

**STUDENT FEES ADVISORY COMMITTEE (SFAC)
FY 2015 PROGRAM QUESTIONNAIRE**

**JUSTIN DART, JR.
CENTER FOR STUDENTS WITH
DISABILITIES**

UNIVERSITY of 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.

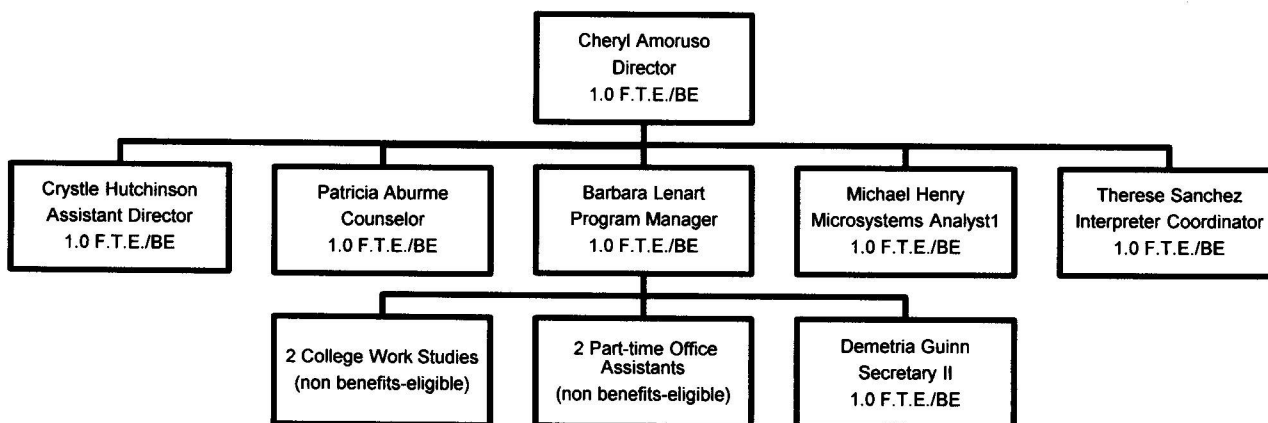
A component that is crucial to achieving these objectives involves developing and maintaining positive relationships with faculty, staff, students, student organizations, and community organizations on a local, state, and at times national level. This department is represented on several boards and committees, 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; Interpreter Coordinator; and Secretary II. Part-time non-benefits-eligible positions include two (2) part-time office assistants, and two (2) part-time college work study students.

A new Interpreter Services Coordinator was hired on June 17, 2013.

The CSD Assistant Director passed away on April 4, 2013. A new Assistant Director was hired on September 4, 2013.

The new CSD Counselor started on September 9, 2013.

The Interpreter 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 2012-2013 academic year. She worked 20 hours per week for two semesters. This position received a \$5,000 stipend through 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 had been supervised by Dr. Elwyn Lee, Vice President for Community Relations & Institutional Access until June, 2013, at which time the department was moved back to the Division of Student Affairs & Enrollment Services. The Director is now supervised by Floyd Robinson, Assistant Vice President for Student Affairs—Health and Wellness.

3. List your unit's strategic initiatives and action steps identified for the 2012-2013 academic year and cite the specific Division of Student Affairs Strategic Initiatives and University of Houston Strategic Goals to which they relate. Please comment on your success in achieving these strategic initiatives/action steps. If a strategic initiatives/ action step changed during the year, please note this and explain. Also list any new strategic initiatives/action steps, the rationale for the addition, and comment on your success in achieving these items.

A. **Strategic Initiative One.** Provide comprehensive, quality, individualized services to all students registered with CSD.

Comment: Achieved.

Action Steps:

- I. Even during peak time periods and with only one counselor serving all students for a five month period students rarely had to wait more than a few days to obtain their accommodations. When appointment slots were unavailable for a few days the Director phoned and e-mailed students between appointments and was able to meet most accommodation requests within a given week.
- II. Purchasing technology, equipment, and other items to meet student needs and improve services.
 - a. A large amount of technology was purchased in 2012-2013.
 - b. New technology was not purchased this year. The Microsystems Analyst I completed installing and tweaking the previously purchased technology and worked with the Student Affairs IT team to assess future needs. This assessment was completed and is attached (Please see Attachment 1).
 - c. Some of the assistive technology that is currently available for students at CSD includes:
 - Screen magnifiers and screen readers
 - Word prediction software
 - Speech recognition software
 - Speech-to-text programs
 - Text-to-speech programs
 - PC screen enlarger for printed material to display onto a PC monitor
 - 21- 24" wide-screen monitors
 - A variety of adaptive keyboards and mice
 - d. CSD requested permission to use approximately \$50,000 in Fund Balance to purchase new technology for student and staff needs. (Please see Attachment 2).
- III. Seeking potential funding, in-kind donations and/or collaborative opportunities to expand services and/or increase staffing.
 - (Please see Question #7 for a listing of this year's fundraising efforts.)

DSA Strategic Initiative 1: Create new opportunities for student success through learning, engagement, and discovery.
University Strategic Goal: Student Success.

B. **Strategic Initiative Two.** Advocate for inclusion, equal opportunities, and

improved accessibility for students who have disabilities.

Comment: Achieved.

Action Steps:

- I. Collaborating with Facilities Planning & Construction (FP&C) and other appropriate departments to request priority campus accessibility and safety improvements. Examples include reporting inaccessible sidewalks, non-working door buttons, restrooms that aren't wheelchair accessible and lighting issues.
- II. Consulting with Information Technology, instructors, and others as appropriate regarding the accessibility of UH web pages, distance education courses, Web CT, online courses, and student technology needs.
- III. Consulting with Library staff concerning the assistive technology available to students at the Library. Library staff invite our assistive technology suggestions and have purchased some of the items.
- IV. Supporting the Adaptive Athletics Sports Club. This student organization plays wheelchair sports at the Campus Recreation & Wellness Center (CRWC).
 - a. A Wheelchair Rugby Camp was held at the CRWC June 13-16, 2013. It was an inspirational, well-attended camp. Twenty-one (21) athletes from seven (7) states participated (Please see Attachment 3).
 - b. CSD donated \$1,000 from the Frank & Martha Tiller Fund to help offset housing costs for participants.
 - c. Because the tournament was so well received the CRWC has granted this team "sports club status."

DSA Strategic Initiative 2: Actualize and leverage the fiscal, human, technological, and facility resources that enhance the student experience.

University Strategic Goal: Student Success.

- C. **Strategic Initiative Three.** Increase the knowledge base of UH students, faculty and staff about our services and disability-related issues.

Comment: Achieved.

Action Steps:

- ❖ Providing educational presentations, consultation, and facility tours to academic and student service departments regarding student accessibility and accommodation issues and related topics. Examples of departments we provided these services to during this time period included:

Each Semester:

1. CAPS interns participate in an orientation and a tour of CSD.
2. New Academic Advisors and Admissions Advisors participate in a tour of CSD.

Each Fall:

1. International Student Scholars are provided an orientation to our services.
2. CSD information is provided at the New Faculty Orientation in August.
3. Presenting to instructors and TA's with the Spanish Department.
4. Hosting a table at Depression Screening Day, coordinated by CAPS, in October.

Ongoing:

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

Additional Activities This Year:

1. Presenting to Biology/Biochemistry faculty in March, 2013.
2. Presenting to Language & Cultural Center (LCC) faculty in May, 2013.
3. Presenting to University Center & Associated Facilities staff in June, 2013.
4. Taping a video for student organization training on accommodating students who have disabilities in July, 2013.

DSA Strategic Initiative 3: Foster the creation of a global learning community that actualizes and embraces inclusion while preparing students to become active citizens.

University Strategic Goal: Resource Competitiveness.

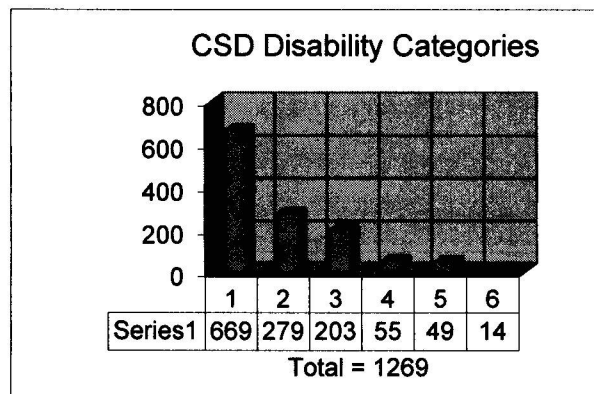
D. Strategic Initiative Four. The number of students receiving CSD services will increase by 8%.

Comment: Did not achieve.

- I. On October 10, 2012 CSD was serving 1306 active students. On October 10, 2013, we were serving 1269 active students.
- II. The following chart provides a breakdown of the “primary” disability categories of our current active students:

1 PI	669
2 HE	279
3 LD	203
4 VI	55
5 HI	49
6 Unknown/Unlisted	14
Total =	1269

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



III. 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 362 students were moved from an “active” to an “inactive” status.

IV. Between October 10, 2012 and October 10, 2013, 328 new students registered with CSD. This reflects an overall decrease of approximately 3%. If the recently inactivated students were not subtracted from the number of active students, an

increase of 25% would be reflected.

- V. The number of new students registering with CSD this year (328) compared to last year (362) reflects a 9% decrease.
- VI. The primary disability “categories” on October 10, 2013 reflect the following changes from the active student population on October 10, 2012:
 - a. Psychiatric impairments: 1% decrease
 - b. Visual impairments: 6% increase
 - c. Health impairments: 3% decrease
 - d. Hearing impairments: 4% increase
 - e. Learning disabilities: 2% decrease
- (Please see Attachment 4 for a detailed breakdown of primary diagnoses served.)

VII. The following tabulations are 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
2012-2013	6,130

- a. There was a 27% increase in the number of exams administered this year compared to last year.
- b. 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.

Action Steps:

- a. Participating in a variety of campus and community fairs, activities, and educational presentations.
- b. Providing orientations and facility tours for potential student groups. Examples include patients from TIRR, and students from the Monarch School.
- c. Raising awareness about our services and disability-related issues through campus publications, activities, and our web site.

DSA Strategic Initiative 1. Create new opportunities for student success through learning, engagement, and discovery.

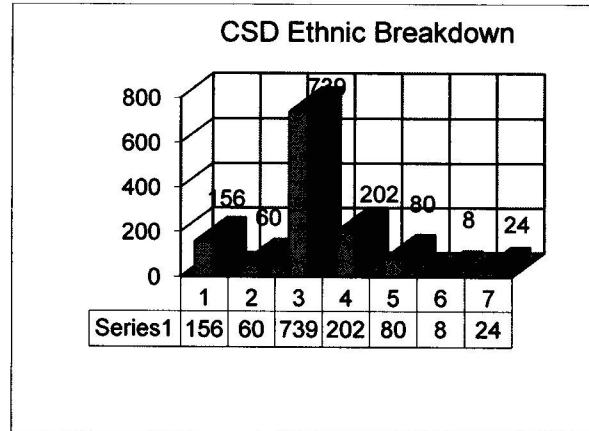
University Strategic Goal: Student Success.

- E. **Strategic Initiative Five. CSD will serve an increased number of students from a diverse range of ethnic and cultural backgrounds.**

Comment: Achieved. This is the first year we have ever had a decrease in the number of Caucasian students served and an increase in nearly all other ethnic categories.

I. The following is an ethnic breakdown of the students registered with CSD as of October 10, 2013:

1 African American	156
2 Asian	60
3 Caucasian	739
4 Hispanic	202
5 Middle Eastern	80
6 Native American	8
7 Other/Undefined	24
Total =	1269



II. The following is an annual comparison of the ethnic categories served:

- African American: 5% decrease
- Asian: 13% increase
- Caucasian: 6% decrease
- Hispanic: <1% increase
- Middle Eastern: 4% increase
- Native American: 38% increase
- Other/Undefined: 8% decrease

Action Steps:

- Participating 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:
 - Presenting at International Student Scholars Orientation each fall.
 - Connecting with student organizations that focus on or involve diversity.
 - Participating in campus activities that focus on or involve diversity.
 - Collaborating closely with various departments who serve diverse student groups, such as the Language & Cultural Center and the Urban Experience Program.

DSA Strategic Initiative 3. Foster the creation of a global learning Community that actualizes and embraces inclusion while preparing students to become active citizens.

University Strategic Goal: Student Success.

F. Strategic Initiative Six. Seeking resources and collaborating 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.

Comment: Achieved.

Action Steps:

- I. Participating in the following activities:
 - a. "White Cane Day" held at City Hall in October, 2012.
 - b. Briarwood School Transition Fair in October, 2012.
 - c. Faculty Excellence Conference in November, 2012.
 - d. Meeting with TSU disability services staff in February, 2013.
 - e. Meeting with representatives from the Veteran's Administration in March, 2013.
 - f. Meeting with Department of Assistive & Rehabilitative Services staff in April, 2013.
 - g. The Director serves on the Urban Experience Program Advisory Board.
- II. Working closely with a variety of 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 Support Services, Counseling & Psychological Services, University Career Services, Attendant Care Services, and the Library.
- III. Collaborating with various community agencies to coordinate services for our students. Examples include the Department of Assistive & Rehabilitative Services (DARS), Houston Center for Independent Living, and Career & Recovery Resources.

DSA Strategic Initiative 2: Actualize and leverage the fiscal, human, technological, and facility resources that enhance the student experience.
University Strategic Goal: Resource Competitiveness.

- G. Strategic Initiative Seven. Maintain and improve positive communication and relationships with faculty and staff.**

Comment: Achieved.

Action Steps:

- I. Participating in weekly Academic Accommodations Evaluation Committee (AAEC) meetings and consulting with the Chair regularly. This committee, comprised of faculty and staff, reviews and approves all student accommodation requests.
- II. Providing ongoing consultation and assistance to faculty and staff as appropriate. An example is training for the Spanish Department instructors and teaching assistants in August.
- III. Maintaining a log of instructors who allow their students to take their exams at CSD.
 - Eighty-eight (88) new instructors allowed students to take their exams at CSD this year. This reflects an annual increase of 10%, comparing annual figures (895 in 2012, and 983 in 2013).

DSA Strategic Initiative 2: Actualize and leverage the fiscal, human, technological, and facility resources that enhance the student experience.
University Strategic Goal: Student Success.

- H. Strategic Initiative Eight. Assist in improving campus accessibility and safety for students who have disabilities.**

Comment: Achieved.

Action Steps:

- I. Providing safety and accessibility recommendations to appropriate departments concerning the new METRO Rail system.
- II. Consulting with Emergency Services regarding evacuation and emergency procedures for students and others who have disabilities.
- III. Participating in the UH Emergency Evacuation Subgroup and touring the Emergency Operations Center.

DSA Strategic Initiative 2: Create and engage in strategic partnerships.
University Strategic Goal: Resource Competitiveness.

I. Strategic Initiative Nine. Hire and train a new Counselor.

Comment: Achieved.

- I. Patricia Aburime, the new Counselor began on September 9, 2013.
- II. Patricia has completed most of the in-house training.

Added Action Steps

A. Action Step One. Hire and train a new Assistant Director.

Comment: Achieved.

- I. The death of the CSD Assistant Director in April was unexpected.
- II. Crystle Hutchinson, the new Assistant Director began on September 4, 2013.
- III. She has completed most of the in-house training.
- IV. It took longer than was hoped to fill this position. Applicants were screened and interviewed. The top applicant selected decided that she was no longer interested, and the application process was started again.

DSA Strategic Initiative 2. Actualize and leverage the fiscal, human, technological, and facility resources that enhance the student experience.
University Strategic Goal: Resource Competitiveness.

B. Action Step Two. Develop an online student accommodation form that will require instructors' signatures and their supervisor's signatures if accommodations are denied.

Comment: Partially achieved.

- I. The Offices of Equal Opportunity Services (EOS) and General Counsel informed CSD last spring that a new accommodation form requiring instructor's signatures needed to be developed.
- II. The Director has been involved in numerous consultations and meetings with IT, EOS, faculty, and others in developing draft online accommodation forms (Please see Attachment 5).
- III. The new draft forms are currently "in production." As soon as we obtain access to a test version feedback will be sought from student, faculty, and CSD staff before the final version is finalized.

DSA Strategic Initiative 4: Develop a culture of innovation and accountability in the redesign of Division policies, processes and procedures.

University Strategic Goal: Student Success.

C. Action Step Three. Provide feedback and consultation in the development of a new policy on accommodating students who have disabilities.

Comment: Partially achieved.

- I. The CSD Director has been involved in consultations and numerous meetings with EOS, General Counsel, IT, The Office of the Provost, faculty, other UH disability services offices and others in drafting a new policy on accommodations for students who have disabilities.
- II. Several versions have been drafted to date (Please see Attachment 6 Interim Policy).
- III. It is anticipated that the new policy will be published in the second quarter of 2014.

DSA Strategic Initiative 4: Develop a culture of innovation and accountability in the redesign of Division policies, processes and procedures.

University Strategic Goal: Student Success.

- 4. Please discuss the means that you are utilizing to evaluate both your success in achieving the aforementioned strategic initiatives and/or action steps and their importance as compared to others that you might pursue. Where data exist, discuss the number of persons served by each of your programs and any assessment measures and/or learning outcomes used to evaluate program success. Please provide the method for collecting these data.**

A. Service Provision:

- I. Please refer to question #3D 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.
- II. 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 181 respondents, 91% provided ratings of "4" or "5."
- b. "When I require assistance, the Director/Assistant Director/Learning Disability Specialist is courteous and helpful."
 - Of the 186 respondents, 93% provided ratings of "4" or "5."

❖ Some written comments included:

- "Everyone is so sweet, friendly and accommodating."
- "Above and beyond."
- "CSD is good the way it is."
- "The Director helped me with a problematic professor who did not want to respect my accommodations. Thank you."
- "Nothing. All is well. I have all of the accommodations."

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 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:

- "Tables in all classes."

- “Moving to a more central location on campus.”
- “My classes are on the other side of campus.”
- “A high paying job where I don’t actually work.”

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:

- Developing online student accommodation forms (in progress)
- Purchasing additional recording devices for students to borrow.
- Purchasing additional computer hardware and software.
- Ensuring that front desk staff and student employees participated in training on customer service, CSD processes, and more.

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, 2012 and spring, 2013 semesters were:

- Fall: 85.3% of the students surveyed passed every course they completed.*
- Spring: 93.3% 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 82.1%, and spring 88.7%. Comparing semester passing rates, there was an increase of 4% in the fall, and an increase of 5% in the spring.

C. Scholarship Feedback:

Students who are awarded the Eric P. Alexander Memorial Scholarship and the Jacob Zalewski Scholarship provide thank-you letters. These are provided to the donors.

The following are excerpts from some student letters:

- “This scholarship provides me with much needed financial relief as I am a full-time student, unemployed, and a mother of a four year-old and a three month-old. Please know that I am so grateful for your personal contribution to my education. Furthering my education has presented numerous challenges. Though I was initially told college would be ‘extremely challenging,’ I continue to thrive in the midst of adversity. In 2011, I received an Associate of Science degree graduating Summa Cum Laude.”
- “It is such an amazing honor to receive this scholarship, and my feelings of gratitude are even more amplified by the intents and efforts of the One Step Closer Foundation. Being a disabled student myself, I can appreciate the endurance and patience it requires to overcome our obstacles in order to succeed in this world.

Receiving this scholarship is undoubtedly an affirmation that with hard work come results and reward. And I thank you for this."

- "If it were not for generous individuals such as yourselves, I may not be where I am today. Your gift has, and will help with tuition and school-related costs. By helping to fund a part of my education, you are instrumental to my fulfilling my academic and vocational goals (which I am so close to completing)."
- "I am proud to announce that I will be graduating this December Magna Cum Laude, and continuing to get my Master's here at UH starting in January. My diagnoses of depression and anxiety have motivated me to work harder and achieve my goals. I truly appreciate life and this award"

5. Please discuss any budget or organizational changes experienced since your last (FY 2014) 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 2014 base budget of \$425,564.

This year we would also like to respectfully request a base budget of \$425,564.

The Ledger 3 Fund Equity Balance of \$164,866 is due to lapsed salaries for two positions. Approval has been received by Dr. Richard Walker, Vice Chancellor/Vice President for Student Affairs and Enrollment Services to spend approximately \$50,000 of this for technology purchases. (Please see Attachment 2 for a listing of the technology items, their cost and purpose.)

6. Please list your 2014-2015 strategic initiatives and action steps in priority order and cite the specific Division of Student Affairs Strategic Initiatives and University of Houston Strategic Goals to which they relate.

A. **Strategic Initiative One.** Provide comprehensive, quality, individualized services to all students registered with CSD.

DSA Strategic Initiative 1: Create new opportunities for student success through learning, engagement, and discovery.

University Strategic Goal: Student Success.

Action Steps:

- I. Provide comprehensive services to all eligible students who request them.
- II. 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.
- III. Purchase technology, other equipment and supplies to meet student needs and/or improve services.
- IV. Seek out potential funding, in-kind donations and/or collaborative opportunities to expand services and/or increase staffing.

B. **Strategic Initiative Two.** Advocate for inclusion, equal opportunities, and improved accessibility for students who have disabilities.

DSA Strategic Initiative 2: Actualize and leverage the fiscal, human, technological, and facility resources that enhance the student experience.

University Strategic Goal: Student Success.

Action Steps:

- I. Work with Facilities Planning & Construction (FP&C) and other departments, as appropriate, to advocate for needed campus accessibility improvements.
- II. Consult with Information Technology, instructors, and others as appropriate regarding the accessibility of UH web pages, distance education courses, Web CT, online courses, and student technology needs.
- III. Consult with academic departments, as appropriate, in developing and/or improving their practices pertaining to students who have disabilities.
- IV. Assist the Adaptive Athletics Sports Club in coordinating and promoting Wheelchair rugby events at the CRWC. Two upcoming tournaments include:
 - November 9, 2013 Smash Tournament (Please see Attachment 7).
 - January 31-February 2, 2014 Annual Wheelchair Rugby Tournament (Please see Attachment 8).

C. **Strategic Initiative Three.** Implement a new online student accommodation form that will require instructor's signatures and instructor's supervisor's signatures if accommodations are denied.

DSA Strategic Initiative 4: Develop a culture of innovation and accountability in the redesign of Division policies, processes and procedures.

University Strategic Goal: Student Success.

Action Steps:

- I. Obtain feedback from students, faculty, and CSD counselors on the draft forms.
 - II. Finalize the forms and obtain required approvals. This will be a joint effort of CSD, IT, EOS, General Counsel, and others.
 - III. Develop curriculum and other training materials to train faculty and students on using the online forms.
 - IV. Educate the campus community on using the new forms.
 - V. Resolve any problems and update forms as needed.
- D. Strategic Initiative Four. The new University policy on accommodating students who have disabilities will be finalized and implemented.**
DSA Strategic Initiative 4: Develop a culture of innovation and accountability in the redesign of Division policies, processes and procedures.
University Strategic Goal: Student Success.

Action Steps:

- I. Provide recommendations and feedback to EOS, General Counsel, IT, and others, as appropriate, on each version of the new policy.
 - II. Post the new policy on the CSD web site.
 - III. Develop curriculum to educate students and faculty on utilizing the online accommodation forms.
 - IV. Assist in educating the campus community on the new policy.
- E. Strategic Initiative Five. Increase the knowledge base of UH students, faculty and staff about CSD services and disability-related issues.**
DSA Strategic Initiative 3. Foster the creation of a global learning community that actualizes and embraces inclusion while preparing students to become active citizens.
University Strategic Goal: Resource Competitiveness.

Action Steps:

- I. Provide educational presentations and facility tours to academic and student service departments and potential students.
 - II. Provide consultation and assistance to faculty and staff regarding student accommodations and accessibility issues.
 - III. Coordinate disability awareness-related educational activities.
 - IV. Distribute information about our services campus-wide through admissions packets, new and transfer student packets, through electronic means UH publications and web pages.
 - V. Promote CSD services and activities in the *Daily Cougar*.
 - VI. Update, improve and expand our web page.
 - VII. Promote media exposure through articles in the *Daily Cougar*, *University of Houston News*, and other media.
- F. Strategic Initiative Six. The number of students receiving CSD services will increase by 5%.**
DSA Strategic Initiative 1. Create new opportunities for student success through learning, engagement, and discovery.
University Strategic Goal: Student Success.

Action Steps:

- I. Provide quality, individualized, comprehensive services to all eligible students who request them.
- II. Promote our services through a variety of campus and community fairs, activities, and educational presentations.
- III. Raise awareness about our services and disability-related issues through a variety of campus publications, our newsletters and web page.

G. Strategic Initiative Seven. CSD will serve an increased number of students from a diverse range of ethnic and cultural backgrounds.

DSA Strategic Initiative 1. Foster the creation of a global learning community that actualizes and embraces inclusion while preparing students to become active citizens.

University Strategic Goal: Student Success.

Action Steps:

- I. Present at International Student Scholars Orientation each fall.
- II. Participate in an increased number of fairs and presentations at high schools and school districts.
- III. Participate in campus activities that focus on or involve cultural diversity.
- IV. Collaborate with student organizations that have diverse memberships.

H. Strategic Initiative Eight. Assist students in bridging the gap to employment.

DSA Strategic Initiative 1. Foster the creation of a global learning community that actualizes and embraces inclusion while preparing students to become active citizens.

University Strategic Goal: Community Advancement.

Action Steps:

- I. Collaborate with students, appropriate campus departments to include University Career Services and community organizations to determine effective service provision and programming to facilitate students who have disabilities in obtaining employment.
- II. Coordinate and/or provide services to students who have disabilities to help them transition into employment.
- III. Conduct an assessment with those who utilize these services to evaluate effectiveness.

I. Strategic Initiative Nine. 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.

DSA Strategic Initiative 1. Foster the creation of a global learning community that actualizes and embraces inclusion while preparing students to become active citizens.

University Strategic Goal: Community Advancement.

Action Steps:

- I. Promote and oversee existing scholarships for our students.

- II. Seek additional scholarships and other funding opportunities for students.
- III. Collaborate with appropriate departments to improve and/or establish needed supports and services for students who have disabilities.
- IV. Seek funding and/or in-kind donations of goods and services to fulfill unmet student needs, as appropriate.

J. Strategic Initiative Ten. Improve communication and relationships with faculty and staff.

DSA Strategic Initiative 6. Create and engage in strategic partnerships.

University Strategic Goal: Resource Competitiveness.

Action Steps:

- I. The Director will participate in weekly Academic Accommodations Evaluation Committee (AAEC) meetings and consult with the Chair regularly.
- II. Assist faculty and staff on a departmental and individual level regarding disability-related issues.
- III. Maintain open communication with Academic Program Management, academic departments, and faculty.

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 in 2011. This funding is being used for student scholarships, paying for student assessments (learning disability and/or ADD/ADHD assessments) at CAPS, and an annual stipend for an MSW intern. Funding is being allocated on an annual basis for three (3) years.
- ❖ 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 an average of 1-4 scholarships per year.
- ❖ Because of the increased funding provided through this gift, seven (7) students received/will be receiving \$1,000 scholarships each for the 2013-2014 academic year.
- ❖ To date these funds have paid for forty-six (46) student assessments (learning disability, and/or ADD/ADHD) through CAPS, in the amount of \$17,800. 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 2012-2013 academic year. We will have another MSW intern in the 2014-2015 academic year who will also receive a \$5,000 stipend.

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 who 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.
- ❖ Last year we used funds from this endowment to purchase ten (10) wheelchairs in the amount of \$1,930 for disability awareness-related activities and to lend to students, faculty, and staff on a short-term basis.
- ❖ This year we donated \$1,000 of these funds to support housing costs for athletes in the June, 2013 Wheelchair Rugby Camp.
- ❖ The current endowment market value fund is approximately \$47,000. 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 \$10,000 gift is earmarked for ten (10) \$1,000 student scholarships for

- ❖ eligible students who have physical disabilities who apply.
- ❖ Application processes and procedures were finalized this year and the application were marketed and distributed.
- ❖ Two (2) recipients were selected to receive scholarships for the 2013-2014 academic year.
- ❖ Jacob Zalewski is an alumnus. He raised funds through his non-profit organization to establish this scholarship for students who have physical disabilities.
- ❖ A selection committee comprised of faculty and staff selected the recipients for both the Alexander and Zalewski Scholarships.

Additional fundraising plans for FY 2014-2015 include:

- ❖ Continue to seek funding for student scholarships.
- ❖ Continue to seek funding and/or in-kind donations as needed for educational activities.
- ❖ Continue to seek funding and/or in-kind donations in order to fulfill unmet student and/or departmental needs.
- ❖ Continue 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 Equal Opportunity Services Office, 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