

Services to Students with Disabilities

California State University,

San Bernardino

Student Resource Guide

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Mission Statement

The mission of Services to Students with Disabilities (SSD) is twofold. First, SSD ensures that reasonable accommodations are provided to allow equal opportunities for individuals with disabilities at California State University, San Bernardino (CSUSB). Second, SSD promotes disability awareness throughout the CSUSB campus and local community. Services are available to individuals with a verified temporary or permanent disability and are free and confidential.

Subject to Change Disclaimer

The policies and procedures in this Student Resource Guide are subject to change without prior notice, if necessary, to be consistent with SSD policies and procedures and to maintain compliance with University policies, California State University policies, and State and Federal laws.

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Student Rights and Responsibilities

Every student with disabilities at CSUSB has the right to:

- Equal access to courses, programs, services, jobs, activities, and facilities available through the University.
- Reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case-by-case basis.
- Appropriate confidentiality of all information pertaining to his/her disability with the choice of whom to disclose their disability to except as required by law.
- Information reasonably available in accessible formats.

Each student must meet or exceed the essential requirements of California State University, San Bernardino (CSUSB), and its programs with or without accommodations. Although the Americans with Disabilities Act of 1990 (ADA) protects the civil rights of qualified students with disabilities, it also affirms their right to refuse any accommodation. Thus, students are not required to register with SSD, identify themselves to instructors, staff, or other students as having a disability, or accept accommodations they do not need or want.

However, if students wish to compete with their peers on a level playing field and if they wish to enjoy their right to access and equality, they must advocate for those rights.

Every student with a disability has the responsibility to:

- Meet the University's qualifications and essential technical, academic, and institutional standards.
- Identify themselves in a timely manner as individuals with a disability when seeking an accommodation.
- Provide documentation from an appropriate professional source that verifies the nature of the disability, functional limitations, and the need for specific accommodations.
- Follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids.

Laws that Protect the Rights of Students with Disabilities

Services to Students with Disabilities abides by California statues and National legislation that pertains to individuals with disabilities.

California Education Code

www.leginfo.ca.gov

California Law consists of 29 codes, covering various subject areas and the Education Code is but one of these. All California State Universities are accountable to the regulations and statues stated in the California Education Code that pertain to post-secondary institutions.

Section 504, Rehabilitation Act of 1973

www.usdoj.gov

The Rehabilitation Act of 1973 was the first “rights” legislation to prohibit discrimination against people with disabilities. However, this law applied only to programs conducted by Federal agencies, those receiving Federal funds, such as colleges participating in federal student loan programs, federal employment, and employment practices of business with federal contracts. This is also the Federal legislation that authorizes the formula grant programs of vocational rehabilitation, supported employment, independent living, and client assistance. Among the sections that pertain to individuals with disabilities is Section 504.

Section 504 states that “no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under” any program or activity that either receives Federal financial assistance or is conducted by any Executive agency or the United States Postal Service.

“Qualified” with respect to post-secondary educational services, means “a person who meets the academic and technical standards required for admission or participation in the education program or activity, with or without reasonable modifications to rules, policies or practices; the removal of architectural, communication or transportation barriers; or the provision of auxiliary aids and services.”

Americans with Disabilities Act of 1990

www.ada.gov

The Americans with Disabilities Act of 1990 (ADA) is the most comprehensive federal civil rights legislation protecting the rights of individuals with disabilities. The ADA addresses the barriers and discrimination that people with disabilities have traditionally faced. According to the ADA, a person with a disability" means "any person who 1) has a physical or mental impairment which substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning, and working], 2) has a record of such an impairment, 3) is regarded as having such an impairment." Disabilities covered by legislation include (but are not limited to) AIDS, Cancer, Cerebral Palsy, Diabetes, Epilepsy, head injuries, hearing impairments, specific learning disabilities, loss of limbs, Multiple Sclerosis, Muscular Dystrophy, psychiatric disorders, speech impairments, spinal cord injuries, and visual impairments.

The Family Educational Rights and Privacy Act (FERPA)

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student's education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Differences between High School and College

High School

Under Individuals with Disabilities Education Improvement Act of 1997 (IDEA), children with disabilities are absolutely entitled to a "Free and Appropriate Public Education."

Section 504 of the Rehabilitation Act of 1973 in the public schools includes "Free and Appropriate Public Education" language, and accommodations may include a shortening of assignments, or the use of notes on tests, when other students cannot use them.

Plans, either the Individualized Education Program (IEP) or a 504 Plan, drove all services and accommodations, and involved the teachers, counselors, and absolutely required a parent's signature.

"Placement" is determined by the child's "team," and outlined in the plan, and must, by law, be in the least restrictive environment.

Students were qualified for public education simply by being of the appropriate age, and because they had a disability.

Teachers may be expected to learn all they can about the disability of a student in one of their classes.

Everybody knew about a student's placement, and practically everybody signed the plan. Each teacher would know about a student even before he or she entered the classroom, and have a good idea what the student's needs were.

Public schools, for the most part, are responsible for appropriate assessment of a student's disability.

Some subjects may have been waived for a student before graduation, if they were specifically related to the student's disability.

Labels are a way to categorize people

Assessment, physical or other therapy, or personal care provided by school while in school.

Students often receive "Un-timed tests" if they have a disability.

Differences between High School and College

College

Equal Access to education is the order of the day - no one is entitled to anything, but rather students have civil rights and they must advocate for themselves in order to enjoy those rights.

Section 504 is the first Civil Rights Legislation that applied to colleges. It upholds the institution's right to maintain the academic standards, and no accommodations may be permitted to reduce that standard for any student. Thus there is no "free" education, and shortening assignments and using notes when other students do not have access to such options are not considered "reasonable accommodations."

There is no plan, and instructors are not contacted, except by the student. In fact, parents may not receive even a student's grades without the student giving written permission.

Placement integration is assumed, and is the order of the day. We adjust the environment through accommodations, but we don't deliberate and select the environment for the student in advance.

"Qualified," in college, means that the student must meet all entrance and academic requirements, whether they receive accommodations or not.

Professors need know only that which applies to the accommodations the student requests.

SSD does not contact a professor without permission from the student. Thus, the student must initiate all actions regarding accommodation with each professor, for each course, every semester. In addition, students have the civil right to refuse accommodations they don't need or want; and if they do not request an accommodation it is assumed they do not want it.

Higher education does not have to assess the student, but can expect that the student will provide proof of their disability within accepted guidelines.

Substitutions for specific graduation requirements may be requested by following a rigorous petition process, but "waivers" for requirements are never granted. Substitutions are typically granted after the student has provided both adequate verification to SSD of their disability and unsuccessfully attempted the courses in question with the appropriate accommodations recommended by SSD.

Student has a right to disclose to whom and when they choose, but must own their disability in order to enjoy a level playing field.

What is a disability?

California State University, San Bernardino adheres to the civil rights definition of disability. Eligibility for civil rights protection requires the applicant to meet one of the following three criteria in the civil rights definition of disability:

- Have a physical or mental condition that substantially limits one or more major life activities;
- Have a record of such a physical or mental condition; and/or
- Be regarded as having such an impairment, whether actually having the impairment or not.

Examples of disabilities include, but are not limited to:

Arthritis, Attention-Deficit/Hyper-Activity Disorders, blindness/low vision, cerebral palsy, communication disorders, deafness/hearing impairments, emotional/psychological disabilities, multiple sclerosis, seizure disorders, specific learning disabilities, Spinal cord injuries, temporary disabilities, traumatic brain injuries, and other health impairments.

Each student must provide current written documentation that verifies the existence of a temporary or permanent disability. Verification of the disability should include diagnosis, medication, a description of the functional limitations that may affect academic performance, a rating of severity and a recommendation for accommodations. The documentation must contain the printed and signed name of a licensed physician, psychologist, social worker or any authority qualified or certified to assess the disability. This person cannot be related to the student.

What is a functional limitation?

A disability must limit functioning in school before one can receive an accommodation. SSD refers to the effects of a disability on program access as a functional limitation. A disability, in and of itself, does not necessarily require accommodation. There must be a logical link between the functional limitation stemming from the disability and the accommodation requested.

SSD counselors identify functional limitations through discussion with the student and review of documentation. For example:

A blind student may have text available in accessible format (e.g. electronic, Braille). In this case, the disability - blindness, causes the functional limitation - an inability to read printed text.

However, blindness does not necessarily prevent one's ability to take notes during a course lecture. Therefore, a blind student may not be eligible for note taking services because the functional limitations of blindness do not affect the ability to take notes.

To facilitate the prompt provision of reasonable accommodations, it is best to have documentation of a disability, which details functional limitations. Should the documentation provide inadequate information about functional limitations, the SSD counselor may require additional documentation that describes them.

How do I become eligible for services?

Responsibilities of SSD Counselor/Specialist Include:

- Determine student's eligibility for SSD services based upon a review of appropriate documentation and intake.
- Determine appropriate accommodations for each student based on the individual's need.
- Assure the student receives appropriate accommodations.
- Provide a quarterly Orientation Meeting for students who are interested in receiving services/accommodations.

Responsibilities of Students Include:

- Fill out the Student Information Form (SIF) available at SSD Office (UH-183). (See Appendix A).
- Provide the SSD office with appropriate medical, psychological, psychoeducational, or neuropsychological documentation indicating the student's disability, resultant functional limitations, and impact of the disability in a post-secondary environment.
 - If eligibility is determined, met with the appropriate SSD Counselor/Specialist to complete an intake, discuss, and arrange services/accommodations.

Steps to Determining Eligibility:

Step 1

Fill out a Student Information Form (SIF) located at the SSD office.

Step 2

Provide necessary documentation of your permanent or temporary disability.

Step 3

The appropriate SSD counselor will review your documentation and meet with you for an intake to determine eligibility.

Step 4

During the intake, the SSD counselor will discuss and arrange the appropriate services/accommodations with the student.

Physical Access on Campus

<http://facilities.csusb.edu/DMS/DMS%20Main%20Menu.asp>

Physical access on campus is addressed through the Disability Management System of Facilities Services. Facilities Services is dedicated to ensuring full and complete compliance to the Americans with Disabilities Act (ADA) of 1990. The Disability Management System provides a collection of comprehensive resources for Disabled Americans. With the Accessibility Maps buildings, entrances, ramps, pathways, and parking are highlighted along with pictorial views.

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Introduction to Accommodations/Support Services

It is the role of SSD to determine the eligibility of the student for an accommodation based on the educational limitation of the disability. SSD provides support services for students with mobility limitations, learning disabilities, psychological, hard of hearing, deafness, visual impairments, as well as a variety of other disabilities. If necessary, memos to faculty are prepared in order to identify the accommodation(s) each student is eligible to receive.

Reasonable accommodations depend upon the nature and degree of severity of the documented disability. Although the ADA requires that priority consideration be given to the specific method requested by the student, it does not imply that a particular accommodation must be granted if it is deemed not reasonable and other suitable alternatives are available.

Exam Accommodations

The purpose of the service is to provide an equal testing opportunity based on the educational limitation of the student. "Test," as used in this context, refers to quizzes and examinations taken during the quarter in conjunction with an academic class. SSD students should request this service according to the deadlines, which are posted in the SSD office and emailed to students on the SSD listserv (See Exam Accommodation Procedures and Guidelines page 4.7).

Test accommodations are determined on a case-by-case basis and may include:

- Extended time to complete examinations and quizzes;
- A reduced distraction environment separate from the class;
- Special equipment such as a word processor, magnifier, or braille;
- Readers and/or scribes; and
- Accessible formats such as oral or taped tests.

Notetaker Services

The SSD office uses student volunteers to take notes for eligible SSD students. SSD provides lined NCR paper for the Notetaker Services (See Notetaker Procedures and Guidelines page 4.9).

Visual Impairment Orientation Services

Visual Impairment Orientation appointments may be requested by a student to orient student to classrooms, campus buildings or locations. Visual Impairment Orientations offered by SSD do not take the place of Orientation and Mobility Training provided by the professional trainers through the Department of Rehabilitation. Students who require Orientation and Mobility Training will be referred to the Department of Rehabilitation. (See Visual Impairment Orientation Procedures and Guidelines p 4.14)

Interpreter/Real-Time Captioning Support

Interpreter Services

An Interpreter uses sign language to ensure that effective communication takes place between two different parties. Interpreters facilitate the integration of individuals with hearing impairments into the academic and student activity setting.

Real-Time Captioning Services

A Real-Time Captionist is a stenographer who will bring with him/her a stenograph machine which is connected to a lap-top computer. All verbal communication which transpires during the course of the class will be transcribed via the stenograph, translated into English, and printed onto the screen of the lap-top computer. The student sits next to the captionist and reads the lecture via the lap-top. www.blackboard.csu.edu

The following services are provided to students with mild to profound hearing loss and may include:

- Sign Language interpreting (See Interpreting and Captioning Services Guidelines)
- Real-time Captioning (See Interpreting and Captioning Services Guidelines and Real-time Captioning Procedure)
- Assistive listening devices

Accessible Furniture

Alternative furniture may be provided to students for whom the standard desks and chairs in classrooms are inaccessible due to physical disability. Examples of alternative furniture include padded or supported seating and stand-alone tables (See Accessible Furniture Procedures and Guidelines 4.11).

Alternative Media

Students with disabilities who qualify for alternate access to printed material may receive their textbooks in an accessible format. Eligibility for this accommodation is determined on an individualized basis, and students must be able to demonstrate a substantial visual or learning disability, which requires alternative materials. (See Alternate Media page 4.13)

The following formats are available:

- Audio format, such as WAV or MP3
- E-text from the publisher provided to the student on a CD-ROM
- Text scanned and edited by SSD and provided to the student as a Word document on a CD-ROM
- Audiotape from Recordings for the Blind & Dyslexic (RFB&D) (www.rfbd.org) or the Library of Congress, National Library Service for the Blind and Physically Handicapped (NLS) www.loc.gov/nls/
- Audio-tape recorded by student readers hired by SSD
- Large print and Braille

Class Aides

Class aides are provided by SSD based on individual needs and situations. If a student thinks they may need to have a class aide, they should contact their counselor to make a request. The counselor will determine the need for class aide services based on the student needs and requirements of the course (See Class Aide Procedures and Guidelines page 4.12).

Library Services

Assistance may be provided for library research required for coursework. All requests for library assistance should be placed with SSD two weeks in advance to ensure availability of staff. All requests will be reviewed by the SSD staff for appropriateness and need of student. Library assistants will only assist with the actual obtaining of information, and will not assist in the choice of topics, scope of searches, etc. Assistive computer stations (on the first floor and in the Library Instructional Rooms) are available to use in the library and contain common software to allow access to online materials. A Mobile Assistive Computing Station is available upon request by contacting the Assistive Computing Resource Center (ACRC) at 909-537-5079. Library staff will provide assistants with issues, such as use of the copy machines.

Line Pass

A line pass may be issued to qualified students and will allow priority service in lines of campus departments. Once a student is determined eligible, a memo will be written by SSD verifying the accommodation. The student will present the memo to the appropriate departments, as needed.

Cart Services

Students with a permanent or temporary physical disability may have access to Mobility Services. Services are provided on an individual basis. Services must be requested by the student on a quarterly basis (See Cart Service Procedure and Guidelines page 4.8).

Student Listserv

The SSD listserv has been established to provide SSD students with relevant up-to-date information that pertains to student with disabilities at California State University, San Bernardino. To join the SSD listserv, see (Listserv Procedure).

Assistive Technology

As computer technology advances, so do the kinds of software and equipment to assist students with disabilities. Many students at CSUSB can benefit from a variety of assistive technology stations located in Assistive Computing Resource Center (ACRC) in the Wedge of the Pfau Library.

The following Assistive Technology is available at SSD for use during testing:

- **Zoom Text**
magnification software
<http://www.atkratter.com/mags/zoomtext/Zzoomtext-81.htm>
- **JAWS for Windows**
screen-reading software
http://www.freedomscientific.com/fs_products/software_jaws.asp
- **Kurzweil 3000**
scanning software with speech output
<http://www.kurzweiledu.com/products.asp>
- **Dragon Systems Naturally Speaking**
continuous speech recognition
<http://www.scansoft.com/naturallyspeaking/>
- **WYNN**
a software tool designed to enhance success for individuals with reading challenges and writing difficulties
<http://www.freedomscientific.com/LSG/index.asp>

Additional assistive technology for student use may be available through the Assistive Computing Resource Center (ACRC) at 909-537-5079.

Adaptive Equipment

- **Voyager VTEK XS-3**
This is a 12" black-and-white CCTV
<http://www.vteksolutions.com>
- **Clearview TV, Color CCTV**
This CCTV magnifies and display text, images, and handwriting through a camera onto a television-style monitor.
<http://www.conceptsystems.net/?id=1190>
- **Aladdin Personal Reader CCTV**
Aladdin has an uncluttered front panel with only four simple controls: zoom lens that magnifies newsprint up to two inches; focus control; picture control, which is a black background with white letters or white background with black letters; and on/off switch.
<http://www.sightandsound.co.uk/pages/aladdin.htm>
- **Hearing Helper Personal FM Systems**
- Students who are deaf or hearing-impaired may also require an assistive listening device in the classroom. The most common device is a personal FM System where the speaker or class instructor wears a microphone and the student wears an amplification unit. Students may borrow an FM System from SSD on an as-needed basis. Students are required to fill out an equipment loan agreement form and work out the terms with their SSD Counselor. Please contact SSD for more information. These wireless systems use transmitters and receivers to allow hearing in difficult listening situations:
 - The Transmitter is a battery-powered belt pack used with a microphone (included) to convert sound into an FM signal;
 - The Receiver is also battery-powered and is used with an earphone (also included) to hear the radio signal sent by the transmitter;
 - Also has a T-switch capacity with a neckloop (included).

<http://www.marilynelectronics.net/products/personal-fm-systems/pfm300.htm>

Additional adaptive equipment for student use may be available through the Assistive Computing Resource Center (ACRC) at 909-537-5079.

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The Assistive Computing Resource Center

<http://acm.csusb.edu/servicedetails.asp?svcdetailid=214>

The Assistive Computing Resource Center (ACRC) provides services that empower people with disabilities through access to computing resources. Their services help bridge the gap between an individual's needs and available technology. ACRC provides individualized support and assistance to persons with disabilities that facilitate access to standard computing environments. This section provides the latest in assistive technology information for the CSUSB campus.

ACRC provides assistive workstations for the general-access student computing labs that help people with disabilities complete their work requirements.

Supported Products

- Dragon Naturally Speaking 5.0
<http://www.dragonsys.com>
- Kurzweil 3000 & 1000
scanning software with speech output
<http://www.kurzweiledu.com/products.asp>
- Freedom Scientific JAWS
http://www.freedomscientific.com/fs_products/software_jaws.asp
- Open Book
allows you to convert printed documents or graphic-based text into an electronic text format
http://www.freedomscientific.com/fs_products/software_open.asp
- Freedom Scientific WYNN
<http://www.freedomscientific.com/WYNN>
- AI Squared Zoomtext
<http://www.aisquared.com>
- TextHelp Read and Write
<http://www.texthelp.com>
- Don Johnston's Write Outloud and Co:Writer 4000 for the Macintosh
<http://www.donjohnston.com/>

Student Assistance in Learning (SAIL) Program

<http://www-ugs.csusb.edu/sail/index.html>

The SAIL Program, established in 1981, is committed to providing outstanding services to project participants in an environment that is welcoming and affirming environment. Funded by a grant from the United States Department of Education, SAIL is designed to increase the college retention and graduation rates of its participants and facilitates the process of transition from one level of higher education to the next. Services include Academic Advising, Adjunct and College Reading Courses, Graduate School Preparation, Grant Aid and Scholarships, Personal/Career Counseling, Child Care Support for Low Income Parents, SAIL ListServ and other support services.

Eligible students must be a current incoming CSUSB undergraduate student and a U.S. Citizen or permanent resident who meets ONE of the following criteria:

- is a low-income student OR
- a first-generation college student (whose parents have not earned a Bachelor's Degree OR
- a student with a disability

Learning Center

<http://dcr.csusb.edu/LearningCenter>

The Learning Center, sponsored by the University's Division of Undergraduate Studies, assists students with testing, tutoring and computer instruction. The Learning Center provides specific subject area tutoring, techniques to improve study skills, provides individual/group tutoring, and a computer lab (8 Windows, 6 Macintosh, 2 wheelchair accessible, internet, email and pay printing).

Testing Office

<http://www-ugs.csusb.edu>

The Testing Office proctors some National and Educational Exams and the CSU State Exams (ELM, EPT, WREE). Please contact Testing Office for information if reasonable accommodations will be required

Writing Center

<http://www-ugs.csusb.edu/wc/about.htm>

The Writing Center, sponsored by the University's Division of Undergraduate Studies, conducts more than 10,000 one-to-one student-writing conferences and facilitates workshops with faculty members in a variety of campus classrooms. Many students come to work on papers for composition courses; however, a large number come from a wide variety of courses across the university. Many of the 25-30 student writing consultants are graduate students in the M.A. in English Composition program, while others are graduate and undergraduate students from disciplines across campus.

Writing consultants work with students at all stages of the composing process. They help students interpret assignments, discover topics, expand ideas, clarify organization, incorporate counter-arguments, and cite references, as well as edit and proofread. Several consultants work specifically with ESL students to help them negotiate linguistic and cultural differences in written composition; these tutors also conduct informal conversation groups. As part of the University's Writing-Across-the-Curriculum (WAC) program, Writing Center staff work with faculty members who are designing and evaluating writing components of their courses. They also conduct writing workshops in those faculty members' classrooms, and they read and respond to manuscripts in preparation. In all situations, Writing Center staff write with writers, never for them. They work to preserve the integrity of writers' ideas and plans, even as they challenge writers to integrate and contextualize both their own ideas and the sources they are using.

Health Center

<http://www.csusb.edu/healthcenter/services.html>

The Health Center provides first aid and basic outpatient care services and is staffed by doctors, nurses, and a pharmacist who offer students primary care, which may include some of the following:

- **Treatment:** colds, infections, or minor injuries.
- **Screenings:** PAP smears and contraceptive care, TB skin tests, and sexually transmitted infections.
- **Vaccinations:** Hepatitis A and B, Measles/Rubella, Meningitis, and Tetanus.

Psychological Counseling Center

<http://www.csusb.edu/pcc/>

College can be a rewarding experience for students. However, personal or psychological concerns can sometimes interfere with reaching students' academic, personal and professional goals. In fact, students often seek counseling for depression, anxiety, relationship concerns, stress, and situational problems. The Psychological Counseling Center offers specialized services aimed at enhancing student growth and development. Confidential brief counseling, consultation and referral, and crisis intervention services are available to currently enrolled students. Their staff consists of marriage and family therapists, licensed psychologists, and supervised interns.

Campus Accessibility Advisory Board

http://policies.csusb.edu/accessibility_advisory_board_cha.htm

California State University, San Bernardino is dedicated to ensure that programs and facilities are accessible to all students, staff, faculty, and members of the community. To this end, the Campus Accessibility Advisory Board (CAAB) has been established to assist the University to identify and resolve barriers to individual with disabilities.

For more information and meeting times please check the website or call (909) 537-3109.

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University Policies and Procedures

University administrative policies and procedures, which have been approved by the CSUSB Administrative Council, are posted to <http://policies.csusb.edu>. Examples of relevant policies and procedures include:

- [ADA Procedures and Guidelines](#)
- [Animals on Campus](#)
- [Discrimination Complaint Procedure \(Student\)](#)
- [Emergency Notification of Staff and Faculty -- Policy and Procedure](#)
- Student Records Administration Policy-[FERPA](#) (Family Education Rights and Privacy Act)
- [Parking Policy](#)
- [Student Leave of Absence Policy](#)
- [Student Non-Academic Grievance Policy and Procedures](#)

Privacy Rights of Students in Education Records

Services to Students with Disabilities follows the University's policy regarding the confidentiality of student records. SSD regards the information it keeps about students as educational records. Educational records fall under different rules than do medical records (HIPAA), and SSD advises students to note the difference. Thus, SSD prefers that documentation of disabling conditions provided by students should be limited to that which is necessary to establish the disability and the right to an accommodation in an educational setting. Please refer to the section What is a Disability for more details on verifying a disability and the right to accommodation.

The following information summarizes the University's policy on student records:

The federal Family Education Rights and Privacy Act of 1974 (20 U.S.C. 1232g) and regulations adopted there under (34 C.F.R. 99) set out requirements designed to protect student's privacy in their records maintained by the campus. The statute and regulations govern access to student's records maintained by the campus, and the release of such records. The law provides that the campus must give students access to records directly related to the student, and must also provide opportunity for a hearing to challenge such if the student claims they are inaccurate, records on the grounds that they are inaccurate, misleading or otherwise inappropriate. The right to a hearing under this law does not include any right to challenge the appropriateness of a grade determined by the instructor. The law generally requires the institution to receive a student's written consent before releasing personally identifiable data about the student. The institution has adopted a set of policies and procedures governing implementation of the statutes and the regulations on the campus. Copies of these policies and procedures may be obtained at the office of the vice president for student services. Among the types of information included in the campus statement of policies and procedures are: 1) the types of student records maintained and the information they contain; 2) the official responsible maintaining each type of record; 3) the location of access lists indicating persons requesting or receiving information from the record; 4) policies for reviewing and expunging records; 5) student access right to their records; 6) the procedures for challenging the content of student records; 7) the cost to be charged for reproducing copies of records, and 8) the right of the student to file a complaint with the Department of Education. The Department of Education has established an office and review board to investigate complaints and adjudicate violations. The designated office is: Family Policy Compliance Office, U.S. Department of Education, Washington, D.C. 20202-4605.

The campus is authorized under the act to release "directory information" concerning students. Directory information may include the student's name, address, telephone listing, electronic mail address, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. The above designated information is subject to release by the campus at any time unless the campus has received prior written objection from the student specifying information which the student requests not be released. Written objections should be sent to the office of the vice president for student services. The campus is authorized to provide access to student records to campus officials and employees who have legitimate educational interests in such access. These persons have responsibilities in the campus' academic, administrative or service functions and who have reason for using student records associated with their campus or other related academic responsibilities. Student records may also be disclosed to other persons or organizations under certain conditions (e.g. as part of accreditation or program evaluation; in response to a court order or subpoena; in connection with financial aid; or to other institutions to which the student is transferring).

Conflict Resolution Procedure

1. Purpose

The Office of Services to Students with Disabilities (SSD) is committed to ongoing and open communications between its students and its office staff. It is SSD's experience that open communication is essential to providing the best services to students. SSD believes that questions, concerns, problems or complaints that are left unresolved will negatively impact a student's educational experience as well as the mission and goals of the Office.

2. Procedure

This procedure encourages students to communicate directly with the Office regarding any matter and summarizes the clear choices/options available to resolve conflict. Below are procedures regarding A) complaints about disability accommodations, B) complaints about decisions made by SSD about delivery of disability accommodations, C) complaints about staff, and D) complaints about alleged discriminatory practices and decisions regarding eligibility.

A. Complaints about Disability Accommodations

1) Informal Review (optional for students)

A student registered with SSD may bring a complaint about disability accommodations to the SSD Director. If the accommodation decision was made by the SSD Director, then the complaint may be brought to the Assistant Vice President for Student Affairs (AVP). The complaint may be verbal or in writing and must describe the matter to be resolved. The SSD Director or the AVP will first seek to resolve the complaint by informal means. The SSD Director or her designee will agree to meet in person the complaining student within 5 working days of receipt of the complaint. For verbal complaints, the SSD Director or AVP must provide a verbal response to the complainant within 5 working days of receipt of the complaint. For written complaints, the SSD Director or AVP must provide a written response to the complainant within 5 working days of receipt of the complaint. This step, if successful, can provide a speedy resolution to the dispute.

2) Mid-level Review (interactive process)

If a student elects to use the Informal Review process but the complaint is not resolved in the Informal Review, a mid-level review can be initiated by a student, the SSD Director or AVP. The SSD Director will be responsible for notifying the Americans with Disabilities Act (ADA) Compliance Officer that a mid-level review has been initiated. In addition, during the process described below, the SSD Director or the student's SSD Counselor will be responsible for discussing with the student any interim remedies that may be necessary during the mid-level review process.

A student who has elected not to participate in the Informal Review process may initiate a mid-level review by filing a written complaint describing the matter to be resolved with the ADA Compliance Officer at Sierra Hall 110. The ADA Compliance Officer will convene a panel within 10 working days of receipt of notification from the SSD Director that an informal resolution was not successful or receipt of a complaint under this process from a student.

The Review Panel will consist of the ADA Compliance Officer, one faculty member who is knowledgeable in the area of learning and other disabilities, the SSD Director, and a professional staff member of SSD who is knowledgeable about the specific disability, the requested aids or accommodations and available options, and, depending on the issues, other academic or administrative personnel as may be appropriate. If one of the SSD staff members on the panel determined the accommodation for the student, that staff member will not participate in the review of that accommodation and will be temporarily replaced by another staff member designated by the SSD Director.

The panel will use a problem solving approach and will include the following steps: 1) an analysis of the particular class or activity for which the accommodation is being sought; 2) consultation with the student with a disability to ascertain the particular limitations of his or her disability and what is being requested as accommodation(s) to overcome the limitations; 3) consultation with the student with a disability to identify options and assess the effectiveness each would have in enabling the student to have an equal opportunity to participate; and 4) consideration of the preference of the student to be accommodated and selection and implementation of the accommodation that is most appropriate for the student and University.

The Review Panel will make a determination within 5 working days. The timeline may be extended for good cause by the ADA Compliance Officer in writing to the student. The writing to the student must explain why the timeline for determination has been extended, and address the need, if any, for interim remedies. In determining whether or not good cause exists to justify extending the timeline for determination, the ADA Compliance Officer will strongly consider the impact such a timeline extension may have on the student's current ability to effectively participate in his/her University education. The ADA Compliance Officer has the authority in these matters and is the impartial arbitrator who assures prompt and equitable determinations. The written notification to the student will describe the process for filing a formal grievance if the student continues to feel aggrieved.

3) Formal Grievance

The student will be notified of his or her right to follow the University's Procedure for a Discrimination Complaint by a Student and of the timelines for filing. This document is available from the Office of the Vice President of Student Affairs in University Hall 231 or online.

B. Complaints about Decisions Made by SSD about Delivery of Disability Accommodations

1) Informal Review (optional for students)

A student registered with SSD may bring a complaint about the delivery of accommodations to the SSD Director. If the decision about delivery of disability accommodations was made by the SSD Director, then the complaint may be brought to the AVP. The complaint may be verbal or in writing and must describe the matter to be resolved. The SSD Director or AVP will first seek to resolve the complaint by informal means. The SSD Director or her designee will agree to meet in person the complaining student within 5 working days of receipt of the complaint. For verbal complaints, the SSD Director or AVP must provide a verbal response to the complainant within 5 working days of receipt of the complaint. For written complaints, the SSD Director or AVP must provide a written response to the complainant within 5 working days of receipt of the complaint. This step, if successful, can provide a speedy resolution to the dispute.

2) Mid-level Review (interactive process)

If a student elects to use the Informal Review process but the complaint is not resolved in the Informal Review, a mid-level review can be initiated by a student, the SSD Director or AVP. The SSD Director will be responsible for notifying the Americans with Disabilities Act (ADA) Compliance Officer that a mid-level review has been initiated. In addition, during the process described below, the SSD Director or the student's SSD Counselor will be responsible for discussing with the student any interim remedies that may be necessary during the mid-level review process.

A student who has elected not to participate in the Informal Review process may initiate a mid-level review by filing a written complaint describing the matter to be resolved with the ADA Compliance Officer at Sierra Hall 110. The ADA Compliance Officer will convene a panel within 10 working days of receipt of notification from the SSD Director that an informal resolution was not successful or receipt of a complaint under this process from a student.

The Review Panel will consist of the ADA Compliance Officer, one faculty member who is knowledgeable about the delivery of disability accommodations, the SSD Director, and a professional staff member of SSD who is knowledgeable about the specific disability, the requested aids or accommodations and available options, and, depending on the issues, other academic or administrative personnel as may be appropriate. If one of the SSD staff members on the panel participated in the delivery of accommodations, that staff member will not participate in the review of that accommodation and will be temporarily replaced by another staff member designated by the SSD Director.

The panel will use a problem solving approach and will include the following steps: 1) an analysis of the particular class or activity for which the accommodation is being sought; 2) consultation with the student with a disability to ascertain why the delivery of accommodations do not meet the needs of the student 3) consultation with the student with a disability to identify options and assess the effectiveness each would have in enabling the student to have an equal opportunity to participate; and 4) consideration of the preference of the student to be accommodated and selection and implementation of the accommodation that is most appropriate for the student and University.

The Review Panel will make a determination within 5 working days. The timeline may be extended for good cause by the ADA Compliance Officer in writing to the student. The writing to the student must explain why the timeline for determination has been extended, and address the need, if any, for interim remedies. In determining whether or not good cause exists to justify extending the timeline for determination, the ADA Compliance Officer will strongly consider the impact such a timeline extension may have on the student's current ability to effectively participate in his/her University education. The ADA Compliance Officer has the authority in these matters and is the impartial arbitrator who assures prompt and equitable determinations. The written notification to the student will describe the process for filing a formal grievance if the student continues to feel aggrieved.

If the student is not satisfied with the Review Panel's response, then the student must use the Procedure for a Discrimination Complaint. There are timelines for filing. This document is available from the Office of the Vice President for Student Affairs in University Hall 231 or is available online.

C. Complaints about Staff

1) Informal Review (optional for students)

A student registered with SSD may bring a complaint about staff service and/or attitude to the SSD Director. The complaint may be verbal or in writing and must describe the matter to be resolved. The SSD Director or her designee will agree to meet in person the complaining student within 5 working days of receipt of the complaint. The SSD Director will first seek to resolve the complaint by informal means. If the SSD Director made the decision, then the complaint may be brought to the AVP. For verbal complaints, the SSD Director or AVP must provide a verbal response to the complainant within 5 working days of receipt of the complaint. For written complaints, the SSD Director or AVP must provide a written response to the complainant within 5 working days of receipt of the complaint. This step, if successful, can provide a speedy resolution to the dispute.

2) Mid-level Review

If the student elects to use the Informal Review process but the complaint is not resolved in the Informal Review, a mid-level review can be initiated by a student, the SSD Director or AVP. The AVP will agree to meet with the student within 5 working days of receipt of the complaint. If the AVP made the response in C(1), a designee will agree to meet with the student within 5 working days of receipt of the complaint.

A student who has elected not to participate in the Informal Review process may initiate a mid-level review by filling a written complaint describing the matter to be resolved. The AVP will agree to meet with the student within 5 working days of receipt of the complaint. If the AVP made the response in C(1), a designee will agree to meet with the student within 5 working days of receipt of the complaint.

3) Administrative Review

If the complaint is not resolved, the student next may bring the matter to the Vice President for Student Affairs and to the Provost. The VPSA or Provost or their designee will agree to meet with the student within 5 working days of receipt of the complaint. If the VPSA or Provost designates a representative to meet with the student, such a designee cannot be the same person designated to meet with students in pursuant to section C(2) of this agreement.

D. Complaints about Alleged Discrimination Practices and Decisions Regarding Eligibility

1) Informal Review (optional for students)

A student registered with SSD may bring a complaint about an alleged discriminatory practice or decision regarding eligibility to the SSD Director. If the SSD Director is alleged to have discriminated, then the complaint may be brought to the AVP. The complaint may be verbal or in writing and must describe the matter to be resolved. The SSD Director or the AVP will first seek to resolve the complaint by informal means. The SSD Director or AVP will agree to meet in person the complaining student within 5 working days of receipt of the complaint. For verbal complaints, the SSD Director or AVP must provide a verbal response to the complainant within 5 working days of receipt of the complaint. For written complaints, the SSD Director or AVP must provide a written response to the complainant within 5 working days of receipt of the complaint. This step, if successful, can provide a speedy resolution to the dispute.

2) Mid-level Review (interactive process)

If a student elects to use the Informal Review process but the complaint is not resolved in the Informal Review, a mid-level review can be initiated by a student, the SSD Director or AVP. The SSD Director will be responsible for notifying the Americans with Disabilities Act (ADA) Compliance Officer that a mid-level review has been initiated. In addition, during the process described below, the SSD Director or the student's SSD Counselor will be responsible for discussing with the student any interim remedies that may be necessary during the mid-level review process.

A student who has elected not to participate in the Informal Review process may initiate a mid-level review by filing a written complaint describing the matter to be resolved with the ADA Compliance Officer at Sierra Hall 110. The ADA Compliance Officer will convene a panel within 10 working days of receipt of notification from the SSD Director that an informal resolution was not successful or receipt of a complaint under this process from a student.

The Review Panel will consist of the ADA Compliance Officer, one faculty member who is knowledgeable in the area of learning and other disabilities, the SSD Director, and a professional staff member of SSD who is knowledgeable about the specific disability, eligibility for disability services, and, depending on the issues, other academic or administrative personnel as may be appropriate. If one of the SSD staff members on the panel made the eligibility decision, that staff member will not participate in the review of that accommodation and will be temporarily replaced by another staff member designated by the SSD Director.

The panel will use a problem solving approach and will include the following steps: 1) review of the disability verification information; 2) review of the intake report and other related documentation produced by SSD; and 3) consultation with the student to ascertain the nature and particular limitations of his or her purported disability.

The Review Panel will make a determination within 5 working days. The timeline may be extended for good cause by the ADA Compliance Officer in writing to the student. The writing to the student must explain why the timeline for determination has been extended, and address the need, if any, for interim remedies. In determining whether or not good cause exists to justify extending the timeline for determination, the ADA Compliance Officer will strongly consider the impact such a timeline extension may have on the student's current ability to effectively participate in his/her University education. The ADA Compliance Officer has the authority in these matters and is the impartial arbitrator who assures prompt and equitable determinations. The written notification to the student will describe the process for filing a formal grievance if the student continues to feel aggrieved.

If the student is not satisfied with the mid-level review process, then the student must use the Procedure for a Discrimination Complaint. There are timelines for filing. This document is available from the Office of the Vice President for Student Affairs in University Hall 231, 909-537-5185, or available on-line at <http://studentaffairs.csusb.edu/policies.html>.

Nepotism

Consistent with the CSUSB policy on nepotism FAM 010, found at <http://academic-affairs.csusb.edu/personnel/fam/fam010.htm>. SSD adopts this guideline:

SSD does not support provision of services/accommodations to SSD affiliated students by any relative or significant other. Relatives are defined as, but not limited to, parents, children, husbands, wives, brothers, sisters, boyfriends, and girlfriends. Relatives who work at SSD may not provide accommodations.

Lobby Guideline

It is the goal of SSD to provide a safe, welcoming environment for those who come through our doors. To that end, we have established the following:

Confidentiality is to be respected; yours and that of others. Seating is reserved for those who are here to conduct SSD/WorkAbility (WAIV) business. Chairs are provided for those may have difficulty standing. If you see someone is in need, please consider offering your seat. CSUSB has places on campus where tables and chairs are provided for dining purposes, waiting for transportation, or for studying. If you need directions to a suitable area, we would be glad to provide them.

Gift-Giving Guideline

We appreciate your gratitude; however, we are unable to accept personal gifts from students associated with SSD.

Thank you for your cooperation.

Real-Time Captioning Procedure

What is Real-Time Classroom Captioning?

A Realtime Captionist is a stenographer similar to those used in court. The RTC will bring with him/her a stenograph machine which is connected to a lap-top computer. Due to the equipment needs, the RTC will need to sit close to an electrical power source. All verbal communication which transpires during the course of the class will be transcribed on the stenograph, translated into English, and printed onto the screen of the lap-top computer. The student sits next to the RTC and reads the lecture on the lap-top computer. When the class is over, the student will receive an email copy of the class notes.

Where does the Captionist sit?

Typically, the RTC sits in the front of the classroom, off to one side where there is a convenient electrical plug. The student needs to be able to see the professor and the computer screen. We strive to create the least distraction for class and the student.

Preparation

There may be many technical or unusual words that are used during a lecture. In order for the RTC to do an accurate job, he or she will need to have access to these terms before the lecture. Any vocabulary lists that can be made available would be helpful.

Benefits of Real-Time Classroom Captioning

Professors who have used real-time classroom captioning say it helps relieve them of concerns about whether the student is able to follow along. While having a RTC in the classroom may seem awkward at first, most professors report that within a very short time, they forget they are even there. To the student, however, using real-time classroom captioning can mean the difference between passing or failing a class. Thank you for your cooperation in providing the deaf and hard of hearing student with better access to your lecture information.

Student Responsibilities

The deaf or hard of hearing student who receives this service has no other primary means of access to lecture information. The dissemination of these notes to other students is not permitted since non-disabled students have access to the lecture through auditory means. Students who utilize this service have signed an agreement which says:

I understand that as a student receiving real-time captioning services, I will receive verbatim transcripts from the Services to Students with Disabilities as an accommodation based on my documented disability. These transcripts are solely for my personal academic use and I may not share them with any other student or use them for any other purpose other than a class study notes without the express consent of the professor.

Interpreting and Captioning Services Guidelines

It is the student's responsibility to be aware of the policies and procedures of SSD. Please read the following and sign your name in the space below.

The transcripts I receive from real-time captioning are for my academic use only. I may not share the transcripts.

I must request interpreting/captioning services in a timely manner.

Sign Language Interpreters/real-time captionists will only wait for me for 30 minutes. If I do not show up, a no-show report will be filled-out and an Absence Notice will be sent to me.

If I am absent from class without notifying the SSD office at least two hours before my class, I will be sent an Absence Notice.

If I am absent a second time from class without notifying the SSD office at least 2 hours before the beginning of class, I will be sent an Absence Notice suspending my interpreting/captioning services.

If I am absent a third time from class without notifying the SSD office at least 2 hours before the beginning of class, I will be sent an Absence Notice canceling my interpreting/captioning services.

If my services are suspended or canceled, I understand that it is my responsibility to arrange a return of interpreting service meeting with the Deaf Services Specialist to discuss the reinstatement of service.

By signing this policy I understand that I am responsible for the above policies and procedures, as well as the policies and procedures outlined in the Student Handbook.

EXAM ACCOMMODATION PROCEDURES AND GUIDELINES

Please do not submit this form; it is a sample only.

PROCEDURES:

1. Instructor or course department may handle exam arrangements directly. If instructors or departments provide exam accommodations, they must do so according to the accommodations determined by the SSD office. If the instructor refers the student to SSD for testing, the student submits the completed Exam Accommodation Request Form to SSD according to the deadlines posted in the SSD office and emailed to the SSD listserve. This form may be obtained from the SSD office during normal business hours or on the SSD website.
2. For students who receive testing accommodations after the beginning of the quarter, submit the completed Exam Accommodation Request Form to SSD at least one class meeting prior to testing.
3. Take regularly scheduled exams on the same schedule as their nondisabled classmates. When scheduling conflicts occur, exams may be scheduled at an alternate time the same day or the following business day. Such conflicts will be handled on a case-by-case basis.
4. Take final exams on the schedule established by SSD, which differs from the final exam schedule published in the Class Schedule. Schedule and confirm dates and times of all final exams with SSD according to the deadlines posted in the SSD office and emailed to the SSD listserve.
5. Establish and maintain communication with SSD and instructors regarding exam arrangements, including informing the office of "pop" (unscheduled) quizzes/exams or timed in-class assignments. Students must bring their syllabus to SSD for copying if "pop" quizzes/exams or timed in-class assignments as soon as it is available after the first class meeting. SSD will make every effort to accommodate according to student's class schedule. Take-home exams will be handled on a case-by-case basis.
6. For exams that are rescheduled by the instructor, students must inform SSD as soon as they know so that rescheduled exams can be administered on the same schedule as other students, or as soon as possible. Rescheduled exams require instructor permission or verification.
7. Complete an optional Exam Accommodation Feedback Form at the end of each exam session to rate the effectiveness of the proctor, reader, or scribe.
8. Report any problem with exam administration to the Academic Support Services Coordinator or proctor immediately. Time to investigate and correct a problem is not taken out of the student's exam time.

GUIDELINES:

1. Accommodations are individualized and determined by the SSD counselor.
2. Students taking exams are expected to follow any special instructions provided by the instructor (e.g., open books, closed notes, etc.).
3. SSD will review the student's Exam Accommodation Request Form for completeness and scheduling arrangements. Student's signature on Form indicates that student has read and agrees to student responsibilities, including academic integrity. Incomplete or unsigned forms will be returned to the student for completion before acceptance by SSD.
4. SSD will contact the student's instructors to obtain the necessary exam information prior to the provision of accommodations.
5. Only approved items are allowed in testing rooms, including no backpacks or purses. No electronic devices, food, or drinks are allowed in the testing rooms unless they are approved by SSD. SSD has a secure place to store these items. Students' personal laptops are not allowed in the testing rooms.
6. Once exams begin, students may not leave the testing room unless permission is given by a proctor. Time allotted for an exam begins at the scheduled start time determined by the instructor and SSD. If a student arrives late for an exam, the scheduled ending time remains the same. Late arrivals may require that an exam be rescheduled and approved by the instructor. Make-up of missed final exams is at the instructor's discretion.
7. Exam activity will be monitored via video camera and proctors. All exam activity will be documented on the Exam Cover Sheet/Receipt and a copy provided to the instructor.
8. Any conflicts, discrepancies, or other irregularities related to the exam will be documented on the Exam Cover Sheet/Receipt and a copy provided to the instructor.

CART SERVICE PROCEDURES AND GUIDELINES

Please do not submit this form; it is a sample only.

PROCEDURES:

1. Submit a completed a Cart Service Request Form each quarter after course registration has been completed. This form may be obtained from the SSD office during normal business hours or on the SSD website.
2. The Academic Support Services Coordinator or designee will review the requested drop offs and pick ups and the times requested. S/he will notify the student of approval or to make modifications.
3. New students are required to meet with their SSD Counselor at least ten (10) working days prior to the start of the quarter to review their request. Current students are required to resubmit their requests ten (10) working days prior to the start of the quarter.
4. Priority will be given to students who submit their requests early.
5. Scheduled cart rides will begin within two (2) business days after approval. Unscheduled cart rides will be provided on an as-needed basis by telephone or in-person.
6. Scheduled cart rides will have priority over unscheduled (one-time) cart rides.
7. Notify SSD regarding changes in cart ride schedules and locations as soon as possible.
8. Students must be at the designated pick-up locations at the scheduled times to ensure pick-up.

GUIDELINES:

1. The student's SSD counselor (or designee) determines Cart Services as an accommodation.
2. Priority registration should be utilized by students to ensure adequate time between classes.
3. Cart Service will be available at all times during which there are classes, including evening and Saturday classes.
4. Scheduling of cart rides will occur by submission of quarterly schedules. Unscheduled (one-time) cart rides will occur on as-needed basis.
5. All pick-up/drop-off points are indicated on the Cart Service Map, which is available in the SSD office during normal business hours and on the SSD website.
6. Students will receive advanced notification via email or telephone if carts are out of service. Only students who are on the current Cart Schedule will be notified.
7. If carts are out of service, SSD will contact students' faculty regarding the situation and encourage them to work with students in making alternate arrangements for class instruction, assignments and testing. Only faculty for those students on the current Cart Schedule will be contacted.

8. Two consecutive no shows for any specific pick up will result in a cancellation of services for that pick up only. Reinstatement of the cancelled pick up is subject to review, approval, and availability.
9. Any questions or concerns regarding Cart Service should be immediately directed to the SSD office.

NOTETAKER PROCEDURES AND GUIDELINES

Please do not submit this form; it is a sample only.

PROCEDURES:

1. Submit a completed Notetaker Request Form at least thirty (30) days prior to the first day of classes each quarter. This form may be obtained from the SSD office during normal business hours or on the SSD website.
2. Notify SSD regarding changes in class schedule and locations as soon as possible.
3. Students are encouraged, but not required, to select their own Notetaker from the students in the class. If the student selects a Notetaker, the student should send an email to the SSD office notifying it that a Notetaker has been located.
4. SSD will recruit a Notetaker from the student's class. If no Notetaker is found, SSD will send a student assistant to take notes or will provide the student with a tape recorder to tape the classes until a Notetaker can be found. Transcription of tape recorder notes will be available to the student within seven (7) days of the receipt of the tape in the SSD office.
5. Once a Notetaker is located, SSD will send an email with that person's name and contact information to the student requesting a Notetaker.
6. Pick up carbonless (NCR) paper at the SSD office during normal business hours for Notetaking. Class notes may also be photocopied at SSD during normal business hours within a timely manner.

GUIDELINES:

1. The student's SSD counselor determines Notetaking as an accommodation.
2. Priority registration should be utilized by students to ensure timely submission of Notetaker requests.
3. When the student attends class, the class notes will be made available to the student by the next school day. However, if the student does not attend class that day, it is the student's responsibility to receive notes for the class.
4. Notetakers who are not taking the class themselves will leave after 20 minutes if the student with a disability does not attend class and no notes will be made available to the student.
5. As an incentive, student who are taking the class and serve as a Notetaker will receive priority registration for the following quarter. One Notetaker per class is allowed Priority Registration unless approval has been authorized by the student's SSD counselor.
6. Any questions or concerns regarding requested Notetaker services should be directed to the SSD office.

Listserv Procedure

To ensure that you are added to our listserv, please provide a CSUSB email address. For security reasons, non CSUSB email addresses are not accepted. To obtain a CSUSB email account, please contact the office of Records, Registration, and Evaluations in University Hall 171.

ACCESSIBLE FURNITURE PROCEDURES AND GUIDELINES

Please do not submit this form; it is a sample only.

PROCEDURES:

1. Submit a completed Accessible Furniture Request Form each quarter after course registration has been completed. This form may be obtained from the SSD office during normal business hours or on the SSD website.
2. New students are required to meet with their SSD Counselor at least ten (10) working days prior to the start of the quarter to review their request. Current students are required to resubmit their requests ten (10) working days prior to the start of the quarter if the request is the same as the prior accommodation and twenty (20) working days prior to the quarter if the request is a modification of a prior furniture accommodation or a new request.
3. Establish and maintain communication with SSD regarding changes in class schedules and locations.
4. Any questions or concerns regarding the request should be immediately directed to the SSD office.

GUIDELINES:

1. The student's SSD counselor determines Accessible Furniture services as an accommodation.
2. SSD will work with Facilities Services to ensure that accessible furniture is available and in place in classrooms on the first day of instruction provided that the student follows the request timelines. For late requests, SSD and Facilities Services will make their best efforts to have accessible furniture in place as soon as possible.
3. In consultation with the student, the SSD Counselor will determine the appropriate furniture after reviewing the medical and other related documentation.
4. SSD Counselors will work with students to determine if accessible furniture needs to be placed in specific locations or specific configurations in the classrooms.
5. In cases in which an SSD Counselor, in consultation with the student, has determined specific locations within the classroom are needed for the accessible furniture, the SSD counselor and Facilities Services will conduct a walk-through with the student in all of his/her classrooms to identify the appropriate location for furniture placement.
6. Students will receive a copy of the work order sent to Facilities Services regarding their request and an email notification when the work order has been completed.
7. Faculty will receive notification via student's completion of a Memo Request Form that if they do move, disassemble or relocate the furniture, they must return the furniture to its original location and configuration.
8. Problems reported to SSD will be corrected by Facilities Services in a reasonable timeframe. If problems continue, SSD will consult with Facilities Services and the student to ensure that problems are resolved and steps are developed to ensure that the problem does not recur.

CLASS AIDE PROCEDURES AND GUIDELINES

Please do not submit this form; it is a sample only.

PROCEDURES:

1. Submit a completed Class Aide Request Form at least thirty (30) days prior to the first day of classes each quarter. This form may be obtained from the SSD office during normal business hours or on the SSD website.
2. Notify SSD regarding changes in class schedules and locations as soon as possible.
3. SSD will hire a student assistant to serve as a Class Aides.

GUIDELINES:

1. The student's SSD counselor determines Class Aide as an accommodation on a class basis.
2. Priority registration should be utilized by students to ensure timely submission of Class Aide requests.
3. Class Aides will leave after 20 minutes if the student with a disability does not attend class.
4. Any questions or concerns regarding requested Class Aides should be directed to the SSD office.

Alternate Media Procedures and Guidelines

Please do not submit this form; it is a sample only.

PROCEDURES:

1. Submit a completed Alternate Media Textbook Request Form each quarter immediately after course registration is completed. This form may be obtained from the SSD office during normal business hours or on the SSD website. The standard production timeline is six (6) weeks following student request.
2. Submit completed Additional Materials Request Form and course materials as soon as available.
3. Submit course syllabi for all courses each quarter.
4. Submit textbooks when requested by SSD. Timely submission will ensure faster delivery of alternate media.
5. Check CSUSB email regularly for alternate media communication.
6. Contact SSD immediately regarding changes in course registration.
7. Sign an Ownership and Copyright Agreement prior to release of alternate media.

GUIDELINES:

1. Requests will be acted upon according to the order in which they are received; however, requests can not be guaranteed to be completed in that order.
2. Students may request alternate media for optional or recommended course materials, but required materials will be given priority.
3. Each request is unique in that the availability, formatting, and editing of course materials varies greatly.
4. Every effort will be made to obtain the student's preferred format. If this format is not available, however, available formats will be supplied given that they provide equal access to the student.
5. SSD communicates with students about alternate media requests through their CSUSB email accounts. SSD notifies students of the status of their requests and delivery through email.
6. The initial email will contain a series of production numbers which students will use to track their alternate media requests. Students will be able to check the progress of their alternate media using their production numbers in the weekly status report sent to the Alternate Media Listserv.
7. If requested materials are not available from in-house libraries or publishers, students will be notified by campus email that they are required to provide the materials to SSD for in-house scanning. If materials require in-house scanning, textbooks and additional course materials will have their bindings cut to allow for high-speed scanning. Materials will be rebound at student's request.
8. SSD will cancel any textbooks requested for in-house scanning if not received from student five (5) working days after request date.

9. Students will be notified as requests are completed and are available for pick up via campus email. Every effort will be made to meet the six (6) week standard production timeline. SSD will work with students and faculty if students do not have alternate media due to delay in production.
10. Any questions or concerns regarding alternate media accommodations, formats provided, or difficulties accessing provided files should be directed to the Alternate Media Specialist.
11. Alternate media is intended solely for the educational purposes of the student. According to Copyright Revisions Act of 1976, as amended [17 U.S.C. Sec. 101 et seq.], students may not copy, duplicate or distribute the alternate media.
12. According to Section 67302 of the Education Code, any individual, firm, partnership, or corporation that publishes materials electronically distributed to students with disabilities may request the signature of a student using their materials as proof of copyright agreement (see above, Section 10).

VISUAL IMPAIRMENT ORIENTATION PROCEDURES AND GUIDELINES

Please do not submit this form; it is a sample only.

PROCEDURES:

1. Submit a completed Visual Impairment Orientation Request Form at least thirty (30) days prior to the first day of classes each quarter. This form may be obtained from the SSD office during normal business hours or on the SSD website.
2. Notify SSD regarding changes in class schedules and locations as soon as possible.
3. SSD will contact you to arrange orientation date(s) and time(s).

GUIDELINES:

1. Priority registration should be utilized by students to ensure timely submission of Visual Impairment Orientation requests.
2. Any questions or concerns regarding orientations should be directed to the SSD office.
3. Visual impairment orientations offered by SSD do not take the place of Orientation and Mobility training provided by professional trainers through the Department of Rehabilitation. Students who require Orientation and Mobility training will be referred to the Department of Rehabilitation.

WorkAbility IV

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What is WorkAbility IV?

WorkAbility IV (WAIV) is a partnership between California State Department of Rehabilitation (DOR) and CSUSB. With the support of SSD, Career Development Center, and ACRC, this program provides education and employment services to clients of the Department of Rehabilitation, who are in the process of completing their degrees at CSUSB.

To be eligible for any of WorkAbility's services, the student must be a current client of DOR.

WorkAbility IV Services

Department of Rehabilitation Representative

This service is for those students who are not with the Department of Rehabilitation, but are interested in joining.

Students interested in this service must call WAIV at 909-537-7207 to check availability.

Educational Services

This service assists students who are interested in attending, or currently enrolled at the CSUSB.

Some of the services include:

- Assess students for CSUSB eligibility;
- Assists students with course selection and enrollment;
- Promoting the Computer Technology and Assistive Devices 3-unit class to interested students;
- Refers students to other campus services (tutoring, adult re-entry, assistive computer technology, and Services to Students with Disabilities).

Employment Services

This service assists students who are enrolled in classes at CSUSB campus in preparation for full time employment, part time employment, internships, and/or volunteer work.

Some of the services include:

- Providing an orientation to the campus electronic resources available to students
- Collaborating with other campus entities to provide workshops related to both education and employment success
- Providing disability management and accommodation training
- Preparing job readiness and job search skills to secure employment
- Educating the employment communities to ensure successful transition of student/DOR clients into the employment market

How can I participate in WorkAbility IV?

Educational Services

An individual must:

- call WorkAbility IV at 909-537-7207 to schedule an appointment.

Employment Services

An individual must:

- Complete a WorkAbility intake with a SSD representative;
- Schedule an appointment with Career Development Coordinator; and
- Be willing to provide the Career Development Coordinator a quarterly update of their employment status.

Contact Information

WAIV Office - University Hall 183

(909) 537-7207 (voice)

(909) 537-7777(fax)

waiv@csusb.edu

<http://enrollment.csusb.edu/~waiv/>

Appendices

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SSD Application Packet

Services to Students with Disabilities
University Hall 183
California State University, San Bernardino
5500 University Parkway, San Bernardino, CA 92407
(909) 537-5238 Voice (909) 537-7230 TDD (909) 537-7090 Fax
e-mail: ssd@csusb.edu
<http://enrollment.csusb.edu/~ssd>

Application for Services

This office provides academic support services to students with temporary or permanent disabilities. Both prospective and current CSUSB students are encouraged to contact Services to Students with Disabilities (SSD) early in their educational program.

- Step 1* Complete the Student Information Form
- Step 2* Provide documentation of disability
- Step 3* Meet with the appropriate SSD staff member

Attached: Student Information Form

Department of Rehabilitation Information

Documentation of Disability

Documentation Guidelines for Learning Disabilities

California State University, San Bernardino
Services to Students with Disabilities

STUDENT INFORMATION FORM (Sample Only)

TO BE COMPLETED BY STUDENT

IMPORTANT: Students are responsible for providing the Services to Students with Disabilities (SSD) Office with documentation verifying their disability. SSD staff will review documentation to determine eligibility for program participation. Filling out this form does not guarantee eligibility.

1. GENERAL INFORMATION

Last Name: _____ First Name: _____ MI: _____

Coyote ID#: _____ Date of Birth _____

CSUSB E-mail: _____@csusb.edu

Street Address: _____

P.O. Box: _____ Apt #: _____

City: _____ State: _____ Zip: _____

Home Phone: () _____ Alternate Phone: () _____

2. CATEGORY OF DISABILITY

Office Use Only

Visually Impaired _____

Communication Impaired _____

Hearing Impaired _____

Learning Disability _____

Psychological Disability _____

Mobility Impaired _____

Other Functional Limitation _____

Disability Status: Temporary Permanent

3. SCHOOL INFORMATION

Last School Attended: _____

Dates of Attendance: _____

4. CSUSB INFORMATION

First Quarter of Attendance: _____

Major: _____

Expected Graduation Date: _____ Degree: _____

Career Goal: _____

Do you have a documented history of learning disabilities? Yes No

Are you currently on academic probation/academically disqualified? Yes No

5. EMERGENCY CONTACT

Name: _____ Phone: () _____

Relationship to Student: _____

Student Signature: _____ Date: _____

California State University, San Bernardino
SERVICES TO STUDENTS WITH DISABILITIES

DOCUMENTATION OF DISABILITY

The following guidelines are to be used to verify and describe your patient's disabling conditions. Please be clear as to how these conditions constitute "an impairment which substantially limits one or more major life activities." Detail the impact on your patient's ability to function as a CSUSB student without specific accommodation of his/her disability.

Functional Impairment: Provide a current diagnosis and description of related functional limitations resulting from your patient's disabling condition.

Hearing Impairment: Provide a copy of your patient's most recent audiogram, along with a detailed diagnosis and description of the disability.

Mobility Impairment: Provide a current diagnosis and description of related functional limitations resulting from your patient's disabling condition.

Psychological Disability: Provide complete DSM-IV diagnosis, summary of evaluation results and any additional psychological and/or neurological testing results. Past and present symptoms should be stated clearly.

Visual Impairment: Provide documentation of your patient's most recent visual acuity and/or visual field examination results, along with a detailed diagnosis and description of the disability.

Learning Disability: See separate form.

Disability Verification Request (Sample Only)

Services to Students with Disabilities CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

Student Name: _____ DOB#: _____

This form is to be completed in full by a licensed professional.

Diagnoses (Including ICD/DSM-IV codes):

Date:

1. _____
2. _____
3. _____

Severity: Mild Moderate Severe Partial remission Residual state

Condition: Permanent Temporary until _____ Date of last visit: _____

List current medications:

Medication	Dosage	Frequency	Patient Reported Side Effects

Describe how the disability substantially limits major life activities:

State the impact and specific functional limitations relating to academic performance:

Signature of Licensed Professional

Date of Verification

Print Name/Title

License Number

Address

Phone Number

Documentation Guidelines for Learning Disabilities

To participate in the assessment process, students must present appropriate documentation of their disability. Test instruments used must have been normed on an adult population.

1. The evaluation must be performed by a professional whose education, training and experience render that person qualified to diagnose learning disabilities in adults. Examples of such professionals include the following:
 - A. Licensed Educational Psychologist
 - B. Licensed Clinical Psychologist
 - C. School Psychologist
 - D. Learning Disability Specialist
 - E. Neuropsychologist

2. The documentation must be representative of the student's current level of functioning as it pertains to the academic environment and must include all of the following:
 - A. The name, title, license, certification or credential information of the evaluator (The diagnostician should not be a family member)
 - B. Date of assessment
 - C. Summary of procedures and assessment instruments used
 - D. Summary of test results including all behavioral observations, standard scores for all subtest, composite, and index standard scores compared to same age peers
 - E. Summary of relevant history
 - F. Statement of severity
 - G. Statement of the impact on the student's academic performance
 - H. Recommendations for academic adjustments and accommodations to minimize the impact of the learning disability on the student's performance
 - I. Narrative report including a clear statement of the presence of a processing disorder or learning disability, discussion of possible alternative explanations for results, a statement of strengths and functional limitations, and suggestions for reasonable accommodations which must be directly linked to the stated limitations and supported by standard scores

3. Documentation must include at least one each from A and B:
 - A. Tests of aptitude/cognitive ability such as:
 - 1) *Wechsler Adult Intelligence Scale - III (WAIS-III)*
 - 2) *Woodcock-Johnson Psycho-Educational Battery - III (WJ-III) - Cognitive Battery (preferred)*
 - 3) *Stanford-Binet Intelligence Scale - IV*
 - 4) *Kaufman Adolescent and Adult Intelligence Test*
 - B. Tests of achievement such as:
 - 1) *Woodcock Johnson Psycho-Educational Battery - III (WJ-III) - Achievement Battery*
 - 2) *Wechsler Individual Achievement Test - II*

Optional: Specific subject area achievement tests can be administered in addition to those above to clarify individual strengths and weaknesses when the results are interpreted within the context of other diagnostic information.

These tests include:

- a. *Nelson-Denny Reading Skills Test*
- b. *Stanford Diagnostic Mathematics Test*
- c. *Stanford Test of Academic Skills*
- d. *Scholastic Abilities Test for Adults*
- e. *Test of Written Language - III (TWOL-3)*
- f. *Woodcock Reading Mastery Tests - Revised*

Note: The *Slosson Intelligence Test*, the *Kaufman Brief Intelligence Test*, the *Wide Range Achievement Tests*, and the *Nelson-Denny Reading Test* are not considered to be comprehensive measures and thus are not adequate if used as the sole measure.

4. Special assessment requirements for a mathematics disorder minimally must include the following:

WJ-III

Cognitive

Tests 1, 3, 4, 5, 6, 7, 9, 11, 15, 16, 17

WAIS-III

Tests Ari, DS, LNS; Cod, FR, Pair, Copy, SS; Inf; MR

5. Special assessment requirements for a reading disorder minimally must include the following

WJ-III

Cognitive

Tests 1, 6, 7, 9, 11, 16, 17

WAIS-III

Tests Comp, Sim, Voc, Inf, DS, LNS, SS, Cod, FR, Pair, Copy

6. Information processing acceptable instruments include:

Detroit Tests of Learning Aptitude - Adult (DTLA-A)

Woodcock-Johnson Psycho-Educational Battery - III (WJ-III) - Cognitive

Bender Gestalt Visual Motor Test

These Documentation Guidelines for Learning Disabilities are taken from the Best Practices established by the Association on Higher Education and Disability (AHEAD www.ahead.org), and from the Policy Statement for Documentation of a Learning Disability in Adolescents and Adults established by the Educational Testing Service (www.ets.org/distest/ldpolicy).

EXAM ACCOMMODATION REQUEST FORM

Please do not submit this form; it is a sample only.

Student Name: _____ Request for: Fall Winter Spring Summer 20 ____

Coyote ID#: _____ CSUSB Email: _____@csusb.edu

Contact Phone: _____ (circle one) home work cell

- **It is MY responsibility** to discuss exam accommodations with my instructor and submit a completed request form to SSD by the deadlines posted in the SSD office and emailed to the SSD listserv. (Exceptions will be handled on a case-by-case basis)
- **It is MY responsibility** to schedule and confirm the date and time of all final exams with SSD by the deadlines posted in the SSD office and emailed to the SSD listserv, and failure to do so may affect time and space availability for my exam.
- **It is MY responsibility** to ensure this form is filled out completely and correctly. The lack of any pertinent information may result in SSD being unable to coordinate exam accommodations.
- **I am aware** that SSD must receive confirmation of any change in exam dates/times directly from instructors in order to approve such changes.
- **I am aware** that by making this request, I am authorizing SSD to release information related to my exam accommodations to those involved in the coordination of the exam arrangements. Persons may include faculty, departmental staff, and SSD.
- **I am aware** academic integrity is expected at CSUSB and I agree to adhere to the University guidelines.

I have read and agree to the above responsibilities and statements:

Student Signature _____ Date _____
(Required)

<u>*To be signed by Instructor</u>	<u>Exam Dates and Times</u>
Course _____ Days/Time _____ Location _____	<u>Exam 1</u>
Instructor Name _____ Phone _____	
Instructor E-mail _____ Mailbox Location _____	<u>Exam 2</u>
Office Location _____ Office Hours _____	
If I choose to proctor the exam:	<u>Exam 3</u>
<ul style="list-style-type: none"> ▪ I must provide appropriate accommodations as determined by the SSD office. 	
If I choose to have SSD proctor the exam:	<u>Final Exam</u>
<ul style="list-style-type: none"> ▪ I will be contacted via email or phone to obtain specifics regarding exam delivery and other instructor recommendations and details. ▪ I must provide dates/times of all exams, or enter "TBD" (to be determined) and inform SSD of the confirmed date 5 business days prior to the exam. ▪ When scheduling conflicts occur, tests may be scheduled at an alternate time the same day or the following business day. Such conflicts will be handled on a case-by-case basis. 	
Instructor Signature _____ Date _____ (Required)	

ACCESSIBLE FURNITURE REQUEST FORM

Please do not submit this form; it is a sample only.

Student Name: _____ Request for: Fall Winter Spring Summer 20 _____

Coyote ID#: _____ CSUSB Email: _____@csusb.edu

Contact Phone: _____ (circle one) home work cell

- It is **MY responsibility** as a new student to meet with my SSD Counselor at least ten (10) working days prior to the start of the quarter to review my request for Accessible Furniture.
- It is **MY responsibility** as a current student to resubmit my request to the SSD office at least ten (10) working days prior to the start of the quarter if the request is the same as the prior accommodation.
- It is **MY responsibility** to submit my request to the SSD office at least twenty (20) working days prior to the start of the quarter if the request is a modification of a prior request or a new request. For all modifications and new requests, students are required to meet with their SSD Counselor at least ten (10) working days prior to the start of the quarter to review the request.
- It is **MY responsibility** to inform SSD immediately should there be any change in my class schedule, classroom location, cancellation of service, or any questions or concerns.

I have read and agree to the above responsibilities and statements:

Student Signature _____ Date _____

Class Schedule				
<u>List only those courses for which you are requesting Accessible Furniture.</u>				
(Example: Eng 306, 25624-01, Smith, 8-9:10, UH 106)				
Course #	Call #/Section	Instructor	Day/Time	Location
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

CART SERVICE REQUEST FORM

Please do not submit this form; it is a sample only.

Student Name: _____ Request for: Fall Winter Spring Summer 20 _____

Coyote ID#: _____ Request Date: _____

*New _____ *Add _____ Delete _____

- **It is MY responsibility** to submit a completed Cart Service Request Form to SSD at least thirty (30) days prior to the first day of classes each quarter.
- **I am aware** that these services require approval by the Academic Support Services Coordinator, who may contact me to change pick-up/drop-off times based on schedule availability.

Approved/
Scheduled
(Staff
initials)

1. Day(s) of the week: _____ Pick-up Time: _____

Pick-up Location: _____ Drop-off Location: _____

2. Day(s) of the week: _____ Pick-up Time: _____

Pick-up Location: _____ Drop-off Location: _____

3. Day(s) of the week: _____ Pick-up Time: _____

Pick-up Location: _____ Drop-off Location: _____

4. Day(s) of the week: _____ Pick-up Time: _____

Pick-up Location: _____ Drop-off Location: _____

5. Day(s) of the week: _____ Pick-up Time: _____

Pick-up Location: _____ Drop-off Location: _____

Student Signature

Date

Staff Signature (for receipt only)

Date

MEMO REQUEST FORM

Please do not submit this form; it is a sample only.

Student Name: _____ Request for: Fall Winter Spring Summer 20 ____

Coyote ID#: _____ Request Date: _____

Counselor: _____

- It is MY responsibility to submit a completed Memo Request Form to SSD. This form may be obtained from the SSD office during normal business hours or on the SSD website.
- It is MY responsibility to submit the Memo Request to the instructor.
- I am aware that once the Memo Request for has been submitted, SSD will complete the form within two (2) working days.

I have read and agree to the above responsibilities and statements:

Student Signature _____ Date _____

Class Schedule

Please list only those courses for which you are requesting a Class Aide.
(Example: Eng 306, 01, Smith)

_____	_____	_____
Course	Section#	Instructor's Last Name
_____	_____	_____
Course	Section#	Instructor's Last Name
_____	_____	_____
Course	Section#	Instructor's Last Name
_____	_____	_____
Course	Section#	Instructor's Last Name
_____	_____	_____
Course	Section#	Instructor's Last Name

*Please attach additional form if needed

NOTETAKER REQUEST FORM

Please do not submit this form; it is a sample only.

Student Name: _____ Request for: Fall Winter Spring Summer 20 ____

Coyote ID#: _____ CSUSB Email: _____@csusb.edu

Contact Phone: _____ (circle one) home work cell

- It is **MY responsibility** to submit a completed NoteTaker Request Form to SSD at least thirty (30) days prior to the first day of classes each quarter.
- It is **MY responsibility** to communicate with SSD immediately should there be any change in my class schedule or location that will affect my request for a NoteTaker.
- It is **MY responsibility** to establish and maintain communication with SSD regarding my Notetaker Request.
- It is **MY responsibility** to pick up carbonless (NCR) paper at the SSD office during normal business hours for Notetaking. I am aware that class notes may also be photocopied at SSD during normal business hours within a timely manner.
- I am aware that I may or may not choose to select my own NoteTaker from the students in the classroom. However, if I select a Notetaker, it is my responsibility to notify the SSD office via email that a Notetaker has been identified.

I have read and agree to the above responsibilities and statements:

Student Signature _____ Date _____

Class Schedule			
<u>List only those courses for which you are requesting a Notetaker.</u>			
(Example: Eng 306, 25624-01, Smith, 8-9:10, UH 106)			
Course _____	Call #/Section _____	Instructor _____	Day/Time/Location _____
Course _____	Call #/Section _____	Instructor _____	Day/Time/Location _____
Course _____	Call #/Section _____	Instructor _____	Day/Time/Location _____
Course _____	Call #/Section _____	Instructor _____	Day/Time/Location _____

Alternate Media Additional Materials Request Form

Please do not submit this form; it is a sample only.

Student Name: _____ Request for: Fall Winter Spring Summer 20 ____

Coyote ID#: _____ CSUSB Email: _____@csusb.edu

Contact Phone: _____ (circle one) home work cell message

- I am aware that I must complete one Additional Materials Request form per class.
- It is MY responsibility to inform SSD immediately should there be any change in my class schedule that will affect my request for alternate media.
- It is MY responsibility to submit any materials requested as quickly as possible to SSD in order to expedite the production of my alternate media.
- It is MY responsibility to check my campus email regularly for communications regarding the status of my alternate media.
- I am aware that this request form is only for additional materials, such as syllabi, course packets, course handouts, PowerPoints, and other materials not available from the Coyote Bookstore.

I have read and agree to the above responsibilities and statements:

Student Signature _____ Date _____

Please attach the materials you wish to have converted to alternate media.

Course: _____ Professor: _____

Type of Material 1:

Article Course Packet PowerPoint Syllabus Other Due Date:

Type of Material 2:

Article Course Packet PowerPoint Syllabus Other Due Date:

Type of Material 3:

Article Course Packet PowerPoint Syllabus Other Due Date:

Type of Material 4:

Article Course Packet PowerPoint Syllabus Other Due Date:

Type of Material 5:

Article Course Packet PowerPoint Syllabus Other Due Date:

Alternate Media Textbook Request Form

Please do not submit this form; it is a sample only.

Student Name: _____ Request for: Fall Winter Spring Summer 20 ____

Coyote ID#: _____ CSUSB Email: _____@csusb.edu

Contact Phone: _____ (circle one) home work cell message

- It is **MY responsibility** to inform SSD immediately should there be any change in my class schedule that will affect my request for alternate media.
- It is **MY responsibility** to submit any materials requested as quickly as possible to SSD in order to expedite the production of my alternate media.
- It is **MY responsibility** to submit course syllabi to SSD.
- It is **MY responsibility** to check my CSUSB email regularly for communications regarding the status of my alternate media.
- I am aware that SSD will fulfill my request for books in the following order: 1) required texts; 2) recommended texts; 3) optional texts.
- I am aware that this request form is only for textbooks as available from the Coyote Bookstore, and that if I require further handouts, course packets, syllabi, PowerPoints, or other materials, I must fill out an Alternate Media Additional Materials Request.

I have read and agree to the above responsibilities and statements.

Student Signature _____ Date _____

Class Schedule			
<u>Please list only those courses for which you are requesting alternate media.</u>			
(Example: ENG 103-01, 12345, Smith, MWF 10:00-10:50)			
_____	_____	_____	_____
Course/Section	Call #	Instructor	Date/Time
_____	_____	_____	_____
Course/Section	Call #	Instructor	Date/Time
_____	_____	_____	_____
Course/Section	Call #	Instructor	Date/Time
_____	_____	_____	_____
Course/Section	Call #	Instructor	Date/Time
_____	_____	_____	_____
Course/Section	Call #	Instructor	Date/Time

CLASS AIDE REQUEST FORM

Please do not submit this form; it is a sample only.

Student Name: _____ Request for: Fall Winter Spring Summer 20 ____

Coyote ID#: _____ CSUSB Email: _____@csusb.edu

Contact Phone: _____ (circle one) home work cell

- It is MY responsibility to submit a completed Class Aide Request Form to SSD at least thirty (30) days prior to the first day of classes each quarter.
- It is MY responsibility to communicate with SSD immediately should there be any change in my class schedule or location that will affect my request for a Class Aide.
- It is MY responsibility to establish and maintain communication with SSD regarding my Class Aide request.

I have read and agree to the above responsibilities and statements:

Student Signature _____ Date _____

Class Schedule			
<u>List only those courses for which you are requesting a Class Aide.</u>			
(Example: Eng 306, 25624-01, Smith, 8-9:10, UH 106)			
_____	_____	_____	_____
Course	Call #/Section	Instructor	Day/Time/Location
_____	_____	_____	_____
Course	Call #/Section	Instructor	Day/Time/Location
_____	_____	_____	_____
Course	Call #/Section	Instructor	Day/Time/Location
_____	_____	_____	_____
Course	Call #/Section	Instructor	Day/Time/Location

VISUAL IMPAIRMENT ORIENTATION REQUEST FORM

Please do not submit this form; it is a sample only.

Student Name: _____ Request for: Fall Winter Spring Summer 20 ____

Coyote ID#: _____ CSUSB Email: _____@csusb.edu

Contact Phone: _____ (circle one) home work cell

- It is MY responsibility to submit a completed Visual Impairment Orientation Request Form to SSD at least thirty (30) days prior to the first day of classes each quarter.
- It is MY responsibility to establish and maintain communication with SSD regarding my Visual Impairment Orientation request.
- I am aware that I may request an orientation appointment with an SSD designee to orient myself to my classrooms, campus buildings or locations.
- I am aware that the visual impairment orientations offered by SSD do not take the place of Orientation and Mobility training provided by professional trainers through the Department of Rehabilitation. Students who require Orientation and Mobility training will be referred to the Department of Rehabilitation.

I have read and agree to the above responsibilities and statements:

Student Signature _____ Date _____

Request Destination			
<u>List only those destinations for which you are requesting V.I. Orientation.</u>			

Location - (Other than a classroom)			

Location - (Other than a classroom)			

_____	_____	_____	_____
Course	Call #/Section	Instructor	Day/Time/Location
_____	_____	_____	_____
Course	Call #/Section	Instructor	Day/Time/Location
*Attach additional form if needed			

ACCOMMODATION MEMO

Please do not submit this form; it is a sample only.

TO: Professor Name

FROM: Counselor Name
Counselor Title

SUBJECT: Disability Verification

DATE:

STUDENT: STUDENT NAME

CLASS: Example - ENG 306

(Name of Student) is registered with the office of Services to Students with Disabilities (SSD) and his file contains documentation of verified disability. Recommendations for support services are made based on the particular needs of each individual student according to their disability.

This student is eligible for the following accommodations:

- Extended-Testing Time of 150%
- Reader for exams
- Scribed exams
- Dragon (software) for exams
- Alternate Chair and Tables
- Books on CD/Tape
- Notetaking per our policy
- Tape Record Class Lectures
- Priority Registration

Further information can be found on the Services to Students with Disabilities website: <http://enrollment.csusb.edu/~ssd/faculty.html>, or you can contact me by phone at x75238, or by email at with any questions.

Thank you for your support.

Voluntary Authorization for Release of Confidential Information

Please do not submit this form; it is a sample only.

I, _____ DOB _____

(former name used _____) hereby authorize the

() release () two-way exchange

of confidential information contained in my records by:

Person/Agency: _____

Address: _____

City: _____ State: _____ Zip: _____

() to () between

Person/Agency: _____

Address: _____

City: _____ State: _____ Zip: _____

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Documentation of learning disability | ~All standard scores must be included |
| <input type="checkbox"/> Documentation of psychiatric disabilities | ~DSM-IV/TR diagnoses must be included |
| <input type="checkbox"/> Documentation of medical disabilities | ~ICD-9/10 diagnoses must be included |
| <input type="checkbox"/> Audiology / speech / language results | |
| <input type="checkbox"/> Other: _____ | |

- This release will expire in 1 year.
- I understand that I may revoke this consent to release information at any time in writing. I also understand that any release which has been made prior to my revocation and which was made based upon this authorization shall not constitute a breach of my right to confidentiality.

Student Signature

Date

Parent/Guardian Signature (required if student is a minor)

Date

- Unless the provider indicates otherwise, documentation may be viewed by the student.
- A photocopy of this consent is deemed acceptable.
- Please mark records **CONFIDENTIAL** and mail/fax to: CSUSB/SSD

SUMMARY OF ELIGIBILITY AND SERVICES

Please do not submit this form; it is a sample only.

Name: _____ Coyote ID#: _____

Email: _____ Phone #: _____

Eligibility Category:

- | | | |
|---|---|--|
| <input type="checkbox"/> Cognitive Impairment | <input type="checkbox"/> Physical Mobility | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Deaf/Hard of Hearing | <input type="checkbox"/> Psychological Impairment | <input type="checkbox"/> Temp.-Until _____ |
| <input type="checkbox"/> Learning Disability | <input type="checkbox"/> Speech Impairment | |
| <input type="checkbox"/> Physical Dexterity | <input type="checkbox"/> Visual Impairment | |

Accommodations:

- | | | |
|---|--|--|
| <input type="checkbox"/> Accessible Furniture | <input type="checkbox"/> Cart Service | <input type="checkbox"/> Priority Registration |
| <input type="checkbox"/> Alternate Media | <input type="checkbox"/> Enlarged Text | <input type="checkbox"/> Real-Time Captioning |
| <input type="checkbox"/> Alternate Seating | <input type="checkbox"/> In-Class Aide | <input type="checkbox"/> Tape Record Lectures |
| <input type="checkbox"/> ASL Interpreter | <input type="checkbox"/> Line Pass | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Assistive Listening Device | <input type="checkbox"/> Note-Taking | |

Exam Accommodations:

Exam Time: 1X 1.5X 2X Other _____

Testing Environment: Reduced Distraction Distraction-Free

- | | | |
|-------------------------------------|--|--|
| <input type="checkbox"/> Braille | <input type="checkbox"/> Dictionary | <input type="checkbox"/> Speech Recognition Software |
| <input type="checkbox"/> Calculator | <input type="checkbox"/> Reader | <input type="checkbox"/> Spell Check |
| <input type="checkbox"/> CCTV | <input type="checkbox"/> Screen Reader | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Computer | <input type="checkbox"/> Scribe | |

Auxiliary Equipment/Services (provided by student):

- | | | |
|-------------------------------------|---|---------------------------------------|
| <input type="checkbox"/> Calculator | <input type="checkbox"/> Franklin Speller | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Dictionary | <input type="checkbox"/> Tape Recorder | |

Referrals:

- | | |
|--|--|
| <input type="checkbox"/> Assistive Computing Resource Center | <input type="checkbox"/> Major/Department Advising |
| <input type="checkbox"/> Academic Services & Advising | <input type="checkbox"/> Psychological Counseling Center |
| <input type="checkbox"/> Career Development Center | <input type="checkbox"/> Student Assistance in Learning |
| <input type="checkbox"/> Department Of Rehabilitation | <input type="checkbox"/> Student Health Center |
| <input type="checkbox"/> Educational Opportunity Program | <input type="checkbox"/> WorkAbility IV |
| <input type="checkbox"/> Learning Center | <input type="checkbox"/> Writing Center |
| <input type="checkbox"/> Other: _____ | |

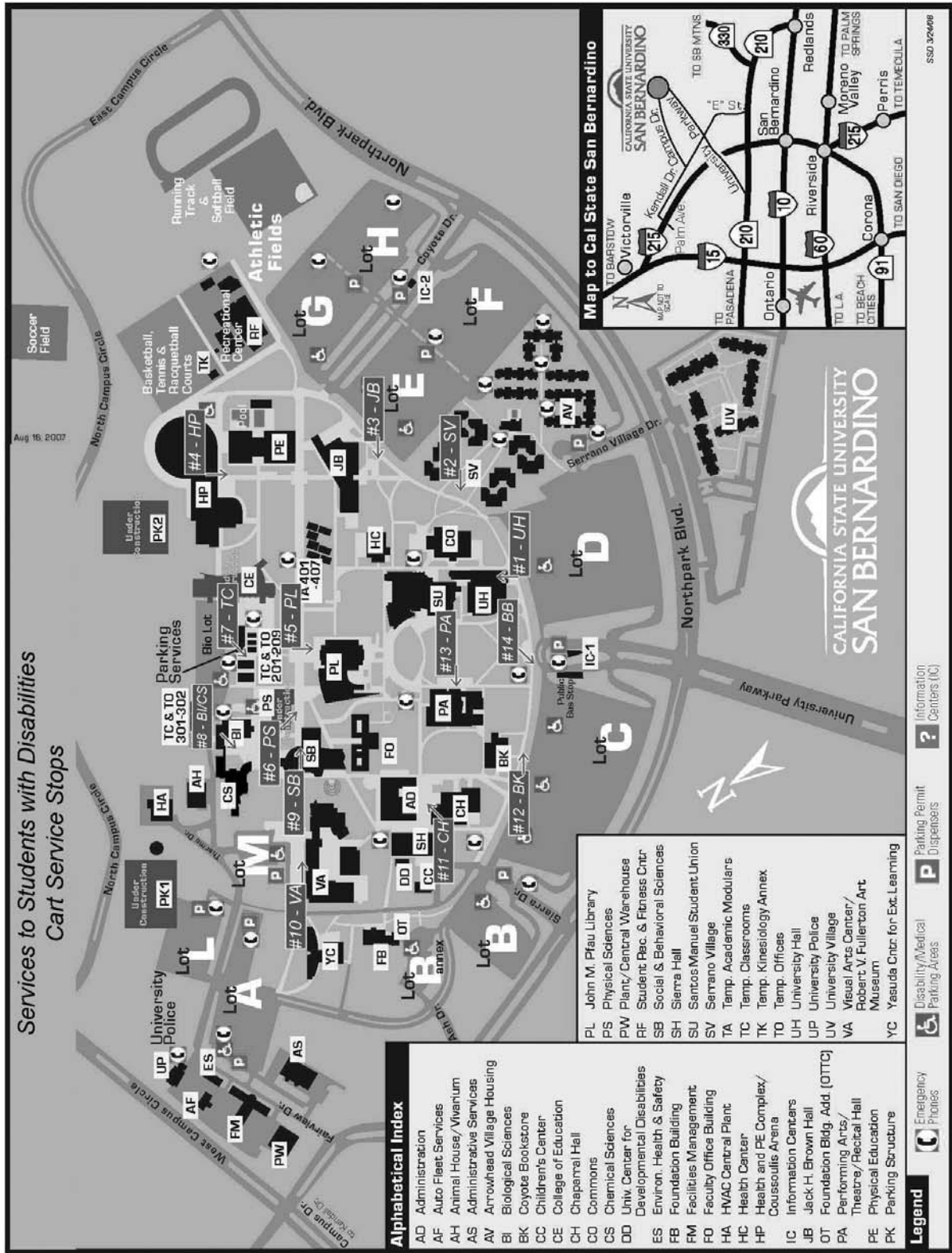
Student Received SSD/WAIV Resource Guide:

Student: _____ Date: _____

CD Copy Hard Copy

SSD Professional: _____ Date: _____

Map of Campus and Cart Service Stops



Department of Rehabilitation Book Form

Please do not submit this form; it is a sample only.

Department of Rehabilitation
Books and Supplies Estimate (Rev. 1/98)
Type or Pen Only

Client Name: _____ SS#: _____ Counselor: _____

School: _____ Quarter/Semester: _____ Year: _____

	Book Title	Course	Cost
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____

Books/Subtotal: \$ _____
Tax: \$ _____
Books/Total: \$ _____

ALL SUPPLIES MUST BE INDIVIDUALLY ITEMIZED

Item	Qty	Price/Ea	Total		Item	Qty	Price/Ea	Total
1.	_____	_____	_____		9.	_____	_____	_____
2.	_____	_____	_____		10.	_____	_____	_____
3.	_____	_____	_____		11.	_____	_____	_____
4.	_____	_____	_____		12.	_____	_____	_____
5.	_____	_____	_____		13.	_____	_____	_____
6.	_____	_____	_____		14.	_____	_____	_____
7.	_____	_____	_____		15.	_____	_____	_____
8.	_____	_____	_____		16.	_____	_____	_____

Supplies/Subtotal: \$ _____
Tax: \$ _____
Supplies/Total: \$ _____
Books/Total: \$ _____
Grand Total: \$ _____

Client Signature: _____

Special Circumstances with Counselor Approval: _____

References

- CSUSB, <http://catalog.csusb.edu>
- California State University, Fullerton
- Riverside Community College
- California Poly, San Luis Obispo
- University of Montana
- University of Connecticut
- Northwestern University