

**STUDENT FEES ADVISORY COMMITTEE (SFAC)
FY 2013 PROGRAM QUESTIONNAIRE**

**CENTER FOR STUDENTS WITH
DISABILITIES (CSD)**

UNIVERSITY of HOUSTON

CENTER FOR STUDENTS WITH DISABILITIES



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1. Please provide a one-page executive summary of your questionnaire responses.

Mission:

The mission of the Center for Students with DisABILITIES (CSD) is to help ensure that qualified students who have disabilities have an equal opportunity to learn and succeed at the University of Houston. CSD provides a wide range of services to students who have temporary or permanent learning disabilities, health impairments, sensory impairments, physical limitations and psychological disorders.

How we accomplish our mission:

Academic accommodation recommendations, support, education and advocacy services are provided on many levels in order to ensure that students who have disabilities are allowed the same educational opportunities as students who do not have disabilities at the University of Houston. Some of the target populations we provide services to in order to achieve these objectives include: students who have disabilities; students who do not have disabilities; faculty; staff; organizations that provide services to students; and to the greatest extent possible, the Houston community.

Benefits to students:

Services: Examples of services provided to students include identifying their accommodation needs and developing accommodation plans, disability-related counseling, advocacy, referral, and support.

Outreach activities: Outreach activities include making contact with students within the university as well as potential students who have not yet applied to the University. Outreach activities are conducted at various fairs and orientations at UH, select high schools, organizations that serve people who have disabilities, through the media and our web page.

Education and training: Orientation to CSD services, education, and training are provided on a wide variety of disability-related topics for target audiences, including staff, faculty, students, high schools, and community organizations.

Resource and referral assistance: To services and supports, both within and outside the university, that may assist students who have disabilities and the faculty and staff who work with them.

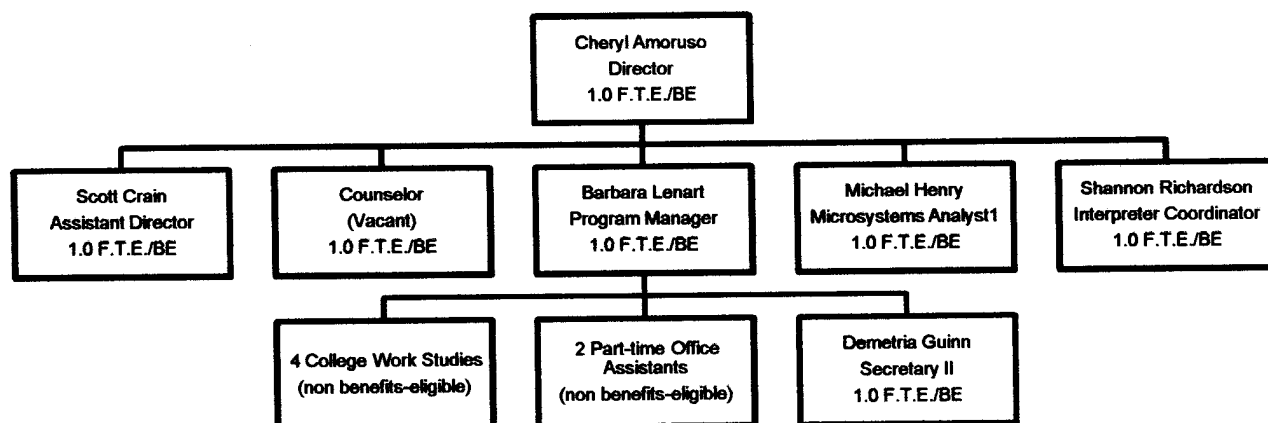
A component that is crucial to achieving these objectives involves developing and maintaining positive relationships with faculty, staff, students, student organizations, and community organizations on a local, state, and at times national level. This department is represented on several boards and committees, both on and off campus. CSD staff work closely with the Academic Accommodations Evaluation Committee (AAEC) to request needed accommodations for students, develop policies and procedures affecting students who have disabilities, and maintain positive communication with faculty.

Justification of this department's student fee allocation request:

CSD continues to provide quality services to a continuously increasing student population. Staff salaries and benefits, supplies, assistive technology, items for our facility, and equipment are necessary in order to provide services efficiently and effectively. We are as frugal as possible, and also continue to pursue and obtain funding and in-kind donations from sources outside of SFAC, including community organizations, other UH departments, foundations and grants.

2. Provide an organizational chart of your unit.

Center for Students with DisABILITIES



Full-time staff positions include: Director; Assistant Director; Counselor; Program Manager; Microsystems Analyst I; Interpreting Services/Captioning Coordinator; and Secretary II. Part-time non-benefits-eligible positions include two part-time office assistants, and four (4) part-time college work study students.

Scott Crain was promoted Assistant Director in July, 2011. He had previously served in the Counselor position. This position has been vacant since his promotion. The Assistant Director position had been vacant for approximately one year.

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

A Social Work intern began her internship at CSD in August, 2011. She is working 20 hours per week for two semesters. This is an unpaid position.

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

In February, 2011 CSD was moved out of the Division of Student Affairs. The Director is now directly supervised by Dr. Elwyn Lee, who was appointed to the position of Vice President for Community Relations & Institutional Access. This is a Cabinet position.

3. List the objectives that you provided with your 2010-2011 SFAC request. Please comment on your success in achieving these objectives. If an objective changed during the year, please note this and explain. Also, list any new objectives, the rationale for the addition, and comment on your success in achieving these objectives.

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

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

1. Providing quality, individualized services to all eligible students who request them. Even during peak time periods and with only two counselors during the majority of the year students rarely had to wait more than a few days to meet with a counselor. Student Satisfaction Questionnaires continue to largely reflect attainment of this goal.
2. Providing additional needed services, including specialized services for target populations as needs emerge and funding and staffing has allowed.
 - CSD participated in several activities in an attempt to reach out to and more effectively serve student Veterans. Activities included hosting information tables at the Veteran's Day Resource Fair on November 11, a Veteran's Fair on March 1, and presenting on CSD services at the September 14 Veterans Fair.
3. Purchasing technology, equipment, and other items to meet student needs and improve services.
 - A one-time allocation was requested last year to purchase new technology for the student computer labs, testing rooms, and staff. The amount requested was \$19,794.03, which was approved. Some of the items purchased with this funding included: FM loop hearing systems; text-to-speech software upgrades; height-adjustable monitors; an external hard drive database backup; new desktop monitors; speech-to-text software upgrades; a laptop; and digital voice recorders for students to borrow.
 - Some of the technology currently available for students in the Center includes: adjustable work stations; MS Office 2007; Windows Media Player; Adobe Reader; Screen magnifiers and screen readers; word prediction software; speech recognition software; video cameras that focus on the printed page and display this onto a PC monitor; 21" and 22" wide-screen monitors; and a variety of adaptive keyboards and mice. Within the Center we also have a TTY and a video relay station that students who are deaf and hard of hearing can use for phone calls.
4. Continuing to seek potential funding, in-kind donations and/or collaborative opportunities to expand services and/or increase staffing.
 - Most educational programs are collaborative efforts involving joint funding and/or in-kind donations. (Please see Question #7 for a listing of this year's fundraising efforts.)

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

1. CSD, in collaboration with the Student Government Association (SGA), Plant Operations, the Department of Assistive & Rehabilitative Services (DARS), and

other campus departments and community agencies held the second annual Campus Accessibility Tour (CAT) on March 3, 2011. Some of the objectives of this activity include increasing campus awareness of disability-related issues, enabling participants to gain experiential knowledge as to what it would be like to navigate the campus using a wheelchair or with a cane blindfolded, and subsequently proving feedback obtained from participants regarding areas of the campus that need improvement to Plant Operations and advocating for needed improvements. This was a very successful event. Approximately 60 individuals participated, including several Facilities Planning & Construction staff.

2. CSD continues to collaborate with the Campus Recreation & Wellness Center (CRWC) in an effort to encourage students who have disabilities to utilize the CRWC.
 - The 2010 Indoor Wheelchair Soccer Nationals were held at the CRWC November 12-14, 2010. Teams from all over the country participated in this tournament. It is difficult to say how many people watched the games. The Greater Houston Association of People with Disabilities (GHAAPD) was the lead organization that coordinated this event and secured most of the donations. Supporting departments and sponsors included: Division of Student Affairs; CRWC; Cambridge Oaks Apartments; Coca-Cola; the United States Association of Indoor Wheelchair Soccer; Metro; Houston Parks & Recreation Department; and CSD.
3. Continuing to advocate with Facilities Planning & Construction (FP&C) and other appropriate departments for priority campus accessibility and safety improvements. Examples of some of the issues that CSD worked on this year included:
 - a. CSD worked with FP&C to request needed accessibility improvements to the sidewalk near the Law School.
 - b. CSD worked with Parking and Transportation Services and METRO to get an additional METRO Lift stop added between Melcher and Cemo Halls.
 - c. CSD worked with the Office of General Counsel on several student-related issues. Examples included working collaboratively with management of an apartment complex concerning a student's housing accessibility needs, and working with a college Associate Dean regarding a student's denial of accommodations by a faculty member.
 - d. Last summer CSD began working more closely with Residential Life & Housing (RL&H) to improve procedures for housing accommodation requests. New forms and procedures are currently being developed.
 - e. All CSD staff participated in a training conducted by the new Director of Emergency Management Services this summer. Suggestions for improving evacuation procedures and related issues were provided.
 - f. The Director participated in two meetings for the new Cougar Village II dorm last spring and summer and provided some accessibility suggestions.
4. Two CSD staff participated in the Building Coordinator Training this summer, and are serving in this role for our facility. The goal of this program is to facilitate communication by serving as a point of contact to communicate building and safety issues with Plant Operations and other Building Coordinators.
5. Continuing to consult with Information Technology, instructors, and others, as appropriate regarding the accessibility of UH web pages, distance education courses, Web CT, on-line courses, and student technology needs.

- CSD staff consult with Library staff regarding the assistive technology available to students at the library on a regular basis. Library staff have welcomed our assistive technology suggestions, and have purchased some of the items.

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

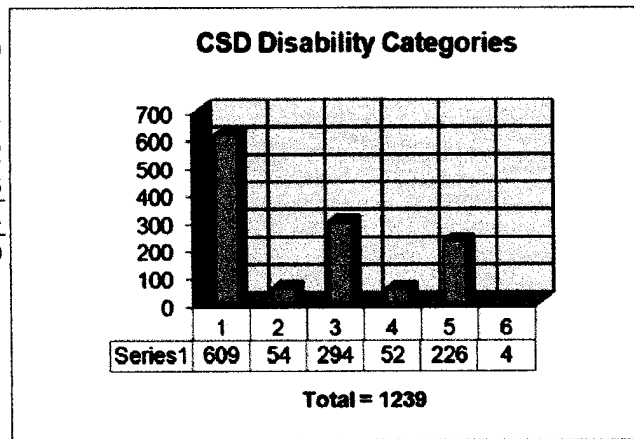
1. Continuing to provide educational presentations, consultation, and facility tours to academic and student service departments regarding student issues, accessibility and accommodation issues, and other topics, as appropriate. Some examples of departments we provided these services to during this time period included:
 - a. CAPS interns and new academic advisors participate in an orientation and a tour of CSD each semester.
 - b. International Student Scholars are provided an orientation to our services each fall.
 - c. Several campus fairs- including Cougar Preview, ART, Veteran's Resource fairs, and the Cullen Oaks Student Resource Fair.
 - d. New Faculty Orientation- each fall.
 - e. CSD held an informational table at the April 15 Faculty Technology Conference.
 - f. New admissions advisors participated in a tour of CSD and orientation on July 15th.
2. Continuing to disseminate information about our services through admissions packets, new and transfer student packets, through other departments, electronic means, UH publications and our web page. The Director participated in an interview about CSD services created by two Communication students this summer that is on You Tube.
3. Continuously updating our web page.
4. Running ads to promote services and activities in the *Daily Cougar*.
5. Providing information for articles about CSD events and related issues in the *Daily Cougar*.
6. CSD staffed informational tables to provide information about our services to students, staff, and faculty at National Depression Screening Day last October, and at the Eating Disorders Screening Day last February.

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

1. On October 5, 2011 CSD was serving 1239 active students. On October 18, 2010, we were serving 1192 active students.
2. The following chart provides a breakdown of the "primary" disability categories of our current active students:

1 PI	609
2 VI	54
3 HE	294
4 HI	52
5 LD	226
Unknown	4
Total =	1239

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



3. The student database is "cleaned up" every year right before this report. Students who have graduated, withdrawn, or have not contacted a counselor for services for approximately two (2) years are moved from an "active" to an "inactive" status. This year 267 students were moved from an "active" to an "inactive" status.
4. From October, 2010 to October, 2011, 347 new students registered with CSD. Looking at actual numbers having subtracted the recently-inactivated students, there was a 4% increase in the number of students being served.
5. The number of new students registering with CSD this year (347) compared to last year (263) reflects an increase of 32%. This is a significant increase due to the large number of students that we serve. New intake appointments average around 2 hours per student.
6. The primary disability categories on 10/05/11 reflect the following changes from the active student population on October 18, 2010:
 - a. Psychiatric impairments: 8% increase
 - b. Visual impairments: 13% decrease
 - c. Health impairments: 4% increase
 - d. Hearing impairments: 1% decrease
 - e. Learning disabilities: 1% decrease
7. The following is a tabulation of the number of exams administered at CSD annually:

Year	Exams Administered
2007-2008	3,052
2008-2009	3,657
2009-2010	3,625
2010-2011	3,962

- There was a 9% increase in the number of exams administered this year, compared to last year.
8. The following is a listing of some of the activities CSD participated in to promote

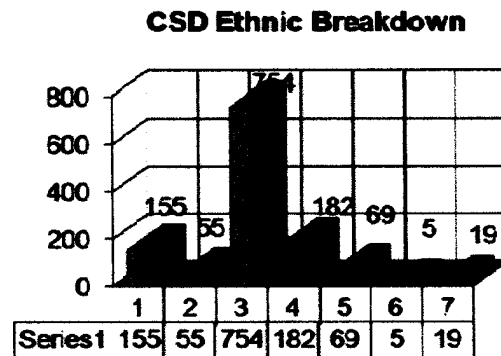
our services and increase the number of students served:

- a. Participating in a variety of campus and community fairs, activities, and educational presentations.
- b. Providing tours, orientations, and presentations for potential students from local schools, including HISD, Briarwood School, Gateway School, and Monarch School.
- c. Continuing to raise awareness of our services and disability-related issues through campus publications, activities, and our web site.
- d. The Director currently serves on the Houston Community College Southeast Campus Human Service Technology Program Advisory Board (President), and the Urban Experience Program Advisory Board.

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

1. An ethnic breakdown of the students registered with CSD as of October 5, 2011 follows:

1 African American	155
2 Asian	55
3 Caucasian	754
4 Hispanic	182
5 Middle Eastern	69
6 Native American	5
7 Other/Undefined	19
Total =	1239



2. The following is an annual comparison of the ethnic categories served:
 - a. African American: 5% increase
 - b. Asian: 2% increase
 - c. Caucasian: 3% increase
 - d. Hispanic: 11% increase
 - e. Middle Eastern: 8% increase
 - f. Native American: 67% increase
 - g. Other/Undefined: 21% decrease
3. CSD continues to strive hard to increase the ethnic diversity of our student population. We continue to participate in the following outreach activities, in addition to our regular outreach activities in an effort to increase the ethnic diversity of the students that we serve:
 - a. Presenting at International Student Scholars Orientation each fall.
 - b. Participating in high school fairs and presentations at select high schools that have ethnically-diverse student bodies.
 - c. Outreach to student organizations which focus on or involve cultural diversity. One of the collaborating student organizations in the March 3, 2011 Campus Accessibility Tour was the Council of Ethnic Organizations.

- d. Participating in campus activities that focus on or involve cultural diversity. The Director presented at the April 1, 2011 CAPS Diversity Institute.

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

1. Due to the increasing number of student Veterans served and the large number of student Veterans who have some type of disability, CSD continues to provide additional outreach to this population.
2. CSD works closely with numerous departments to ensure that appropriate and comprehensive services and supports are in place for students who have disabilities in an effort to improve the retention and graduation rates of our students. Some of these departments include Learning & Assessment Services, Counseling & Psychological Services, the Student Health Center, Attendant Care Services, and the Library.
3. CSD staff participated in two campus METRO meetings and provided safety and accessibility feedback regarding the new METRO rail.
4. CSD continues to collaborate with various community agencies to coordinate and advocate for services for our students. Examples include the Department of Assistive & Rehabilitative Services (DARS), MHMRA, their Coffeehouse Program (a program for adults who have Autism), and the Houston Center for Independent Living.

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

1. The CSD Director continues to participate in weekly Academic Accommodations Evaluation Committee (AAEC) meetings, and consults with the Chair regularly. This committee, comprised of faculty and staff, reviews and approves or denies all student accommodation requests.
2. CSD provides ongoing consultation and assistance to faculty and staff.
3. A log of instructors who allow their students to take their exams at CSD is maintained.
 - Seventy-three (73) new instructors allowed their students to take their exams at CSD during this time period. This reflects an increase of 10%, comparing annual figures (762 in 2010 and 835 in 2011).

H. CSD will hire and train a new Assistant Director.

- CSD Counselor Scott Crain was promoted to the position of Assistant Director in July, 2011.

I. CSD will hire and train a new Counselor.

- This is an added objective. It is hoped that we will be able to post the counselor position and fill it in the near future.

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

A. Service Provision:

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

The Student Satisfaction Questionnaire asks several questions about satisfaction levels with various aspects of CSD services. On a scale of 1-5, "never" is indicated by a rating of "1," and "always" is indicated by a rating of "5." Because all students do not utilize all services and/or do not interact with all CSD personnel, a "not applicable" rating is also available. The percentages that follow are averaged, based on a possible 100% rating scale. "Not applicable" ratings are not included in the following percentages.

Examples of ratings:

- a. "CSD makes test arrangements in a timely and courteous manner."
 - Of the 195 respondents, 94% provided ratings of "4" or "5."
- b. "When I require assistance, the Director/Assistant Director/Learning Disability Specialist is courteous and helpful."
 - Of the 148 respondents, 94% provided ratings of "4" or "5."

Some written comments included:

- "(CSD) is doing a great job. I need nothing more."
- "They're wonderful. It's like being a part of a family because they really care and really want to help you succeed."
- "Mr. Scott is always on time and anytime I have a problem with school he's the first person I go to because I know he will help me solve the problem and in a few cases backed me up when no one else would."
- "My needs are met."
- "Ms. Amoruso is amazing. She's so helpful and really looks out for the student's best interest and tries to get us where we need to be in terms of resources and goals."

The majority of the ratings and responses pertaining to issues or items within our control were positive. Students complete these surveys after finishing their final exams, so often times they may not be in the best mood, or feel like writing more. We have tried various other methods for disseminating and collecting these surveys, but none have yielded the high return rates as placing them in the final

exams. We will continue to explore additional ways to obtain this type of feedback from students.

Examples of these types of comments include: having desks in classrooms at the beginning of the semester; instructor attitudes; reducing overhead lighting in classrooms; and getting help from classmates.

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

- a. Purchasing additional recording devices for students to borrow.
- b. Computer hardware and software that was purchased.
- c. Additional training and increased communication with front desk staff.

B. Student Course Passing Rates:

The percentage of courses that students pass is calculated for every tenth student on our active student roster at the end of the spring and fall semesters. Passing rates for the fall, 2010 and spring, 2011 semesters were:

- Fall: 95% of the students surveyed passed every course they completed. *
- Spring: 94% of the students surveyed passed every course they completed. *

* In the event that the tenth student was no longer enrolled at UH, the next student on the alphabetical listing of active students was surveyed.

Last year the passing rates for completed courses were fall: 78%, and spring: 96%. Comparing semester passing rates, there was an increase of 22% for the fall, and a decrease of 2% for the spring.

5. Please discuss any budget changes from your last (FY 2012) SFAC request, their impact on your programs, and your reason for implementing them.

The Center for Students with DisABILITIES requested and was approved for a FY 2012 base budget of \$420,355.

A one-time allocation in the amount of \$32,000.58 was also requested for technology (\$21,278.58), and increased administrative charges (\$10,722). We were approved for the technology request, which we very much appreciated. The items we had indicated that we wanted to purchase were purchased. A few items actually went down in price so we were able to purchase a few additional items, to include data sticks, an additional monitor, and software.

CSD also requested a base augmentation in the amount of \$10,722 to cover the increased percentage mandated last year for the Finance and Administration Division auxiliary administrative charges. It was explained that the requests for both the one-time allocation and base augmentation for the increased administrative charges would be covered.

The Ledger 3 Fund Equity Balance of \$44,933 is due to the vacant counselor position, which we hope to fill soon.

6. Please list your 2012-2013 objectives in priority order.

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

1. Continue to provide comprehensive, quality individualized services to all eligible students who request them. Feedback from students and others will continue to reflect attainment of this goal.
2. Continue to provide additional services, including expanded services for target populations, such as student Veterans and students who have Autism or Asperger's Syndrome as needed and opportunities become available.
3. Purchase technology, other equipment and supplies to meet student needs and/or improve services.
4. Continue to seek out potential funding, in-kind donations and/or collaborative opportunities to expand services and/or increase staffing.

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

1. Continue to work with Facilities Planning & Construction (FP&C) to advocate for priority campus accessibility improvements.
2. Continue to consult with Information Technology personnel, instructors, and others, as appropriate, regarding the accessibility of UH web pages, distance education courses, Web CT, on-line courses, and student assistive technology needs.
3. Continue to consult with academic departments, as appropriate, in developing and/or improving their policies pertinent to students who have disabilities.

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

1. Continue to coordinate at least one Campus Accessibility Tour every year.
2. Continue to provide educational presentations and tours for academic and student service departments and potential students.
3. Continue to provide consultation and assistance to faculty and staff regarding student issues, accessibility concerns, etc.
4. Continue to coordinate disability awareness-related educational activities. At least one educational activity will be coordinated in the spring and fall semesters.
5. Continue to distribute information about our services campus-wide through admissions packets, new and transfer student packets, through electronic means, UH publications and our web page.
6. Continue to promote CSD services and activities in the *Daily Cougar*.
7. Continue to update and improve our web page.
8. Continue to promote media exposure through articles in the *Daily Cougar*, *University of Houston News*, and other media.

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

1. Continue to provide quality, individualized, comprehensive services to

- eligible students who request them.
 - 2. Continue to promote our services through a variety of campus and community fairs, activities, and educational presentations.
 - 3. Continue to raise awareness about our services and disability-related issues through a variety of campus publications, our newsletters and web page.
 - 4. Collaborate with the Mayor's Committee on Employment of People with Disabilities and other local agencies in city disability awareness month activities.
- E. CSD will serve an increased number of students from a diverse range of ethnic and cultural backgrounds.**
- 1. Presenting at International Student Scholars Orientation each fall.
 - 2. Participating in fairs and presentations at select high schools that have diverse ethnic populations.
 - 3. Participating in campus activities that focus on or involve cultural diversity.
 - 4. Involvement in collaborative projects with student organizations that have ethnically-diverse memberships.
- F. CSD will continue to seek resources and collaborate with appropriate departments, community organizations, and businesses to increase the retention and graduation rates of our students, and improve and/or expand services.**
- 1. Continue to collaborate with Counseling & Psychological Services, the Student Health Center, Learning & Assessment Services, the Veterans Services Office and/or appropriate student and community organizations to offer at least two disability-related educational activities per year. Funding and in-kind donations will be sought as needed.
 - 2. Continue to promote and coordinate existing scholarships for our students and seek out additional scholarships and other funding opportunities for our students.
 - 3. Continue to collaborate with appropriate departments to improve and/or establish needed supports and services for students who have disabilities.
 - 4. Continue to seek funding and/or in-kind donations of goods and services to fulfill unmet student needs, as appropriate.
 - 5. Continue to seek funding and resources to provide additional services to specific disability populations, as appropriate.
- G. Continue to maintain and improve positive communication and relationships with faculty and staff.**
- 1. The CSD Director will continue to participate in weekly Academic Accommodations Evaluation Committee (AAEC) meetings and consult with the Chair regularly.
 - 2. Continue to consult with and assist faculty and staff on a departmental and individual level.
 - 3. Continue to maintain open communication and consult regularly with Academic Program Management, academic departments, and faculty.
- H. Continue to assist in improving campus accessibility and safety for students who have disabilities.**

1. Continue to work closely with Facilities Planning & Construction to advocate for needed campus accessibility and safety improvements.
2. Continue to provide safety and accessibility recommendations regarding the new Metro Rail as needed.
3. Continue to consult with Emergency Management Services concerning evacuation and emergency procedures for students who have disabilities.

7. What are the other possible sources of funding available to your unit and what efforts are being made to access them?

- A. CSD was recently awarded a gift of \$250,000 from the Stanford and Joan Alexander Foundation. This funding is earmarked for student scholarships, to pay for student assessments (psychological and learning disability assessments), and pay for a stipend for an MSW intern. Funding for the above will be allocated on an annual basis for three (3) years, beginning December 2011.

In addition, a percentage of the total funding will establish student scholarships and assessment endowments.

CSD has been coordinating and overseeing the Eric P. Alexander Memorial Scholarship for students for several years. Two students received \$1,000 scholarships each for the 2011-2012 academic year.

The Stanford and Joan Alexander Foundation had approached the Development Office, inviting CSD to submit a proposal for additional funding. We were told that this was in part because they were so pleased with our stewardship of the Eric Alexander Memorial Scholarship.

In collaboration with the Development Office, CSD invited Counseling & Psychological Services (CAPS), and the Psychology Research and Services Center (PSRC) to collaborate in a proposal with the goal of improving mental health services and outreach to students who have mental health issues. This proposal was developed and submitted. However the Foundation decided to fund CSD's portion only.

- B. Donations were received for the November 12-14, "2010 Nationals Indoor Wheelchair Soccer Nationals Tournament" held at the Campus Recreation & Wellness Center (CRWC). An approximate budget breakdown follows:

Item	Amount	Donor
Court & misc. fees	\$6,236	GHAAPD
Lunch, drinks, etc.	\$500	Cambridge Oaks Apartments
Beverages	\$256	Coca-Cola
Parking	\$140	CSD
Advertising	\$344	CSD
Total Donations	\$7,476	

- C. Donations were received for the March 10, 2011 Campus Accessibility Tour. Donations included:

Item	Donor
Breakfast	SGA
Lunch	SGA
Wheelchairs	American Medical Supply Company (15) City of Houston Department of Parks and Recreation (20)

Canes & mobility instructors (20) DARS
Drinks Houston Coca-Cola

Since the food and drinks were donated we don't have estimate costs for these. We also cannot estimate the cost for the time donated by the mobility instructors or the canes and blindfolds since they are paid staff and already had the items. The average daily rental rate for a wheelchair is approximately \$50. The estimate cost for this would be approximately \$1,750.

- D. CSD collaborated with the Parent Education Program (PEP) in a grant application which was submitted to the Texas Council for Developmental Disabilities during the summer, 2011 semester. The CSD portion of this proposal requested funding which would have provided additional supports and services to eligible UH students who have disabilities. Examples of these services included peer mentors, social enrichment programming, intensive tutoring, life skills-related assistance, and employment assistance. Unfortunately we were not selected to receive the grant. Positive suggestions were provided, which may be incorporated into future grant applications.

Additional fundraising plans for FY 2011-2012 and FY 2012-2013 include:

- A. Refining the application processes and procedures for students to request funding for scholarships and assessments through the Stanford and Joan Alexander Foundation donation and endowment, and allocating this funding to students and an MSW intern.
- B. Continuing to seek funding and/or in-kind donations as needed for educational activities.
- C. Continuing to seek funding and/or in-kind donations in order to fulfill unmet student and/or departmental needs.
- D. Continuing to seek funding to provide additional services and/or resources for specific student populations, such as student Veterans and students who have Autism or Asperger's Syndrome.

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

CSD provides services to students who have disabilities that are not available through other departments. The services provided by CSD augment, but do not duplicate other university services.

The primary mission of the Center for Students with DisABILITIES is to help ensure that qualified students who have disabilities have an equal opportunity to learn and succeed at the University of Houston. CSD provides a wide range of support services to individuals who have temporary or permanent learning disabilities, health impairments, physical limitations and psychiatric disorders.

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

Services that CSD provides to students are determined on an individual basis. Appropriate accommodation recommendations are determined through a variety of sources, including a student's medical documentation, their needs and preferences, instructor input, as appropriate, and CSD staff recommendations. Examples of some of the services provided and accommodations recommended by CSD may include:

- Disability-related counseling;
- Determining student accommodation needs, presenting these to the AAEC for approval, and ensuring that accommodations are made available;
- Environmental accessibility assistance;
- Two student computer labs with assistive technology, including computers with CCTV interactive, adaptive keyboards, voice-activated software/Dragon Dictate, JAWS, and software for visual impairments and learning disabilities;
- Priority registration (for students in most academic majors);
- Provisions for in-class note-taking;
- Two testing centers and testing accommodations, including a distraction-reduced environment, six individual testing rooms, extended testing time, alternate testing formats, and scribes;
- Sign language interpreters;
- Real-Time captioning services;
- Alternate textbook coordination;
- Hearing amplification systems; and
- Resource and referral assistance