are also being used for off-campus activities, such as an upcoming disability awareness day that will be held at UH-Downtown.
      - Funding for these wheelchairs was provided by the Frank & Martha Tiller Endowment (Please see Question #7 for a description of this gift.)

   c. CAPS interns and new academic advisors participate in an orientation and a tour of CSD each semester.

   d. New Academic Advisors and Admissions Advisors participate in a tour of CSD each semester.

   e. International Student Scholars are provided an orientation to our services each

fall.

f. CSD provides information at the New Faculty Orientation every August.
g. CSD presented at the November 1, 2011 MHMRA conference.
h. We participated in the Pasadena I.S.D. Transition Fair on February 23, 2012.
i. CSD presented at the Children with Special Needs Conference on February 24, 2012.
j. We participated in the H.I.S.D. Social Work Conference on April 9, 2012.
k. CSD participated in and presented at the Pi Kappa Phi Empathy Dinner, held on April 10, 2012 in the University Center. Diners were asked to simulate the disability indicated on a piece of paper that was under their plate. Funding raised by this fraternity goes to helping people in the Houston community who have disabilities with architectural modifications to their homes, etc.
l. We maintained an informational table at the Faculty Excellence conference on April 13, 2012.
m. CSD presented on our services at the April 14, 2012 DARS conference, held in the University Center. This conference was primarily for high school children who have visual impairments, to find out about services and technology available to them.
n. The Academic Accommodations Evaluation Committee (AAEC) Chair and the CSD Director presented on the accommodation process, CSD services, etc. to the Faculty Senate on April 30, 2012.

2. Continuing to disseminate information about our services through admissions packets, new and transfer student packets, through other departments, electronic means, UH publications and our web page.
3. Running ads to promote services and activities in the *Daily Cougar*.
4. Providing information for articles about CSD events and related issues in the *Daily Cougar*.

D. The number of students receiving CSD services will increase by 8%.

1. On October 10, 2012 CSD was serving 1306 active students. On October 6, 2011, we were serving 1239 active students.
2. The following chart provides a breakdown of the "primary" disability categories of our current active students:

1 PI	666	
2 VI	52	
3 HE	288	
4 HI	47	
5 LD	239	
6 Unknown	14	
Total =	1306	

PI = Psychiatric Impairment
VI = Visual Impairment
HE = Health Impairment
HI = Hearing Impairment
LD = Learning Disability

CSD Disability Categories

	1	2	3	4	5	6
Series1	666	52	288	47	239	14

Total = 1306

3. The student database is "cleaned up" every year right before this report. Students who have graduated, withdrawn, or have not contacted a counselor for approximately two (2) years are moved from an "active" to an "inactive" status. This year 316 students were moved from an "active" to an "inactive" status.
   - (Please see Attachment B for a detailed breakdown of primary diagnoses served.)
4. Between October 5, 2011 and October 10, 2012, 362 new students registered with CSD. This reflects a 5% overall increase. If the recently-inactivated students were not subtracted from the number of active students, an increase of 31% would be reflected.
5. The number of new students registering with CSD this year (362) compared to last year (347) reflects an increase of 4%.
6. The primary disability "categories" on October 10, 2012 reflect the following changes from the active student population on October 5, 2011:
   a. Psychiatric impairments: 9% increase
   b. Visual impairments: 4% decrease
   c. Health impairments: 2% decrease
   d. Hearing impairments: 10% decrease
   e. Learning disabilities: 6% increase
7. The following is a tabulation of the number of exams administered at CSD annually:

| Year	Exams Administered
2008-2009	3,657
2009-2010	3,625
2010-2011	3,962
2011-2012	4,843

   - There was a 22% increase in the number of exams administered this year, compared to last year. This is significantly higher than last year's increase, which was 9%.
   - The level of responsibility involved in maintaining security, administering, and monitoring exams continues to increase and become more complex. The number of students who utilize computers and/or assistive technology for exams continues to increase. Setting up and administering computer and web-based exams can be labor-intensive.
8. The following is a listing of some of the activities we participated in to promote our services and increase the number of students served:
   a. Participating in a variety of campus and community fairs, activities, and educational presentations. Examples included: Depression Screening Day in October, 2011, and a Veteran's Fair in November, 2011.
   b. Providing orientations and facility tours for potential student groups. Examples include patients from TIRR, and students from the Monarch and Briarwood Schools.
   c. Participating in the Abilities Expo, held at the George R. Brown Convention Center August 3-5, 2012.

      d. Continuing to raise awareness about our services and disability-related issues through campus publications, activities, and our web site.

E. CSD will serve an increased number of students from a diverse range of ethnic and cultural backgrounds.

1. An ethnic breakdown of the students registered with CSD as of October 10, 2012 follows:

1 African American	165	
2 Asian	52	
3 Caucasian	780	
4 Hispanic	201	
5 Middle Eastern	77	
6 Native American	5	
7 Other/Undefined	26	
Total =	**1306**	

CSD Ethnic Breakdown

Series 1	165	52	780	201	77	5	26
	1	2	3	4	5	6	7
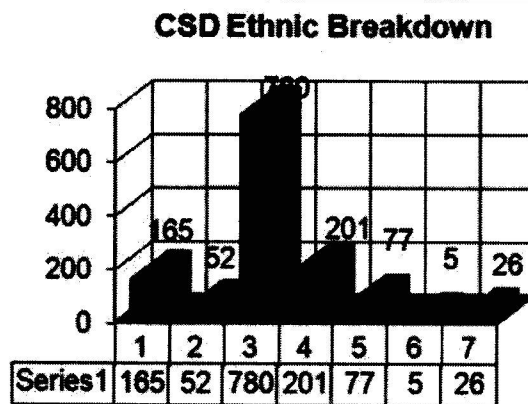
2. The following is a 2011-2012 comparison of the ethnic categories served at CSD:
   a. African American: 6% increase
   b. Asian: 5% decrease
   c. Caucasian: 3% increase
   d. Hispanic: 10% increase
   e. Middle Eastern: 12% increase
   f. Native American: 0% increase/decrease
   g. Other/Undefined: 37% increase

3. CSD continues to strive hard to increase the ethnic diversity of our student population. We continue to participate in the following outreach activities, in addition to our regular outreach activities in an effort to increase the ethnic diversity of the students that we serve:

   a. Presenting at International Student Scholars Orientation each fall.
   b. Outreach to student organizations that focus on or involve cultural diversity.
   c. Participating in campus activities that focus on or involve cultural diversity. One example is the Martin Luther King conference on January 24, 2012.
   d. The CSD Director met with administrators from the Language & Cultural Center last spring. Improved understanding of the services provided by both departments was achieved.

F. CSD will continue to seek resources and collaborate with appropriate campus departments, community organizations, and businesses to help increase the retention and graduation rates of our students, and improve and/or expand services.

1. Due to the ever-increasing number of student Veterans served and the large number of student Veterans who have some type of disability, CSD continues to provide additional outreach to this population.
2. CSD works closely with numerous departments to ensure that appropriate and comprehensive services and supports are in place for students who have disabilities in an effort to improve the retention and graduation rates of our students. Some of these departments include Learning & Assessment Services, Counseling & Psychological Services, the Student Health Center, Attendant Care Services, and the Library.
3. CSD has been working with the Office of General Counsel, OAA/EEOC, and administrators from UH-Downtown to update various policies, procedures, and forms. A new student accommodation form is currently being piloted through the College of Hotel & Restaurant Management. Feedback will be obtained from students and faculty who use the new form, and then modifications will be made, as appropriate. The existing policy on accommodations for students who have disabilities will subsequently be updated.
4. We continue to collaborate with various community agencies to coordinate and advocate for services for our students. Examples include the Department of Assistive & Rehabilitative Services (DARS), MHMRA, and the Houston Center for Independent Living.

G. Continue to maintain and improve positive communication and relationships with faculty and staff.

1. The CSD Director continues to participate in weekly Academic Accommodations Evaluation Committee (AAEC) meetings, and consults with the Chair regularly. This committee, comprised of faculty and staff, reviews and approves or denies all student accommodation requests.
2. CSD provides ongoing consultation and assistance to faculty and staff. One example is the annual training for Hotel & Restaurant Management faculty each August. The workshop in August, 2012 was a joint training with the Office of Affirmative Action.
3. A log of instructors who allow their students to take their exams at CSD is maintained.
   - Sixty (60) new instructors allowed students to take their exams at CSD this year. This reflects an increase of 7%, comparing annual figures (835 in 2011, and 895 in 2012).

H. Continue to assist in improving campus accessibility and safety for students who have disabilities.

1. CSD has participated in meetings and provided accessibility and safety recommendations to appropriate departments and METRO concerning the new METRO Rail system.
2. We have, and will continue to consult with Emergency Services regarding evacuation and emergency procedures for students and others who have disabilities.

I. CSD will hire and train a new Counselor.

- We had hoped to have hired a counselor by this time. Due to the hiring processes changing with Human Resources last spring and then being so busy with students getting ready for the fall in the summer the new Counselor hasn't been hired yet. This will be a #1 priority as soon as student needs diminish next month.

4. **Please discuss the means that you are utilizing to evaluate both your success in achieving the aforementioned objectives and their importance as compared to other objectives that you might pursue. Where data exist, discuss the number of persons served by each of your programs and any assessment measures used to evaluate program success. Please provide the method for collecting these data.**

   A. **Service Provision:**

      1. Please refer to question #3, D. for the number of students served. Student data is maintained in a customized confidential computer database which may only be accessed by authorized CSD staff.
      2. Responses received in Student Satisfaction Questionnaires were essentially positive. These questionnaires are distributed to students at the end of the spring and fall semesters in their final exam envelopes.

      The Student Satisfaction Questionnaire asks several questions about satisfaction levels with various aspects of CSD services. On a scale of 1-5, "never" is indicated by a rating of "1," and "always" is indicated by a rating of "5." Because all students do not utilize all services and/or do not interact with all CSD personnel, a "not applicable" rating is also available. The percentages that follow are averaged, based on a possible 100% rating scale. "Not applicable" ratings are not included in the following percentages.

      ❖ **Examples of ratings:**
      a. "I am satisfied with the level of service I receive at CSD."
         • Of the 150 respondents, 87.1% provided ratings of "4" or "5" (1.2% n/a).
      b. "CSD makes test arrangements in a timely and courteous manner."
         • Of the 150 respondents, 94% provided ratings of "4" or "5" (1.2% n/a).

      ❖ **Some written comments included:**
         • "Courteous- always. Most of the time my problem is solved."
         • "They are very nice. I am very impressed. One of the best buildings."
         • "THANK YOU! This center is great, best help that I have ever had in my career. My grades have improved a lot. Reduced my symptoms for my bipolar and ADHD when I show up either to take a test or facilitate something for us."
         • "Scott Crain is the best counselor. He is patient and helpful. He is persistent in getting our needs met."
         • "She helped me out of a jam today, but she has always been that way in the past."

      The majority of the ratings and responses pertaining to issues or items within our control were positive. Students complete these surveys after finishing their final exams, so often times they may not be in the best mood, or feel like writing more. We have tried various other methods for disseminating and collecting these surveys, but none have yielded the high return rates as placing them in final exams. We will continue to explore additional ways to obtain this type of feedback from students.

❖ **Examples of these types of comments included:**
- " Open on weekends or longer hours during the week."
- " The teacher's cooperation."
- " Teacher's notes before class."
- " First choice for picking my classes."

All CSD staff collectively review the Student Satisfaction Questionnaire summaries and brainstorm ideas for resolving cited issues. Examples of some strategies that were implemented based on this year's feedback received included:
a. Purchasing additional recording devices for students to borrow.
b. Purchasing additional computer hardware and software.
c. Ensuring that earplugs, calculators, Scantrons, and ruled paper are available for students during testing.
d. Additional lighting in testing rooms.

B. Student Course Passing Rates:

The percentage of courses that students pass is calculated for every tenth student on our active student roster at the end of the spring and fall semesters. Passing rates for the fall, 2011 and spring, 2012 semesters were:

- Fall: 82.1% of the students surveyed passed every course they completed.*

- Spring: 88.7% of the students surveyed passed every course they completed.*

   * In the event that the tenth student was no longer enrolled at UH, the next student on the alphabetical listing of active students was surveyed.

The passing rates for completed courses last year were fall 95%, and spring: 94%. Comparing semester passing rates, there was a decrease of 14% in the fall, and a decrease of 5% in the spring.

C. Scholarship Feedback:

Students who are awarded the Eric P. Alexander Memorial Scholarship are asked to provide thank-you letters. These are provided to the Alexander's.

The following are excerpts from some student letters:
- "Because of the Eric P. Alexander Memorial Scholarship, I am able to participate fully in campus life. I am involved with much more than just my studies and work. .... These activities keep me grounded."
- "The Eric P. Alexander Scholarship will help me complete my goal of becoming a health educator. Thus, allowing me to help save lives each and every day. My goal is to teach young men and women how to properly take care of the total body. Basically, learn to be the best you can be in any given situation."
- "With a strong support system and scholarships such as this one, I gained the confidence to achieve my goals."

5. **Please discuss any budget or organizational changes experienced since your last (FY 2013) SFAC request, their impact on your programs, and your reason for implementing them.**

The Center for Students with DisABILITIES requested and was approved for a FY 2013 base budget of $431,306.

This year we would like to respectfully request a base budget of $437,212.

We would also like to request a FY 2012-2013 One-Time Allocation and a FY 2014 Base Augmentation Allocation in the amount of $5,906. This is for the merit raises that were awarded for this fiscal year.

The Ledger 3 Fund Equity Balance of $35,274 is due to the vacant counselor position, which we hope to fill soon.

6. **Please list your 2013-2014 objectives in priority order.**

A. **Continue to provide comprehensive, quality individualized services to all students registered with CSD.**

1. Continue to provide comprehensive, quality individualized services to all eligible students who request them. Feedback from students and others will continue to reflect attainment of this goal.
2. Continue to provide additional outreach and services to target populations such as student Veterans and students who have Autism or Asperger's Syndrome as needed and opportunities become available.
3. Continue to purchase technology, other equipment and supplies to meet student needs and/or improve services.
4. Continue to seek out potential funding, in-kind donations and/or collaborative opportunities to expand services and/or increase staffing.

B. **Continue to advocate for inclusion, equal opportunities, and improved accessibility for students who have disabilities.**

1. Continue to work with Facilities Planning & Construction (FP&C) and other departments, as appropriate, to advocate for needed campus accessibility improvements.
2. Continue to consult with Information Technology personnel, instructors, and others, as appropriate, regarding the accessibility of UH web pages, distance education courses, Web CT, on-line courses, and student assistive technology needs.
3. Continue to consult with academic departments, as appropriate, in developing and/or improving their policies pertinent to students who have disabilities.
4. Continue to work with Residential Life & Housing to streamline processes and procedures for ensuring housing accessibility for students who have disabilities.

C. **Continue to increase the knowledge base of UH students, faculty and staff about CSD services and disability-related issues.**

1. Continue to provide educational presentations and tours for academic and student service departments and potential students.
2. Continue to provide consultation and assistance to faculty and staff regarding student issues, accessibility concerns, etc.
3. Continue to coordinate disability awareness-related educational activities. At least one educational activity will be coordinated in the spring and fall semesters.
4. Continue to distribute information about our services campus-wide through admissions packets, new and transfer student packets, through electronic means, UH publications and web pages.
5. Continue to promote CSD services and activities in the *Daily Cougar.*
6. Update, improve, and expand our web page. Someone who can do this will be trained or assigned.
7. Continue to promote media exposure through articles in the *Daily Cougar, University of Houston News,* and other media.

D. The number of students receiving CSD services will increase by 8%.

1. Continue to provide quality, individualized, comprehensive services to eligible students who request them.
2. Continue to promote our services through a variety of campus and community fairs, activities, and educational presentations.
3. Continue to raise awareness about our services and disability-related issues through a variety of campus publications, our newsletters and web page.

E. CSD will serve an increased number of students from a diverse range of ethnic and cultural backgrounds.

1. Continue to present at International Student Scholars Orientation each fall.
2. Continue to participate in fairs and presentations at high schools and school districts.
3. Continue to participate in campus activities that focus on or involve cultural diversity.
4. Continue involvement in collaborative projects with student organizations that have ethnically-diverse memberships.

F. CSD will continue to seek resources and collaborate with appropriate departments, community organizations, and businesses to increase the retention and graduation rates of our students, and improve and/or expand services.

1. Continue to collaborate with Counseling & Psychological Services, the Student Health Center, Learning & Assessment Services, the Veterans Services Office and/or appropriate student and community organizations to offer at least two disability-related educational activities per year. Funding and in-kind donations will be sought as needed.
2. Continue to promote and coordinate existing scholarships for our students and seek out additional scholarships and other funding opportunities for students.
3. Continue to collaborate with appropriate departments to improve and/or establish needed supports and services for students who have disabilities.
4. Continue to seek funding and/or in-kind donations of goods and services to fulfill unmet student needs, as appropriate.
5. Continue to seek funding and resources to provide additional services to specific disability populations, as appropriate.

G. Continue to maintain and improve positive communication and relationships with faculty and staff.

1. The CSD Director will continue to participate in weekly Academic Accommodations Evaluation Committee (AAEC) meetings and consult with the Chair regularly.
2. Continue to consult with and assist faculty and staff on a departmental and individual level.
3. Continue to maintain open communication and consult regularly with Academic Program Management, academic departments, and faculty.

H. Continue to assist in improving campus accessibility and safety for students who have disabilities.

1. Continue to provide safety and accessibility recommendations relating to students and others who have disabilities concerning the new METRO Rail to appropriate departments, as appropriate.
2. Continue to report accessibility issues to Facilities Planning & Construction (FP&C), and other departments, as appropriate.
3. Continue to report disabled parking concerns to Parking & Transportation Services.
4. Continue to consult with Emergency Services regarding evacuation and emergency procedures for students and others who have disabilities.

7. **What are the other possible sources of funding available to your unit and what efforts are being made to access them (e.g., grants, donations, etc.)? If you receive funds from other sources, please briefly describe the source, purpose, and duration of the funding and report the amounts received in the appropriate rows/columns on the SFAC spreadsheet.**

A. **Stanford and Joan Alexander Foundation:**

   ❖ CSD was awarded a gift of $250,000 from the Stanford and Joan Alexander Foundation last year. This funding is being used for student scholarships, paying for student assessments (learning disability and/or ADD/ADHD assessments), and an annual stipend for an MSW intern. Funding will be allocated on an annual basis for three (3) years.

   ❖ Although the funding was awarded last year, the funds were not actually deposited into our budget until April, 2012. Therefore we were not able to utilize most of the funding until the summer. Administrative and legal procedures needing to be solidified before it could actually be allocated to students as well.

   ❖ CSD has been coordinating and overseeing the Eric P. Alexander Memorial Scholarship for students for several years. Funding has been available for more than ten (10) years to pay for 1-4 student scholarships per year.

   ❖ Because of the increased funding available through this gift, Eleven (11) students received/will be receiving $1,000 scholarships each for the 2012-2013 academic year.

   ❖ To date these funds have paid for twelve (12) student assessments (learning disability, and/or ADD/ADHD) through CAPS, in the amount of $4,400. These assessments will be funded for eligible students continuously for three (3) years.

   ❖ Our MSW intern was paid a stipend of $5,000 upon completing her internship during the 2011-2012 academic year. This year's MSW intern will also receive a $5,000 stipend upon completing her internship at CSD in May, 2013.

B. **Frank and Martha Tiller Endowment**

   ❖ CSD was awarded an endowment in 2006 from Dr. Frank and Martha Tiller.

   ❖ Dr. Tiller was an Engineering professor, and had strong ties to CSD. He served on various CSD committees, including the DisAbility Awareness Week Planning Committee.

   ❖ Dr. Tiller did not indicate exactly how he would like the funds used. Due to his affiliation with DisAbility Awareness Week the CSD Advisory Board decided that these funds would be used for disability awareness-related activities.

- ❖ We used funds from the Tiller Endowment to purchase ten (10) wheelchairs in April, 2012 for $1,930 for disability awareness-related activities.

- ❖ The current endowment market value for this fund is $51,865.85. Approximately 4% is generally available to spend annually.

C. Jacob Zalewski Scholarship Fund:

- ❖ The signed gift agreement was received on October 9, 2012 for the Jacob Zalewski Scholarship Fund.

- ❖ This gift of $10,000 will be used to provide ten (10) $1,000 scholarships for eligible students who have physical disabilities.

- ❖ The final application processes and procedures are currently being finalized. It is anticipated that we will be able to begin distributing scholarship applications soon, and hoped that students will be able to begin receiving these funds in the spring, 2013 semester.

- ❖ Jacob Zalewski is an alumnus. He raised funds through his non-profit organization to establish this scholarship for students who have physical disabilities.

D. College of Architecture Campus Accessibility Tour

- ❖ DARS provided the mobility trainers, canes and blindfolds. The College of Architecture paid for the wheelchair rentals. There were no other costs.

Additional fundraising plans for FY 2013-2014 include:

A. Continuing to seek funding for student scholarships.
B. Continuing to seek funding and/or in-kind donations as needed for educational activities.
C. Continuing to seek funding and/or in-kind donations in order to fulfill unmet student and/or departmental needs.
D. Continuing to seek funding to provide additional services and/or resources for specific student populations, such as student Veterans and students who have Autism or Asperger's Syndrome.

8. **Please describe any services that are similar to yours and/or any overlap between your unit and any other unit(s) providing services to students and the rationale for the overlap.**

CSD provides services to students who have disabilities that are not available through other departments. The services provided by CSD augment, but do not duplicate other university services.

The primary mission of the Center for Students with DisABILITIES (CSD) is to help ensure that qualified students who have disabilities have an equal opportunity to learn and succeed at the University of Houston. CSD provides a wide range of support services to individuals who have temporary or permanent learning disabilities, health impairments, physical limitations and psychiatric disorders.

We work closely with numerous academic and student service departments and the Academic Accommodations Evaluation Committee (AAEC) to ensure that students who have disabilities receive appropriate, well-coordinated accommodations and services. Although we work closely with other departments such as University Career Services, Counseling & Psychological Services, Learning & Assessment Services, and the Office of Affirmative Action, the missions and services provided by these departments are distinctly different.

Services that we provide to students are determined on an individual basis. Appropriate accommodation recommendations are determined through a variety of sources, including the student's medical documentation, their needs and preferences, instructor input, as appropriate, and CSD staff recommendations. Examples of some of the services provided and accommodations recommended by CSD may include:
- Disability-related counseling;
- Determining student accommodation needs, presenting these to the AAEC for approval, and ensuring that accommodations are made available;
- Environmental accessibility assistance;
- Two student computer labs with assistive technology, including computers with CCTV interactive, adaptive keyboards, voice-activated software/Dragon Dictate, JAWS, and software for visual impairments and learning disabilities;
- Priority registration (for students in most academic majors);
- Provisions for in-class note-taking;
- Two testing centers and testing accommodations, including a distraction-reduced environment, six individual testing rooms, extended testing time, alternate testing formats, and scribes;
- Sign language interpreters;
- Real-Time captioning services;
- Alternate textbook coordination;
- Hearing amplification systems; and
- Resource and referral assistance

UNIVERSITY of **HOUSTON**

CENTER FOR STUDENTS WITH DISABILITIES

Prepared by: Cheryl Amoruso, Director
Justin Dart, Jr. Center
for Students with
DisABILITIES
713-743-5400

Veterans Needed
Brain Training Research Study

Help future veterans

A large number of veterans have been exposed to blasts during deployment. Blast-related mild traumatic brain injury (TBI) can affect brain functions such as memory, attention, problem-solving & reasoning. These problems impact success in college and in the work place.

A current research project is underway investigating the effectiveness of brain function training. Results from this study will help improve such training for future veterans with blast-related mild TBI.

NEEDED: Active Military & Veterans who were exposed to blasts and/or were diagnosed with blast-related TBI.

TIME COMMMITMENT: Participants will need to commit approximately 16 hours over a 14-week time period, plus one follow-up approximately 6 weeks after the training. The program includes 10 hours of cognitive strategy training (2 hours/week for 5 weeks).

LOCATION: Training will take place on the UH campus at the *UH Speech-Language Hearing Clinic: A United Way Facility,* 100 Clinical Research Services Bldg, UH Entrance 8

OTHER DETAILS: Participants will be paid for their participation, up to a maximum of $50.

For more information contact

Dr. Peggy Blake

mtblake@uh.edu

713-743-2894

The University of Houston is an EO/AA institution. This project has been reviewed by the University of Houston Committee for the Protection of Human Subjects (713) 743-9204.

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COLLEGE of LIBERAL ARTS & SOCIAL SCIENCES
Communication Sciences & Disorders

Center for Students with DisABILITIES

Primary Disability Type	Number		Active Student
HE-Asthma	3		
HE-Arthritis	6		
HE-Back Injury	19		
HE-Brain Injury	46		
HE-Cancer/Tumor	8		
HE-Cerebral Palsy	16		
HE-Chronic Fatique	10		
HE-Chronic Pain	2		
HE-Cystic Fibrosis	1		
HE-Dexterity Impairment	16		
HE-Diabetes	11		
HE-Epilepsy/Seizure	25		
HE-Fracture/Broken	9		
HE-Gastrointestinal	18	288 HE	
HE-Genetic Abnormal	2		
HE-Heart	2		
HE-HIV Positive/AIDS	1		
HE-Kidney Disorder	2		
HE-Lupus	5		
HE-Migraines/Headache	8		
HE-Mobility Impairment	13		
HE-Multiple Sclerosis	5		
HE-Muscular Dystr....	5		
HE-Narcolepsy	6		
HE-Neurological-Other	13		
HE-Other	23		
HE-Paraplegia	1		
HE-Quadriplegia	6		
HE-Spinal Cord Injury	6		
HI-Deaf	21		
HI-Hearing Impairment	26	47 HI	
LD-Cognitive Impairment	7		
LD-Math Disability	15		
LD-Math/Writing Disability	6		
LD-Other	59		
LD-Reading Disability	66		
LD-Reading/Math	14		
LD-Reading/Writing	54		
LD-Visual Processing	2		
LD-Writing Disability	16	239 LD	
PI-PTSD	32		
PI-ADD/ADHD	285		
PI-Anxiety Disorder	102		
PI-Autism	16		

PI-Asberger's	25			
PI-Bipolar Disorder	76			
PI-Depression/Dysthy..	75			
PI-Developmental-Other	3		**666 PI**	
PI-Mood D/O	13			
PI-Obsessive Compul…	10			
PI-Other	3			
PI-Panic Disorder	9			
PI-Schizophrenia	11			
PI-Tourette's Syndro	6			
VI-Blind	16		**52 VI**	
VI-Visual Impairment	36			
Unknown	14		**14**	**Unknown**
TOTAL	**1306**		**1306**	**AC**