

**ATTACHMENT A**  
**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 so 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 them 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 B  
 Center for Students with DisABILITIES  
 Student Satisfaction Questionnaire Summary  
 Spring 2010  
 Total Questionnaires Answered: 52

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.
1	1	4	13	34	0

- Thank you for always helping!
- But that is all. Sometimes even fake smiles help.
- Always!
- Many times I feel like the small things I ask for are ridiculous by the way the receptionist responds to my request.
- They are friendly and know my name.
- Yeah, she is very unpredictable. 90% of the time I don't get along with her.

**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	3	12	36	2

- Thank You ☺
- Accurate information, yes. Refers me to appropriate staff most of the time, No!

**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	1	2	8	34	8

- Always!
- Front desk has not learned polite tone of voice and how to be helpful.

**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	3	21	26

- Never used the computers.
- I don't use 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	Not App.
1	0	1	2	27	22

Center for Students with DisABILITIES  
 Student Satisfaction Questionnaire Summary  
 Spring 2010  
 Total Questionnaires Answered: 52

- Never met the Office Supervisor.
- No, I don't know her at all. She is suspicious of everyone! She trusts no one!

**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	1	3	8	41	0

- Now if instructors would only follow guidelines.
- Very!
- Thanks you for always helping with any issues!☺
- It is always a struggle to make arrangements.

**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	0	6	38	8

- Wonderful people!!!
- Always! Cheryl Amoruso.
- Scott Crain.
- I don't think I deal with that person.

**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.
0	0	0	3	39	10

- Cheryl is the bomb!
- Always!
- Cheryl is great. I don't work with the director or assistant director.

**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	0	2	13	37	0

- Always!
- CSD is a far away distance from where the majority of my classes are (near PGH, S&RI, etc.).
- Parking, parking, parking.
- I have evening classes now
- Although this is not a CSD issue, it needs to make some parking arrangements during exam week.
- To get to, yes.

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**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	3	10	38	1

- I am very pleased with the courteous and polite manner that everyone has shown in the CSD.
- Cheryl has been very helpful, always.
- With Cheryl, yes. Front desk and Office Supervisor, No.

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

- Another satellite location closer to Cullen Blvd. (just with computers and testing areas).
- Good Job!
- Some way to reach the professors right away when the test is not available. Possibly their cell phones.
- Ms. Cheryl Amoruso is the best support system we have she is a great asset to the university.
- Everything is available.
- A year- round suggestion box located at the front desk.
- Nothing else.
- Everything is helpful.
- Having a tech person available always.
- Some kind of parking arrangement during finals week (the RLH parking behind CSD stays empty during these times-----just a thought).
- Free food.
- My needs are completely met at CSD.
- Longer daytime hours.
- A more respectful and outgoing person. Often the face of the center and a person almost every student encounters. Laziness is not appealing.
- Quieter testing area
- Parking.
- More smiles, a clock set to the correct time, "community feel."
- People in the front desk should be very courteous and in good mood. People here not only have physical disabilities but also psychological disabilities and those types of behaviors are unacceptable. This could include people with severe depression, anxiety, and low self-esteem. I attended a public psychiatric center provided by CAPS and the front desk people are 180 degrees different than the services provided in this facility.
- Printing schedules for students for tests as a supplement and RITA form.
- A dictionary for use in the study rooms (not computerized).
- Reservations for the private exam rooms.
- More courteous staff who were more understanding of ADD.
- N/A (6).

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

- Quiet environment.
- My needs in the classroom are completely accommodated.
- Lamps at the testing room. The lights are too dim inside.
- Fewer distractions.
- No, I am well accommodated.
- Class notes/ lectures notes from professor.
- A laptop ☺ Got any extras?

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- A greater attention span.
- Pre-printed notes.
- Nothing (2).
- Professors who take time to read accommodations.
- Structure notes.
- Bottled water.
- Videos of lectures not only for missed (classes), but to see multiple times.
- Printed notes.
- Professors to be debriefed on ACS so they don't make assumptions and judge my appearance.
- Requirement that the teachers follow my accommodations.
- Laptop.
- I would like taped books, if possible.
- My disability mostly affects testing experiences, not those in the classroom setting.
- N/A (6).
- Everything is available.
- A laptop to use in every class no matter what the professor says.

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

- Everything is good.
- More private study rooms with individual computers and working clock in the testing room so I know how much time I have left.
- Has everything I need and more.
- Snack buffet.
- Brighter rooms.
- Laptop ☺ (for) typing notes.
- Unlimited printer paper.
- By providing textbooks on time.
- N/A (7).
- None.
- Everything is available.
- Don't have anything to put.
- Lamps at the testing room. The lights are too dim inside.
- Maybe get better wireless in the area.

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

- Test anxiety.
- ACS or fibrosis, spinal cord injury.
- Learning styles/mental wellness/sobriety/study skills/ADHD.

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

Yes: 4 No: 43 No response: 5

**P. Additional Comments:**

- Survey should be anonymous.



## ATTACHMENT C

## CSD's 2009 Upgrades for Department and Student Labs

1	\$ 6,000.00	Items	Cost	
		Computer monitors	\$ 1,285.00	
		Industrial departmental scanner	\$ 495.00	
		Industrial departmental shredder	\$ 200.00	
		Industrial departmental IntelliFax	\$ 435.00	
		Industrial Departmental HP printer	\$ 762.00	
		Supplies for new equipment	\$ 1,600.00	
		Staff PC upgrades	\$ 815.00	
		Related supplies	\$ 408.00	
		<b>Total</b>	<b>\$ 6,000.00</b>	

2	\$ 610.00	PC memory upgrades-student computer labs and staff	
		2 GB memory	\$ 104.00
		1 GB memory	\$ 229.00
		.512 MB memory	\$ 277.00
		<b>Total</b>	<b>\$ 610.00</b>

3	\$ 708.00	Surveillance camera		
		Replaced front camera	\$ 708.00	

4	\$ 1,700.00	Imac computer for student lab		
		Added Imac computer for students	\$ 1,700.00	

5	\$ 190.00	Upgrade ZoomText to Ver9.18		
		Students with visual impairments	\$ 190.00	

**Grand Total****\$ 9,208.00**

## Attachment D

### Computer Labs & Technology Currently Available Center for Students with DisABILITIES

Updated, October, 2010

#### **Adaptive workstations:**

- Adjustable work spaces and chairs
- Extra-wide work stations
- Privacy panels

#### **Each workstation:**

- MS Office 2007
- Internet access
- Window Media Player
- Adobe Reader
- Quick Time
- Virus scan

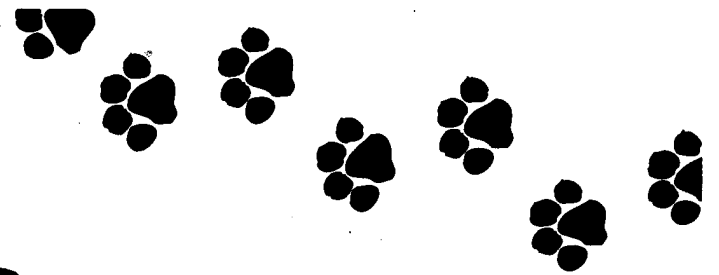
#### **Adaptive software available:**

- **Zoom Text** - Screen magnifier/screen reader
- **Jaws** - Screen reader
- **SoothSayer** - Word prediction
- **Dragon Naturally Speaking** - Speech recognition

#### **Adaptive equipment available:**

- **CCTV** - A video camera that focuses on the printed page and displays onto computer monitor.
- **Hearing Helper FM systems** - Portable compact transmitters with microphones.
- **Computer monitors** - 21 and 22 inch-wide screen monitors.
- **Sorenson VRS** - Video relay station for the deaf and hard-of-hearing.
- **Everest Index Braille** - Braille translation and embosser.
- **Head tracking mouse** - Allows the control over the movement of the cursor through head movements.

# THE CAT IS COMING



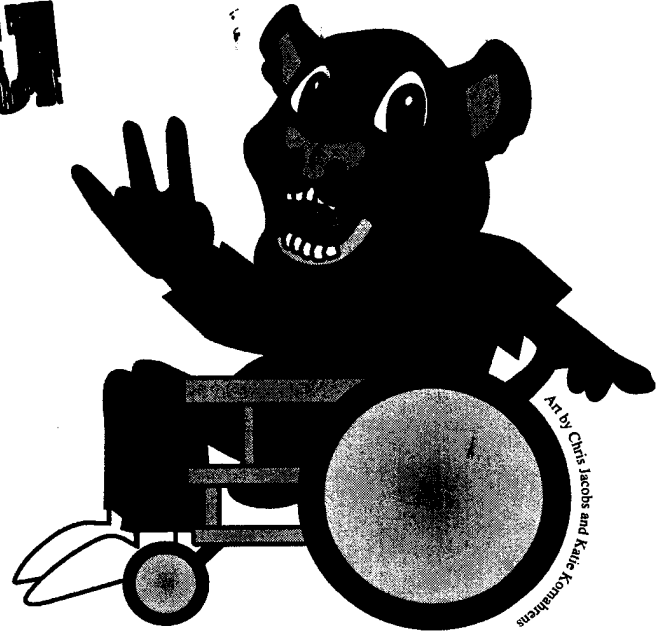
## WHAT IS CAT?

Campus Accessibility Tour

## WHEN?

March 2

9: Breakfast @ CSD  
10-12: Campus Tour  
12: Lunch @ CSD



## WHY?

Participants will conduct an assessment of the accessibility issues on campus in a wheelchair or blindfolded using a cane.

## WHY SHOULD I PARTICIPATE?

All the collected data will assist the university in helping meet the needs of disabled faculty, staff, and students. **AND you'll get Free Breakfast AND Lunch!**

## HOW DO I REGISTER?

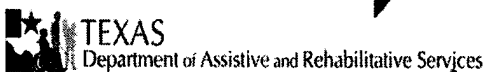
Contact: Cheryl Amoruso  
Center for Students with DisABILITIES (CSD)  
Phone: 713-743-5400  
camoruso@uh.edu

## SPONSORS

*American Medical Equipment Co.  
Department of Assistive & Rehabilitative Services (DARS)  
Houston Coca-Cola  
Student Government Association*

## PARTNERS

*Center for Students with DisABILITIES (CSD)  
Department of Assistive & Rehabilitative Services (DARS)  
Student Government Association (SGA)  
UH Plant Operations  
UH Staff Council*



# Walking in someone else's shoes

Tour gives participants perspective, helps point out areas to improve

**Darlene Campos**  
THE DAILY COUGAR

Students with DisABILITIES received a helping hand Tuesday, courtesy of the students, staff and faculty participating in the Campus Accessibility Tour.

The tour was put together by the Center for Students with DisABILITIES to demonstrate how disabled students maneuver around campus and point out areas for improvement.

"Getting around the campus is always smooth," CSD Assistant

Director Alan Russell said. "The pebble ground cracks can cause damage to a wheelchair, which can be very expensive. My wheelchair, for example, costs \$5,000.

"There are also some obstructions like the big flower pots around the campus, so the blind and those in a wheelchair have to ease their way around."

During the tour, four groups inspected the campus. Some group members had the opportunity to experience moving around in a wheelchair, while others got to walk around with a white cane and blindfold.

The purpose was to identify which areas on campus need improvements.

According to a flyer put out by the CSD, general accessibility features

should include automatic doors, wide hallways and sidewalks, access ramps, tile or short carpeting floors, hands-free sinks and spacious restrooms. Participants were asked to identify if the buildings they toured complied with these features.

"The Student Service Center has restrooms only on the second and third floors, and the drinking fountains are on the third floor," health senior and tour guide Irene Young said. "There are automatic doors at the entrance to the Student Service Center but none to the Career Services office."

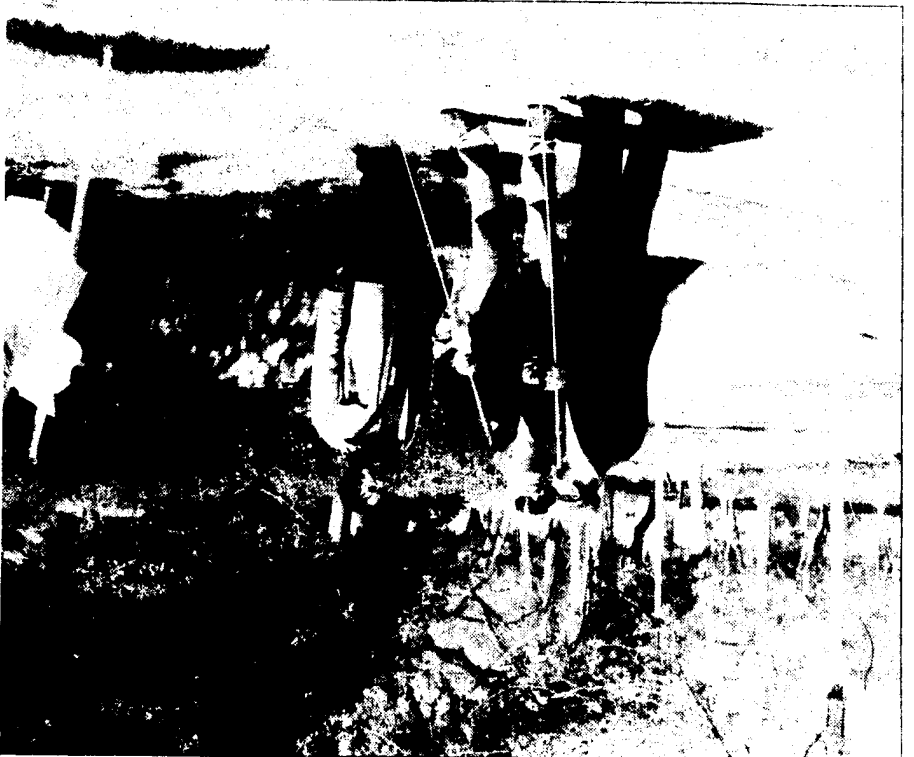
Ann Liberman, director of Career Services at the Graduate College of Social Work, said the tour helps

see CAT, page 3



KENDRA BERGLUND THE DAILY COUGAR  
The Center for Students with DisABILITIES held a Campus Accessibility Tour to help identify areas needing improvements to make the campus safer for disabled students.

March 3, 2010 "Daily Cougar"



KENDRA

During the Campus Accessibility Tour, participants identified the College of Technology and the Cullen Performance Hall as the most inaccessible buildings on campus. Participants identified the College of Technology and the Cullen Performance Hall as the most inaccessible buildings on campus. Participants identified the College of Technology and the Cullen Performance Hall as the most inaccessible buildings on campus. Participants identified the College of Technology and the Cullen Performance Hall as the most inaccessible buildings on campus.

# CAT

*continued from page 1*

participants who are not disabled relate to the challenges disabled students face. "If you're in a wheelchair, you're going to be more aware of obstacles than if you're not," Liberman said. "You can just walk along and trip and get back up again." For blind students, access to books for research can sometimes be difficult to find as well. "It can take a week to get a book in Braille, but if the semester's already under way, it can take a long time."

Russell said. Through the tour, participants found the most inaccessible buildings on campus. Participants identified the College of Technology and the Cullen Performance Hall. The College of Technology does not have automatic doors or accessible drinking fountains for those in a wheelchair. "The restroom in the technology building is very narrow," Young said. "It feels very uncomfortable, and there isn't enough space for me to move around. There's also no Braille to label the restrooms for the blind." The Cullen Performance Hall had

their drink narrow spa the disabled "You d until you who gets a wheelchair first time I actually f wasn't able A surve participated will be gi improve news@thec

# DAY

at the

# REC

## Campus Recreation & Wellness Center

Friday, October 30, 2009

(1-5 pm)



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

1-2 pm) Rockwall.

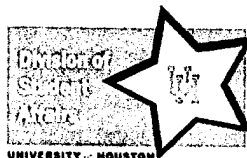
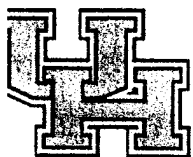
1-5 pm) **GHAAPD: Indoor Wheelchair Soccer Expo and Wheelchair Basketball Expo.**

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

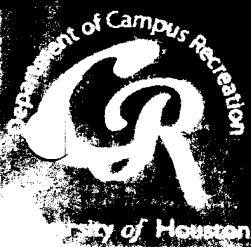
3-4 pm) Yoga and Fitness equipment demonstrations.

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

Please contact CSD at 713-743-5400 or [uhcsd@mail.uh.edu](mailto:uhcsd@mail.uh.edu) if you need accomodations.



# Adaptive Recreation



## ATTACHMENT H

The University of Houston Department of Campus Recreation features a variety of equipment options for students, faculty and staff who have disabilities who wish to utilize the facility.

Each program area has the following accessibility & adaptive recreation options:

### Aquatics & Safety

- Chair lift for pool entry inside the natatorium
- Zero depth entry in the outside leisure pool (Beach front entry)
- Future chair lift for the outdoor leisure pool
- Leg buoys and aqua belts



### Fitness

- Two hand bikes with adjustable or removable chairs
- Multi-station machine with the ability to pull a wheelchair to each piece

### Outdoor Adventure (Climbing Wall)

- Full body harnesses

### Facility

- ADA compliant lockers
- Wheelchair accessible showers & restrooms

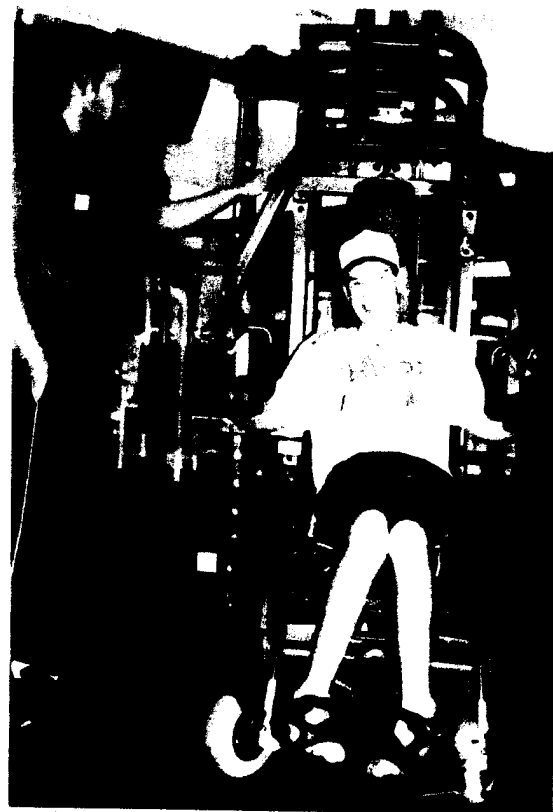
### Members needing the assistance of an attendant while using the CRWC:

Any members needing the assistance of an attendant while using the CRWC may request access for their attendant at no additional cost. The attendant and member needing assistance must be together at all times. Documentation of the need may be required. Requests should be made in writing at least five business days in advance to the Assistant Director of Campus Recreation for Marketing and Memberships. The Center for Students with DisABILITIES will serve as a resource for the Department of Campus Recreation in determining level of assistance needed.

*Campus Recreation staff is available to answer questions at all times. For more information, please call 713.743.PLAY and ask to be transferred to the program area you are interested in or visit us in person at the CRWC!*

713.743.PLAY

WWW.UH.EDU/RECREATION



ATTACHMENT I

# 2ND ANNUAL GULF COAST INDOOR WHEELCHAIR SOCCER INVITATIONAL

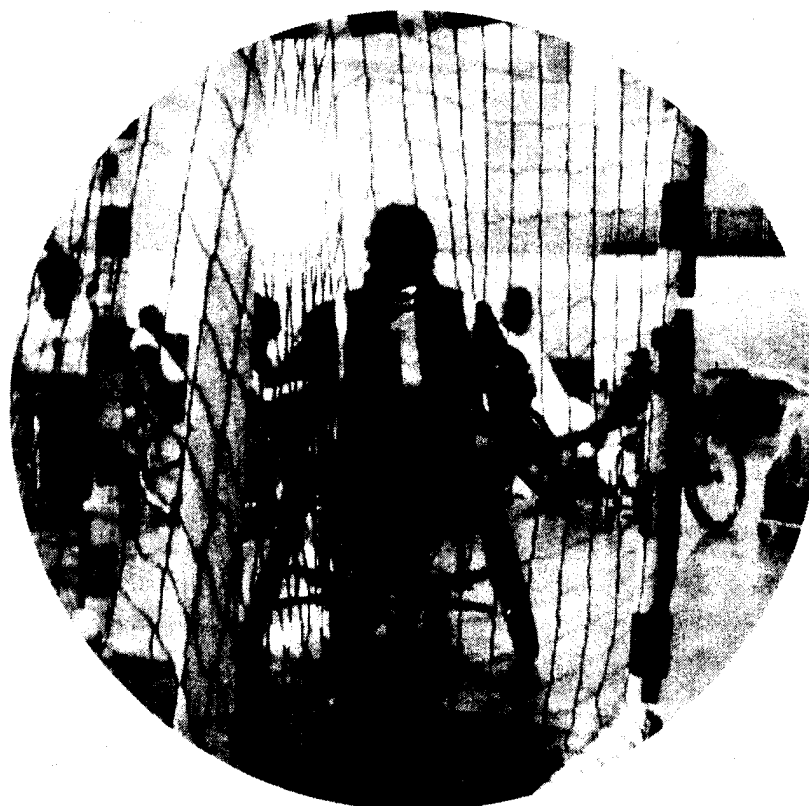
@ CAMPUS RECREATION & WELLNESS CENTER

JUNE 25-27, 2010

SUPPORT

ADAPTIVE

SPORTS



COME OUT  
AND  
WITNESS  
THE  
EXCITEMENT

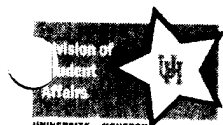
## GAME SCHEDULE

Fri 6/25: 6 pm - 10 pm

Sat 6/26: 8 am - 4 pm

Sun 6/27: 8 am - 2 pm

For more info contact Alan Russell at 713.743.5400 or [arussell@mail.uh.edu](mailto:arussell@mail.uh.edu)







2010

# NATIONALS

13TH ANNUAL DIVISION I  
8TH ANNUAL DIVISION II

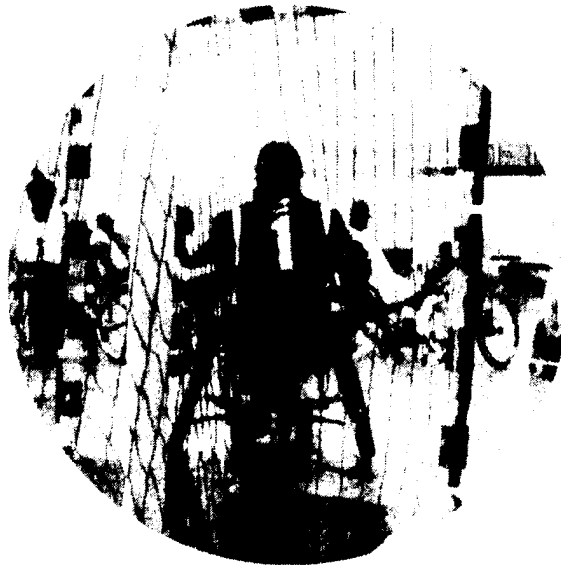
INDOOR WHEELCHAIR SOCCER NATIONALS

@ U OF H CAMPUS RECREATION & WELLNESS CENTER  
NOVEMBER 12-14, 2010

SUPPORT

ADAPTIVE

SPORTS



COME OUT AND  
WITNESS

THE DRAMA OF

INDOOR  
WHEELCHAIR  
SOCCER

## GAME SCHEDULE

Friday (11/12): 6 pm - 9 pm

Saturday (11/13): 8 am - 10 pm

Sunday (11/14): Semi-Finals - 9 am

Championship - 1 pm

For more info contact Chhay Mak at 713.823.5782 or [chhaymak@gmail.com](mailto:chhaymak@gmail.com)



# Assistive Technology Spring 2010

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.
- Kurzweil 1000 software and scanner.

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:

- **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](mailto: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.

### **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)

### **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](mailto:lahilyer@uh.edu) | 713-743-9721

# Department Policies for Math 13xx Face-to-face Classes

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).

\*If you run over the agreed upon extended time you will be penalized in proportion to the amount over.

**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.

**Bubbling Forms:** You need to buy a section-specific packet of bubbling forms from the Copy Center. Each form has the course and section already filled in at the top. You have to bubble in your student id on each form. If you change sections, you must buy the forms for your new section...you may NOT use the forms for your former section or any leftover forms from a previous semester. Use a #2 pencil to fill out the forms; note that erasing well is quite important. Pencil erased marks can cause your form to be rejected or cause the mark reader to incorrectly mark your question wrong. These forms are SHREDDED after reading so there is not any way to check and regrade them.

**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](http://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.

**Course Completion Forms:** If you are a student with financial aid and you do not pass the course, you will be required to repay 50% of the amount of your financial aid unless you have actually completed the course and did not pass. The math department defines "completing the course" as completion of 60% or more of the homework, poppers, and quizzes as well as completion of all tests including the final exam. If you have not completed the course by this definition, your instructor will not sign a Course Completion form.

**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 <http://math.uh.edu/Matweb/syllabi/13xx/13xxPolicies.htm>



# Justin Dart, Jr. Center for Students with DisABILITIES

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## 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 temporary or permanent health impairments, physical limitations, psychiatric disorders, or learning disabilities. CSD staff serve as liaisons between students and faculty, administrators, and community agencies. Advocacy services and environmental accessibility assistance are also provided.

### 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:

- Priority registration
- Testing accommodations
- Adaptive equipment
- Textbooks in alternate format
- Sign language interpreters
- Resource referral/coordination
- Adaptive equipment
- Disability-related counseling
- Reduced course load
- Note-taking accommodations
- No more than one exam per day
- Breaks as needed
- Advocacy services

## **Accessible Campus Facilities**

The University of Houston strives to maintain an accessible campus for students who have 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. Several housing facilities have 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.

Updated: September 24, 2010

CSD Site Map | Accessibility Statement

# 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)

[www.uh.edu/csd](http://www.uh.edu/csd)

☎: 713-743-5400

TTY: 713-749-1527

OCTOBER 25, 2009  
DAILY COUGAR

# Event focuses on disabilities

■ 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

THE DAILY COUGAR

## DISABILITIES

continued from page 1

priority registration, peer support groups and specialized software. The CSD also acts as a liaison between students and faculty or administrators when necessary.

In addition to assistance on campus, the CSD also assists disabled students seeking employment.

"We offer employment-related counseling on an informal basis," said Amoruso.

The department also coordinates internships on campus, as well as the accommodations students would need in their new positions.

Events have been held throughout the state in October in an effort to involve the community and increase awareness, with a Houston kick-off event hosted by the Mayor's Office for People with Disabilities.

Student Government Association Senator Josephine Tittsworth has set her sights on improving campus

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 disabled access to facilities," Tittsworth said. "Once this data is collected we will examine it to see where we will examine it to see where campus excels and falls short in accommodating the needs of disabled."

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

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

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

news@thedailycougar.com





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 introduce 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



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](mailto:camoruso@uh.edu)

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## 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](mailto: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>

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## 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](http://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.

Cheryl Amoruso  
 Director  
 Justin Dart, Jr.  
 Center for Students with DisABILITIES  
 CSD Building, Room 100  
 University of Houston  
 Houston, TX 77204-3022  
 Phone: 713/743-5400  
 TTY: 713/749-1527  
 Fax: 713/743-5396  
<http://www.uh.edu/csd>

## 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](http://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.

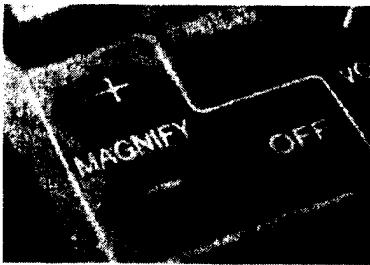
**A handy resource?** There is an informational web page to which you may refer for the various deadlines to drop or withdraw from courses. The page includes links to affiliated resources as well. <http://www.uh.edu/provost/stu/drop-withdrawal-info.html>

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](mailto:lahilyer@uh.edu)

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### 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](mailto:JMGray2@central.uh.edu)

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## 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](http://www.uh.edu/CSD)

10/18/2010

**Center for Students with DisABILITIES**

<b>Disability Type</b>	<b>Number</b>		
HE-Asthma	3		
HE-Arthritis	2		
HE-Back injury	23		
HE-Brain injury	43		
HE-Cancer/tumor	9		
HE-Carpal-Tunnel	2		
HE-Cerebral Palsy	24		
HE-Chronic Fatigue Syndrome	4		
HE-Chronic pain	2		
HE-Dexterity impairment	4		
HE-Diabetes	5		
HE-Epilepsy/seizure	12		
HE-Fracture/broken limb	7	HE	283
HE-Gastrointestinal	18		
HE-Genetic abnormality	3		
HE-HIV/AIDS	1		
HE-Lupus	6		
HE-Migraines/headaches	5		
HE-Mobility impairment	16		
HE-Multiple Sclerosis	7		
HE-Muscular Dystrophy	3		
HE-Narcolepsy	6		
HE-Neurological-Other	24		
HE-Other	36		
HE-Paraplegia	3		
HE-Quadriplegia	6		
HE-Spinal cord injury	9		
HI-Deaf	19	HI	53
HI-Hearing impairment	34		
LD-Cognitive impairment	8		
LD-Math Disability	16		
LD-Math/Writing	9		
LD-Other	46		
LD-Reading Disability	52		
LD-Reading/Math	17		
LD-Reading/Writing	61		
LD-Visual processing	3		
LD-Writing Disability	17	LD	229
PI-PTSD	13		
PI-ADD/ADHD	271		
PI-Anxiety Disorder	87		
PI-Autism/Asperger's	12		
PI-Bipolar Disorder	63		
PI-Depression/Dysthymia	59		
PI-Developmental-Other	2		
PI-Mood D/O	7		
PI-OCD	9		
PI-Other	11	PI	564
PI-Panic Disorder	9		
PI-Personality Disorder	1		
PI-Pervasive Developmental Disorder	4		
PI-Schizophrenia	13		
PI-Tourette's Syndrome	3		
VI-Blind	15		
VI-Visual impairment	47	VI	62
Unknown	1		1
	<b>1192</b>		<b>1192</b>

New students 9/1/09- 10/18/2010	<b>320</b>
Current active students	<b>1192</b>
Active to inactive	<b>316</b>

# UNIVERSITY OF HOUSTON AREA SPECIFIC EVACUATION PROCEDURE

## JUSTIN DART, JR. CENTER FOR STUDENTS WITH DISABILITIES BUILDING

### I. If a fire alarm is activated and there is no sign of smoke or fire:

1. The Director, Cheryl Amoruso, or the Program Manager, Barbara Lenart, (if the Director is unavailable) will call the UHDPS Dispatcher at ext. 33333. If no answer, call 911. If there is visible smoke or fire, call 911 immediately.
2. Check immediate area for students, visitors, and employees who may not be aware of the alarm and warn them.
3. Check your assigned rooms to ensure that all students and visitors have evacuated. **Each staff and student worker will be responsible for ensuring that the following areas have been evacuated:**
  - A. The Program Manager (Barbara Lenart) and Secretary II (Demetria Guinn) will be responsible for checking the front desk area (Room 101), the Program Manager's office (Room 101A), the tutoring rooms (Rooms 103 and 105), the reception area (Room 102), and the janitor's closet (Room 104).
  - B. The Microsystems Analyst I (Michael Henry) and student workers will be responsible for checking the testing rooms (Rooms 107 and 109), including all of the soundproof rooms (Rooms 107 A, B, and C, and Rooms 109 A, B, and C).
  - C. The Director (Cheryl Amoruso) will be responsible for checking the men's and women's restrooms (Rooms 106 and 108), conference room (Room 112A), work room (Room 110), work room closet (Room 110A), and kitchenette (Room 112).
  - D. The Counselor (Scott Crain) will be responsible for checking the computer labs (Rooms 111 and 113), and the following staff offices: 114, 116, and 120.
  - E. The Interpreter/Captioning Coordinator (Shannon Richardson) will be responsible for checking the remaining staff offices (Rooms 115, 117, 118, and 119), archives (Room 122), and data closet (Room 124).
  - F. In the event that an assigned staff member is not in the facility, the Director will ensure that their assigned areas are covered.
4. Safety Wardens are responsible for overall area-specific evacuation procedures within their assigned areas within the facility. The CSD Building Safety Wardens and their assigned areas are as follows:
  - A. Barbara Lenart, Program Manager: Is the Safety Warden for the anterior one-third of the building. This section begins at the front entrance, and extends through Rooms 104 and 105.
  - B. Michael Henry, Microsystems Analyst I: Is the Safety Warden for the middle one-third of the building. This section begins at Room 106 and 107, and extends through Rooms 109 and 112.
  - C. Scott Crain, Counselor: Is the Safety Warden for the posterior one-third of the building. This section begins at Rooms 111 and 114, and extends through the back entrance.
5. Accompany and/or assist, as necessary, all students, visitors, and staff who require assistance due to a disability, or appear to need calm direction.
6. Leave the area and take personal items with you (if safe to do so).
7. Close all doors behind you as you leave. Closed doors can slow the spread of fire, smoke and water.

2

**UNIVERSITY OF HOUSTON  
AREA SPECIFIC EVACUATION PROCEDURE**

**JUSTIN DART, JR. CENTER  
FOR STUDENT WITH DISABILITIES BUILDING**

8. Before you open a closed door feel it with the back of your hand. If it is hot, leave it closed and use an alternate escape route. If it feels normal, brace your body against the door and open it a crack. Be prepared to slam it shut if heat or smoke rushes in.
9. Proceed to the front door exit if this is the closest exit. Proceed to the back door exit if this is the closest exit. If you are unable to use the closest door exit, proceed to the other exit.
10. If you must use an escape route where there is smoke, stay as low as possible. Crawling lets you breathe the cleaner air nearer to the floor as you move toward an exit.
11. Proceed to the designated assembly area. The assembly area is the **Student Service Center I**. If the Student Service Center I is not safe or open, the assembly area will be **Parking Lot 6B**.
12. Meet with other members of your group and remain in the assembly area and wait for further instructions from your Facility Safety Coordinator. Your Facility Safety Coordinator is Cheryl Amoruso. The Facility Safety Coordinator will coordinate evacuation procedures with the Safety Wardens, as well as the Fire Marshall (Bob Bowden, etc. 3-5858).
13. All pertinent information shall be reported to Cheryl Amoruso, CSD Building Facility Safety Coordinator.

**II. If a fire occurs in your area:**

1. Remain calm. Uncontrolled panic can result in more serious problems than the actual emergency.
2. Close the doors to isolate the fire.
3. Go to the nearest fire alarm pull station and activate the alarm. Pull stations are located next to the front door and the back door.
4. Call 911 and report the location of the fire. If no response, contact the UHDPS at ext. 3-0600.
5. If the fire is small and you are trained in the use of fire extinguishers you can attempt to put the fire out. Do not jeopardize your personal safety to do so. Do not allow the fire to come between you and the exit. Fire extinguishers are located next to the Director's office (Room 119), next to the work room (Room 110), and next to the janitor's closet (Room 104).
6. Disconnect electrical equipment that is on fire if it is safe to do so.
7. All employees who are not involved in the fire fighting or evacuation efforts should immediately begin the evacuation procedures listed in I.

*Revised June, 2010*

**University of Houston  
Center for Students with Disabilities  
Summary of Campus Accessibility Needs Questionnaires-DAW 2010**

Building/Location	Area	Comments: (*, **)
Route #1 (See Route Map) Entrance #11	East service drive/entrance & crosswalk	<ul style="list-style-type: none"> <li>•sidewalk irregularities/potholes</li> <li>•good sound at crosswalk</li> <li>•wheelchair ramp needs to be vertically across Cullen &amp; Cougar Place</li> <li>•wheelchair ramp needs to be staight</li> <li>•audible signal was great</li> <li>•no braille on audible signal</li> <li>•additional wheelchair ramp straight across @ Cullen/Cougar Place</li> <li>•good audible feature</li> <li>•access buttons ok</li> <li>•sharp metal signs</li> <li>•crosswalk very broken hard to cross with wheelchair</li> <li>•good crosswalk</li> <li>•audible signal very helpful</li> <li>•good audible</li> <li>•need a wheelchair ramp straight (verticle) from Cullen to Cougar Place</li> <li>•audible signal working</li> <li>•w/c ramp should be straight</li> </ul>



**Robertson Stadium**

Access to stadium along route  
& stadium proper  
**Restroom(s)**

- no braille signs/no automatic doors
- no braille or button to open up door/accessible stall
- no Braille marker or push plate for wheelchair/did have handicap stall
- no Braille signage
- no Braille or push button outside door on first floor
- no push buttons or Braille 1st floor outside
- unable to enter stadium
- did not have access
- we were not able to get access

**Drinking Fountain(s)**

- yes, accessible
- could not locate easily
- accessible
- yes wheelchair accessible
- did not have access
- we were not able to get access

**Elevator(s)**

- unable to locate
- could not find
- unable to locate
- could not find
- unable to locate
- N/A
- N/A
- did not notice one

**Braille Signage**

- no Braille
- no Braille marker or push plate for wheelchair on 1st floor
- no not clear
- did not notice

**Sidewalk(s)**

- there should be a sidewalk from the street (Drive #11)
- no formal sidewalk
- needs clear pedn sidewalks
- ramps steep-sidewalks discontinued/1 ramp had grassy space to cross. it ended with large pot holes filled with water; one was covered with sand
- it took 3 of us to get wheelchair over grassy area
- not conducive to wheelchair access

**Access Button(s)**

- none available
- none
- no
- did not notice

**Signage to Handicap Entrance(s)**

NOTE: Handicap Entrance is  
Accessible Entrance w/ AOD  
(Automatic Door Opener)

- did not find it
- none
- did not see any
- ?

UHDPS Bldg.

Restroom(s)

- Braille and shows wheelchair accessible
- raised letters-good Braille signage
- good clear Braille signs
- Braille yes
- accessible/signage-raised & Braille
- good
- excellent

Drinking fountain(s)

- it is accessible
- good water
- yes wheelchair accessible
- accessible
- did not see any
- was not one in the lobby

Elevator(s)

- N/A (single story facility)

Braille signage

- good signs
- yes on restrooms
- yes on restroom
- well labeled
- yes
- did not notice

Sidewalk(s)

- eyes good shape
- good shape
- good access
- yes good condition
- excellent

Access Button(s)

- not on doors or bathrooms
- yes
- yes
- yes (no Braille @ entrance)
- front of building
- good but had "wet floor" sign in front of one
- good

Audible Signals/  
Signage to Handicap Entrance  
sections

- NO RESPONSE OR N/A

Crosswalk(s)

- all good
- Good

**Cullen/Wheeler Intersection**

**Braille signage**

- Has arrow no Braille

**Sidewalk(s)**

- OK
- Good
- Not clear path
- Sidewalks very uneven-many puddles, event though rain was yesterday water would be very bad in the rain or right after
- Okay

**Access Button(s)**

- Access button too far from sidewalk
- No audible signal & pole too far from sidewalk to locate if blind
- Pole too far from sidewalk
- Okay

**Audible Signal(s)**

- No audible signal. It needs it
- None @ Cullen/Wheeler intersection by Cambridge Oaks. Needs one
- No audible signal

**Signage to Handicap Entrance**

- Not needed

**Crosswalk(s)**

- Needs repair
- No clear path to go from pole to sidewalk

**Cambridge Oaks**

**Restroom(s)**

- Gate closed. Did not go in
- No access to get in
- Did not go to C.O.

**Drinking fountain(s)**

- N/A

**Elevator(s)**

- N/A

**Braille signage**

- None on entrance door

**Sidewalk(s)**

- There is none on one side of the street
- Good

**Access Button(s)**

- None that I saw
- Several feet from sidewalk in the mud. No sound
- None @ entrance to office

**Crosswalk(s)**

- In front, there was a light, but it had no signal

Cameron Bldg.	Restroom(s)	<ul style="list-style-type: none"> <li>• Accessible but no Braille label</li> <li>• Handicap accessible</li> <li>• No Braille</li> </ul>
	Drinking fountain(s)	<ul style="list-style-type: none"> <li>• Did not find one</li> <li>• Could not locate on 1st floor</li> </ul>
	Elevator(s)	<ul style="list-style-type: none"> <li>• Inside elevator has Braille. Outside elevator did not</li> <li>• No Braille</li> <li>• No Braille signage on outside-did have on inside by buttons</li> <li>• No Braille outside/only inside</li> </ul>
	Braille Signage	<ul style="list-style-type: none"> <li>• Inside elevator</li> <li>• Hard to find</li> <li>• Not on bathroom door-letters raised slightly</li> </ul>
	Sidewalk(s)	<ul style="list-style-type: none"> <li>• Good sidewalk</li> <li>• Walked by and sidewalk was alright</li> <li>• Uneven entrance</li> <li>• Good</li> </ul>
	Access Button(s)	<ul style="list-style-type: none"> <li>• No accessible button into building</li> <li>• Saw none</li> <li>• Yes</li> </ul>
	Audible Signal(s)	<ul style="list-style-type: none"> <li>• No</li> </ul>
Pedestrian Button Access on crosswalk returning to CSD along route.#1	Access Button(s)	<ul style="list-style-type: none"> <li>• There is a crosswalk with accessible button but not audible halfway down from Wheeler &amp; Cullen on Wheeler that needs to be audible</li> <li>• Too far from sidewalk on both sides @ Cullen &amp; Wheeler</li> <li>• Hard to reach</li> </ul>
Building/Location	Area	Comments:**
Route #2 (See Route Map)	Restroom(s)	<ul style="list-style-type: none"> <li>• Bad</li> <li>• Brailled but nothing saying men or women</li> <li>• OK</li> </ul>
A.D. Bruce Center	Drinking fountain(s)	<ul style="list-style-type: none"> <li>• OK</li> </ul>
	Sidewalk(s)	<ul style="list-style-type: none"> <li>• Ramp into bldg. too steep</li> <li>• Side down ramp ok. Ramp to front door entrance has too sharp of incline for wheelchairs</li> </ul>
	Access Button(s)	<ul style="list-style-type: none"> <li>• none</li> </ul>

Heyne Bldg.	Drinking fountain(s)	<ul style="list-style-type: none"> <li>● Sticking out into hallway</li> </ul>
	Sidewalk(s)	<ul style="list-style-type: none"> <li>● No accessible ramp at map entrance nor sign to indicate where an accessible entrance is located</li> </ul>
	Access Button(s)	<ul style="list-style-type: none"> <li>● No ramp</li> </ul>
	Sidewalk(s)	<ul style="list-style-type: none"> <li>● No accessible ramp at map entrance nor sign to indicate where an accessible entrance is located</li> </ul>
	Access Button(s)	<ul style="list-style-type: none"> <li>● No ramp</li> <li>● No signage where to go</li> </ul>
	Signage to Handicap Entrance	<ul style="list-style-type: none"> <li>● No signs to accessible entrance. Side entrance opens directly to stairs warning</li> </ul>
McElhinney Bldg.	Sidewalk(s)	<ul style="list-style-type: none"> <li>● No accessible ramp at map entrance nor sign</li> </ul>
	Access Button(s)	<ul style="list-style-type: none"> <li>● No ramp or sign</li> </ul>
U.C. Satellite		No Comments
Agnes Arnold Auditorium	Access Button(s)	<ul style="list-style-type: none"> <li>● Nice auto door</li> </ul>
Building/Location	Area	Comments:**
Route #3 (See Route Map)		
Moody Towers	Restroom(s)	<ul style="list-style-type: none"> <li>● Needed Braille at public restroom</li> <li>● Public restrooms not wheelchair accessible? incomplete note</li> <li>● Not handicap accessible</li> </ul>
	Drinking fountain(s)	<ul style="list-style-type: none"> <li>● Fine</li> <li>● Not wheelchair accessible</li> <li>● Not handicap accessible</li> </ul>
	Elevator(s)	<ul style="list-style-type: none"> <li>● Fine</li> <li>● ADA accessible-Does not speak</li> <li>● Does not speak</li> </ul>
	Braille Signage	<ul style="list-style-type: none"> <li>● No Braille signage on automatic door</li> <li>● No</li> </ul>
	Sidewalk(s)	<ul style="list-style-type: none"> <li>● Tough hill between towers and hotel uneven, muddy</li> <li>● Ok</li> <li>● After Moody Towers-Hole R side</li> </ul>
	Signage to Handicap Entrance	<ul style="list-style-type: none"> <li>● Ramp on both ends. Automatic door entrance are on both sides not middle</li> <li>● Ramps-No ramps to back automatic door opener-timing mechanism</li> <li>● No signage that says ramp left side</li> </ul>
	Access Button(s)	<ul style="list-style-type: none"> <li>● Exit button at S-Tower needs repair</li> <li>● Automatic door opener does not open long enough</li> </ul>
	Crosswalk(s)	<ul style="list-style-type: none"> <li>● Good</li> </ul>

Hilton Hotel

Restroom(s)	<ul style="list-style-type: none"><li>● 1st floor closed</li><li>● Closed in 1st floor, being remodeled</li></ul>
Drinking Fountain(s)	<ul style="list-style-type: none"><li>● Not handicap accessible</li><li>● Is not w/c accessible; low enough but can not get close</li></ul>
Elevator(s)	<ul style="list-style-type: none"><li>● No Braille</li><li>● No speech</li><li>● Needs signage at 1st floor near pretty carpeting</li></ul>
Braille Signage	<ul style="list-style-type: none"><li>● No</li></ul>
Sidewalk(s)	<ul style="list-style-type: none"><li>● Good</li><li>● Ok</li><li>● Sidewalk crumbled on right edge between Moody and hotel</li></ul>
Signage to Handicap Entrance	<ul style="list-style-type: none"><li>● No</li><li>● Needs sensor for door opener</li><li>● No Braille at hotel classroom elevator. Plush carpeting</li></ul>
Audible Signal(s)	<ul style="list-style-type: none"><li>● None</li></ul>
Access Button(s)	<ul style="list-style-type: none"><li>● Double door only open 1 side</li></ul>
Crosswalk(s)	<ul style="list-style-type: none"><li>● Good</li></ul>
Restroom(s)	<ul style="list-style-type: none"><li>● No automatic door &amp; signs should be on the other side</li><li>● Needs remote opener or spring</li><li>● Cramped hallway to bathrooms. Bathroom very spacious</li></ul>
Drinking Fountain(s)	<ul style="list-style-type: none"><li>● Accessible</li><li>● Accessible</li></ul>
Elevator(s)	<ul style="list-style-type: none"><li>● No Braille; Does not speak</li><li>● No speech</li></ul>
Braille Signage	<ul style="list-style-type: none"><li>● No</li><li>● Signage needs to be on wall before approach to bathroom. otherwise very good.</li><li>● Restrooms--&gt;sign needs Braille</li></ul>
Sidewalk(s)	<ul style="list-style-type: none"><li>● Good</li><li>● Sidewalk crumbled on right edge between Moody and hotel</li></ul>
Signage to Handicap Entrance	<ul style="list-style-type: none"><li>● No</li></ul>
Audible Signal(s)	<ul style="list-style-type: none"><li>● None</li></ul>
Access Button(s)	<ul style="list-style-type: none"><li>● No access button going to parking garage</li></ul>
Crosswalk(s)	<ul style="list-style-type: none"><li>● Good</li><li>● Needs curb cuts at curb corners</li></ul>

Parking Garage/Welcome Cntr.

CRWC	<ul style="list-style-type: none"> <li>Restroom(s) <input type="checkbox"/> Did not enter</li> <li>Audible Signal(s) <input type="checkbox"/> No speech in elevator</li> <li>Access Button(s) <input type="checkbox"/> Need sensors</li> <li>Crosswalk(s) <input type="checkbox"/> Ok</li> </ul>
Building/Location	Comments:**
Route #4 (See Route Map) Student Svc. Center I	<ul style="list-style-type: none"> <li>Restroom(s) <input type="checkbox"/> None of 1st floor</li> <li><input type="checkbox"/> None 1st floor; only 2nd 3rd floor</li> <li><input type="checkbox"/> No restroom on first</li> <li><input type="checkbox"/> I like how one sink is lower and along with the soap. Door of larger stall opens in an awkward direction</li> <li><input type="checkbox"/> None on 1st floor</li> <li><input type="checkbox"/> None on 1st floor</li> <li><input type="checkbox"/> No</li> <li><input type="checkbox"/> Not on first. Only third</li> <li><input type="checkbox"/> Only on third</li> </ul>
Drinking Fountain(s)	<ul style="list-style-type: none"> <li><input type="checkbox"/> None of 1st floor</li> <li><input type="checkbox"/> No restroom on first floor</li> <li><input type="checkbox"/> No restroom on first floor</li> <li><input type="checkbox"/> No restroom on first floor</li> </ul>
Elevator(s)	<ul style="list-style-type: none"> <li><input type="checkbox"/> No Braille</li> <li><input type="checkbox"/> No Braille signage at elevator</li> <li><input type="checkbox"/> No Braille signage</li> <li><input type="checkbox"/> No Braille signage</li> <li><input type="checkbox"/> No Braille signage</li> <li><input type="checkbox"/> No Braille signage</li> <li><input type="checkbox"/> The elevators work find. There is just one part in the left where the floor lining has peeled causing a bump</li> <li><input type="checkbox"/> None at elevator</li> <li><input type="checkbox"/> None</li> <li><input type="checkbox"/> None</li> <li><input type="checkbox"/> No signage</li> <li><input type="checkbox"/> None by elevator</li> </ul>
Braille Signage	<ul style="list-style-type: none"> <li><input type="checkbox"/> None at elevator</li> <li><input type="checkbox"/> None</li> <li><input type="checkbox"/> None</li> <li><input type="checkbox"/> No signage</li> <li><input type="checkbox"/> None by elevator</li> </ul>
Sidewalk(s)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Accessible ramps</li> <li><input type="checkbox"/> Uneven sidewalks; multiple gaps going down ramp in sidewalk; pooling of water in sidewalk; bumps; rock gravel gets slippery when wet</li> <li><input type="checkbox"/> Only 1 front 1 back access</li> <li><input type="checkbox"/> 1 front 1 back</li> <li><input type="checkbox"/> Uneven for canes</li> <li><input type="checkbox"/> The sidewalk along the front</li> </ul>
Access Button(s)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Need auto door to 106</li> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> No auto door to career service center</li> <li><input type="checkbox"/> Elevator</li> <li><input type="checkbox"/> Accessible but needs more time to keep door open</li> <li><input type="checkbox"/> Back door, near the Health Center, needs an access button. Front door is good</li> </ul>
Signage to Handicap Entrance	<ul style="list-style-type: none"> <li><input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> N/A <input type="checkbox"/> 0</li> <li><input type="checkbox"/> None <input type="checkbox"/> None <input type="checkbox"/> None</li> <li><input type="checkbox"/> The signage to the SSC is very hidden. The first time I went there I could not find the ramp</li> </ul>

E. Cullen

**Restroom(s)**

- on first floor - Hazardous rugs
- CPT (carpet?) not good for wheelchair
- Yes sink too high
- Yes sink too high
- Available accessibility
- Have been remodeled to be accessible

**Drinking Fountain(s)**

- Located on 1st floor
- Hidden water fountains, no signage for them; difficult to get; questionable quality/dirty nozzles
- Yes
- Yes
- Available accessibility

**Elevator(s)**

- Small
- Accessible. Does have Braille but not on outside
- Yes
- No Braille signage
- No Braille signage
- No Braille

**Braille Signage**

- More at elevator
- None on outside of elevator
- Yes in elevator. No Braille on 1st floor in front of elevator
- No signage
- No signage
- Accessible

**Sidewalk(s)**

- Ramp needs double rails
- Accessible ramps
- Gaps in sidewalk gets pools of H2O; Skid in crack
- Yes
- Yes
- Cracks between sidewalks hazards for canes

**Access Button(s)**

- Yes
- Wet mat that is not properly stuck down
- Yes
- Yes; mat on ground floor exit hazard
- Accessible

**Signage to Handicap Entrance**

- Yes
- Yes
- Yes, Front door
- Yes, Front door
- None



**Restroom(s)**

- On 1st floor
- Fully accessible
- Yes
- Yes
- Downstairs: too small. Upstairs: Have larger stalls but the water valve of the sink, just like downstairs, is very difficult to push down

**Drinking Fountain(s)**

- Yes
- None
- None

**Elevator(s)**

- Elevator not very visible
- No Braille
- Yes
- Yes
- Extended time especially 2nd door. There is no access if 2nd door closed
- No Braille on elevator entrance
- Good

**Braille Signage**

- None at elevator
- No outside signage
- No signage
- No Braille signage

**Sidewalk(s)**

- Cracks
- Yes
- Yes

**Access Button(s)**

- Yes but closes too quickly
- No access button coming through 2nd set of doors to library
- Yes. Extend entrance door time. 2nd door does not have push button
- Yes

**Signage to Handicap Entrance**

- Yes
- Have to look for ramp signage on floor
- Only inside ramp
- Only inside ramp
- None

**Crosswalk(s)**

- Going from the back of Student Services to the library there is a crosswalk with a large crack

Social Work Bldg.

**Restroom(s)**

- 1st floor
- Accommodating
- Yes
- Yes
- Accessible
- Door is a bit too heavy/hard, otherwise everything is fine. Oh ad the soap is too hard to push (broken I think)

**Drinking Fountain(s)**

- 1st floor
- Yes
- Yes
- Available

**Elevator(s)**

- How few them? No signs
- No signs to the elevators
- Signs needed to direct to them
- Need sign to elevator. No Braille signage
- Yes. No Braille signage
- No Braille at entrance

**Braille Signage**

- Yes
- Needed at elevator
- None
- None
- Signage on elevators entrance

**Sidewalk(s)**

- Walkway has uneven places to canes get stuck
- Cracks
- Open area uneven sidewalks. Cracks (Big)
- Yes
- Yes
- Planters in way. Uneven sidewalks & cracks. Danger

**Access Button(s)**

- No auto entry to 110
- Yes
- None to main entry 1st floor; automatic door opener needed
- Yes
- Yes
- Accessible
- Good

**Signage to Handicap Entrance**

- None
- None on some entrances
- Yes
- Yes

Technology College Bldg. II

Restroom(s)

- Narrow hallway; no room for wheelchair
- Located in a narrow space-No room to turn if on a wheelchair
- Narrow pathway 1st floor. Needs access for movement
- (Yes)-Hard to get in-can't turn around inside grade F
- (Yes)-Hard to get in-can't turn around inside grade F
- Restrooms terrible in narrow hallways signage for restrooms no Braille

Drinking Fountain(s)

- Not accessible-found 1
- Non accessible
- Non accessible (1st floor) at entry w/o wheelchair accessibility door opener
- Yes
- Yes
- Some are non accessible

Elevator(s)

- Hard to find
- No signage
- Signage needed to direct to elevators
- No Braille signage
- No Braille signage
- No entrance signage or door opener

Braille Signage

- None
- None seen
- None
- None
- No signage

Sidewalk(s)

- Accessible, some uneven
- Could not enter easily because wheelchair was caught-exit(Engr side) dangerous cracks/dips
- Yes
- Yes
- Uneven and wide cracks

Access Button(s)

- None
- None for entry under breezeway
- None-no accessibility into the building
- No door opener at entrance

Signage to Handicap Entrance

- None at some entrances
- No-Doors not accessible
- No
- None
- None

Crosswalk(s)

- Planters in the middle of the sidewalk
- Accessible

\* Not all respondents supplied comments for some areas

\*\* Abbreviations were quoted as written



**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 2010-2011 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.

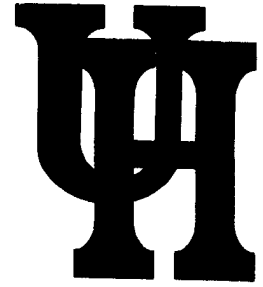
### CRITERIA FOR SELECTION

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.



THE ERIC P. ALEXANDER  
MEMORIAL  
SCHOLARSHIP

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



**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 13, 2010**.

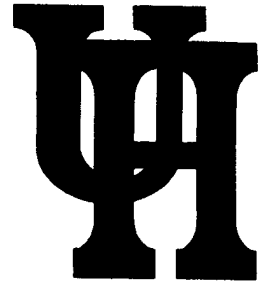
**AWARDS**

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](mailto: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



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 \_\_\_\_\_



**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 # \_\_\_\_\_

**STUDENT FEES ADVISORY COMMITTEE (SFAC)  
FY 2011 ONE-TIME ALLOCATION REQUEST**

**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*



## **FY 2011 One-Time Allocation Request**

### **Center for Students with DisABILITIES (CSD)**

#### **New Technology and Increased Administrative Charges**

The Center for Students with DisABILITIES (CSD) would like to respectfully request a FY 2011 one-time allocation in the amount of **\$32,000.58**. This funding would allow us to purchase needed technology for the student computer labs and testing rooms, and for some staff and departmental needs.

A FY 2011 one-time request is also being requested to cover increased Finance and Administration Division auxiliary administrative charges.

The breakdown for this request is as follows:

#### **Technology Request:**

\$19,794.03	(Itemized hardware, software, and equipment)
<u>+1,484.55</u>	(6.0% Finance and Administration Division auxiliary administrative charge plus 1.5% Student Affairs auxiliary administrative charge)
<b>\$21,278.58</b>	(Total technology request)

#### **Increased Administrative Charges Request:**

<b>\$10,722</b>	(Increased Finance and Administration Division auxiliary administrative charge percentage (from 3.6% to 6.0%))
-----------------	--

#### **Total Request:**

**\$32,000.58**

#### **Technology Request Justification:**

1. A detailed spreadsheet containing the technology we would like to request is attached (Please see Attachment A).
2. Technology is obviously important for all students due to increased web-based information, Blackboard, and other course requirements that necessitate the use of technology. Being able to utilize technology can be even more important for many CSD students because of their limitations and needs.
3. The number of computer-based exams we administer continues to increase each semester. This increase can be attributed to a number of factors, including instructor requirements, exam formats, student accommodation needs, and new and improved technology applications.
4. Price quotes for all items requested are provided (Please see Attachment B).

## **Descriptions of Requested Technology Items:**

### **1. Williams PFM System:**

This is an amplification system which allows students who have hearing impairments to be able to hear their instructors better in the classroom. The student wears a small amplification device that is linked to a small lapel microphone worn by the instructor. These units are volume-adjustable. They are loaned to students for the period in which they need them and are attending UH, and then are returned to CSD. We would like to purchase three (3) units, if possible. All of the units we currently have are loaned out to students, and there are more students who could benefit from them. CSD currently serves thirty-four (34) students who have a primary diagnosis of a hearing impairment.

### **2. JAWS upgrade to 11.0:**

JAWS is a text-to-speech program, primarily used by students who have visual impairments. JAWS can be a useful program for students who have other impairments as well, such as visual processing difficulties and/or difficulties with attention. With this program the student types out words on the keyboard, and the computer reads them aloud so the student can hear what they're typing. Upgrades are essential in order for our computers to be the most efficient and precise. We currently have this program on two computers, therefore we are requesting two upgrade versions.

### **3. Height-adjustable monitors:**

We would like to request eight (8) height-adjustable monitors to replace older units in the Student Computer Labs. Height-adjustable monitors are important due to the various disabilities that our students have.

### **4. Eternal hard drive USB 1TB:**

One external hard drive database backup is being requested. This would provide backup for our student database in order to secure this in an off-site location.

### **5. OptiPlex 780 desktop:**

We would like to replace the eight (8) older desktop units in the Student Computer Labs and for two (2) staff who have old units. This would allow for improved efficiency and compatibility with current software and hardware.

### **6. Toner:**

Printer toner is expensive. CSD prints a great deal of paper from our printers due to the nature of the services that we provide (e.g., Student Accommodation Forms, exams, etc.) The Student Computer Labs have printers for students to utilize. A supply of toner is being requested for the various printers that we have at CSD.

**7. Digital voice recorders:**

Tape recorders enable students to record their classes. This is a frequently-recommended accommodation for many of our students. Recording classes allow students to hear the lecture again in the event that they couldn't keep up with the notes, didn't hear something that the instructor said, or have dexterity issues. Digital voice recorders are much better than older tape recorders, as they provide better reception and clarity. Loaning these to students until they can purchase one is helpful. Students who borrow these sign an equipment loan agreement and return them when they purchase their own. We would like to request six (6) of these recorders.

**8. Dragon Naturally Speaking upgrade:**

Dragon Naturally Speaking is a speech-to-text computer program. This software is primarily used by students who have hearing impairments, dexterity limitations, and difficulties with attention/concentration. With this program the student speaks into the computer, and spoken word is typed into text. Upgrades are especially important for this program, as many students who use this program also have it at home and transfer their files to and from CSD. The newer versions are compatible with newer operating systems. We currently have this program on three (3) student computers, and would like to request three upgrade versions.

**9. Latitude laptop:**

It would be helpful to have a new laptop for staff for presentations and orientations, as our current laptop is several years old. We would also like to have one additional laptop to lend out to students in urgent situations, such as if theirs crashed and they had no way to take class notes due to the nature of their disability. These are loaned only for a short-term basis, and students are required to sign an equipment loan agreement and return them to us.

**10. APC backup power supply:**

In the event that we have a power outage, this would allow us to have some time to backup the database. The CSD Building does not have a generator.

**Increased Administrative Charges Justification**

CSD would like to request an FY 2011 one-time allocation in the amount of **\$10,722**. This request is being made due to the increased percentage (from 3.6% to 6.0%) mandated for the Finance and Administration Division auxiliary administrative charge. This amount has also been requested as a FY 2012 base allocation request.

## Attachment A


### Technology FY 2011 One-Time Allocation Request

Item	Vendor	Cost/item	Qty	Total	Benefit
Williams PFM System (amplifies sound)	William Sound Eq.	\$790.00	3	\$2,370.00	Students
JAWS upgrade to 11.0 (voice output software)	Christal Vison	\$550.00	2	\$1,100.00	Student Labs
24" height-adjustable monitor (replacements for older units)	Dell	\$332.22	8	\$2,657.76	Student Labs
External hard drive USB 1TB (database backup)	Dell	\$83.51	1	\$83.51	Department
OptiPlex 780 desktop (replacements for older units)	Dell	\$898.00	8	\$7,184.00	Student/Staff
Dell 5210n toner 20,000 pages (5 pack)	Dell	\$705.55	1	\$705.55	Printer Supplies
Dell 1700n toner 6,000 pages (8 pack)	Dell	\$783.92	1	\$783.92	Printer Supplies
Dell 1320c CT toner 2,000 pages (3 pack)	Dell	\$191.07	3	\$573.21	Printer Supplies
Dell 1320c BK toner 2,000 pages (4 pack)	Dell	\$258.68	2	\$517.36	Printer Supplies
Digital voice recorder 2GB	Dell	\$52.19	6	\$313.14	Students
Dragon Naturally Speaking upgrade (voice input)	Cougar Byte	\$185.00	3	\$555.00	Student Books
Latitude E6510 laptop	Dell	\$1,344.80	2	\$2,689.60	Student/Staff
APC backup power supply	Dell	\$130.49	2	\$260.98	Department

**Total**

**\$19,794.03**

## ATTACHMENT B


**WILLIAMS SOUND**

[Home](#)
[Consumer](#)
[Professional](#)
[Products/Accessories](#)
[Knowledge Center](#)
[Where to Buy](#)
[About Us](#)
[Contact Us](#)
[Marketing Materials](#)

## Detail

## PFM 360 RCH



**Motiva™ PFM System 360 with 4 Rechargeable AA batteries & CHG 3502**  
**MSRP: \$789.00**

**The Smarter FM System.**

The NEW Motiva™ Personal FM System delivers superior FM audio and enhances sound by overcoming distance and background noise. Use the Williams Sound Motiva™ Personal FM System for TV and audio listening, when conversing in a car, at a restaurant, or in group settings. Perfect for classrooms, Motiva™ maximizes a student's ability to hear and ensures that the speaker's message is heard clearly. Use the transmitter to mix and broadcast a speaker's voice PLUS an audio program, simultaneously, in one room. Motiva™ can be customized to meet your specific hearing needs with selectable compression and adjustable frequency response.

Motiva™ features 16 selectable channels on the 72-76 MHz frequency and has an operating range of up to 150 feet. A versatile 3.5mm jack allows for a variety of earphones and headphone options, and is neckloop/hearing aid compatible (not included with system).

The PFM 360 system includes a R36 receiver, which features a sensitive environmental microphone. By turning on the environmental mic, listeners can hear more of what they want; a grandchild, a classmate, or simply the sounds of nature. Motiva™ is designed for your active lifestyle. Take Motiva™ wherever you go and stay connected to your world.

**\*\*NOTE: The PFM 360 system is approved by the FCC for operation in U.S. Markets. The system cannot be used in all countries. Check with your government's radio regulations for 72-76 MHz operation.\*\***

**Accessories:**

BAT 001	1.5 Volt AA Battery, Disposable, Alkaline
BAT 026	1.2 Volt AA Rechargeable NiMH Battery
CCS 020	PFM System Carry Case, Black Cordura
EAR 008	Wide Range Earphone
EAR 013	Single Mini Earbud earphone
EAR 014	Dual Mini Earbud earphone
EAR 022	Surround Earphone
HED 008	Hearing Protector Headphone
HED 021	Deluxe Folding Headphone
MIC 014-R	Plug Mount Microphone, Omnidirectional
MIC 054	Directional Mini Lapel Clip Mic, Cardioid, 39" Cord
NKL 001	Neckloop, 18" Cord, 3.5mm Plug
HED 036	Rear-Wear Headphone
MIC 096	Headband Microphone, Directional, Noise Canceling, 39" Cord, 3.5mm plug
CHG 3502	PFM Dual Drop-in Charger, 100 VAC, no batteries, RAHS
BAT KT6	PFM Drop-in Charger Kit, w/Charger, 4 AA BAT 026 Batteries
HED 027	Ultimate heavy duty folding headphone

**Documents:****English**

[Spec Sheet](#)

[Manual \(PDF\)](#)

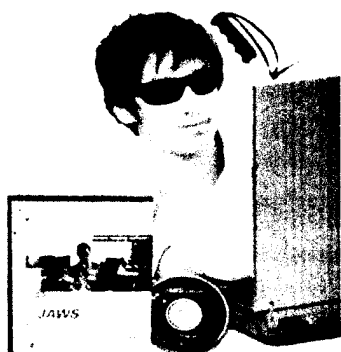
**Where to Buy:**

[Click for information](#)

# CHRISTAL VISION

## Adaptive Technology

Brand	Model	Part #	Price
Freedom Scientific	Jaws for Windows Standard Upgrade to 11.0	JFW	\$550



JAWS (Job Access With Speech) provides speech technology that works with your Windows operating system to provide access to today's popular software applications and the Internet by Using an integrated voice synthesizer and your computer's sound card to output the content of your computer screen to speakers. JAWS also outputs to refreshable Braille displays. This technology provides access to a wide variety of information, education and job related applications.

Installs with an enhanced, multi-lingual software speech synthesizer, "Eloquence for JAWS". This interactive talking install makes it easy to get started without sighted assistance. Supports all standard Windows application without the need to do special configurations.

**Jaws for Windows**

Windows® . Life without Walls™ . Dell recommends Windows 7.

## View/Print Cart

[Print Page](#)

### University of Houston


E-quote Number: 1014838794204

<b>E-quote Name</b>	2010 Department Needs	<b>E-Quote Description</b>	Wish List
<b>Saved By:</b>	Michael T Henry mhenry@uh.edu	<b>Phone Number:</b>	(713) 743-5401
<b>Saved On:</b>	Tuesday, October 19, 2010	<b>Purchasing Agent:</b>	
<b>Expires On:</b>	Sunday, April 17, 2011	<b>Notes/Comments:</b>	
<b>Premier Page Name</b>	University of Houston	<b>Additional Comments:</b>	

#### Description

	<b>APC BR1000G Back-UPS Pro 1000 VA 120V Power-Saving UPS System</b>	Qty	2
		Unit Price	\$130.49
	Manufacturer Part# BR1000G Dell Part# A3683905		
		<b>TOTAL:</b>	<b>\$260.98</b>

	<b>1TB Expansion Desktop Hard Drive (USB 2.0)</b>	Qty	1
		Unit Price	\$83.51
	Manufacturer Part# ST310005EXA101-RK Dell Part# A2897987		
		<b>TOTAL:</b>	<b>\$83.51</b>

	<b>Latitude E6510 15.6" Widescreen (~5.5lbs)</b>
	Date & Time: October 19, 2010 3:27 PM CST

#### SYSTEM COMPONENTS

<b>Latitude E6510 15.6" Widescreen (~5.5lbs)</b>	Qty	2
Latitude E6510, Genuine Windows® 7 Professional, 32-bit	Unit Price	\$1,344.80
<b>Catalog Number:</b>	<b>25 RCRC961466-2573627</b>	

Model	Description	Show Details
<b>Latitude E6510</b>	Latitude E6510	
<b>Operating Systems</b>	Genuine Windows® 7 Professional, 32-bit	
<b>Processors</b>	Intel® Core™ i5-520M (2.4GHz, 3M cache) with Turbo Boost Technology	
<b>Memory</b>	3.0GB, DDR3-1333MHz SDRAM, 2 DIMMS	
<b>Internal Keyboard</b>	Internal English Keyboard	
<b>Graphics</b>	512MB NVIDIA® NVS 3100M	
<b>Primary Storage</b>	250GB 7200rpm Hard Drive	
<b>Fingerprint Reader Options</b>	No Fingerprint Reader and No Contactless Smartcard Reader	

<b>LCDs</b>	15.6" HD(1366x768) Anti-Glare LED
<b>System Color and Mobile Braodband Ready</b>	Slate Silver, Mobile Broadband ready
<b>Modem</b>	No Modem
<b>AC Adapter</b>	90W A/C Adapter (3-pin)
<b>Primary Optical Device</b>	8X DVD+/-RW w/Roxio and Cyberlink Power DVD™
<b>Camera / Microphone</b>	Noise Cancelling Digital Array Microphone
<b>Wireless LAN (802.11)</b>	Intel® Centrino® Advanced-N 6200 802.11a/b/g/n Half Mini Card
<b>Systems Management</b>	No Intel vPro™ Technology's advanced management features
<b>System Documentation</b>	Resource DVD - Contains Diagnostics and Drivers
<b>Latitude ON</b>	Latitude ON Reader
<b>Primary battery</b>	9-cell (90Wh) Lithium Ion Battery
<b>Hardware Support Services</b>	3 Year ProSupport for IT and 3 Year Next Business Day Onsite Service
<b>Additional System Options</b>	CUSTOM UH ASSET TAG AND REPORT
<b>Additional System Options</b>	CFI Titan Code for CFI FIDA or Bypass SI
<b>Additional System Options</b>	CFI,Information, Validation,Se lect Any Microsoft
<b>Additional System Options</b>	CFI Routing SKU
<b>Additional System Options</b>	CFI,Roll-Up,Integration, Stand ard Tag,Optiplex
<b>Additional System Options</b>	Asset Tag Report,Optiplex, Fac tory Install
<b>Additional System Options</b>	CFI,Information Latude or Optiplex,Only
<b>Additional System Options</b>	CFI,B22M,Information,Label, Medium,Factory Install
<b>Additional System Options</b>	CFI,Information,CSRouting,Elig ible,Factory Instal
<b>Processor Branding</b>	Intel Core i5 Label

**TOTAL: \$2,689.60**



**Optiplex 780 Desktop**

Date & Time: October 19, 2010 3:15 PM CST

**SYSTEM COMPONENTS**

<b>Optiplex 780 Desktop</b>	Qty	8
OptiPlex 780 Desktop for Standard PSU, Genuine Windows® 7 Professional, with Media, 32-bit, English	Unit Price	\$898.00

**Catalog Number: 25 RCRC961466-2503404**

Module	Description	Show Details
<b>OptiPlex 780 DT</b>	OptiPlex 780 Desktop for Standard PSU	
<b>Operating System</b>	Genuine Windows® 7 Professional, with Media, 32-bit, English	
<b>Processors</b>	Intel® Core™ 2 Duo E8400 with VT (3.0GHz, 6M,	



	1333MHz FSB)
<b>MEMORY</b>	3GB DDR3 Non-ECC SDRAM,1333MHz, (2 DIMM)
<b>Keyboard</b>	Dell QuietKey Keyboard
<b>Monitors</b>	No Monitor
<b>Vid Brd</b>	DVI (Digital) Adapter Card, Low Profile
<b>Boot Hard Drives</b>	250GB 7,200 RPM 3.5" SATA, 3.0Gb/s Hard Drive with NCQ and 8MB Cache
<b>Mouse</b>	Dell MS111 USB Optical Mouse
<b>Systems Management Mode</b>	No Out-of-Band Systems Management
<b>Hard Drive Mode</b>	No RAID
<b>Removable Media Storage Device</b>	16X DVD+/-RW SATA, Roxio Creator™ CyberlinkPowerDVD™
<b>Thermal</b>	Heat Sink, Mainstream, Desktop
<b>Speakers</b>	Dell AX210 Speakers, Black
<b>Power Supply</b>	Standard Power Supply
<b>Documentation</b>	Opti 780 Documentation English
<b>Energy Efficiency Options</b>	Dell Energy Smart Power Management Settings Enabled
<b>Resource DVD</b>	No Resource DVD
<b>Hardware Support Services</b>	3 Year Basic Limited Warranty and 3 Year NBD Onsite Service
<b>Setup and Features Information Tech Sheet</b>	No Tech Sheet
<b>Shipping Packaging Options</b>	Shipping Material for System, Desktop
<b>Mouse Pad</b>	Mouse Pad
<b>Warranty Extension Notice</b>	Warranty Extension Notice – Ensure coverage with notification when your warranty is about to expire
<b>Additional System Options</b>	CUSTOM UH ASSET TAG AND REPORT
<b>Additional System Options</b>	CFI Titan Code for CFI FIDA or Bypass SI
<b>Additional System Options</b>	CFI,Information, Validation,Se lect Any Microsoft
<b>Additional System Options</b>	CFI Routing SKU
<b>Additional System Options</b>	CFI,Roll-Up,Integration, Stand ard Tag,Optiplex
<b>Additional System Options</b>	Asset Tag Report,Optiplex, Fac tory Install
<b>Additional System Options</b>	CFI,Information Latude or Optiplex, Only
<b>Additional System Options</b>	CFI,B22M,Information,Label, Medium,Factory Install
<b>Additional System Options</b>	CFI,Information,CSRouting,Elig ible,Factory Instal

Processor Branding Intel Core2 Duo Desktop Sticker

TOTAL: \$7,184.00

**Planar PX2411MW 24-inch Widescreen Flat Panel LCD Monitor with Height Adjustable Stand**



Qty 8

Unit Price \$332.22

Manufacturer Part# 997-5788-00  
Dell Part# A2812946

TOTAL: \$2,657.76

**VN-8100PC 2 GB Digital Voice Recorder**



Qty 6

Unit Price \$52.19

Manufacturer Part# 142600  
Dell Part# A4184744

TOTAL: \$313.14

**3-Pack: 3 x 1,000-Page Cyan / Magenta / Yellow Toner Cartridges for Dell 1320c Printer**



Qty 3

Unit Price \$191.07

Manufacturer Part# 00001  
Dell Part# SCMY132

TOTAL: \$573.21

**4-Pack: 4 x 2,000-Page Black Toner Cartridge for Dell 1320c Color Laser Printer**



Qty 2

Unit Price \$258.68

Manufacturer Part# KU052  
Dell Part# 4BK132C

TOTAL: \$517.36

**5-Pack: 5 x 10,000-Page Standard Yield Toner Cartridge for Dell 5210n Workgroup Laser Printer**



Qty 1

Unit Price \$705.55

Manufacturer Part# UG218  
Dell Part# 5SY5210

TOTAL: \$705.55

**8-Pack: 8 x 6,000-Page High Yield Toner Cartridge for Dell 1700/ 1700n Personal Laser Printer**



Qty 1

Unit Price \$783.92

Manufacturer Part# Y5007  
Dell Part# 8HY1700

TOTAL: \$783.92

Total Price

**Sub-total** \$9,208.00

**Shipping & Handling** \$0.00

**Tax**

Tax calculation is currently unavailable. You will be contacted post-sale with your final total order amount, including applicable taxes.

**Total Price<sup>1</sup>**

dragon

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## Nuance Dragon NaturallySpeaking v.11.0 Premium With Headset.


K6094-L00-11.0 - 11.0 (S) NUANCE

Voice Recognition - Complete Product - Standard - 1 User - Retail - PC - English.

Product Code: K6094

Manufacturer: Nuance

 Print Spec

 Add to Cart

**\$185.99**

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### Product Overview

Manufacturer	Nuance Communications, Inc
Manufacturer Part Number	K6094-L00-11.0
Manufacturer Website Address	www.nuance.com
Brand Name	Nuance
Product Name	Dragon NaturallySpeaking v.11.0 Premium With Headset

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 Internet

**STUDENT FEES ADVISORY COMMITTEE (SFAC)  
FY 2012 BASE AUGMENTATION REQUEST**

**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*

**FY 2012 Base Augmentation Request**

**Center for Students with DisABILITIES (CSD)**

**Increased Administrative Charges**

The Center for Students with DisABILITIES (CSD) would like to respectfully request a FY 2012 base augmentation increase in the amount of **\$10,722**. This request is being made due to the increased percentage (from 3.6% to 6.0%) mandated this year for the Finance and Administration Division auxiliary administrative charge.

Thank you for your consideration of this base augmentation request.