

Academic & Programmatic Access for HSU Students with Disabilities

Student Disability Resource Center (SDRC)

- Reporting the highest % of Students with Disabilities in the CSU system, the SDRC *provides service, support, and resources for students with disabilities to maximize educational opportunities at Humboldt State University.*



Student Disability Resource Center (SDRC)


“What we do...”

- Provide a variety of mandated services and resource to students with Learning, Visual, Mobility, Communication, Hearing, and Other/Functional Disabilities. Services include:
 - Access to Assistive Computer Technology
 - Disability Management Advising
 - Exam Accommodations
 - Interpreting
 - Note-taking
 - Priority Registration
 - Reading Services, Alternate Formats (Braille, Audio, E-text)
 - On Campus Transportation
 - Staff Consultation with Faculty



Definition and Terms

(CSU Policy for the provision of Accommodations and Support Services to Students with Disabilities” Code: AA
2002-35 July 1, 2002)

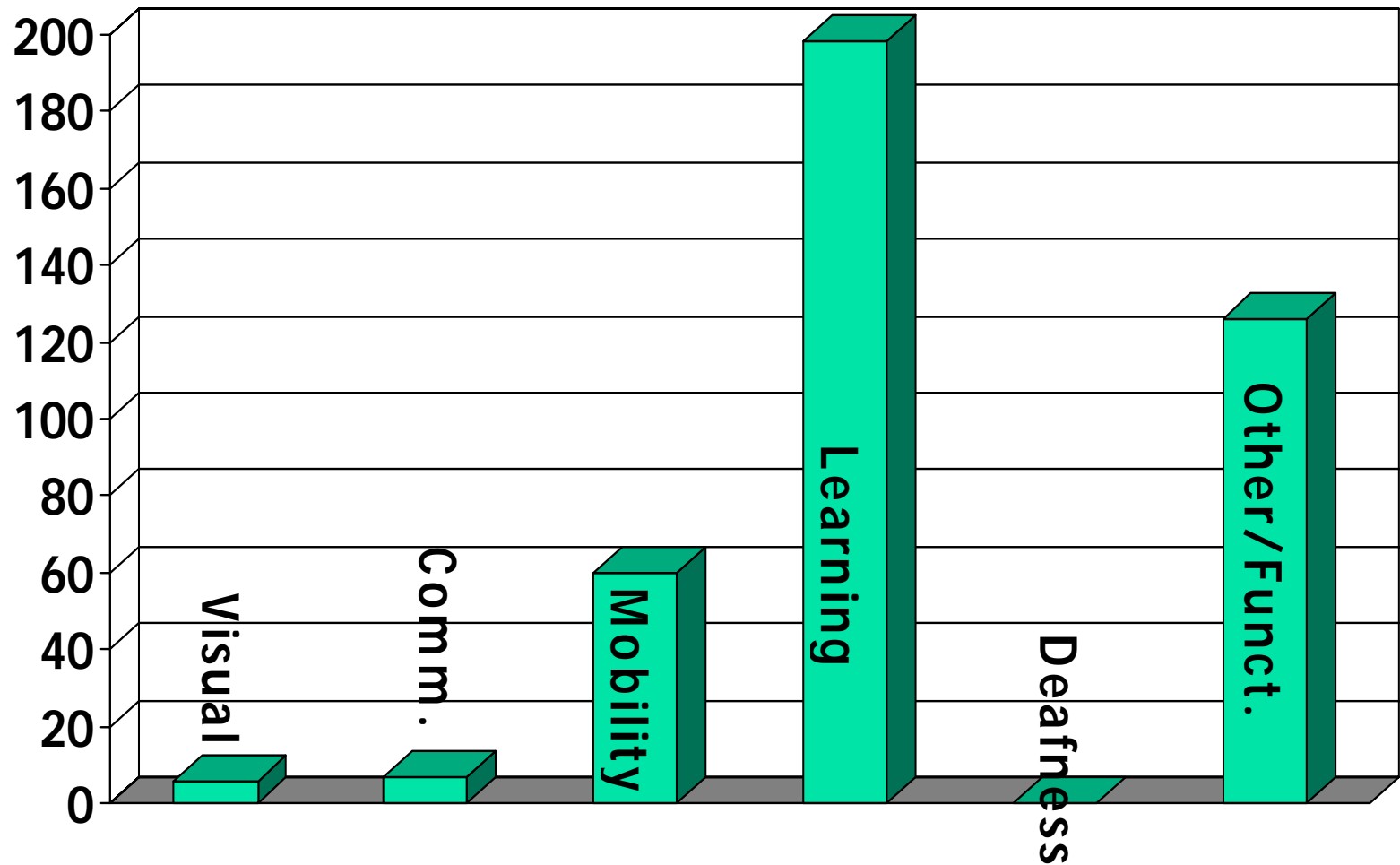
- 
- A. A **disability** shall mean a physical or mental impairment of an individual that limits one or more of the major life activities and requires either a record of such an impairment, or documentation of having been regarded as having such an impairment.
- B. An **individual with a disability** shall refer to:
- any person who has a physical or mental impairment that limits one or more of the major life activities of such individual,
 - any person who has a record of such impairment, or
 - any person who is regarded as having such an impairment
- C. A **qualified individual with a disability** shall mean an individual with a disability who:
1. meets the academic and technical standards requisite for admission or participation in the educational programs of the CSU campuses. This includes students w/disabilities participating in clinical or field placements that are offered as part of a program’s field of study.
 2. Meets the essential eligibility requirements for the receipt of the services or the participation in programs or activities provided by a public entity regardless of:
 - a. Reasonable modifications to rules, policies, or practices
 - b. The provision of auxiliary aids and services
 - c. The removal of architectural, communication, or transportation barriers.

CSU/HSU Disability Categories



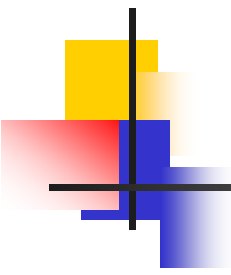
- **Visual Limitation:** Blindness or partial sight to the degree that it impedes the educational process and may necessitate accommodations, support services, or programs
- **Communication Disability:** Limitations in the speech and/or hearing processes that impedes the educational process and may necessitate accommodations, support services, or programs
- **Deaf & Hard of Hearing:** Limitation in the hearing process that impedes the educational process and necessitates accommodations, support services, or programs. Students in this category may require communication accommodation such as oral or sign language interpreters, note taking services, or real-time captioning services
- **Mobility Limitation:** Limitation in locomotion or motor functions that indicates a need for accommodations, support services, or programs. Included in this category are persons who have asthma, cardiovascular problems, or other physical limitations that restrict the ability to function without accommodation in the campus environment
- **Learning Disability:** A generic term that refers to the heterogeneous group of disorders manifested by difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities due to neurological dysfunction.
- **Other Functional Limitations:** Any other disability, such as a dysfunction of a body part or process or a neurological or psychological disability that necessitates accommodations, support services, or programs, and that does not fall within the categories listed above.

SDRC Fall 2002 Census: V=6, C=7, M=60, LD=198, D=0, O/F=126
Total = 397

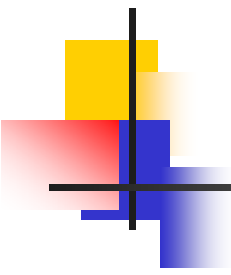


CSU Policy on Non-Discrimination on the Basis of Disability

(CSU Policy for the provision of Accommodations and Support Services to Students with Disabilities” Code: AA 2002-35 July 1, 2002)



“In accordance with the provisions of applicable law, no qualified individual with a disability shall, on the basis of disability, be **excluded** from participation in the services, programs, or activities of the CSU and its campuses. The CSU will provide appropriate accommodations and support services and make reasonable modifications in policies, practices, or procedures when necessary to avoid discrimination on the basis of disability unless it is demonstrated that providing such accommodations, services, or modifications would result in a fundamental alteration in the nature of the service, program, or activity or would create undue financial or administrative burdens.”



HSU Policy & Procedures for Accommodating Individuals with Disabilities

“It is the policy of Humboldt State University to provide ***equal access*** and reasonable accommodation for individuals with disabilities to participate in any program, service, or opportunity provided by the campus, ***including*** access to the content and services of World Wide Web pages authored by the University.”



Reasonable Accommodation/Equal Access

Reasonable accommodation is any change in the work or educational environment, or the way things are customarily done within that environment, that enables an individual with a disability to have **equal access** to employment, educational opportunities, electronic information, and other programs or services offered by the University.

Accommodations could include:

1. Making existing facilities, services and programs accessible for students, employees, and the general public
2. Making Web-based, official University documents and services accessible, including Web pages associated with administration and services, courses of instruction, departmental programs, and University-funded activities and groups
3. Job restructuring, modified work schedules, acquisition or modification of equipment or devices, modification of training materials
4. Relocating classes, developing alternative testing procedures, providing educational auxiliary aids and qualified readers or interpreters for students with disabilities

(HSU policy & procedures for accommodating individuals with disabilities EM P02-01 January 2002)



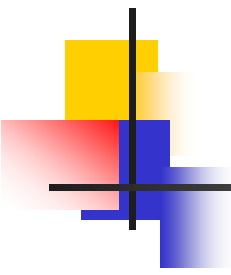
Campus Responsibility

“**All** campus faculty and staff share the responsibility for maintaining a campus environment conducive to the fulfillment of the CSU’s teaching and public service mission. In attempting to make appropriate academic adjustments, faculty members, the staff in services to students with disabilities, and students with disabilities should work together to develop reasonable accommodations that meet the individual educational needs of qualified students with disabilities while not altering the fundamental nature of the service, program, or activity and without creating undue financial or administrative burdens.”

2003-04 HSU Student Evaluation of Services to Students w/Disabilities

Effectiveness of Services to Students w/Disabilities

- **88%** of respondents rated the ***overall knowledge/skill level*** of the staff related to disability issues/accommodations as good to excellent. (45% Excellent / 43% Good)
- **94%** of respondents rated the ***availability of staff*** to meet their needs/accommodations as good to excellent. (55% Excellent / 39% Good)
- **96%** of respondents rated the ***courtesy level of the staff*** interactions as good to excellent. (73% Excellent / 23% Good)
- **98%** of respondents rated the ***confidentiality level of the staff*** related to handling personal conversations, information, and records as good to excellent. (66% Excellent / 32% Good)



2003-04 HSU Student Evaluation of Services to Students w/Disabilities

University Services to Students w/Disabilities

- **79%** of respondents rated the ***level of faculty integration*** of appropriate accommodations & instructional methods once they had identified accommodation needs as good to excellent. (42% Excellent / 37% Good)
- **80%** of respondents rated their ***satisfaction with student service departments on campus (other than disabled student services)*** regarding the accommodation of disability when seeking interactions with them as good to excellent. (45% Excellent / 35% Good)
- **88%** of respondents rated their ***overall satisfaction with the campus*** and its performance in seeking to accommodate their disability needs as good to excellent. (44%Excellent / 40% Good)



HSU's ranking within the 2003-'04 CSU system wide Evaluation of Services to Students with Disabilities survey results with regard to the *Effectiveness of Services to Students with Disabilities*

When students with disabilities were asked to rate the **overall knowledge/skill level of the staff** related to disability issues and accommodations, **HSU ranked 5th** within the CSU system with **88%** responding good to excellent.

When students with disabilities were asked to rate the **availability of staff** to meet their needs/accommodations, **HSU ranked 2nd** within the CSU system with **94%** responding good to excellent.

When students with disabilities were asked to rate the **courtesy level of the staff** in their interactions with them, **HSU ranked 2nd** within the CSU system with **96%** responding good to excellent.

When students with disabilities were asked to rate the **confidentiality level of the staff** related to handling their personal conversations, information, and records, **HSU ranked 2nd** within the CSU system with **98%** responding good to excellent.



HSU's ranking within the 2003-'04 CSU system wide Evaluation of Services to Students with Disabilities survey results with regard to the *University Services to Students with Disabilities*

When students with disabilities were asked to rate the level of ***faculty integration of appropriate accommodations and instructional methods*** once they had identified their accommodation needs, **HSU ranked 6th** within the CSU system with **79%** responding good to excellent.

When students with disabilities were asked to rate how ***satisfied they were with service departments on campus (other than the disabled student services)*** regarding the accommodation of their disability when they sought to interact with them, **HSU ranked 5th** within the CSU system with **80%** responding good to excellent.

When students with disabilities were asked to ***rate the physical accessibility (i.e. architectural barriers) of their campus*** regarding their disability accommodation needs, **HSU ranked 12th** within the CSU system with **64%** responding good to excellent.

When students with disabilities were asked to ***rate their overall satisfaction with the campus and its performance in seeking to accommodate their disability needs***, **HSU ranked 4th** within the CSU system with **88%** responding good to excellent.



Assess your department's level of accessibility

1. Is the path of travel from public transportation & parking to the reception area barrier free?
2. Once inside the building, can an individual w/a disability move about without interference by furniture, planters or similar movable objects? (Remember to consider mobility and visual disability issues)
3. If you have a reception counter, does it include an area that is a minimum of 36" wide that is lowered to 28" to 34" from the floor? This will provide access for persons who use wheelchairs and those of small stature.
4. Are your brochures, publications, application forms, and other forms available in alternative formats such as Braille, large print, audio tape and computer disk?
5. Is your departmental Web site accessible for persons w/disabilities?
6. Does the floor plan or layout of the office allow people w/disabilities to obtain materials and services w/out having to request assistance?
7. Do information & directional signs include raised print and Braille?



Communicating with People with Disabilities

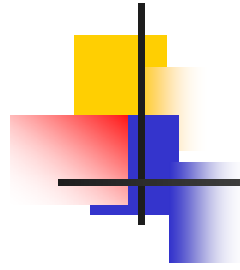
1. Speak directly rather than through a companion or sign language interpreter who may be present.
2. Offer to shake hands when introduced. People with limited hand use or an artificial limb can usually shake hands and offering the left hand is an acceptable greeting.
3. Always identify yourself and others who may be with you when meeting someone with a visual disability. When conversing in a group, remember to identify the person to whom you are speaking.
4. If you offer assistance, wait until the offer is accepted. Then listen or ask for instructions.



Communicating with People with Disabilities (Cont'd)

5. Treat adults as adults. Address people with disabilities by their first name only when extending that same familiarity to all others. Never patronize people in wheelchairs by patting them on the head or shoulder.
6. Do not lean against or hang on someone's wheelchair. Bear in mind that people with disabilities treat their chairs as extensions of their bodies. Similarly, so do people with guide dogs and service animals. Never distract a work animal from their job without the owner's permission.
7. Listen attentively when talking with people who have difficulty speaking and wait for them to finish. If necessary, ask short questions that require short answers, or a nod of the head. Avoid trying to pretend to understand; instead repeat what you have understood and allow the person to respond.

Communicating with Persons with Disabilities (Cont'd)



8. Place yourself at eye level when speaking with someone in a wheelchair or on crutches.
9. Tap a person who has a hearing disability on the shoulder or wave your hand to get her or his attention. Look directly at the person and speak clearly, slowly, and expressively to establish if the person can read your lips. If so, try to face the light source when speaking and keep hands, cigarettes and food away from your mouth when speaking. Never shout at a person- just speak in a normal tone of voice.
10. Relax. Don't be embarrassed if you happen to use common expressions such as "See you later" or "Did you hear about this?" that seem to relate to a person's disability.

(From the "Ten Commandments of Communicating with Persons with Disabilities")