

**STUDENT FEES ADVISORY COMMITTEE (SFAC)
FY 2011 ATTACHMENTS**

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



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

Cheryl Amoruso

ATTACHMENT A

Center for Students with DisABILITIES
 Spring 2009
 Student Satisfaction Questionnaire Summary
 Total Questionnaires Answered: 64

1-Never 2-Seldom 3-Sometimes 4-Often 5-Always N/A-Not Applicable

A. The person at the front desk is courteous and helpful

1	2	3	4	5	N/A
Never	Seldom	Sometimes	Often	Always	
0	2	2	17	43	0

- Demetria is always very pleasant to talk with.
- They all do a wonderful job.
- Love them all.
- They always do a great job of informing me of the rules and they are friendly.
- She has been sweet to me when I come in.
- Thanked her today!
- They are trying harder to remember names and other info!! Much improved ☺
- They could be a little nicer.
- I see a big improvement since beginning of semester.

B. The person at the front desk is able to provide me with accurate information or refers me to the appropriate staff.

1	2	3	4	5	N/A
Never	Seldom	Sometimes	Often	Always	
0	1	2	12	46	3

- I never asked for info. ☹
- No problem there.
- Demetria will call or whatever else it may take to help me.
- My exam was lost, but later found. Would have liked more accountability from CSD.

C. When speaking to CSD staff by phone they are polite, courteous and give accurate information.

1	2	3	4	5	N/A
Never	Seldom	Sometimes	Often	Always	
0	1	1	18	32	12

- Called only once they were nice.
- I never call.
- It is hard sometimes to get what I need. It seems better to show up and talk in person. But perhaps I'm unable to verbalize my needs over the phone.
- They could be more polite.

D. When I am using the computers, staff is available to help if I have a question.

1	2	3	4	5	N/A
Never	Seldom	Sometimes	Often	Always	
0	1	1	10	27	25

- I never ask for help on the computer.
- Computer staff is great!

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- The computers can freeze up or can have problems from time to time.
- Never used the computers.

E. I have found the Office Supervisor to be available and helpful.

1	2	3	4	5	N/A
Never	Seldom	Sometimes	Often	Always	
0	1	2	3	29	29

- She doesn't leave her office very much, so I can't make a good judgment on that.
- Demetria is always helpful.
- When she is not out smoking.

F. CSD makes test arrangements in a timely and courteous manner.

1	2	3	4	5	N/A
Never	Seldom	Sometimes	Often	Always	
0	0	3	13	48	0

- Definitely Great!
- Great when tests are needed to be taken.
- The women at the front desk were very helpful trying to get me started on my first test here.
- Yes, but I had a lot of trouble this semester with my tests not arriving on time.
- Later hours on certain days could help with juggling exams.
- Every last minute!
- There have been times that a few goofs been made. But problems were resolved immediately.
- Never had a problem.
- Good Job.
- Don't like the new option of picking up exams from teacher because I had two times CSD didn't get exam because they couldn't reach teacher. Caused problems of having to make up exams later.

G. The Director/Assistant Director/Learning Disability Specialist has been punctual and available when we have an appointment.

1	2	3	4	5	N/A
Never	Seldom	Sometimes	Often	Always	
0	0	0	3	48	13

- Extremely helpful.
- Help me a lot at the end of the semester.
- Mr. Russell is great!
- I've missed appointments due to lack of priorities, but he's always available.

H. When I require assistance, the Director/Assistant Director/Learning Disability Specialist is courteous and helpful.

1	2	3	4	5	N/A
Never	Seldom	Sometimes	Often	Always	
0	0	5	4	39	16

- Very helpful by explaining every question and concern and offering solutions and reference to

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all those concerns and questions.

- Mrs. Amoruso is awesome! Thanks!!
- Sometimes helpful. This semester I have never received responses for emails concerning problems with professors or scheduling problems for fall 09.
- Have had some issues with one of these people but nothing worth going into detail.

I. The facilities at CSD are easily accessible for me.

1	2	3	4	5	N/A
Never	Seldom	Sometimes	Often	Always	
0	1	3	1	58	1

- Wish they were open later.
- I do wish for night classed they were open past 5pm more days of the week or maybe a Saturday every other week.
- Too far from one of my classes.

J. I am satisfied with the level of service I receive at CSD.

1	2	3	4	5	N/A
Never	Seldom	Sometimes	Often	Always	
1	0	5	12	46	0

- Extremely.
- I am only concerned with less distraction in the exam rooms.
- Awesome! What else can I ask for?
- They do a good job and I appreciate it.

K. CSD could better meet my needs by providing the following services:

- Ear plugs.
- Open later, a password to get into the study, etc.
- Finding a better way to get the test from the professor, maybe sending emails.
- Assistive technology for learning disabilities.
- A list of tutors.
- Not misplace or lose papers.
- I need to be more involved with the CSD to have a feeling for what I could be provided with.
- More late or weekend hours.
- Dedicated proctor for passing out and receiving exams.
- Checklist online of what they need to do.
- Exam pick-up-- either improve criteria necessary to get exam, or remove option. Caused problems which hadn't in previous years.
- I believe that everything is fine the way it is now.
- More polite desk people.
- The test rooms are noisy with all of the people walking in.
- Advance notice of two months at least of possible days will close early. i.e., Good Friday.
- Nothing.
- No comment.
- Longer computer hours and study hours. Hard to study at library.
- I think ya'll are doing a great job!
- Nothing at all, my needs are met.
- Class selection help, like knowing which professors would be better for my learning disability.

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- Speaking with professors in multiple exam situations.
- Can't think of any.
- Telling me when I have to turn in my exam, to be sure.
- I could use your counseling when I am overwhelmed with the coursework.
- Monitoring people coming in and out so much when testing is going on.
- Everything is good.
- No requests.
- Somehow make sure teachers don't bully you around with exams, i.e., making you take them earlier.
- Helping students relay the information of their disability to professor with additional ways.
- Sometimes the professors don't even look at what kind of disability we have and the help we need.
- Making sure everyone lets me see their mouth when they talk.
- Tutoring.
- My needs were met. The services provided were perfect for me.
- Help with stress management/prioritizing.
- Better employees- rude.
- All power point presentations available online to print.
- I wish you stayed open longer during the week instead of only Monday and Tuesday.
- Better lighting in the exam room, or at least always make sure there are lamps available because (it is) too dim in there.

L. In order to better accommodate my disability in the classroom, I would need:

- More time on essay deadlines.
- Nothing else.
- Lamps.
- One on one tutoring.
- Follow up on academic progress and guidance.
- I am okay right now.
- Need more time to asses accommodations.
- A film of the class. This way I can see what is on the board along with the words on my recorder.
- Close seat in front of class.
- Professors notes/power points to be filled out.
- Professors to be better informed and respectful of disabled students and their accommodations.
- A note taker that is always available, enlarged tests.
- Video lectures so I can watch them over and over.
- Nothing else.
- A note taker (2).
- Extra time and quiet space.
- Longer testing time.
- I am very happy with my performance in the classroom.
- Notes from teacher.
- Sit at front and pay close attention.
- A guidance counselor to help with my needs, like questions.
- More lectures notes.
- A friend/person to take notes for me.
- One on one with professors.
- To be the only one in the room. ☺ Just a joke.
- Extra time.
- Nothing. All my needs are met.
- Nothing other than what CSD has already provided.

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- My own (room) to test in with extra time.
- Nothing comes to mind.
- I'm good right now.
- Nothing-- just to be allowed to come here and take my tests.
- Help with prioritizing. The use of voice recorder.
- Teacher or TA to be accessible easily.
- I think my classroom accommodations are met.
- Better lighting in some classrooms.
- Recommendation of a small sensitive recorder.
- A larger chair or desk with headphones to reduce distractions.
- Button to open doors, and a chair and table.
- All power point presentations available online to print.

M. CSD could better meet my needs by providing the following equipment, computer programs, etc. :

- Kurzweil 3000 or reader for PC.
- Training on how to use some programs.
- More hard copy information on what's available.
- Don't need better computer programs. Just faster computer with 1 or 2 G ram.
- Fax machine that faxes long-distance.
- Have everything I need.
- None I can think of.
- Nothing other than what CSD has already provided.
- I think the equipment is fine.
- Couple of more CCTV's in testing area.
- A program that helps with math, chemistry and physics.
- Tape/digital voice recorder I could check out.
- Tape recorder.

N. I would like to participate in a workshop or support group focused on:

- ADD.
- Memory and testing skills.
- Education.
- Helping students reach their full potential no matter what disability they have.
- Disabilities.
- Stress Management.
- Dyslexia.
- Any disability.
- Spinal cord injury.
- Panic disorder.

O. I would like to participate in the Student Advisory Board for students with disabilities.

Yes: 7 No: 46 No response: 11

O. Additional Comments:

- Thanks for everything!

ATTACHMENT B

Center for Students with DisABILITIES
 Fall 2009
 Student Satisfaction Questionnaire Summary
 Total Questionnaires Answered: 48

1-Never 2-Seldom 3-Sometimes 4-Often 5-Always N/A-not applicable

A. The person at the front desk is courteous and helpful

1	2	3	4	5	N/A
Never	Seldom	Sometimes	Often	Always	Not App.
0	2	6	10	30	0

- Every person I have encountered at the front desk has been informative and patient which I appreciate.
- Bring cookies, lol
- These last days I had some trouble doing my math test.
- She tries to be to the best of her ability but sometimes there can be a lot going on.
- They are great!
- Depends who I go to-- some are helpful others are rude.
- I always have questions and they respond very quickly with information.
- The people at the front used to know my name and greet me in a friendly manner. Recently they seem distracted, busy or irritated to be "dealing with me and other students." It is becoming frustrating to come here because the atmosphere is so unfriendly and negative.
- Not the most courteous for sure, and in my experience often give me and other student a hard time.

B. The person at the front desk is able to provide me with accurate information or refers me to the appropriate staff.

1	2	3	4	5	N/A
Never	Seldom	Sometimes	Often	Always	Not App.
0	0	2	11	29	6

- She is pretty informed about what happens here at CSD and who to talk to.
- They rarely know how to refer you for assistance. The CSD basically exists for testing. It would be nice if the center & staff were knowledgeable of campus & resources for students.
- Stated directly on my test dates to take my test, but teach left out one word do I had to wait another day to take test.

C. When speaking to CSD staff by phone they are polite, courteous and give accurate information.

1	2	3	4	5	N/A
Never	Seldom	Sometimes	Often	Always	Not App.
0	0	1	11	24	12

- When I have always called I have been able to get what I need and get off. They don't or at least I haven't ever been put on hold very long.
- They do a great job.
- They are quite helpful until you meet tem face to face.
- I never call CSD
- They seem distracted, irritated or unknowledgeable of issues even if you speak to the same person.

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D. When I am using the computers, staff is available to help if I have a question.

1	2	3	4	5	N/A
Never	Seldom	Sometimes	Often	Always	Not App.
0	0	2	6	18	22

- Never used the computers.
- I have not used the computer room this semester.

E. I have found the Office Supervisor to be available and helpful.

1	2	3	4	5	N/A
Never	Seldom	Sometimes	Often	Always	Not App.
0	0	3	9	17	19

- Cheryl helped me a lot!
- The few times I have come into contact or spoken to her she was helpful and tried doing what she could for me with the info. she had.

F. CSD makes test arrangements in a timely and courteous manner.

1	2	3	4	5	N/A
Never	Seldom	Sometimes	Often	Always	Not App.
0	0	1	16	30	1

- CSD is very good about making sure they have your test. The only problem is teachers and professors not getting them to CSD even when you remind them in advance.
- All my issues have to do with instructors that do not understand CSD procedures. You all are doing great ☺
- Information from professors to CSD seems to be lost and not written down causing major issues.

G. The Director/Assistant Director/Learning Disability Specialist has been punctual and available when we have an appointment.

1	2	3	4	5	N/A
Never	Seldom	Sometimes	Often	Always	Not App.
0	0	2	8	29	9

- Alan is great and helped when I needed help!
- Seems to be the only staff member around the center who is understanding and respectful.
- Mr. Scott is always on time and always very helpful with anything I need done to help me with my schooling. Any time I have trouble with professors about my accommodations he is more than happy to speak with them.

H. When I require assistance, the Director/Assistant Director/Learning Disability Specialist is courteous and helpful.

1	2	3	4	5	N/A
Never	Seldom	Sometimes	Often	Always	Not App.
	1	1	7	28	11

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- Mr. Scott always tries to make sure he gets the full stories to things before he does anything and anytime I see him @ CSD or on campus he always remember my name and says hi!

I. The facilities at CSD are easily accessible for me.

1	2	3	4	5	N/A
Never	Seldom	Sometimes	Often	Always	Not App.
0	1	5	5	37	0

- Don't quite understand this question, sorry.

J. I am satisfied with the level of service I receive at CSD.

1	2	3	4	5	N/A
Never	Seldom	Sometimes	Often	Always	Not App.
0	0	7	14	27	0

- By Cheryl and some of the other staff
- My problem comes when I go to give my paperwork to my teachers. Some of my teachers have been very good at getting or having the test @ CSD when I have my test scheduled. Others are not good at all even with reminders or they lose my test.
- I wish CSD would offer more services and assistance for students. Every semester I call or come in and ask questions and the staff can never assist me. Also I always fill out the comment form with my number and have never been called or received feedback.

K. CSD could better meet my needs by providing the following services:

- None. Everyone at CSD does an excellent Job!
- Maybe stop giving the teachers the option to drop exams off anymore. That CSD will always pick them up and deliver them back.
- No comment
- Telling me exactly what they need from my doctor to be considered documentation.
- Nothing
- Being more organized
- Clocks providing accurate date and time in testing room.
- Located closer to my classes
- Extra notes in class
- Being open and available for more hours
- No other services than which I am receiving
- New desks in testing area
- Many times the test has not been turned in, they have the wrong test, or the professors have not sent the test. I understand this is not CSD's problem but I wish that there would be a better way to handle this.
- More lighting in the test room
- Making rescheduling of test easier and convenient with students and professors.
- An outline of the materials, assignments, due dates, etc. covered in class.
- I can't think of anything
- More open hours
- Communication better at the front desk and not talking down on people.

L. In order to better accommodate my disability in the classroom, I would need:

- Some kind of device that could help me spell words correctly without disturbing others &

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- approved by my teachers. That would be wonderful.
- Carbon copy notes and note-taking help
- To learn how to spell
- A note-taker (2)
- A table
- All needs have been met
- Smaller classes
- Nothing else.
- Nothing more than which I am already receiving
- More time to write down notes
- Individualized attention, extra copy of teacher notes, smaller class size.
- Nothing. All my needs in classroom are met.
- Lap top
- To use my own scratch paper and formula sheet
- Nothing else.
- Nothing comes to mind

M. CSD could better meet my needs by providing the following equipment, computer program, etc. :

- Maybe have a list of software and tools that could possibly help us further when in the classroom or @ home even, have brief summaries about each item.
- I'm good, thank you
- No other equipment is necessary other than the equipment already available for use.
- Voice recognition
- Microsoft Word
- None

N. I would like to participate in a workshop or support group focused on:

- ADD
- Visual impairment
- Spinal cord injury.
- Organic II, Phys 1301
- Study skills
- What challenges I might need to face with work and how to deal with it.

O. I would like to participate in the Student Advisory Board for students with disabilities.

Yes: 6 No: 32 No response: 10

P. Additional Comments:

- Getting too paranoid. It's understandable that CSD is trying to maintain honesty but it's getting to much paranoid
- I'm sorry to be so negative. The CSD is a wonderful establishment and I know everyone here works hard and does their best. ☺ Thank you for your hard work!

ATTACHMENT D

Technology for Students Available at CSD

Adaptive Workstations

Adjustable cubicles and chairs

Each Workstation:

MS Office 2007

Internet access

Window Media Player

Adobe Reader

Quick Time

Virus scan

Adaptive Software Available:

Zoom Text - Screen magnifier/screen reader

Jaws - Screen reader/voice output

SoothSayer - Word prediction

Dragon Naturally Speaking - Speech recognition

Adaptive Equipment Available:

CCTV - A video camera that focuses on the printed page and displays on a PC monitor.

PC monitors - 21' and 22' wide-screen monitors.

Head tracking mouse – Infrared dot which is placed on forehead that allows user to navigate mouse by moving head.

Various keyboards – Including one-hand keyboards, enlarged keys, and more.

Sorenson VRS - Video relay station for the deaf and hard-of-hearing.

Everest Index Braille - Braille translation and embosser.

Hearing Helper FM System - A portable compact transmitter and microphone unit for classroom use.

DAY at the REC

Friday, October 30, 2009
(1-5 pm)

Campus Recreation & Wellness Center



To provide an opportunity for students who have disabilities to try various activities and equipment available at the CRWC.

(1-2 pm) Rockwall.

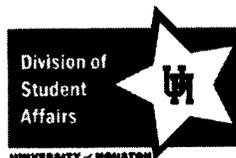
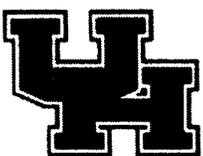
(1-5 pm) **GHAAPD: Indoor Wheelchair Soccer Expo and Wheelchair Basketball Expo.**

(2-3 pm) Beep Baseball. Games to be played on the Sport Club Field between U of H faculty, staff and students.

(3-4 pm) Yoga and Fitness equipment demonstrations.

(4-5 pm) Adaptive swimming instruction/training and demonstrations.

Please contact CSD at 713-743-5400 or uhcsd@mail.uh.edu if you need accommodations.



ATTACHMENT F

UNIVERSITY of **HOUSTON** | CAMPUS RECREATION



November 2009

In This Issue

Hours
Elections night
Girl Scouts
Fitness
IM Results
Looking Ahead
Haunted Penthouse
Aquatics
UH Rugby

Thanksgiving Break Holiday Hours

Wednesday, Nov. 25th:
6am-7pm
Thursday, Nov. 26th:
Closed
Friday, Nov. 27th:
Closed
Saturday, Nov 28th:
Noon-8pm
Sunday, Nov 29th:
Noon-11:30pm

Enjoy the Holiday!
More Reduced Hours

Election Night Watch Party

Campus Recreation hosted an election watch party on November 3rd. President Khator and Vice President Lee were very pleased with all the arrangements and the number of students who attended. A special word of appreciation to

A Note from the Director

Dear Cougars,

I am extremely excited about leading the team at the Department of Campus Recreation at the University of Houston. I am committed to providing excellent customer service in the delivery of our recreational activities and program to our students, faculty, staff, alumni and guests of the University of Houston.

Additionally, Campus Recreation will continue to enhance our co-curricular learning opportunities for our students in their pursuit of our programs, services and employment with Campus Recreation. Please feel free to contact me or any of the staff at Campus Recreation if you need assistance. I hope that your time spent participating in our recreational activities will be enriching and that I can support you in achieving your recreational goals while here at the University of Houston.



Sincerely,

Linda Buonanno
Director
University of Houston Campus Recreation

Looking Ahead Events and Programs

11/11- IM Basketball Fall Classic Entry Deadline
11/12- Campus Rec Job Fair, 4-6pm. Rotunda
11/13-15, OA Hill Country Bike Tour Weekend
11/14- UH Football vs. UCF (Away)
11/19- AQ CPR Classes, 10-6pm
11/20-21, AQ COUGAR CLASSIC Fall Invitations! Swim Meet
11/21- Memphis vs. UH Football (Home)
11/25-29, OA Thanksgiving Climb Trip - Hueco Tanks

each of you for the part that you played to insure the success of the event with setup, photography, equipment, etc.

Girl Scout University



UH and The Girl Scouts of America teamed up to provide Houston area Girl Scouts a taste of the college experience. Campus Recreation hosted clinics in rock climbing, ultimate frisbee, basketball, dance, and safety. Over 140 girl scouts from ages 11-16 participated in dozens of similar programs throughout the campus. Campus Recreation would like to send out a special thanks to the Ultimate Frisbee Club for their tremendous support in the event.

Dodgeball Tournament

Duck, dive, dip and dodge on Wednesday, Nov. 11th from 7pm-9pm. This dodgeball tournament will be held at Campus Recreation and is presented by The Student Program Board. Teams of 5 are now being registered.

Winners will receive free T-Shirts and Improv Tickets.

Check it out more information www.uh.edu/spb

Fitness

New Spinning Bikes !

- 11/28- Rice vs. UH Football (Home)
- 12/2- IM Poker Tournament Entry Deadline
- 12/7- OA Bike Trip and Blue Bell Ice Cream Factory Tour

Find everything you need www.uh.edu/recreation

Thanksgiving Facts and Figures
Gobble Gobble

Can a Turkey Jump higher than the Empire State Building?
Yes- The Empire State Building can not jump.

About 41 million Americans travel at least 50 miles from home on Thanksgiving. This figure is down 1.4% from last year. The Sunday after Thanksgiving is the heaviest travel day of the year.

Gas prices are raised an average of 86 cents during the week of Thanksgiving.

Californians are the largest consumers of turkey in the United States.

The first Thanksgiving was celebrated in the Fall of 1621.

In 1863 Abraham Lincoln made a Thanksgiving Proclamation, officially making the last Thursday in November Thanksgiving Day for years to come.



Haunted Penthouse



Campus Recreation along with the University Center hosted the first Haunted Penthouse as part of the HallowSCREAM event. In two hours time, nearly 400 students and friends enjoyed a ten minutes tour of our haunted graveyard, meal worm



Try-Out a aero- dynamic spinning bike in any of the TEN GroupX classes offered this semester.

Intramural Results

Indoor Soccer Champions

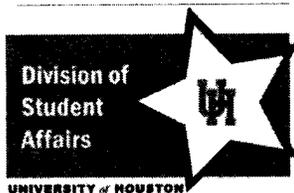


Competitive: NSA Eagles
 Fraternity: Pi Kappa Phi
 Sorority: Delta Gamma
 Recreational: Cracker Jacks

Wii Sports Overall

1. Oscar Leon
2. Adam Finney
3. Paul Sierra

More Information



eating zombies, and even a Chainsaw wielding monster. This event is sure to be yearly tradition at the University. A combined total of 30 students and staff volunteered to make this a spectacle a strong success. If you missed this event, plan for next October's event, we will be waiting for you!

Water Water Everywhere
 Aquatics has plenty to offer

SWIM CLINICS:
 These are FREE clinics designed to help you fine-tune your swim strokes- instruction from our high-quality instructors. PLEASE REGISTER AT WELCOME DESK - MEMBER SERVICES!
 Backstroke: Tuesday, November 3, 2009
 Clinics on Tuesdays from 5:30pm - 7:30pm
 Email masters@central.uh.edu for more information

SWIM MEETS:
 Friday - Saturday, November 20-21
 COUGAR CLASSIC Fall Invitational Swim Meet
 Come cheer on the UH swimmers as they compete against other schools. GO COOGS!

CPR CERTIFICATION:
 Thursday, November 19, 10am -6pm
 Do YOU have what it takes to save a life? Sign up for a CPR class and learn some superhero skills!
 \$47 for members \$52 for non-members

REMINDERS: Leisure Pool is closed November 1 through March 1
 Aquatics Link

UH Rugby

The UH Rugby Club is gearing up for an exciting season, both on and off the field. "Developing a women's rugby team is a major goal for our program", says UH Rugby president Vincent Cervassi. The hard work and dedication expressed by these individuals will most certainly yield success.

Rugby has even hosted the National Division II Women's Rugby Championships at Cullen Fields last weekend. 10 teams from all over the state will be competing for the championship. The main focus of this event was to raise support and notice for the emerging Women's Rugby team.



The first game of the season, at Galveston, will be held on November 14th. UH Rugby's

Home opener is on November 21st.

Any and all UH students that show an interest in the game are encouraged to get involved. Practices are held every Tuesday and Thursday from 4pm-7:30pm on the IM fields. Fields are located on the corner of Cullen and Elgin.

[Click to Get Involved](#)

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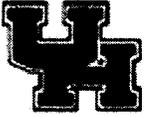
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Be part of the EXCITEMENT of **INDOOR WHEELCHAIR SOCCER !!!**

Photo by Ben Johnson

Coming JULY 10-12 to The University of Houston...



GULF COAST IWS REGIONAL INVITATIONAL

Center for Students with DisABILITIES

SIGN UP AND PLAY !!!

- Groups or individuals may contact us to be added to the pool of players. We will then divide the players into equally strengthed teams.
- We are holding practices on Saturdays at 1475 West Gray from 12- 4 for players to learn the game and get ready for the tournament.
- Tournament TEAM LIMIT is 16. SO HURRY!!! Contact us TODAY!

**TEAMS ARE FORMING
SIGN UP NOW!
Deadline is JUNE 6th**

CONTACT: Alan Russell
713.743.5400
arussell@mail.uh.edu

INDOOR WHEELCHAIR SOCCER IS OPEN TO A WIDE RANGE OF DISABILITIES.
SIGN UP TODAY AT The Center for Students with DisABILITIES Office.

MAKE A DIFFERENCE: Help us develop adaptive sports clubs for UH students with disABILITIES by supporting this event. SO ...

COME WATCH OR COME PLAY!!!



Challenging Life Through Sports

The Greater Houston Athletic Association for the Physically Disabled



BRENDA MAYMI-LUNA THE DAILY COUGAR

Chhay Mak, president of the Greater Houston Athletic Association for the Physically Disabled (left) and Alan Russell, assistant director of the Justin Dart, Jr. Center for Students with DisABILITIES said they want to see UH establish an adaptive athletic program to support athletes with disabilities at the University.

Tournament wheels in adaptive competitors

■ Disabled athletes at UH seek establishment of integrated sports

By Brenda Maymi-Luna
THE DAILY COUGAR

Several organizations are in the midst of promoting the creation of a wheelchair adaptive program at UH.

A huge step was taken last weekend when the Justin Dart, Jr. Center for Students with DisABILITIES and the Greater Houston Athletics Association for the Physically Disabled (GHAA-PD), hosted the first annual Amerigroup Community Care Gulf Coast Indoor Wheelchair Soccer Tournament.

"(GHAA-PD) and I have worked together to develop a good program for students with disabilities to try out different adaptive sports," Dart Center assistant director Alan Russell said. "Among them: wheelchair rugby, wheelchair basketball and wheelchair soccer. Bringing the GHAA-PD into UH is a good way of showing our students how good these sporting opportunities are and what their potential is."

Russell said the Dart Center Staff has been working on organizing events on a regular basis to engage more students in adaptive team sports. After a lot of hard work, its goal of sports clubs integrated by students with disabilities is in sight.

One of the most ambitious goals may be hosting paralympic events at places like the Campus Recreation and Wellness Center, the same place the Amerigroup event was held.

"This is a wonderful facility for paralympic style events and trials. The staff has been very supportive and accommodating with students with disabilities, for which I am thankful," Russell said.

GHAA-PD President Chhay Mak said such programs need to expand to continue serving incoming disabled veterans.

"We know that in the very near future, many war veterans are coming home from Iraq and Afghanistan and adaptive sports can be available for them," Mak

said. "This is a great way to empower individuals and get them to see life in a positive way."

UH Disabled Student Association Treasurer Jason Snead believes having adaptive sports would be a positive step toward flagship status.

"Diversity is not only skin color, gender and ethnicity, it's disability too," Snead said. "Promoting adaptive sports promotes more inclusiveness and gives opportunities for students with disabilities and able students to interact and fulfill their potential."

Russell and Mak said the success of the program extends to engaging the enthusiasm of able

see **WHEEL**, page 8

July 16, 2009 Daily Cougar

WHEEL

continued from page 1

students and community members to participate in wheelchair club sports teams.

"Our bigger mission is to involve the whole community, disabled or able," Mak said. "When non-disabled students and members of the Houston community watch disabled people playing wheelchair sports and see the positive attitude of these players, the excitement in their faces is an unstoppable (force). As a disabled athlete, I feel I have an opportunity for changing peoples lives."

As a disabled child refugee from the killing fields in Cambodia, Mak considers himself a survivor and credits his success to adaptive sports and the scholarship he received to play basketball at the University of Texas at Arlington.

Mak excelled in track and field and set national records, becoming one of the best wheelchair basketball players in Houston.

He was the fifth student in the nation to receive a full basketball scholarship to play wheelchair basketball at UTA, the only school at the time with this type of scholarship program. He played in three of UTA's four consecutive national championships.

"We were doing great things for our school. I was living the college athlete life in a wheelchair," Mak said. "We were honored by President Clinton for winning all those championships and I got to do and see many things. Coming from Cambodia and having been through negative experiences for years and years, hearing people say to me that I couldn't do this or that is why I support wheelchair sports."

Russell agrees with Mak and hopes to see the same program established at UH.

"Ever since I've been working with Chhay, I have been interested in replicating what was achieved at UTA," Russell said. "There, the student body created scholarships for athletes to progress with their university studies, and fund the sporting activities, so

wheelchair athletes were able to get scholarships.

"That promoted the skill level and created a situation where UTA won national championships and produced paralympian athletes. It would be great for the fourth largest city in the nation to have a program that encourages paralympian sports," he said.

Russell, who competed in the tournament, said during the match, the wheelchair becomes a piece of sporting equipment for the disabled players, not a piece of equipment that limits their abilities.

"What I love about this tournament is that indoor wheelchair soccer is truly an inclusive sport," Russell said. "People who use power chairs play as well. You have players using power chairs, manual wheelchairs and able-bodied players and other people who normally wouldn't use wheelchairs are able to participate, enjoy and share the excitement of the sport."

Both Russell and Mak hope to introducing adaptive sports outside of the U.S., revealing plans to hold a clinic in Mexico.

"Our vision is to go international. In fact the GHAA-PD is working with the Mexican Federation in Monterrey to do a clinic there," Mak said.

Mak also mentioned other countries that have shown interest, as disabled people from across the globe seek an outlet to display their athletic prowess.

"Ecuador and Colombia are very interested. We are inviting them to Monterrey, so that we can do the clinic for all three countries," Mak said.

Organizers wish to share their experience and inspire in persons with disabilities a desire to grow, become independent and build their self-esteem. Mak said establishing an adaptive sports program is one of his goals, but there are many more associated with wheelchair athletics.

"I want to change society," Mak said. "I want to promote an ideal. I want to promote a dream. I want to promote freedom."

news@thedailycougar.com

Assistive Technology

Fall 2009

The University of Houston Libraries provides computers and other equipment to assist students, faculty and staff with disabilities.

Computers

There are three computers in the Academic Research Center equipped with assistive technology.

Features include:

- 22" Wide-screen monitors with removable privacy films
- Adjustable-height desks
- RollerBall mice, Braille keyboards
- ZoomText (software for screen magnification)
- Dragon Naturally Speaking speech-to-text software
- A printer and print release station are conveniently located nearby.

These computers are CougarNet-enabled so you can easily access materials stored in your account.

Specialized Equipment

Additional equipment is available in the M.D. Anderson Library's assistive technology room ("ADA Room," 106-D).

Features include:

- **Kurzweil** machine to scan text and read it aloud to the user.
- **Optelec Spectrum** text magnifier with variable color for text and background.
- Computer terminal with wide-screen monitor and CougarNet access.

The key to this room is available for check-out from the Service Desk.

Additional Services

Material Retrieval

Staff at both the Service Desk and the Information Desk will retrieve library materials for patrons with disabilities. Call 713-743-9710 or email jhoney@uh.edu for more information.

Connect from Home or Office

<http://info.lib.uh.edu/services/connectfaq.html>

Remote access to electronic journals, electronic books, electronic reserves and databases for UH faculty, staff and students.

Questions? Suggestions?

Service and Information Desk staff stand ready to help you if you need assistance with equipment or library services.

If you have suggestions for additional equipment, software or other assistive technology services, please contact:

Lee Andrew Hilyer, MLIS, M.Ed.

Program Director, Research & Reference Services
UH Libraries
lahilyer@uh.edu | 713-743-9721

UH Libraries Home Page

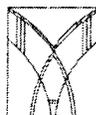
<http://info.lib.uh.edu/>

Need Help? Ask a Librarian!

Email: <http://info.lib.uh.edu/services/aska.html>

Chat: **uhlibrarian**

Information Desk: 713-743-1050 (option 4)



**UNIVERSITY of HOUSTON
LIBRARIES**

Department Policies for Math 13xx

Your course syllabus and any policies specific to your course are on your teacher's web site.

Accommodations for Students who have Disabilities: A current Student Accommodation Form (SAF) must be presented in a timely manner for accommodations to be approved. No retroactive accommodations will be provided.

Accommodations for undergraduate mathematics courses that could change the essential nature of the course or provide an unfair advantage to one student over another student will not be approved. Notably, in the event that calculators and/or formula sheets are allowed for all students in a course, then all students may have them. If, however, calculators and/or formula sheets are not allowed to anyone, then no one may have them.

Accommodations that are listed on your SAF that would NOT change the essential nature of a course or provide an unfair advantage may be approved (e.g. an extra set of class notes for lecture, testing at CSD, extended time...). Please review these with your teacher during the conference hours for the class (not immediately before or after a lecture).

Announcements will be made at the beginning of lecture, on your teacher's website, via email, and on the CourseWare site. Your teacher reserves the right to make changes to the syllabus/policies of the course and to announce such information as needed. You are responsible for knowing the content of any announcements concerning changes.

Calculators are not permitted, except in Math 1311, Math 1313 or Math 1314. For these courses, see your teacher's website for information about what type of calculator will be allowed.

The CourseWare site is located at www.casa.uh.edu. This site will be used for test reservations, testing, discussion board help, your gradebook, and other course information. You are responsible for setting up your account online at the CourseWare site.

Cell phones must be turned off before class begins. Cell phones may not be taken to the testing carrels in CASA Testing Center. Text-messaging during class is not permitted.

Cheating will not be tolerated. See page 8 of the Student Handbook for details.

The **Course Policies Quiz** will be available at the beginning of the semester and will remain open throughout the semester. You must take this quiz and score 100 on it BEFORE you will be allowed to use CourseWare for your online assignments, including quizzes, practice tests, and any online tests. **Math 1310 and Math 1314 students:** This means you have to score 100 on this quiz BEFORE you can take Test 1.

Daily Poppers will be taken each class day starting the 3rd week of classes. Multiple choice questions will be asked throughout the lecture. You will record your answers on the Popper bubbling form and turn the form in at the end of each lecture. **It is your responsibility to bubble in the information at the top carefully and completely; incomplete, improperly bubbled or illegible forms will not be graded.** Popper grades will be posted to your gradebook periodically.



Justin Dart, Jr. Center for Students with DisABILITIES

Center for Students with DisABILITIES



The Justin Dart, Jr. Center for Students with DisABILITIES (CSD) office provides accommodations and support services to University of Houston students who have any type of temporary or permanent health impairment, physical limitation, psychiatric disorder, or learning disability. Students are assisted in developing independence and self-reliance so they can function competitively with others in both the college setting and the campus community. CSD staff serve as liaisons between students and faculty, administrators, and outside agencies. Advocacy services are also provided.

Hours of Operation

- 8 a.m. to 5 p.m. Monday through Friday
- Fall and Spring semesters: 8 a.m. to 7 p.m. Mondays and Tuesdays

Accommodations and Services

Upon receipt of required documentation from the appropriate health care provider, CSD staff recommend the most appropriate accommodations for each student. Some of the individualized accommodations and services provided to students may include, but not be limited to:

- Registration assistance;
- Individualized test administration;
- Adaptive equipment;
- Taped textbooks;
- Sign language interpreter coordination;
- Priority registration;
- Resource referral;
- Time management/organizational skills training;
- ADHD coaching;
- Voice-activated software for visual impairments;
- One-to-one disability-related counseling;

- Peer support groups workshops; and
- Advocacy services.

Accessible Campus Facilities

The University of Houston strives to maintain an accessible campus for students with disabilities. Accessible parking, curb cuts, ramps, wide doors, and lowered telephones and elevator buttons are just a few examples.

The M.D. Anderson Library has Kurzweil and VERA reading machines, a text magnifier, and a TTY telephone. Three residence halls and two apartment complexes have numerous barrier-free rooms. Attendant care services can be arranged through the Student Health Center. The DisAbled Student's Association works closely with CSD, as well.

State law requires that users of this site be informed that this site collects the following information about the users: the number of times someone visits this web site. If you respond to the "comments" form included on this site, your response, comment, or question will be forwarded to a staff member in Student Affairs who will respond directly to you. Otherwise, no data is archived or kept for any other purpose.

DAY at the REC

Friday, October 30, 2009
(1-5 pm)
Campus Recreation & Wellness Center



To provide an opportunity for students who have disabilities to try various activities and equipment available at CRWC.

(1-2 pm) Rockwall

(1-5 pm) **GHAAPD: Indoor Wheelchair Soccer Expo and Wheelchair Basketball Game featuring Houston Crusaders VS University of Texas Arlington's Movin' Mavs**

(2-3 pm) Beep Baseball. Games to be played on the Sport Club Field between U of H faculty, staff and students

(3-4 pm) Yoga and Fitness equipment demonstrations

(4-5 pm) Adaptive swimming instruction/training and demonstrations

Please contact CSD at 713-743-5400 or uhcsd@mail.uh.edu if you need accomodations.



ATTACHMENT L

Event focuses on disabilities

DISABILITIES

continued from page 1

■ National weeklong event allows students with disabilities to participate in activities at Rec Center

By Mildred Scott
THE DAILY COUGAR

While pumpkins may readily come to mind this time of year, accessibility and awareness are on the lips of UH staff members as they plan for Friday's DisAbility Awareness Week event at the Campus Recreation and Wellness Center.

An afternoon of activities are planned, including swimming, rock wall climbing, yoga, soccer, basketball, and a baseball game between UH faculty, staff and students. The event was designed as a way to give students with disabilities the opportunity to try various activities at the Recreation Center.

Cheryl Amoruso, director of the Justin Dart, Jr. Center for Students with DisABILITIES, said she sees this as a great opportunity to bring all students together and to encourage disabled students to use the Recreation Center.

"I am very excited about the event, and I'd really like to see students utilize the facilities," Amoruso said.

The Recreation Center was designed with all students in mind and is compliant with the Americans with Disabilities Act.

In addition, the staff is trained to accommodate students with disabilities.

Amoruso also said the Recreation Center staff is able to coordinate intramural events.

DisAbility Awareness Week coincides with National Disability Employment Awareness Month. NDEAM was created with the purpose of educating the public on the issues facing those with disabilities when seeking employment.

In a press release, U.S. Secretary of Education Arne Duncan emphasized the importance of education to those with disabilities.

"President (Barack) Obama and I recognize the critical role that education plays in empowering the next generation of Americans with disabilities. Through education, we can help people with disabilities build a strong foundation of knowledge and marketable skills with expectations for employment and the ability to give back to others in their communities," Duncan said.

The CSD provides support to students with disabilities through a wide range of services, including resource materials,

see **DISABILITIES**, page 3

October 20, 2009 Daily Cougar

accessibility.

Tittsworth is working the CSD to organize a campus-wide wheelchair tour. Student faculty and staff will spend time navigating campus in wheelchairs and identifying troublesome areas.

"I am working on organizing an assessment on campus of disability access to facilities," Tittsworth said. "Once this data is collected, we will examine it to see where campus excels and falls short in accommodating the needs of disabled students."

The SGA will provide details about the tour over the next few months.

Friday's events were coordinated with the Greater Houston Association for the Physically Disabled, and will culminate in a wheelchair basketball game between the Houston Cougars and the UT-Arlington Mavericks.

All students are encouraged to attend Friday's activities, which begin at 1 p.m.

news@thedailycougar.com

Center for Students with DisABILITIES



Ensuring that qualified students who have disabilities (i.e. psychological or learning; health, hearing, or visual impairments) have an equal opportunity to learn and succeed at the University of Houston

- Academic Accommodations
- Assisitive/Adaptive Technology
- Testing Rooms
- Disability-Related Counseling
- Advocacy
- Resources

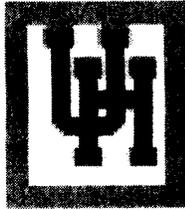


Justin Dart, Jr. Center for Students with DisABILITIES (CSD)

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Tel: 713-743-5400

TTY: 713-749-1527



JUSTIN DART, JR.
CENTER FOR STUDENTS WITH DISABILITIES

CSD NEWS

Spring/Summer
2009

Notes from the Director

Don't Give Up!

College is challenging. College is expensive. You have probably questioned whether or not it is worth it and have most likely thought about dropping out at least once-- but you didn't. Why? Because you KNOW that the college degree you are working towards will be worth it in the long run.

In addition to the knowledge and personal achievement you gain in college, your degree, as you know, will bring you financial gain. According to the U.S. Bureau of Labor Statistics (2008), the following table reflects median annual earnings in 2007 of the 25 years and older population:

- High school graduate with no college: \$31,408
- Associate degree: \$38,480
- Bachelor's degree: \$51,324
- Master's degree: \$60,580

Some tips for academic success:

1. Go to class unless you absolutely cannot. Some great reasons for not going to class can include:
 - "I don't really need to go. I can get the notes from someone else."
 - "It's too early."
 - "It's too much effort."
 - "I don't feel like it."
 - "I don't get much out of class anyway."

Go to class. You do get something out of it, even if you don't think you do.

2. Review your notes right after class. You will learn the presented information more efficiently while it's fresh in your mind, which reduces study time.
3. Don't look too far ahead. Of course you need to know the big picture and complete a degree plan. But try not to perseverate or succumb to negative thinking that you won't be able to do it. Register for your classes each semester, go to class and do the work. Do this one day at a time, and before you know it the semester will be over. Looking at four years or so of classes is too overwhelming. Break it down into small, manageable portions.



4. **Communicate!** This is one of the most important keys to academic success. Inform your instructors when you need help or don't understand something. Tell them when you cannot get something done on time or attend class. Don't miss a due date and then ask to make it up after it has passed. If you don't feel like speaking to your instructor, send them an e-mail-- but communicate with them. Difficulties can be worked out on the front end. If you wait until after something is due or until the semester is too far along to catch up, it may be too late.

Sure, these things may be possible for someone who doesn't have a disability, but what about a student who has a disability? You can do these things as well, but your route may be a little different.

Because of your disability there may be times that you cannot attend class or complete work. Or it may take you longer to finish things. Get your coursework done in advance when you can, in the event that you experience a period in which you cannot. Utilize your accommodations when you need them. If you can't get something done on time and you have the accommodation of "Occasional exceptions to absentee/tardiness policies," and/or "Occasional extensions of due dates" on your Student Accommodation Form, ask your instructor if you can utilize these accommodations when you need them. Let your CSD counselor know if you encounter any difficulties.

You may have to work harder, longer, and perhaps a little differently than your fellow students who do not have disabilities (that you know of). But this will make your college degree all the more meaningful. The sense of accomplishment you feel WHEN you obtain your degree will be incredible. This feeling of accomplishment will stay with you for the rest of your life.

You can do this. Say this to yourself several times a day. Let us know at CSD how we can help you succeed. Utilize the numerous helpful campus resources that you pay for with your student service fees, such as Learning Support Services, the Writing Center, Counseling and Psychological Services, and the Student Health Center.

Cheryl Amoruso
Director, CSD
(713) 743-5400
camoruso@uh.edu

Spotlight On...

G.I. Bill

The Post-9/11 GI Bill is for Veterans who have at least 90 days of aggregate service on or after September 11, 2001, or Veterans who were discharged with a service-connected disability after 30 days. Veterans must have received an honorable discharge to be eligible for the Post-9/11 GI Bill.

The Post-9/11 GI Bill became effective on August 1, 2009. This program will pay eligible Veterans tuition & fees, a monthly housing allowance (based on the basic allowance for housing for an E-5), and an annual books & supplies stipend of \$1,000 (paid proportionately based on enrollment). This program provides up to 36 months of educational benefits. Generally benefits are payable for 15 years following release from active duty.

Allen Grundy
Program Director
Veterans' Services Office
(713) 743-5493
agrundy@uh.edu

WHAT'S NEW?

Notes on MRSA

"MRSA" stands for Methicillin Resistant Staphylococcus Aureus, which means that the causative bacterium is resistant to the usual antibiotics used to treat most infections. The bacteria are present everywhere, including the surface of the skin, and are spread to deeper bodily structures, perhaps through a cut or pimple. The infection typically begins as a small red "bump" which becomes a painful, inflamed, pus-filled boil, spreading rapidly to adjacent tissue. **MAKE NO MISTAKE: IT CAN CAUSE DEATH.**

Some of the risk factors include: contact sports; sharing towels or other personal items; unsanitary living conditions; concomitant diseases such as diabetes; and a weakened immune system.

Prevention and treatment should be focused on: washing the hands and body thoroughly; not sharing personal items; avoiding contact with infected individuals; cleansing and dressing all infected areas; and seeking medical treatment from your physician.

James M. Gray, M.D.
Chief Physician
Student Health Center
(713) 743-5144
JMGray2@central.uh.edu

Academic Advising 101

The Academic Advising Center supports undergraduate students' core curriculum study and academic success, especially during their freshman year. Students who have not declared a major at the point of admission to the University of Houston are offered assistance through the Academic Advising Center to help them make an informed decision about a major field of study.

All students need to declare a major by the beginning of their junior year (60 credit hours), if they have not already done so. This office is also the primary advising resource for:

1. New students.
2. Undeclared students.
3. Students on Academic Warning.
4. Students in transition.
5. Prospective students.
6. Alternative major exploration.
7. Students seeking Texas Success Initiative (TSI) information.
8. Advisor training and certification.
9. Pre-health and pre-law advising.

The Academic Advising Center is located in room 56 University Libraries, via the back entrance to the M.D. Anderson Library. We are open Monday and Tuesday, 8:00 a.m. to 7:00 p.m., and Wednesday through Friday, 8:00 a.m. to 5:00 p.m.

Dr. Diana Velez
Director
Undergraduate Scholars
(832) 842-2100
<http://UScholars.uh.edu>

OPPORTUNITIES. . .



THE ERIC P. ALEXANDER MEMORIAL SCHOLARSHIP



The University of Houston Center for Students with DisABILITIES (CSD) is proud to offer the Eric P. Alexander Memorial Scholarship. This scholarship is given in loving memory of a young man who had a disability.

The purpose of this scholarship program is to encourage UH students who have learning disabilities to pursue their educational and career objectives. Scholarship recipients will be awarded up to \$1000 for the 2009-2010 academic year.

Scholarship Eligibility Requirements

- Applicant must be a UH student who has a learning disability as defined by CSD guidelines.
- Applicant must be eligible for financial aid through the University of Houston for the academic year he/she applies for the scholarship.
- Applicant must be a sophomore, junior, or senior full-time or full-time equivalent degree-seeking student.
- Applicant must have a cumulative GPA of 2.5 or higher.

Applicants must submit a complete original application packet plus six (6) copies to CSD on or before **August 14, 2009**.

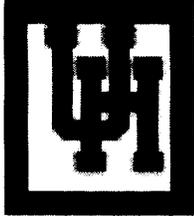
Criteria for Selection

The Eric P. Alexander Memorial Scholarship Selection Committee will select the scholarship recipients, based on merit and financial need. Recipient selection will be based upon information received from the Office of Scholarships and Financial Aid, transcripts, evaluation forms/letters of recommendation, and the applicant's essay. All decisions of the Committee are final.

Have a safe and happy summer!



**University of Houston
Justin Dart, Jr. Center for Students with DisABILITIES (CSD)
CSD Building, Room 100 / Houston, TX 77204-3022
Tel: (713) 743-5400 / TTY: (713) 749-1527 / Fax (713) 743-5396
www.uh.edu/CSD**



JUSTIN DART, JR.
CENTER FOR STUDENTS WITH DISABILITIES

CSD NEWS

Fall, 2009

Notes from the Director



"What an intelligent thing to say." "What an intelligent move!" When we hear statements such as these many thoughts may come to mind. Perhaps "intelligent" is being used to describe a professor who is presenting unique insights in his field of expertise. Maybe a touchdown-producing move on the Cougar football field is being described. When I read these statements these scenarios came to my mind. What came to your mind? Probably something different.

We all have different ideas as to what comprises "intelligence."

Many students who have disabilities have had I.Q. testing. This type of testing generally involves paper-pencil tests that measures knowledge in a variety of areas, including reading, writing, math, memory, etc. Scores may be used by schools to determine eligibility for services and accommodations.



It is disheartening when I hear students look at their I.Q. scores and make statements such as, "I'm not very intelligent," or "I can't do college. Look at my I.Q. scores." I.Q. scores are not the absolute, all-encompassing determinant of the concept of "intelligence."

For one thing, many variables can affect a person's performance on these tests, including:

- Test or performance anxiety
- Bad day
- Poor testing conditions
- Tests being too long
- Being distracted
- Medication-related performance affects

This list could go on forever.

Dr. Howard Gardner, professor of education at Harvard University, developed the theory of multiple intelligences in 1983*. Dr. Gardner's theory suggests that the traditional I.Q. score-based concept of intelligence is far too limited. His expanded notion of intelligence encompasses a broader range of human potential, to include:

- ❖ Linguistic intelligence ("word smart")
- ❖ Logical-mathematical intelligence ("number/reasoning smart")
- ❖ Spatial intelligence ("picture smart")
- ❖ Bodily-Kinesthetic intelligence ("body smart")

- ❖ Musical intelligence (“music smart”)
- ❖ Interpersonal intelligence (“people smart”)
- ❖ Intrapersonal intelligence (“self smart”)
- ❖ Naturalist intelligence (“nature smart”)

I have the opportunity to witness so many different types of intelligence working with students. All human beings have areas in which they do and do not excel. I can think of so many examples of different types of intelligence, as I’m sure can you. One of my Psychology professors had such incredible insight into the human mind, yet he would get lost driving around the block. I used to work with a student that had the most extensive vocabulary I have ever come across, who could write prolifically and his memory was uncanny. Yet he was unable to pick up on social cues.

I have worked with many students who did not obtain high I.Q. scores on standardized tests whom have done very well in college and in employment. The common attributes these students possess is determination, continued perseverance, and an affinity to build on their strengths. One of the CSD counselors refers to this as “I will over I.Q.” Determination and hard work are strengths that can often “make up” for areas in which we are not as strong.

Let us recognize the many different types of intelligence we have the opportunity to appreciate in others and ourselves, and continue to persevere.

* Gardner, Howard. Frames of Mind: The Theory of Multiple Intelligences. New York: Basic, 1983.

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Celebrating Life Through Sports

A Great *Day at the Rec* for Adaptive Sports Awareness at the CRWC



On October 30, 2009, the Greater Houston Athletic Association for the Physically Disabled (GHAA-PD) and the Justin Dart Jr. Center for Students with DisABILITIES (UH-CSD) teamed up once again to celebrate the Campus Recreation and Wellness Center’s continuing efforts to inform and welcome all students, with or without disabilities, to take advantage of their top-notch, Olympic-level facility during the annual Day at the Rec event. The GHAA-PD showcased their elite athletes and National Championship-caliber teams by

putting on a fast-paced and action-packed wheelchair basketball and indoor wheelchair soccer exhibition. Alan Russell, Assistant Director of UH-CSD, also joined in to get a hands-on experience for the two sports. Other adaptive activities included the Rockwall, yoga and swimming.

As President of the GHAAPD and a wheelchair athlete, I would like to express my gratitude for being able to take part in this important collaboration between our institutions to promote adaptive sports and recreation at the University of Houston. And to the disabled students at UH, I encourage you to take full advantage of the Campus Recreation and Wellness Center's (CRWC) inclusiveness. Many institutions promote their facilities as inclusive and accessible, only to fall short in reality. I can attest that this facility is fully accessible and the effort to be inclusive is real. So, do your part and take action to celebrate their inclusiveness by being an active participant of the CRWC.

For more information about the Day at the Rec or the GHAAPD, contact Alan Russell at the Center for Students with DisABILITIES.

Chhay Mak, President
GHAAPD (Greater Houston Athletic Association for the Physically Disabled)
1475 West Gray
Suite 166
Houston, Texas 77019
www.ghaapd.org

Spotlight On...

Medical Withdrawals

Students may drop or withdraw themselves from their courses online through their student accounts within deadlines. Hopefully before "clicking" themselves out of courses students have weighed their options with the instructor(s) and discussed with their advisor(s) first the consequences a drop or withdrawal might have (e.g., financial aid, scholarship, housing, international status, etc.).

If a medical or personal emergency preventing a student from completing a course occurs and s/he needs to drop or withdraw after the deadlines, there is a policy that permits a medical or administrative withdrawal. There are deadlines to file such a request with the Office of Academic Program Management.

What is the difference between a drop and a withdrawal?

- A withdrawal cancels enrollment for all courses in a term.
- A drop cancels enrollment for some courses in a term while maintaining enrollment in other courses. There are deadlines each term to drop and withdraw from courses.

What is a medical/administrative withdrawal?

A verified and approved medical/administrative withdrawal changes grades to W for all courses in a term for reasons of medical/personal emergency that prevented the student from completing all courses in a term. There is no guarantee of refund. There are deadlines for filing the request. An example of a withdrawal for medical reasons is if a student is seriously injured in an accident and prevented from completing courses. An example of a withdrawal for administrative reasons is if a

student has a death of an immediate family member or is assigned by their work to relocate in the term in which the courses were taken.

What is the deadline for request a medical/administrative withdrawal?

Students may request a medical/administrative withdrawal from courses within 140 calendar days from close of term in which the coursework was taken. The most common reason for disapproval of requests is missing the deadline.

What's new with the drop process? Effective the Fall 2009 Undergraduate Catalog, student requests to drop a course after the deadline to drop with a W for "rare, substantiated, urgent, non-academic reasons" are initiated through the Office of Academic Program Management. (Previously such requests were approved only by the course instructor with Dean's approval.) There is a deadline for such requests - 90 days from the posting of the final grade of the course. An example for such requests is for documented medical/personal emergencies. Documentation should show how only the one course was impacted by the circumstances versus the option to seek a medical or administrative withdrawal for all courses. This process is not intended for circumstances where the student missed the drop deadline or didn't like their grade in the course. Such requests will not be considered. Courses taken before Fall 2009 may not be considered by APM.

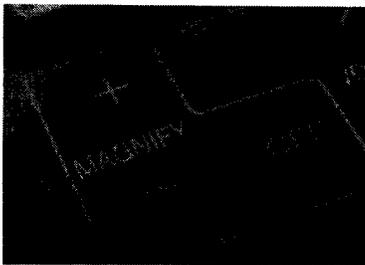
A handy resource? There is an informational web page to which you may refer for the various deadlines to drop or withdraw from courses. The page includes links to affiliated resources as well. <http://www.uh.edu/provost/stu/drop-withdrawal-info.html>

If you or a student you know may be needing help with a medical/administrative withdrawal please go to the Office of Academic Program Management, 109 E. Cullen or call 713-743-9112.

Dr Heidi Kennedy, Director
Academic Program Management
109 E. Cullen
713-743-9112

What's New?

Come to the Library!



The M.D. Anderson Library invites you to come and visit us! We have computers, equipment and services designed to meet your unique needs! On the first floor, in the Academic Research Center, we have three computers with wide-screen monitors (privacy filters available) on adjustable-height desks. These computers have the software you need: ZoomText for screen reading and magnification, and Dragon Naturally Speaking for speech recognition. A printer and release station is located next to the computers for easy access.

Additionally, an assistive technology room is available for your use (key can be checked out from the Service Desk). This room is equipped with a computer and wide-screen monitor, a printer and print release station, and an Optelec Spectrum text magnifier with variable color for text and background. Available software includes ZoomText, Dragon Naturally Speaking, and we are happy to announce that Kurzweil 1000 software (and a scanner) is now available for text-to-speech conversion. Supplies such as a stapler, tape, pens and paper are also kept in the room for easy

access.

Planned future enhancements include adjustable lighting, an updated Optelec magnifier, and a Braille embosser.

We look forward to seeing you, and please contact me if you have additional questions or need further assistance. Your suggestions for new software and equipment are always welcome!

Lee Andrew Hilyer, MLIS, M.Ed.
Program Director for Research & Reference Services
University of Houston Libraries
114 University Libraries
Houston, TX 77204-2000
713.743.9721
713.743.9778 (Fax)
lahilyer@uh.edu

Notes On...

Seasonal Influenza



One of the most important tasks for every student at the University of Houston is to remain healthy. Success in life demands vigor, clear thinking and keen service. Annual Influenza immunizations remain an important high road to continuing good health. Don't fail to protect yourself!

James M. Gray, M.D.
Chief Physician
University of Houston Health Center
(713) 743-5144
JMGray2@central.uh.edu

Have a safe and happy holiday!



University of Houston
Justin Dart, Jr. Center for Students with Disabilities (CSD)
CSD Building, Room 100 / Houston, TX 77204-3022
Tel: (713) 743-5400 / TTY: (713) 749-1527 / fax (713) 743-5396 / www.uh.edu/CSD

Center for Students with DisABILITIES

12/31/2009

Disability Type	Number		
HE-Asthma	2		
HE-Arthritis	6		
HE-Back Injury	17		
HE-Brain Injury	45		
HE-Cancer/Tumor	8		
HE-Carpal-Tunnel	4		
HE-Cerebral Palsy	21		
HE-Chronic Fatigue	6		
HE-Chronic Pain	2		
HE-Dexterity Impairment	7		
HE-Diabetes	7		
HE-Epilepsy/Seizure	18		
HE-Fracture/Broken	6	HE	302
HE-Gastrointestinal	15		
HE-Genetic Abnormal	3		
HE-HIV Positive/AIDS	2		
HE-Lupus	6		
HE-Migraines/Headache	5		
HE-Mobility Impairment	17		
HE-Multiple Sclerosis	8		
HE-Muscular Dystr....	7		
HE-Narcolepsy	5		
HE-Neurological-Other	21		
HE-Other	44		
HE-Paraplegia	2		
HE-Quadriplegia	5		
HE-Speech Impairment	1		
HE-Spinal Cord Injury	12		
HI-Deaf	17	HI	58
HI-Hearing Impairment	41		
LD-Cognitive Impairment	9		
LD-Math Disability	35		
LD-Memory Impairment	1		
LD-Other	36		
LD-Reading Disability	58		
LD-Reading/Math	13		
LD-Reading/Writing	84		
LD-Visual Processing	3		
LD-Writing Disability	20	LD	259
PI-PTSD	8		
PI-ADD/ADHD	301		
PI-Anxiety Disorder	80		
PI-Autism/Asberger's	13		
PI-Bipolar Disorder	71		
PI-Depression/Dysthy..	65		
PI-Developmental-Other	2		
PI-Mood D/O	4		
PI-Obsessive Compul...	8		
PI-Other	13	PI	593
PI-Panic Disorder	9		
PI-Schizophrenia	12		
PI-Tourette's Syndro	7		
VI-Blind	13		
VI-Visual Impairment	54	VI	67
Unknown	7		7
	1286		1286

New Students 2009	263
Current Active Students	1286

REQUEST FOR INDIVIDUALIZED TESTING ACCOMMODATIONS (RITA)

Please print, press firmly, use ballpoint pen

COURSE INFORMATION

Section 1: To be filled out by student

Name _____ Phone number _____
 Course name _____ Number _____ Dept. phone _____
 Instructor's name _____ Office phone _____

Section 2: To be filled out by the instructor

The student has presented me with the CSD Student Accommodations Form. I agree to the testing accommodations specified. Exams are to be administered by CSD on the following dates and start-times.

Note: *If start-times are negotiable (within CSD hours of operation) place an (N) in the space designated for time.*

1. Date _____	Time _____	5. Date _____	Time _____
2. Date _____	Time _____	6. Date _____	Time _____
3. Date _____	Time _____	7. Date _____	Time _____
4. Date _____	Time _____	8. Date _____	Time _____

Exams must be available or delivered to CSD a minimum of 5 hours in advance of test date.

EXAM PICK-UP OPTIONS:

I will fax exam to CSD at (713) 743-5396
 I will deliver exam to CSD
 I will e-mail exam to CSD at ahesd@mail.uh.edu
 I request CSD to pick up exam from _____ (location)

I understand that exams will be _____ to my department location, by CSD, within 48 hours of completion.

SPECIAL INSTRUCTIONS:

Student may use the following during this exam:
 Calculator Book Notes Other _____

Instructor's Signature _____ Date _____
 Contact Person _____ Bldg./Rm. _____
 Ext. _____ Fax _____



University of Houston
 Justin Dart, Jr. Center for Students with DisABILITIES (CSD)
 CSD Building, Rm 100 (Building #268)
 Houston, TX 77204-3022
 Tel: 713-743-5400 • Fax: 713-743-5396 • Mail Code: 3022
 E-mail: ahesd@mail.uh.edu • Web: www.uh.edu/csd
 Hours: 8-5 Monday-Friday
 Fall and Spring: 8-1 Monday and Tuesday



DATE: _____ TIME: _____ OFFICE: _____

PS#780310808

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Justin Dart, Jr.

Center for Students with DisABILITIES

Test Administration Policy and Procedure

1. The Center for Students with DisABILITIES (CSD) works to ensure that appropriate testing accommodations are provided for students who have registered with CSD and who are eligible for such accommodations.
2. It is the student's responsibility to provide a copy of their approved Student Accommodation Form (SAF) to their instructors, and to request recommended exam accommodations. Students should ask their instructor(s) to complete the instructor portion of the Request for Individualized Testing Accommodations (RITA) Form if the student and the instructor agree that exam administration will take place at CSD, and return a copy of this form to CSD according to instructions. CSD may not administer exams without this signed form.
3. It is the instructor's responsibility to notify CSD of the scheduled time and date for each student's exam. Whenever possible, quizzes and exams should be scheduled at least three days in advance. A minimum notice of 24 hours is required for any exam that CSD will be responsible for picking up. Instructors may fax or e-mail exams with less than 24 hours notice, but advance notice is requested in order to ensure that testing accommodations can be arranged.
4. Students are expected to schedule their exams with CSD on the same day and time the exam is scheduled for the class. If an extended time accommodation makes this impossible, the instructor will choose another appropriate day/time for the student to take the exam.
5. Exams are administered during CSD office hours, 8 a.m. - 5 p.m., Monday-Friday (summer months). Office hours are extended during the fall and spring semesters to 7 p.m. on Mondays and Tuesdays. Occasionally students taking an exam earlier in the day for an evening class will be required to remain in CSD until after the class has started. Instructors will be informed of the time a student starts and turns in a test.
6. Only students who are registered with CSD and are authorized by their instructors to take their exams at CSD will be allowed in the testing rooms. Students may be required to present a picture ID prior to being issued their exam.
7. Students are required to return their exam to the receptionist if they leave the testing rooms for any reason during and at the end of the exam. If a student is found with an exam in their possession outside of the testing rooms, their instructor will be notified, and the exam may be confiscated.
8. Students are responsible for rescheduling an exam with their instructor if they cannot take it at the designated time. Exams that are not taken when originally scheduled will be returned within two working days to the instructor or respective department unless CSD receives notification from the instructor that another test date and time has been arranged.
9. Students are expected to be on time for their exams. If a student is more than 15 minutes late for an exam they will need to either obtain the instructor's permission to start it late, or reschedule it with their instructor.
10. All backpacks, purses, books, notes, calculator covers, cell phones, flash drives, lap tops, and other personal belongings must be left in the CSD reception area or lockers before exams will be administered. CSD cannot be responsible for purses and/or valuables. If a student has an unauthorized item in their possession in a testing room the item may be confiscated, their instructor may be notified, and the item(s) will be turned over to the instructor.
11. All scratch paper used during an exam will be supplied by CSD unless otherwise provided by the instructor. Any scratch paper or other materials used during an exam will be collected and returned to the instructor with the exam.

- 12.- CSD requires instructor approval regarding the use of any note cards, tables, charts, books, calculators, or other materials during an exam. When such verification cannot be obtained directly from the instructor, the student may be allowed to proceed with such assistive materials, all of which are subject to inspection by the CSD staff. A photocopy of any notes or papers a student has with them during an exam will be attached to the exam and submitted to the instructor. A note will be included with the exam, informing the instructor of the material (s) a student used during an exam.
13. Food is prohibited in the testing rooms. Students who need to eat during an exam may do so in the kitchen or reception area.
14. Talking or non-verbal communication with other students at any time during an exam (including breaks) is prohibited. If a student is found communicating with another student during an exam (including breaks), their instructors may be notified, and their exams may be confiscated.
15. Breaks will not be allowed unless permission is received by the instructor. A CSD employee will escort students to the Student Health Center who become ill or who need restroom assistance during an exam. Students may not leave the CSD Building otherwise once they have obtained an exam.
16. Exams will be returned to the instructor or departmental office in a sealed envelope (unless an instructor indicates otherwise), along with the Scantron, bluebook, and any other accompanying materials.
17. CSD adheres to the UH Academic Honesty Policy. If a student is suspected of academic dishonesty while taking an exam at CSD, the exam may be stopped immediately, and CSD may attempt to contact the instructor of the course. If the exam is stopped, it may resume only with the instructor's permission. All incidents of suspected academic dishonesty will be reported to the student's instructor and the CSD Director.
18. Exam rooms, computer labs, and other areas of the CSD Building are monitored through a camera surveillance system. Instructors and/or other appropriate authorized UH personnel may view students taking exams, as appropriate.
19. A limited number of private testing rooms are available. Students who take exams on the computer or require the assistance of a reader and/or scribe during exams shall have scheduling preference for these rooms.
20. If a student fails to comply with CSD instructions or policies regarding an exam, immediate action will be taken which may include notifying the instructor and/or confiscating the exam.
21. Students may be assigned a designated area or cubicle for testing.
22. Students may be asked to present any items contained in their pockets, jackets, etc., prior to, during or after taking their exam.
23. Students are responsible for obtaining required access codes for computer-based exams from their instructors, as appropriate, prior to test administration.
24. Students who require the assistance of a scribe and/or reader for exams should indicate this on their RITA form(s), and also verify with the CSD front desk staff that a reader/scribe will be available at the indicated/preferred date and time that an exam is scheduled.

Revised: April 2009

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THE ERIC P. ALEXANDER
MEMORIAL
SCHOLARSHIP

Justin Dart Jr., Center for Students with
DisABILITIES
CSD Building, Room 100
Houston, Texas 77204-3022



The University of Houston Center for Students with DisABILITIES is proud to offer the Eric P. Alexander Memorial Scholarship. This scholarship is given in loving memory of a young man who had a learning disability.

The purpose of this scholarship is to encourage UH students who have learning disabilities to pursue their educational and career objectives. The successful applicant will be awarded up to \$1000 for the 2009-2010 academic year.

SCHOLARSHIP ELIGIBILITY REQUIREMENTS

- Applicant must be a UH student who has a learning disability as defined by CSD guidelines.
- Applicant must be eligible for Financial Aid through the University of Houston for the academic year he/she applies for the scholarship.
- Applicant must be a sophomore, junior, or senior full-time or full-time equivalent degree-seeking student.
- Applicant must have a cumulative GPA of 2.5 or higher.

CRITERIA FOR SELECTION

The Eric P. Alexander Selection Committee will select the scholarship recipient(s), based on merit and financial need. Recipient selection will be based upon information received from the UH Office of Scholarships and Financial Aid, transcripts, evaluation forms/letters of recommendation, and the applicant's essay. All decisions of the Committee are final.



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INSTRUCTIONS FOR COMPLETING APPLICATION

- Applicant must provide (unofficial) college transcripts.
- Applicant must present a minimum of two completed Recommendation Forms and letters of recommendation on official letterhead (one from a current or previous instructor from major field of study, and one from another college professor, high school teacher or workplace supervisor).
- Application will include an essay which will address the following:
 1. What is your present academic degree plan?
 2. What are your career objectives?
 3. How would this scholarship assist you in achieving your career objectives?
 4. Discuss strategies you have used to compensate for your learning disability in academic and vocational settings.
- Applicant must submit a complete original application packet plus six (6) copies to CSD on or before **August 14, 2009**.

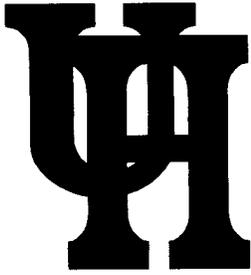
AWARDS

Awards become effective in the fall semester of the academic year in an amount not to exceed \$1000 per recipient. Funds will be automatically deposited in recipients account, to be applied toward tuition, room, board, books and other academic-related expenses. This is a single year award but all students are eligible to re-apply in subsequent years. Awards are typically split between the fall and spring semesters.

Questions?? Please contact Scott Crain at (713) 743-5400, or wscrain@mail.uh.edu.



**THE ERIC P. ALEXANDER
 MEMORIAL
 SCHOLARSHIP**
 Justin Dart Jr., Center for Students with
 DisABILITIES
 CSD Building, Room 100
 Houston, Texas 77204-3022



ERIC P. ALEXANDER SCHOLARSHIP

RECOMMENDATION FORM

TO THE APPLICANT: Please complete Part One and give this form to two of your college professors to complete Part Two

STUDENT NAME _____ PS# _____

TO THE EVALUATOR: Please complete Part Two of this form, provide **a letter of recommendation** on official letterhead for this student, and return to the applicant in a sealed envelope.

	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT	NO BASIS FOR JUDGEMENT
MOTIVATION					
CREATIVITY					
ACADEMIC SELF-DISCIPLINE					
LEADERSHIP					
EMOTIONAL MATURITY					
PERSONAL INITIATIVE					
REACTION TO SETBACKS					
INTEGRITY					
SELF-CONFIDENCE					
POTENTIAL					
GOAL-ORIENTED					
COMMUNICATION SKILLS					
INTERPERSONAL SKILLS					
OVERALL ASSESSMENT					

In what capacity do you know this applicant? COLLEGE PROFESSOR HIGH SCHOOL TEACHER CO-WORKER

For how long? _____
 Course taught or name of workplace _____

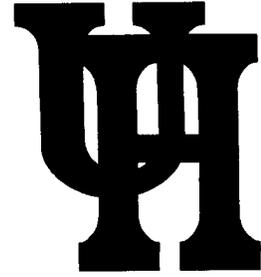
EVALUATOR'S NAME: _____ TITLE _____
 (PLEASE PRINT)

SIGNATURE: _____ PHONE # _____



THE ERIC P. ALEXANDER
MEMORIAL
SCHOLARSHIP

Justin Dart Jr., Center for Students with
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CSD Building, Room 100
Houston, Texas 77204-3022



PERSONAL INFORMATION FORM

Type or print neatly in ink.

NAME OF APPLICANT _____ PS# _____

ADDRESS
Street _____ City _____ State _____ Zip _____

PHONE _____ E-MAIL _____

COLLEGE _____ MAJOR _____

CLASSIFICATION ____ Sophomore ____ Junior ____ Senior CUMULATIVE GPA ____

ACTIVITIES _____

HAVE YOU APPLIED FOR FINANCIAL AID THROUGH UH? ____ YES ____ NO

PLEASE SIGN BELOW TO INDICATE THAT YOU HAVE READ AND UNDERSTAND THE
ELIGIBILITY REQUIREMENTS AND THAT, TO THE BEST OF YOUR KNOWLEDGE, YOU
MEET THESE REQUIREMENTS.

APPLICANT SIGNATURE _____ DATE _____