

**STUDENT FEES ADVISORY COMMITTEE (SFAC)  
FY 2011 PROGRAM QUESTIONNAIRE**

**JUSTIN DART, JR.  
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 at 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, select 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.

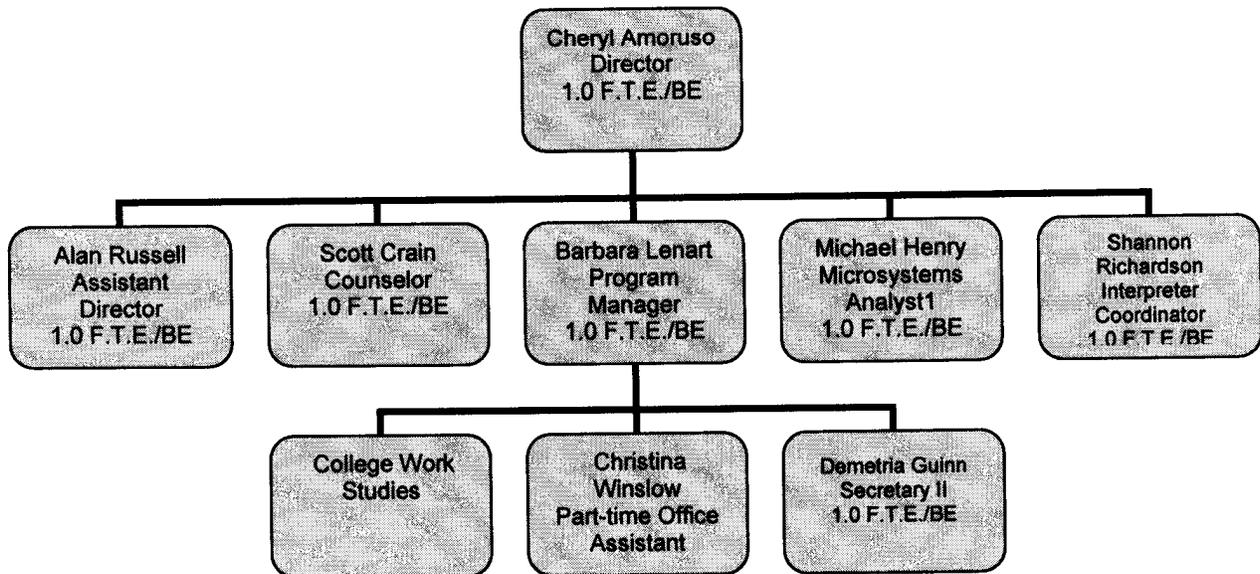
A component that is crucial to achieving these objectives involves developing and maintaining positive relationships with faculty, staff, students, student organizations, and community organizations on a local, state, and at times national level. This department is represented on numerous boards and 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, appropriate, timely services to a continuously increasing student population. Staff salaries and benefits, supplies, assistive technology, items for our facility, and equipment are necessary in order to provide services efficiently and effectively. We are as frugal as possible, and also continue to pursue and obtain funding and in-kind donations from sources outside of SFAC, including community organizations, other UH departments, foundations and grants.

**2. Provide an organizational chart of your unit.**

## Center for Students with DisABILITIES



Full-time staff positions include: Director; Assistant Director; Counselor; Program Manager; Microsystems Analyst I; Interpreting Services/Captioning Coordinator; and Secretary II. Part-time non-benefits-eligible positions include one part-time office assistant, and part-time college work study students. CSD currently employs three (3) college work study students.

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

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

CSD staff are responsible for providing a wide variety of supports, accommodations, and services to eligible UH students who have temporary or permanent disabilities.

The Associate Vice President for Student Services supervises the CSD Director. The department is within the Division of Student Affairs.

**3. List the objectives that you provided with your 2009-2010 SFAC request. Please comment on your success in achieving these objectives. If an objective changed during the year, please note this and explain. Also, list any new objectives, the rationale for the addition, and comment on your success in achieving these objectives.**

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

Some of the goals that were achieved in order to meet this objective included:

1. Providing quality, individualized services to all eligible students who request them. Even during peak time periods, students rarely have to wait more than a few days to meet with a counselor. Calls and e-mails are generally returned within 24 hours. Student Satisfaction Questionnaires continue to largely reflect attainment of this goal (Please see Attachments A & B).
2. Providing additional needed services, including specialized services for target populations, as needs emerge and funding and staffing has allowed. Examples include:
  - CSD, in collaboration with other campus departments and community organizations participated in several activities in an attempt to more effectively serve student Veterans. Examples of these activities include:
    - a. Presenting at the "Cooperative Support for Veterans' Resource Centers" conference, held in the Houston Room on June 18, 2009. The purpose of this seminar was to inform Houston's higher education community about Veterans issues, and attempt to educate about various methods to streamline and ensure a Veteran's access to community resources. There were approximately 100 participants.
    - b. Ongoing collaboration in the revisions of the Veterans education proposal, spearheaded by an Industrial Engineering Department faculty member. The goal of this proposal is to obtain grant funding to improve student Veteran recruitment, retention, placement, and follow-up at UH.
    - c. CSD continues to participate in the Veterans, Troup's, and Family Support Coalition. This coalition focuses on providing resource and referral information to currently enrolled active duty and reserve Veterans and their families. This coalition organized several events, including lunches, seminars and job fairs during the 2009 year.
    - d. CSD participated in several campus Veterans-related resource fairs and programs, including a presentation to the Veterans Land Board, and a presentation to Lone Star College personnel.
    - e. CSD Counselor Scott Crain participated in several training opportunities to expand his knowledge-base of Veteran's issues in an effort to improve services to student Veterans. Workshops included a "Veteran's Webinar," presented by ILRU, and an "Ensuring Student Success" webinar, sponsored by the Veteran's Services Office.
3. Purchasing technology, other equipment and items to meet student needs, improve services, and improve exam surveillance.
  - New hardware, software and assistive technology was purchased for the student

computer labs, individual testing rooms, and for departmental needs. (Please see Attachment C for a detailed listing of items that were purchased this year, and Attachment D for a listing of technology available for students at CSD).

- A camera which views the Metro Lift stop outside the building was installed. This camera is linked to a monitor in the lobby. This allows students who ride Metro Lift to be able to wait inside and see when Metro Lift arrives, rather than having to wait outside.
4. Continuing to seek out potential funding, in-kind donations and/or collaborative opportunities to expand services and/or increase staffing.
    - Educational programs are collaborative efforts involving joint funding and/or in-kind donations. (Please see Question #7 for a listing of this year's fundraising efforts.)

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

1. CSD continues to collaborate with the Campus Recreation & Wellness Center (CRWC) in an effort to increase the number of students who have disabilities who utilize the CRWC. Examples of 2009 activities included:
  - a. The third annual "Day at the Rec" was held at the CRWC on October 30, 2009 (Please see Attachments E & F). The objective of this activity is to provide an opportunity for students who have disabilities to try various activities and equipment available at the CRWC, and see how accessible the facilities are. Approximately thirty (30) individuals participated, including basketball and soccer games between the Houston Challengers and the Pasadena Toro's community wheelchair sports teams. Other activities included:
    - Rock wall climbing and instruction
    - A yoga demonstration, led by a student who has a disability
    - Fitness equipment demonstrations
  - b. The Gulf Coast Indoor Wheelchair Soccer Regional Invitational was held at the CRWC July 10-12, 2009. Approximately fifty (50) wheelchair athletes and approximately twenty (20) spectators participated. One objective of this activity is to increase community awareness of the accessibility of the CRWC, in an effort to recruit students who have disabilities (Please see Attachments G & H).
2. Continuing to advocate with Facilities Planning & Construction (FP&C) for priority campus accessibility improvements. Examples of recent issues that CSD worked with FP&C on included:
  - a. Working with Eva Lyon, an FP&C CAD Specialist in creating an accessible campus map. It is anticipated that this map will be printed and posted on the CSD web page in the near future.
  - b. CSD submitted requests for several inaccessible or problematic sidewalks to be repaired to FP&C, and these were taken care of. Examples included:
    - A section of sidewalk on Calhoun in front of the Melcher Hall sign.
    - A section of sidewalk and driveway intersection at Entrance #10.
  - c. CSD worked with FP&C and Psychology Clinic administrators to obtain

modifications to the Psychology Clinic.

3. Continuing to consult with Information Technology, instructors, and others, as appropriate, regarding the accessibility of UH web pages, distance education courses, Web CT, on-line courses, and student technology needs.
  - Two CSD staff consulted with UH Library staff regarding the assistive technology available to students at the library. The Library staff welcomed the suggested assistive technology additions, and subsequently purchased the suggested items. (Please see Attachment I for a listing of the assistive technology available to students in the Library.)
4. The CSD Director worked with some Math Department faculty in an effort to better communicate their policies to students who have disabilities regarding accommodations in select undergraduate courses. Page one of the revised "Department Policies for Math 13xx" document, which contains this policy information, is attached (Please see Attachment J).

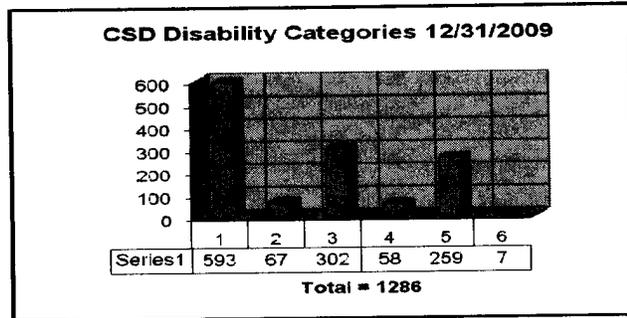
**C. CSD will continue to increase the knowledge base of UH students, faculty and staff about our services and disability-related issues.**

1. Continuing to provide educational presentations, consultation, and facility tours to academic and student service departments regarding student issues, accessibility and accommodation issues, and other topics, as appropriate. Some examples of departments that we provided these services to this year included:
  - a. Learning Support Services tutor presentation.
  - b. CAPS interns- CSD presented a half-day "Sensitivity Training" on February 16, 2009 to approximately ten (10) CAPS interns.
  - c. CAPS interns and new Academic Advisors- participate in an orientation and a tour of CSD each semester.
  - d. International Students- are provided an orientation to our services each fall.
  - e. Several campus fairs- including Cougar Preview, Cat's Back, etc.
  - f. New Faculty Orientation- each fall.
2. Continuing to disseminate information about our services campus-wide through admissions packets, new and transfer student packets, through other departments, electronic means, UH publications and our web page.
3. Continuously updating our web page (Please see Attachment K).
4. Running several ads to promote services and activities in the *Daily Cougar* (Please see Attachments L, M & N).
5. Publishing newsletters each spring and fall semester, distributing these to our students and various campus departments, and posting them on our web page (Please see Attachments O & P).
6. CSD staffed an informational table to provide information to students, staff, and faculty about our services during National Depression Screening Day last fall.
7. The Director continues to serve on the University Emergency Management Committee, to ensure that disability-related issues are adequately addressed by this committee.

**D. The number of students receiving CSD services will increase by 10%.**

1. On December 31, 2009, CSD was serving 1286 active students. On December 31, 2008, CSD was serving 1007 active students. This reflects an increase of 28% in the number of students served (Please see Attachment Q).
2. In 2009, 263 new students registered with CSD.
3. The following chart provides a breakdown of the disability categories of current active students:

1 PI = Psychiatric Impairment	<b>593</b>
2 VI = Visual Impairment	<b>67</b>
3 HE= Health Impairment	<b>302</b>
4 HI = Hearing Impairment	<b>58</b>
5 LD = Learning Disability	<b>259</b>
Unknown	<b>7</b>
<b>Total =</b>	<b>1286</b>



4. The following is a 2008-2009 comparison of the disability categories served:
  - a. Psychiatric impairments: 28% increase
  - b. Visual impairments: 28% increase
  - c. Health impairments: 33% increase
  - d. Hearing impairments: 16% increase
  - e. Learning disabilities: 29% increase
  - f. Unknown: 30% decrease
5. The following is a tabulation of the number of exams administered at CSD:

Year	Exams Administered
2007	3,052
2008	3,657
2009	3,625

- a. The number of exams we administer has generally increased each year. We had a very slight decrease (<1%) in the number of exams administered in 2009, as compared to 2008. Some possible explanations for this could include:
    - Increasing numbers of online exams
    - Improved testing facilities in academic areas
  - 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 computerized and web-based exams tends to be labor-intensive. The number of students who require scribes and readers also continues to increase.
6. The following is a listing of some of the activities CSD participated in to promote our services and increase the number of students served:
  - a. Participating in a variety of campus and community fairs, activities, and

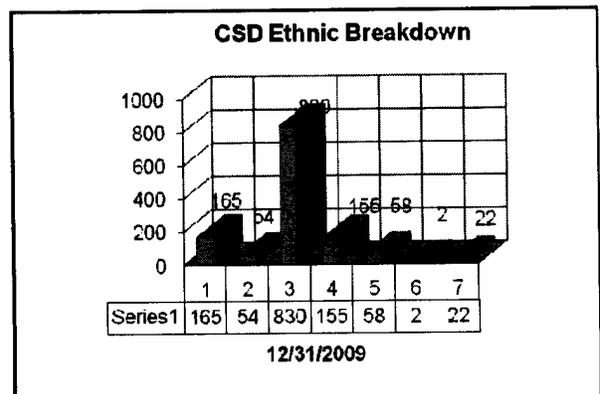
educational presentations. Examples of campus activities included New Faculty Orientation, "Cougar Preview," and Learning Support Services "Learning to Learn Day."

- b. Providing orientations and facility tours for potential student groups on a regular basis. Examples include patients from TIRR, and students from the Monarch School and Briarwood School.
- c. Presenting at local schools and parent groups, including Houston Community College, Houston ISD, Fort Bend ISD, Katy ISD, Spring Branch ISD, and Shriner's Hospital.
- d. Continuing to raise awareness of our services and disability-related issues through campus publications, our newsletters and web site.
- e. The Assistant Director currently serves as a Commissioner on the Houston Commission on Disability. The Director currently serves on the Houston Community College Southeast Campus Human Service Technology Program Advisory Board (President), and the Urban Experience Program Advisory Board.

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

1. An ethnic breakdown of the students registered with CSD as of December 31, 2009 follows:

1 African American	165
2 Asian	54
3 Caucasian	830
4 Hispanic	155
5 Middle Eastern	58
6 Native American	2
7 Other/Undefined	22
<b>Total =</b>	<b>1286</b>



2. The following is a 2008-2009 comparison of the ethnic categories served:
  - a. African American: 27% increase
  - b. Asian: 32% increase
  - c. Caucasian: 26% increase
  - d. Hispanic: 38% increase
  - e. Middle Eastern: 39% increase
  - f. Native American: no change
  - g. Other/Undefined: 22% increase
3. CSD continues to strive hard to increase the ethnic diversity of our student population. We continue to participate in the following outreach activities, in addition to our regular outreach activities, in an effort to increase the ethnic diversity of the students that we serve:

- a. Presenting at International Student Scholars Orientation each fall.
- b. Participating in high school fairs and presentations at select high schools that have an ethnically-diverse student body.
- c. Reaching out to student organizations that focus on or involve cultural diversity.
- d. Participating in campus activities that focus on or involve cultural diversity.

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

1. Due to the increasing number of student Veterans served (45% increase from 2008 to 2009) and the anticipated continued increased numbers of student Veterans entering or returning to college as a result of combat, combined with the new G.I. Bill, CSD targeted this population in several efforts this year. (Please see Question 3, A. for a description of these activities.)
2. CSD continues to collaborate with the Industrial Engineering Department faculty member and other involved campus departments in revising a grant, which, if obtained, will enable UH to improve and expand services for student Veterans.
3. CSD works closely with numerous departments to ensure that appropriate services and supports are in place for students who have disabilities, in an effort to improve the retention and graduation rates of our students. Some of these departments include Learning & Assessment Services, Counseling & Psychological Services, the Student Health Center, Attendant Care Services, and the Library.
4. CSD continues to work closely with the DisAbled Students Association (DSA). The objectives of this student organization include promoting disability awareness among students, faculty and the UH system, and providing a social environment where ideas can be embraced and exchanged and support can be gained, among others.

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

1. The CSD Director continues to participate in weekly Academic Accommodations Evaluation Committee (AAEC) meetings, and consults with the Chair regularly.
2. CSD provides ongoing consultation and assistance to faculty and staff.
3. A log of instructors who allow their students to take their exams at CSD is maintained. The following table reflects the number of new instructors who allowed their students to take their exams at CSD in 2009:

## Instructor Count 2009

Semester	New Instructors
Fall 2009	30
Summer 2009	5
Spring 2009	27
<b>Total</b>	<b>62</b>

- Sixty-two (62) new instructors allowed their students to take their exams at CSD In 2009. On 12/31/2008, 650 instructors were allowing their students to take their exams at CSD. On 12/31/09 712 instructors were allowing their students to take their exams at CSD. This reflects an increase of 10%.
- 4. CSD continues to maintain open communication and consults frequently with Academic Program Management (APM) regarding medical withdrawals and related student issues. All CSD counselors participated in a meeting with APM staff last December to exchange medical withdrawal-related information.
- 5. Additional video cameras and monitors were installed inside and outside the CSD Building, and repairs were made to the system this year. The video cameras monitor many of the rooms inside the building and the front and back entrances. Several cameras view different angles in the exam rooms. Front desk staff observe students taking exams on a monitor at the front desk. The additional cameras, monitors, etc. were added and upgrades were made for improved exam security and surveillance capabilities.
- 6. In an effort to improve communication and provide clarification to more effectively serve students and communicate efficiently with faculty, some CSD policies, forms, and instructions were revised. Examples include:
  - Request for Individualized Testing Accommodations (RITA) Form (Please see Attachment R).
  - CSD Test Administration Policy and Procedure (Please see Attachment S). The Office of General Counsel assisted in the revision of this P&P and approved the revised version.

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

**A. Service Provision:**

1. Please refer to question #3, D. for the number of students served. Student data is maintained in a customized confidential computer database which may only be accessed by authorized CSD staff.
2. Responses received in 2009 Student Satisfaction Questionnaires (Please see Attachments A & B) were essentially positive. These questionnaires are distributed to students at the end of the spring and fall semesters in their final exam packets.

The Student Satisfaction Questionnaire asks several questions regarding 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 or and 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.

Examples of some ratings include:

- a. "CSD makes test arrangements in a timely and courteous manner."
  - Of the 112 respondents, 96% provided ratings of "4" or "5."
- b. "The facilities at CSD are easily accessible for me."
  - Of the 112 respondents, 90% provided ratings of "4" or "5."

Some written comments included:

- "Everyone at CSD does an excellent job!"
- "Every person I have encountered at the front desk has been informative and patient, which I appreciate."
- "Computer staff is great!"
- "(I need) Nothing at all, my needs are met."
- "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."
- "The CSD is a wonderful establishment and I know everyone here works hard and does their best. Thank you for your hard work!"

The majority of the ratings and responses pertaining to issues or items within our control were positive. Most of the comments that could be considered negative involved issues outside of CSD's control, or misperceptions. Students complete these surveys when they finish their final exams, so often times they may not be in the best mood, or feel like writing. We have tried various other methods for disseminating and collecting these surveys, but none have yielded in the high return rates as placing them in the final exams has.

Examples of these types of comments include needing smaller classrooms, more time to write down notes, room to study, private tutors, instructor failure to send exams to CSD, CSD's location, outlines of materials covered in class, difficulty studying at the Library, and the availability of instructor's Power Point presentations online.

All CSD staff collectively review the Student Satisfaction Questionnaire responses, and brainstorm ideas for resolving cited issues. Examples of some strategies that were implemented based on recent feedback received included:

- a. Suggested hardware, software, and assistive technology for students was purchased, and computers used by students were upgraded to increase speed.
- b. Additional individual lighting was purchased for the exam rooms.
- c. Tape recorders were purchased for student check-out.
- d. Training of front desk personnel has been expanded, and additional procedures and operating guidelines have been implemented.
- e. The Request for Individualized Testing Form and instructions were revised to provide clarity for all.

#### **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. The same 100 students were surveyed for both semesters. Passing rates for the spring and fall, 2009 semesters were:

- Spring: 90% of the students surveyed passed every course they completed. \*
- Fall: 78% 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.

This is the first year in which course passing rates were much lower in the fall than in the spring, and the first time there has been such a large disparity between semesters. Last year's passing percentages were Fall: 86% passing, and Spring: 81%. We will attempt to figure out this variability between years and semesters.

**5. Please discuss any budget changes from your last (FY 2010) SFAC request, their impact on your programs, and your reason for implementing them.**

The Center for Students with DisABILITIES requested an FY 2010 base budget of \$395, 856, and we received \$385,249. We did not request any one-time allocations last year, and are not requesting any this year.

CSD has not requested a base augmentation increase in the eleven (11) years that the Director has held this position. In February of 1999 CSD was serving approximately 300 students. We are now serving more than 1,200 students with no significant budget or staffing increases.

**6. Please list your 2009-2010 objectives in priority order.**

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

1. Continue to provide comprehensive, quality, individualized services to all eligible students who request them. Student Satisfaction Questionnaires will continue to reflect attainment of this goal.
2. Continue to provide additional services, including expanded services for target populations, such as student Veterans, as needed and funding permits.
3. Purchasing technology, other equipment and supplies to meet student needs and/or improve services.
4. Continue to seek out potential funding, in-kind donations and/or collaborative opportunities to expand services and/or increase staffing.

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

1. Continue to coordinate a "Day at the Rec" each fall, to provide students who have disabilities an opportunity to try various activities and equipment available at the CRWC, as well as educate facility users and CRWC staff about the abilities and fitness needs of students who have disabilities.
2. Coordinate the Second Gulf Coast Indoor Wheelchair Soccer Regional Invitational at the CRWC this summer. It is hoped that this activity will provide additional steps towards the establishment of UH adaptive sports teams. An additional objective of this activity is to increase community awareness of the accessibility of the CRWC, in an effort to recruit students who have disabilities.
3. CSD, in collaboration with the Student Government Association (SGA), University Plant Operations, the Department of Assistive & Rehabilitative Services (DARS), and other campus departments and community agencies will be holding a Campus Accessibility Tour (CAT) on March 2, 2010 from 10:00-12:00. Some of the objectives of this activity include increasing awareness of the campus community of disability-related issues, enabling participants to gain experiential knowledge as to what it would be like to navigate the campus using a wheelchair or with a cane blindfolded, and subsequently providing feedback obtained from participants regarding areas of the campus that need improvement to Plant Operations and advocating for needed improvements.
4. Continue to work closely with Facilities Planning & Construction (FP&C) to advocate for other priority campus accessibility improvements.
5. Continue to work with FP&C to finish and distribute an accessible campus map.
6. Continue to consult with Information Technology personnel, instructors, and others, as appropriate, regarding the accessibility of UH web pages, distance education courses, Web CT, on-line courses, and student assistive technology needs.
7. Continue to consult with academic departments, as appropriate, in developing and/or improving their policies related to students who have disabilities.

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

1. Continue to provide educational presentations and tours for academic and student service departments and potential students.
2. Continue to provide consultation and assistance to faculty and staff regarding student issues, accessibility concerns, teaching strategies, and more.
3. The *Disabilities: A General Campus Guide* handbook for UH faculty, staff, and students will be revised, approved, printed, distributed, and posted on the CSD web page.
4. Continue to coordinate disability awareness-related educational activities. At least one major activity will be coordinated in both the spring and fall semesters.
5. Continue to distribute information about our services campus-wide through admissions packets, new and transfer student packets, through electronic means, UH publications and our web page.
6. Continue to advertise and promote CSD services in the *Daily Cougar*.
7. Continue to update and expand our web page.
8. Continue to publish and distribute spring and fall newsletters.
9. Continue to promote media exposure through additional articles in the *Daily Cougar*, *Campus News*, and other media.

**D. The number of students receiving CSD services will increase by 10%.**

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

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

CSD will continue to participate in the following outreach activities in an effort to achieve this goal, in addition to our regular outreach activities:

1. Presenting at International Student Scholars Orientation each fall.
2. Participating in high school fairs and presentations at select high schools that have diverse ethnic populations.
3. Participating in campus activities that focus on or involve cultural diversity.
4. Initiating collaborative projects with student organizations that have ethnically-diverse memberships.

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

1. CSD will continue to collaborate with Counseling & Psychological Services, the Student Health Center, Learning & Assessment Services, the Veterans Services

Office and/or appropriate student and community organizations to offer at least two disability-related educational activities per year. Funding and in-kind donations will be sought as needed.

2. CSD will continue to promote and coordinate existing scholarships for our students, and continue to seek out additional scholarships and other funding opportunities for students.
3. CSD will continue to collaborate with appropriate departments to improve and/or establish needed supports and services for students who have disabilities.
4. CSD will continue to collaborate with an Industrial Engineering Department faculty member and other involved campus departments to pursue potential funding opportunities to expand resources to assist student Veterans in enrolling and graduating from UH.
5. CSD will continue to seek funding and/or in-kind donations of goods and services in order to fulfill unmet student needs, as appropriate.
6. CSD will continue to seek funding and/or in-kind resources to provide additional services to specific disability populations, as appropriate.

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

1. The CSD Director will continue to participate in weekly Academic Accommodations Evaluation Committee (AAEC) meetings, and consult with the Chair regularly.
2. CSD will continue to consult with and assist faculty and staff as appropriate.
3. CSD will continue to maintain open communication and consult frequently 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?**

- A. CSD continues to collaborate with an Industrial Engineering Department faculty member and other involved campus departments in pursuing potential funding opportunities that could increase funding and resources at UH to help Veterans return to and succeed in college.
- B. CSD continues to promote and oversee the Eric P. Alexander Memorial Scholarship for students (Please see Attachment T). Four students received \$1,000 scholarships each for the 2009-2010 academic year.
- C. Donations were obtained for the July, 2009 Gulf Coast Indoor Wheelchair Soccer Regional Invitational, and the October, 2009 a "Day at the Rec." The budget breakdowns follow:

**Gulf Coast Indoor Wheelchair Soccer Regional Invitational:**

Item	Amount	Donor
Court fees:	\$2,333	Greater Houston Athletic Association for the Physically Disabled
Lunch	\$200	Greater Houston Athletic Association for the Physically Disabled
Parking	\$30	CSD
Beverages	Unknown	Houston Coca-Cola Company

**A "Day at the Rec"**

Item	Amount	Donor
Court fees	Waived	CRWC
Beverages	Unknown	Houston Coca-Cola Company
Parking	\$152	CSD
Advertising	\$516	CSD

- D. CSD requested IT funding through the Office of the Vice Chancellor/Vice President for Student Affairs to purchase camera surveillance equipment. This request was approved, and we received an allocation of \$7,850. These funds were used to purchase the video surveillance equipment discussed in Question 3.,G.,5.

**Additional fundraising plans for FY 2010-2011 include:**

- A. Continuing to seek funding and/or in-kind donations as needed for educational activities.
- B. Continuing to seek funding and/or in-kind donations in order to fulfill unmet student and/or departmental needs.
- C. Continuing to seek funding to provide additional services for specific populations, such as student Veterans.
- D. Continuing to seek additional scholarships and other funding opportunities for our students. We will continue to work with the potential donor and his wife whom we met with last year to work out the details for a new scholarship for UH students who have disabilities. CSD has advocated that these scholarships be available to our students in graduate programs, as there are very few funding opportunities that pay for graduate school.

**8. Please describe any overlap between your unit and any other unit(s) providing services to students and the rationale for the overlap.**

CSD provides unique services to students who have disabilities that are not available through other departments. It is essential that staff providing accommodation recommendations and other support services to students who have disabilities have the necessary expertise, training, and experience with disability issues. 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 are provided equal educational opportunities at the University of Houston. CSD provides a wide range of support services to individuals who have temporary or permanent learning disabilities, health impairments, physical limitations and psychiatric disorders.

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

Services that CSD provides 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. Some of the services provided and accommodations recommended by CSD may include:

- Disability-related counseling;
- Determining individual students 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;
- 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