

# Services to Students with Disabilities (SSD)

## California State University, San Bernardino

### Student Resource Guide

5500 University Pkwy  
University Hall, Suite 183  
909.537.5238 (Voice)  
909.537.7230 (TTY)  
909.537.7090 (Fax)

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## Acknowledgements

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## Mission Statement

SSD strives to empower students with disabilities by fostering skills of self-advocacy, resourcefulness, and independence. The SSD office works collaboratively with the campus community to remove barriers and promote an enriched learning environment where students with disabilities can utilize their skills and pursue their academic and personal development goals.

## 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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# Introduction

## Student Rights and Responsibilities

**Every student with disabilities at California State University, San Bernardino (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 statutes and National legislation that pertains to individuals with disabilities

## California Education Code

### [California Legislative Information](#)

California Law consists of 29 codes that cover various subject areas and the Education Code is one of these. All California State Universities (CSU) are accountable to the regulations and statutes stated in the California Education Code that pertain to post-secondary institutions.

## Section 504, Rehabilitation Act of 1973

### [U.S. Department of Justice](#)

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 (ADA)

### [ADA Website](#)

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.

## Family Educational Rights and Privacy Act (FERPA)

### [U.S. Dept. of Ed \(FERPA\)](#)

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.

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.

## 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 the SSD Counselor/Specialist Include:**

- Determine student's eligibility for SSD services based upon a review of appropriate documentation.
- Determine appropriate accommodations for each student based on the individual's need and through review of documentation.
- Ensure the student receives appropriate accommodations.

### **Responsibilities of Students Include:**

- Filling out and submission of the Student Information Form (SIF) to SSD, which is available through the [SSD Website](#). (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: Student has met with the appropriate SSD Counselor/Specialist to complete an intake, which discusses and arranges services/accommodations.

## Steps to Determining Eligibility

### **Step 1: Contact SSD**

Contact the SSD office for registration materials. You must provide documentation of disability directly to SSD —not to your program or the Office of Admission. All contact with SSD is confidential. Disability-related information is not released except on a need-to-know basis.

### **Step 2: Complete and Submit**

Fill out and submit the Application for Services packet, including documentation of the disability to the SSD office at [ssd@csusb.edu](mailto:ssd@csusb.edu). Without

submission of documentation, the processing of the student's application may be delayed.

### **Step 3: Review of Materials**

An SSD counselor will review the documentation for eligibility and a brief introduction (Meet and Greet) will be scheduled either in person or by phone. Most reasonable accommodations may be arranged within 10 business days. Students receiving reasonable accommodations have a responsibility to notify the appropriate university personnel of their recommended accommodations in a timely manner.

### **Step 4: Verification of Enrollment**

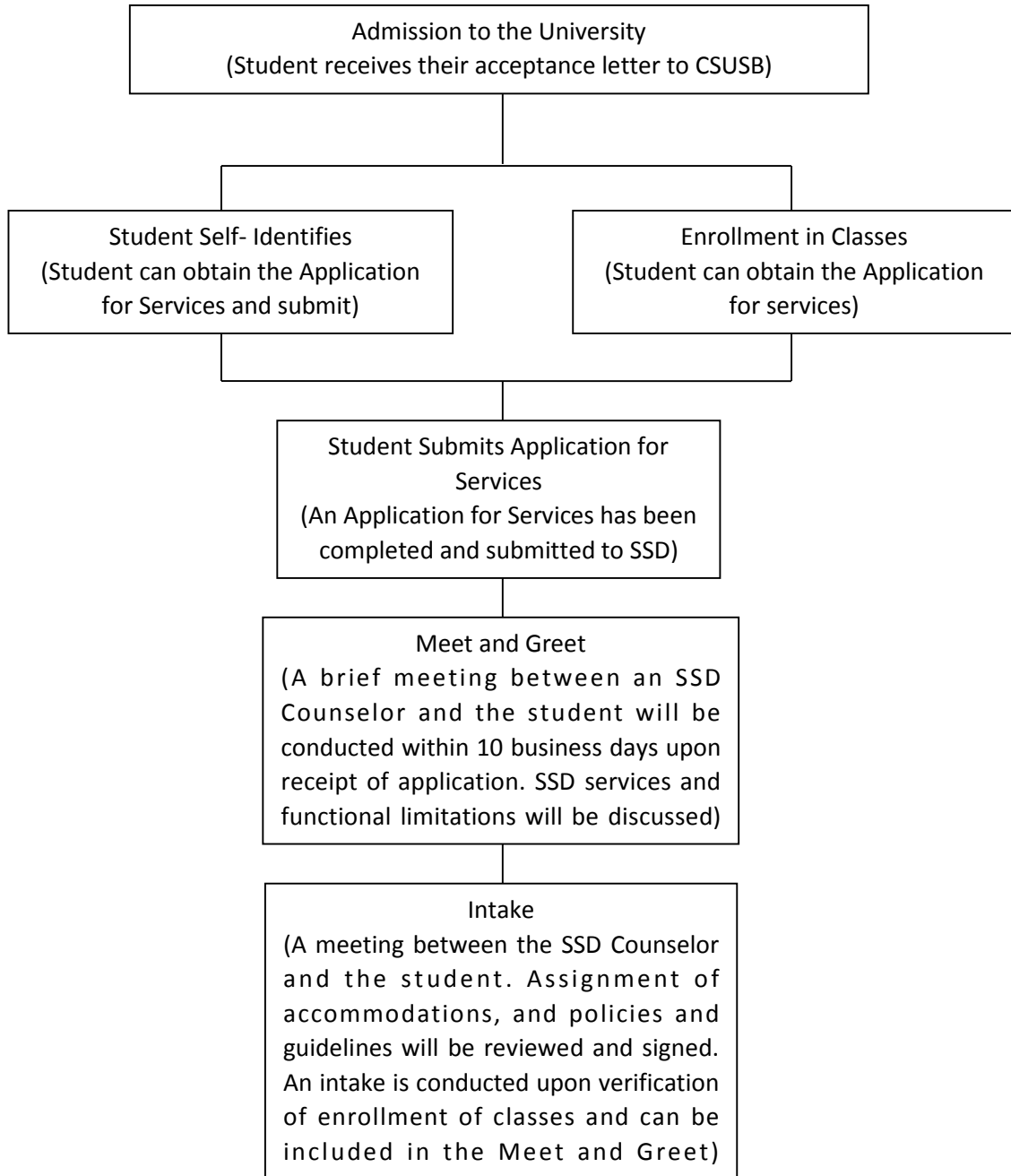
Upon verification of enrollment in classes, the intake will be scheduled. For students enrolled in online only programs, requests for alternative arrangements for the intake appointment will be considered.

During the intake, the SSD counselor will discuss and assign the appropriate accommodations and the student will sign the necessary paperwork.

**Please Note:** Temporary disabilities (i.e. broken leg, sprained ankle) may be visually verified by staff to authorize on campus mobility accommodations. The accommodation will remain in effect for the quarter.

Students who are found to be non-disabled are referred to other campus and community resources for assistance. Pending receipt of documentation, SSD reserves the right to deny services or accommodations.

Figure 1: Intake Process for Admitted Students (Includes Coyote First STEP and Early Start)

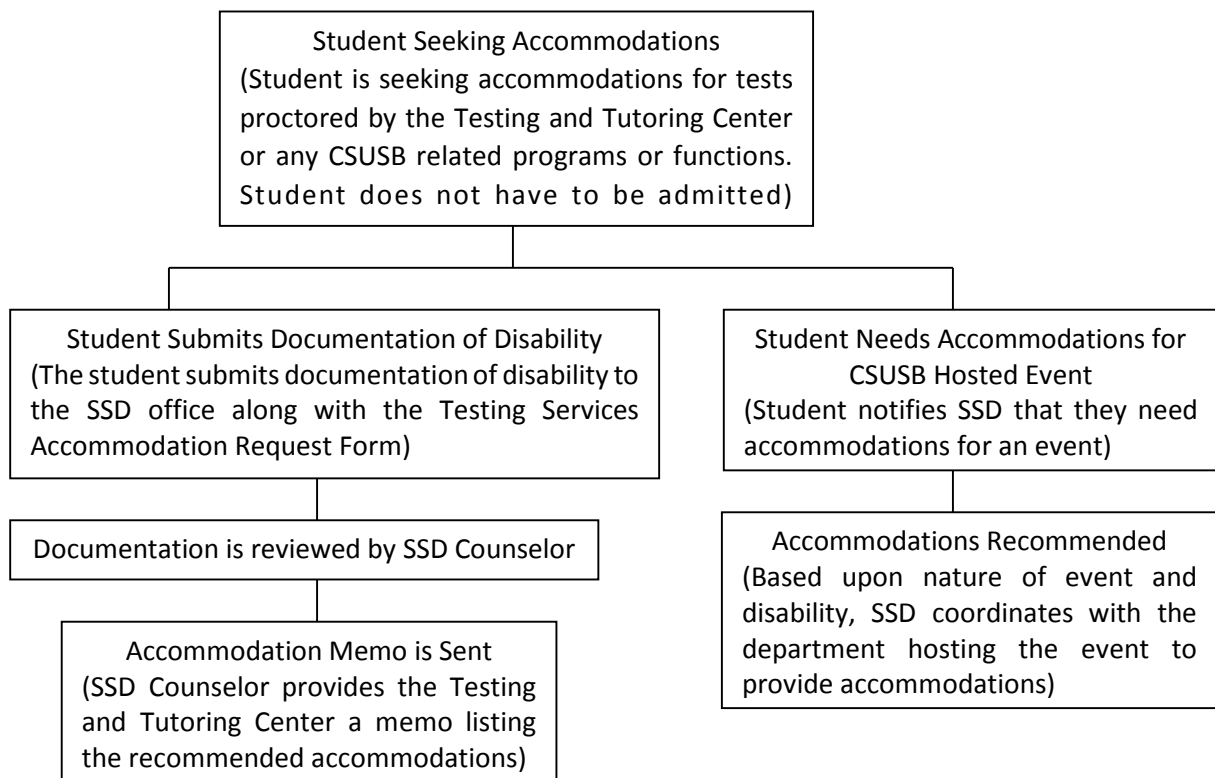


## Other CSUSB Related Programs/Functions and Non-CSUSB Students

Students seeking accommodations for other CSUSB related programs and functions as well as non-CSUSB students can request accommodations by submission of their documentation of a disability or simply contacting the SSD office and ask about accommodations for the event.

For students seeking testing accommodations, it is their responsibility to submit their documentation of a disability along with the Testing and Tutoring Center Accommodations form directly to the SSD office at [ssd@csusb.edu](mailto:ssd@csusb.edu). (See Appendix B).

Figure 2: Process for CSUSB Events and Non-CSUSB Students



## Accessibility

California State University, San Bernardino is committed to providing accessibility to university information to all CSUSB students, faculty, staff, and interested parties regardless of disability. The CSU strategic plan speaks of Access to Excellence, which drives many of our campus initiatives. The second goal of CSUSB's strategic plan is Student Success. In addition, a major initiative within the CSU is the Accessible Technology Initiative (ATI). Each of these activities seeks to provide our students, faculty, and staff with the most productive campus experience. Providing materials and products that are accessible adds value to this experience.

The [Accessibility Website](#) provides information on campus resources as well as an accessibility guide for all its students.

Facilities Management and Planning offers updates to current construction projects as the Accessibility Guide. For more information please visit [Facilities Campus Disruptions](#) website.

## Accommodations/Support Services

It is the role of SSD to determine the eligibility of the student for an accommodation based upon the educational limitation of the disability. SSD provides support services for students with disabilities that include but not limited to: mobility limitations, learning disabilities, psychological, deaf/hard of hearing, visual and functional limitations. 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.

Students with disabilities have a variety of accommodations available in order to provide them with equal access. Accommodations are determined and approved by counselors based upon the documentation submitted with the student's application packet. The following are the more commonly assigned accommodations but it does not mean that a student receives all of them and assignment is done on a case by case basis. For more specific information on the procedures and guidelines for these services, please refer to the section on Policies, Guidelines and Procedures.

### Accessible Furniture

Accessible furniture may be provided to students for whom the standard desks and chairs in classrooms are inaccessible due to disability. To request this accommodation please submit the Accessible Furniture Request.

#### **Guidelines**

- Requests must be submitted at least ten (10) working days prior to the start of the quarter. The request can be submitted through the [Service Request](#) submission service.
- Once submitted students will receive a notification that their request has been processed and completed.
- If any changes are made, it is the student's responsibility to notify the SSD office and submit a new request form.

If there are any questions regarding this accommodation, please contact the office at [ssdaltfurniture@csusb.edu](mailto:ssdaltfurniture@csusb.edu).

## Alternate Media

Accessible furniture may be provided to students for whom the standard desks and chairs in classrooms are inaccessible due to disability. To request this accommodation please submit the Accessible Furniture Request.

### **Guidelines**

- Requests must be submitted at least ten (10) working days prior to the start of the quarter. The request can be submitted through the [Service Request](#) submission service.
- Once submitted students will receive a notification that their request has been processed and completed.
- If any changes are made, it is the student's responsibility to notify the SSD office and submit a new request form.

If there are any questions regarding this accommodation, please contact the office at [ssdaltfurniture@csusb.edu](mailto:ssdaltfurniture@csusb.edu).

## Assignment Accommodations

Extended time on out of class writing assignments is an accommodation that is approved on a case-by-case basis by SSD. This is determined based upon the documentation provided by the student and that it will not interfere with the essential course requirements.

### Guidelines

- Students eligible for extended time on out-of-class writing assignments must submit a completed Extension of Assignment Due Date Request Form within 5 working days of the first class after the accommodation is approved.
- In the event that the student and faculty member are not able to complete the Extension of Assignment Deadlines Agreement Form, SSD will contact the student's instructor to determine the maximum extension that can be given without compromising the essential requirements of the course.
- If it is determined that extending assignment deadlines compromises essential course requirements, a faculty group, including the student's instructor and department chair, will document and provide a written summary of such determination to the student and SSD within 5 working days of initial contact from SSD.

## Assistive Listening Device

SSD has available the sound amplification system from William Sound. The William FM Sound amplification system is used to facilitate the student's hearing as a disability related accommodation by amplifying the sound directly into the student's ears. It is a two piece system consisting of the transmitter with lapel microphone and receiver with headphone set. This



accommodation is approved on a case-by-case basis by SSD. This is determined based upon the documentation provided by the student.

### **Guidelines**

- Students must request the William FM Sound Amplification system prior to the start of the quarter. The request can be submitted through the [Service Request](#) submission service..
- William FM Sound units are loaned out quarterly and are due upon the last day of finals or the next working day after finals, whichever comes first.
- Students are responsible for replacement for lost or damaged parts on the unit.

## **Cart Service**

Students with a permanent or temporary physical disability may have access to cart services. The services provided are individualized and scheduled upon a first-come, first-served basis. The request can be submitted through the [Cart Service Request](#) submission service.

### **Guidelines**

- Requests must be submitted at least thirty (30) days prior to the start of the quarter. Forms may be submitted to the office via phone, fax or email at [ssdmobil@csusb.edu](mailto:ssdmobil@csusb.edu).
- Students may be contacted if their requested time is not available and will be offered alternative times.
- Scheduled cart rides will begin within two (2) working days after approval.

- Scheduled cart rides will have priority over unscheduled (one-time) cart rides.
- For a list of cart stops click on the [Cart Service Map \(Color\)](#) or [Cart Service Map \(Black & White\)](#) .
- Please note that temporary cart services (i.e. broken leg, sprained ankle) are conducted as unscheduled runs.

If there are questions regarding this accommodation, please contact the office at [ssdmobil@csusb.edu](mailto:ssdmobil@csusb.edu).

## Class Aide

Class aides are provided by SSD based on individual needs and situations. If a student believes that they may need a class aide, they should contact their SSD counselor to make a request. The counselor will then determine the need for a class aide based upon the student's needs and course requirements. To request this accommodation, the student must submit the Class Aide Request.

### Guidelines

- The request form must be submitted at least thirty (30) working days prior to the start of the quarter. The request can be submitted through the [Service Request](#) submission service.
- Notify the SSD office immediately if you change your class schedule.

If there are any questions regarding this accommodation, please contact the office at [ssd@csusb.edu](mailto:ssd@csusb.edu).

## Exam Accommodations

The purpose of exam accommodations 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, as well as graded lab demonstrations.

Exam accommodations are determined on a case-by-case basis and may include, but are not limited to:

- Extended testing time (x1.5 or x2)
- Reduced distraction environment (RDE) or distraction free environment (DFE)
- Readers and/or scribes
- Accessible formats (i.e. enlarged exams)
- Assistive technology (i.e. WYNN, JAWS, Dragon)

Other exam accommodations may be determined and approved by the SSD counselor. To request to take exams in the SSD office, students must submit the Exam Accommodation Request.

### **Guidelines**

- The request form must be submitted at least five (5) working days prior to the first exam listed on the form and at least three (3) weeks prior to finals. Students will need to complete a form for each class they are requesting accommodations for.
- Forms must be signed by both the student and the instructor. All information requested must be completed. SSD will not accept forms that have not been signed by the instructor.

- Forms may be submitted to the office via fax, mail, in person or by email to [ssdproctoring@csusb.edu](mailto:ssdproctoring@csusb.edu).
- Every effort will be made to schedule students' exams at the time their class is taking the exam. If scheduling conflicts occur, exams may be scheduled at an alternate time and on a case-by-case basis. This will require the instructor to email approval for the changes, which must be submitted to [ssdproctoring@csusb.edu](mailto:ssdproctoring@csusb.edu).
- Final exams are offered on a different schedule from the university's final exam schedule. The final exam schedule is available one (1) week prior to finals week. Students can confirm and/or reschedule during that time.

If there are questions regarding this accommodation, please contact the office at [ssdproctoring@csusb.edu](mailto:ssdproctoring@csusb.edu).

## Notetaking Services

The SSD office uses student volunteers from the class to take notes for eligible SSD students whose disability prevents them from taking effective notes. This accommodation must be approved by a counselor. To request this accommodation, students must submit the Notetaker Request.

### **Guidelines**

- The request form must be submitted at least thirty (30) days prior to the start of the quarter. The form can be submitted to the office via fax, mail, in person or by email at [ssdnotetaking@csusb.edu](mailto:ssdnotetaking@csusb.edu).
- Students must notify the SSD office immediately regarding schedule and/or classroom location changes.
- Once a request has been submitted, 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.

- Once selected, notetakers are instructed to adhere to strict notetaking guidelines and must submit notes in a timely manner, as directed. It is the student's responsibility to notify the SSD office if they are not receiving notes in a timely manner and/or if they are unsatisfied with the quality of their notes.
- If the student chooses to recruit a notetaker on their own, they must submit a [Notetaker Request Form](#) and the notes must be submitted to the office for our record.

If you have any questions regarding this accommodation, please contact the office at [ssdnotetaking@csusb.edu](mailto:ssdnotetaking@csusb.edu).

## Priority Registration

This accommodation is offered to students to enable them to register for the classes that they need in order to complete their academic goals. The accommodation must be approved by an SSD counselor.

### Guidelines

- Students receive Priority Level One with this accommodation. To view the dates, please consult the [Academic Calendar](#).
- Students should make sure that they have no holds on their MyCoyote account.
- If a student is continuing on with graduate work, they must notify the SSD office.
- Students enrolled through the Over 60 Program are not eligible to receive priority registration.

- Priority registration for students with temporary disabilities is considered on a case-by-case basis.

If you have any questions regarding this accommodation, please contact the office at [ssd@csusb.edu](mailto:ssd@csusb.edu).

## Real Time and Remote Captioning

A real time captionist is a stenographer who will bring with him/her a stenograph machine, which is connected to a laptop 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 laptop computer. The student sits next to the captionist and reads the lecture via the laptop. This can also be done remotely where the captionist transcribes the lecture and transmits it to the laptop for the student to read. To request this accommodation, students must submit the Captioning Service request.

### Guidelines

- The request form must be submitted at least thirty (30) days prior to the start of the quarter. The request can be submitted through the [Service Request](#) submission service.
- Notify the SSD office immediately of any changes to your class schedule.
- Any additional requests (i.e. events for class) need to be submitted at least three (3) working days prior to the event.
- Captionists are there to record the lecture and what other students are saying. The captionist may not clarify terms, etc.

- Captionists are only there for the time they are slated for. Any additional time needs to be approved in advance by SSD Deaf Services.
- If there are difficulties with the captionist, the student needs to discuss them first with the captionist. If the situation is not resolved, the student needs to bring it to the attention of the Deaf Services Coordinator.
- Transcripts are for the student's academic use only and are not to be shared with other students. Students are advised to destroy the transcripts after the end of the quarter.

If you have any questions regarding this accommodation, please contact Deaf Services at [ssddeafservices@csusb.edu](mailto:ssddeafservices@csusb.edu).

## Sign Language Interpreters

Interpreters are primarily for American Sign Language (ASL) students to ensure that effective communication takes place between two different parties. Interpreters are communication mediators and facilitate integration of the student into the classroom environment such as class lectures or student activities. To request this accommodation, students must submit the Interpreter Request Form.

### Guidelines

- The request form must be submitted at least thirty (30) days prior to the start of the quarter. The request can be submitted through the [Service Request](#) submission service.
- Notify the SSD office immediately of any changes to your class schedule.

- Any additional requests (i.e. events for class) need to be submitted at least three (3) working days prior to the event.
- The interpreter's job is to interpret what the professor and other students are saying as well as voice what the student is signing.
- If a student needs to ask a professor a question after class, he/she must ask the interpreter if he/she can stay. If not, the student needs to make an appointment with their instructor and contact SSD to schedule an interpreter.
- If a student has any difficulties with the interpreter, he/she should discuss the problem with the interpreter first, and if the situation is not resolved, bring it to the attention of the Deaf Services Coordinator.
- It is the student's responsibility to provide any scripts for presentations to the interpreter that will be signing or arrange practice time through SSD.

If you have any questions regarding this accommodation, please contact Deaf Services at [ssddeafservices@csusb.edu](mailto:ssddeafservices@csusb.edu).

## Smartpen Program

The SSD office provides smartpens and dot paper to help facilitate the notetaking process for students. Through the use of the smartpen and special notebook paper, students are able to record spoken content in class and link the audio to the dots on the page of their notebook. Students can listen to their audio lectures at a later time by tapping on the written words to jump to specific parts of the lecture. For convenient access, students can also upload their notes into a digitized format and take advantage of other smartpen features using Echo Desktop <sup>®</sup>, a software used in conjunction with a smartpen.



This accommodation must be approved by a counselor. To request this accommodation, students must submit the Smartpen Request.

## **Guidelines**

- The request form must be submitted at least (30) days prior to the start of the quarter. Pens are limited and will be checked out on a first come first served basis.
- Requests may be submitted via fax, mail, in person or by email at [ssdsmartpen@csusb.edu](mailto:ssdsmartpen@csusb.edu).
- First time smartpen users will be permitted both a notetaker and a smartpen for the first quarter. If the student chooses to utilize a smartpen thereafter, the student cannot submit a request for a notetaker, unless otherwise approved.
- Once a request has been received, SSD will contact the student for an intake meeting to review the procedures and guidelines of smartpen check out and will receive training on the use of the smartpen.
- SSD students must notify the SSD office immediately regarding schedule changes and/or smartpen complications.
- The audio recording is for student's academic use only and is not to be shared with other students. Students are advised to delete the recordings once the quarter is over.

If you have any questions regarding this accommodation, please contact the office at [ssdsmartpen@csusb.edu](mailto:ssdsmartpen@csusb.edu).

## **Student Listserve**

The SSD listserve has been established to provide SSD students with relevant up-to-date information that pertains to students with disabilities at

CSUSB as well as provide updates on all campus functions that may affect accessibility. All students who register with SSD are automatically added to the listserve using their CSUSB issued Coyote Email.

## Assistive Technology

As computer technology advances, so does the software and equipment used to provide accessibility to students with disabilities. Many students at CSUSB can benefit from the assistive technology available to all students at the Assistive Technology and Accessibility Center (ATAC) located in the wedge of Pfau Library in room 1109D. The lab provides access and training some of the following accessible technology.

- [Zoomtext](#) (magnification software)
- [JAWS](#) (screen-reading software)
- [Kurzweil 3000](#) (scanning software with speech output)
- [Dragon Speech Recognition](#) (speech recognition software)
- [WYNN](#) (tool to enhance success for individuals with reading challenges and writing difficulties)

ATAC provides assistance with making materials accessible as well as have iPads and Smartpens available to loan out. For more information, they can be contacted at 909-537-5079.

## University Partners

SSD coordinates with many departments on campus as well as refer students for additional resources they may need while attending CSUSB. These student services are available to all students to help them succeed in their studies.

### Assistive Technology and Accessibility Center (ATAC)

A specialized assistive technology computer lab that provides access and training to students, faculty and staff in the use of software including WYNN, OpenBook, JAWS, Dragon, and ZoomText. Other services include reduced-cost printing, iPad and Smartpen loaners, Braille embossing, and a mobile accessible workstation. The lab is open to all students on campus for homework, studying, web-based research, etc., 8 AM to 7 PM, Monday through Thursday, and until 5 PM on Fridays. No appointment required.

**Location:**

Pfau Library (PL), Room 1109D

**Phone:**

SBC - (909) 537-5079

PDC - (909) 537-8117

**Email:**

[atac@csusb.edu](mailto:atac@csusb.edu)

### Academic Services and Advising

Aids students in the development and implementation of educational plans, including assistance in reviewing general education requirements and PAWS.

**Locations:**

SBC - University Hall (UH), Room 380

PDC - Mary Stuart Rogers Gateway (RG), Room 203 (Transfers)

PDC - Indian Wells Center (IW), Room 102 (Freshman)

**Phone:**

SBC - (909) 537-5034 or (909) 537-5035

PDC - (760) 341-2883

**Web:**

[SBC Advising website](#)

[PDC Advising website](#)

[Who is My Advisor?](#)

## ADA Compliance

CSUSB has a responsibility to comply with ADA regulations for faculty, staff, students and visitors. The ADA procedures and guidelines are available for viewing. The ADA Compliance Officer helps to ensure that CSUSB complies with all ADA regulations.

ADA Compliance Officer: Cesar Portillo

**Location:**

Sierra Hall (SH), Room 110

**Phone:**

909-537-5138

**Web:**

[ADA Compliance website](#)

## Campus Accessibility Advisory Board (CAAB)

CSUSB is dedicated to ensuring 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 individuals with disabilities. Two student representatives are appointed to the board through SSD. If you are interested in being a student representative, please contact the SSD office.

**Web:**

[Accessibility Advisory Board website](#)

## California Department of Rehabilitation (DOR)

An employment and independent living resource for people with disabilities. Services include assistance with applications for State employment, support for recipients of SSI/SSDI, an assistive technology loan program, and financial assistance for WorkAbility IV participants. Application is required.

**Phone:**

(866) 449-2730

**TTY:**

(866) 359-7705

**Web:**

[California Department of Rehabilitation website](#)

## Career Center

Provides comprehensive career services, including career exploration/guidance, career fairs, interview skills and resume/cover letter development workshops, as well as assistance in finding internships. Career counseling is by appointment. "Walk-in" hours are Monday through Thursday, 10 AM to 4 PM.

**Location:**

SBC - University Hall (UH), Room 329

PDC - Indian Wells Center (IW), Room 108

**Phone:**

SBC - (909) 537-5250

PDC - (760) 341-2883

**Web:**

[SBC Career Center website](#)

[PDC Career Center website](#)

## Counseling and Psychological Services (CAPS)

Counseling and psychological services for individuals, couples, and groups.

Services are funded through student health fees. No other fees apply.

Appointments may be scheduled in person, or by telephone. In emergencies, counselors are available by telephone Monday through Thursday, 8 AM to 6:30 PM, and Fridays, 9:30 AM to 5PM.

**Locations:**

SBC - Student Health Center (HC), Room 162

PDC - R.D. & Joan Dale Hubbard Student Health Center and Counseling and Psychological Services

**Phone:**

SBC - (909) 537-5040

PDC - (760) 341-2883

**Web:**

[SBC Counseling and Psychological Services website](#)

[PDC Counseling and Psychological Services website](#)

## Educational Opportunity Program (EOP)

Provides academic and personal counseling, tutoring, and financial assistance to first-generation college students who are California residents (or qualify for AB 540 resident exemption), those who are economically-

disadvantaged with a history of low-income, need support, and demonstrate the potential to obtain a baccalaureate degree.

Requires an application submitted between October 1 and November 30 of each academic year.

**Location:**

University Hall, Room 395

**Phone:**

(909) 537-5042

**Web:**

[Educational Opportunity Program \(EOP\) website](#)

For the Palm Desert Campus, please contact Mario Baeza at (909) 537-5042 or by email at [mbaeza@csusb.edu](mailto:mbaeza@csusb.edu).

## Helene A. Hixon Information Resource Center

The Helene A. Hixon Information Resource Center is the Palm Desert Campus' library that provides a variety for accommodations for people with disabilities including adaptive workstations, e-books and enlarged text displays. Hours of operation are Monday through Thursday 9 AM to 7 PM and Friday 9 AM to 5 PM and closed on Saturday and Sunday.

**Location:**

Health Sciences (HS), Room 103

**Phone:**

(760) 341-2883, Ext. 78112

**Web:**

[Helene A. Dixon Library website](#)

## John M. Pfau Library (Disability Resources)

The Pfau Library offers a variety of accommodations for people with disabilities including audio books, e-books, adaptive workstations, Sorenson Videophone, and enlarged text displays.

### **Hours of operation:**

Monday through Thursday 8 AM to 11 PM

Friday 8 AM to 5 PM

Saturday 9 AM to 2 PM

Sunday 1 PM to 5 PM.

### **Phone:**

SBC - (909) 537-5091

PDC - (909) 537-8112

### **Web:**

[Users with Disabilities Resources website](#)

## Ombuds Services

Ombuds Services works with the university community to help resolve university-related problems in a fair and civil manner. Ombuds Services is a confidential, independent, impartial, and informal resource.

### **Location:**

Pfau Library (PL), Room 268

### **Phone:**

(909) 537-5635

### **Web:**

[Ombuds Services website](#)



## Student Assistance in Learning (SAIL)

Offers a variety of services including academic advising, financial aid counseling, supplemental instruction, graduate school preparation to undergraduate students who are low-income, first-generation college students, or students with disabilities. Requires application and supporting documentation. Enrollment is from September 1 to 30 of each academic year.

**Location:**

University Hall, Room 386

**Phone:**

(909) 537-3930

**Web:**

[Student Assistance in Learning \(SAIL\) website](#)

## Student Health Center

Medical services include primary care, immunizations, nursing care and health education.

**Locations:**

SBC - Student Health Center (HC)

PDC - R.D & Joan Dale Hubbard Student Health Center and Counseling & Psychological Services

**Phone:**

SBC - (909) 537-5241

PDC - (909) 537-8177

**Web:**

[SBC Student Health Center website](#); [PDC Student Health Center website](#)

## Student Mentoring Program

Offers peer support programs that encourage academic excellence, campus connectedness and engagement, and the personal growth and development of participating students.

**Location:**

Pfau Library, Room 208

**Phone:**

(909) 537-7765

**Web:**

[Student Mentoring Program website](#)

## Student Recreation and Wellness Center

The Student Recreation and Wellness Center is a fitness center with an accessible climbing and swimming program at the San Bernardino Campus. CSUSB Outdoors provides all members of the campus community with a wide range of outdoor recreational and educational opportunities.

**Hours of operation:**

Monday through Thursday 6 AM to 12 AM (midnight)

Friday 6 AM- 10 PM

Saturday 8 AM to 6 PM

Sunday 8 AM to 10 PM.

**Location:**

Student Recreation and Wellness Center (RF)

**Phone:**

(909) 537-2348

**Web:**

[Student Recreation and Wellness Center website](#)

## Testing and Tutoring Center

Offers free tutoring for a variety of undergraduate courses, administration of make-up and challenge exams (with permission of faculty), and administration of the ELM/EPT, ACT, WREE, TEAS, LSAT, MPRE, CLA, and History Challenge. For testing and tutoring for the Palm Desert Campus, please contact the San Bernardino Campus.

**Hours of operation:**

Monday through Thursday 8 AM to 8 PM (testing ends at 6 PM)

Friday 8 AM to 5 PM.

**Location:**

University Hall, Room 387

**Phone:**

(909) 537-5038

**Web:**

[Testing and Tutoring Center website](#)

## Veterans Success Center (VSC)

One-stop shop for CSUSB student veterans, service members and their families. Hours of operation are Monday through Friday 7:30 AM to 5:30 PM and two weeks prior to finals Monday through Friday 7:30 AM to 8 PM.

**Location:**

SBC - Bookstore (BK), Lower Level Room 006A

PDC - Health Sciences Building (HS), Room 105

**Phone:**

(909) 537-5213

**Web:**

[Veterans Success Center \(VSC\) website](#)

## Web Accessibility

Web Accessibility is responsible for evaluating and assisting the campus community with adherence to the CSUSB Information Technology Accessibility Policy.

**Location:**

Pfau Library (PL), Room 520

**Phone:**

(909) 537-5075

**Web:**

[Web Accessibility website](#)

## WorkAbility IV (WA-IV)

Provides prospective or current students who are clients of the California Department of Rehabilitation (DOR) services including: one-on-one career counseling; assistance in acquiring internships; volunteer opportunities; or part-time jobs; resume and cover letter development; interview coaching; and connections to regional employers.

**Hours of operation:**

Monday through Friday 8 AM to 5 PM.

**Location:**

University Hall, Room 401.02 or at University Hall, Room 183 (SSD)

**Phone:**

(909) 537-7207

**Web:**

[WorkAbility IV website](#)

## Writing Center

Assists students at all stages of the writing process to discover topics, expand ideas, clarify organization, incorporate counter-arguments, cite references, edit, and proofread. Hours of operation are Monday through Thursday 8:30 AM to 8 PM, Friday 8:30 AM to 4:30 PM, and Saturday 10 AM to 4 PM.

**Location:**

University Hall, Room 368

**Phone:**

(909) 537-5232

Graduate Writing Center: (909) 537-3127

**Web:**

[Writing Center website](#)

[Graduate Writing Center website](#)

## Policies, Guidelines and Procedures

The policies and procedures here listed are what have been approved by the CSUSB Administrative Council as well as the general office procedures and guidelines for SSD.

### University Policies and Procedures

University administrative policies and procedures, which have been approved by the CSUSB Administrative Council, are available for viewing at the [Policies and Procedures](#) website. Examples of relevant policies and procedures include but are not limited to:

- [ADA Procedures and Guidelines](#)
- [Animals on Campus](#)
- [Emergency Notification of Staff and Faculty- Policy and Procedure](#)
- [Parking Policy](#)
- [Student Leave of Absence Policy](#)
- [Student Non-Academic Grievance Policy and Procedures](#)
- [Student Records](#)
- [Title IX](#)

### General SSD Procedures and Guidelines

#### 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 Services to Students with Disabilities (SSD) office 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 quality level of services to its 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 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 his/her designee will agree to meet in person

the complaining student within five (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 five (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 five (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 five (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 five (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 ten (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 five (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 five (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 five (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 five (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 five (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 five (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 five (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 five (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 five (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 five (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 five (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 five (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 ten (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 five (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 the [Student Affairs](#) website.

## Nepotism

Consistent with the CSUSB policy on nepotism FAM 010 found on the [Policy for the Administration of Grants and Contracts in Support of Sponsored Programs](#) website, 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 Guidelines

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 (WA-IV) 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.

# Accommodation Related Procedures and Guidelines

## Accessible Furniture

### PROCEDURES:

1. Submit a completed Accessible Furniture Request quarter after course registration has been completed. The request may be submitted through the Service Request module 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.

I have read and agree to follow the Accessible Furniture Procedures and Guidelines.

## Alternate Media

### PROCEDURES:

1. Submit a completed Alternate Media Textbook Request each quarter immediately after course registration is completed. This request may be submitted through the Alternate Media and Additional Materials Request service submission on the SSD website. The standard production time line 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 the Alternate Media 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 cannot 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. If requested materials are not available from in-house libraries or publishers, students will be notified by campus email and may need to provide the materials to SSD for in-house scanning.

7. SSD may cancel any textbooks requested for in-house scanning if not received from student five (5) working days after the requested date. If you are unable to provide a hardcopy of the textbook for in-house scanning within five (5) working days but would like to keep your request active please contact the Alternate Media Coordinator to request a production extension.

8. 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.

9. Any questions or concerns regarding alternate media accommodations, formats provided, or difficulties accessing provided files should be directed to the Alternate Media Coordinator.

10. 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.

I have read and agree to follow the Alternate Media Procedures and Guidelines.



## Captioning Services

### PROCEDURES:

1. Submit a completed Captioning Service Request to SSD at least thirty (30) days before the start of the quarter for returning students or as soon as they are enrolled for new students. The request can be submitted through the Service Request system on the SSD website.
2. All one-time requests must be submitted by email to [ssddeafservices@csusb.edu](mailto:ssddeafservices@csusb.edu) as soon as the student becomes aware of the need with at least three (3) working days in advance. For conferences, field trips and any other functions, please contact the Deaf Services Coordinator or designee as soon as possible as arranging for services may take weeks to coordinate.
3. All email communication regarding interpreting services must be submitted to [ssddeafservices@csusb.edu](mailto:ssddeafservices@csusb.edu).
4. Cancellations, if known, need to be submitted at least two (2) working days in advance or as soon as possible. Services may be suspended if two (2) or more classes/events are missed without prior notification. Students will need to meet with the Deaf Services Coordinator or designee before services are reinstated.
5. All communication regarding requests for services, late notifications, extensions on requests, or cancellations, etc. need to be made between students and SSD. Students are not to communicate to captionists directly regarding scheduling issues or make any personal schedule(s) with the captionist(s).

6. Captionists will leave after twenty (20) minutes if the student does not attend class or the event.

#### GUIDELINES:

1. The Deaf Services Coordinator or designee will determine the student's eligibility for captioning services based upon review of documentation of the disability, past use of services and the type and format of classes and other events.

2. Students who receive captioning notes agree not to share the transcripts with others. These transcripts are solely for the students' personal academic use and may not be shared with any other student or be used for any other purpose other than class study notes without the express consent of the instructor. Students are advised to destroy the transcripts at the conclusion of the academic quarter.

3. It is the student's responsibility to submit their Captioning Service Request form in a timely fashion. The form must be filled out completely and as accurately as possible. All fields must be filled. Blank fields may result in delays in processing the request.

4. It is the student's responsibility to contact SSD for any changes regarding their class schedule. They may be required to submit a new Captioning Service Request form reflecting the changes.

5. It is the student's responsibility to notify the SSD office for any questions, concerns, cancellations, etc.

6. Requests for captioning services can be made up to the last official day of classes. Final exams are not included.

7. It is the student's responsibility to notify SSD if they require captioning services for final exams. Students are to submit the date, time and location via email to [ssddeafservices@csusb.edu](mailto:ssddeafservices@csusb.edu) as soon as they receive the class syllabus.

8. For any classes that may be teamed with an interpreter, the student will need to submit the Interpreter Request form for those classes. The interpreter and captionist will switch off so at no time are they both working simultaneously.

I have read and agree to follow the Captioning Service Procedures and Guidelines.

## Cart Service

### PROCEDURES:

1. Submit a completed Cart Service Request each quarter after course registration has been completed. The request can be submitted through the Cart Service Request submission service on the SSD website.
2. The Academic Support Services Coordinator or designee will review the requested drop offs and pick-ups at the times requested. The student will be notified via email and phone of the 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 requests. Current students are required to submit their requests thirty (30) business 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 five (5) business days after approval. Unscheduled cart rides will be provided on an as needed basis by telephone or in person at the time the student calls for service.
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 SSD counselor (or designee) determines Cart Services as an accommodation.
2. Priority registration should be utilized to ensure adequate time between classes.
3. Cart Service will be available at the times during which there are classes, including evening and Saturday classes.
4. Scheduling of cart rides will occur by submission of the Cart Service Request form. Unscheduled (one-time) cart rides will occur on an as needed basis at the time the call is made.
5. All pick up/drop off points are indicated on the Cart Service Map, which is available at the SSD office during normal business hours and on the SSD website.
6. SSD will do its best to notify students 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 Scheduled will be contacted.
8. Two consecutive no shows for any specific pick up may result in a cancellation of services for that pick up only. Reinstatement of the cancelled pickup is subject to review, approval and availability.
9. Any questions or concerns regarding Cart Service should be immediately directed to the SSD office.

I have read and agree to follow the Cart Service Procedures and Guidelines.

## Class Aide

### PROCEDURES:

1. Submit a completed Class Aide Request at least thirty (30) days prior to the first day of classes each quarter. The request can be submitted through the Service Request system 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 Aide.

### 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.

I have read and agree to follow the Class Aide Procedures and Guidelines.

## Exam Accommodations

### 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 listserv. 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 five (5) working days prior to requested exam date.
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 schedule published in the Class Schedule. A completed Exam Accommodation Request Form for finals must be turned in three (3) weeks prior to the exam date. Schedule and confirm dates and times of all exams with SSD according to the deadlines posted in the SSD office and emailed to students.
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. Students taking exams are expected to follow any special instructions provided by the instructor (e.g., open books, closed notes, etc.).

2. 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.

3. SSD will contact the student’s instructors to obtain the necessary exam information prior to the provision of accommodations.

4. 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.

5. 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.

6. 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.

7. 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.

I have read and agree to follow the Exam Accommodation Procedures & Guidelines.

## Interpreting Services

### PROCEDURES:

1. Submit a completed Interpreter Request to SSD at least thirty (30) days before the start of the quarter for returning students or as soon as they are enrolled for new students. The request can be submitted through the Service Request submission service on the SSD website.
2. All one-time requests must be submitted by email to [ssddeafservices@csusb.edu](mailto:ssddeafservices@csusb.edu) as soon as they are aware of the need with at least three (3) working days in advance. For conferences, field trips and any other functions, please contact the Deaf Services Specialist or designee as soon as possible as arranging for services may take weeks to coordinate.
3. All email communication regarding interpreting services must be submitted to [ssddeafservices@csusb.edu](mailto:ssddeafservices@csusb.edu).
4. Cancellations, if known, need to be submitted at least two (2) working days in advance or as soon as known. Services may be suspended if two (2) or more classes/events are missed without prior notification. Students will need to meet with the Deaf Services Specialist or designee before services are reinstated.
5. All communication regarding requests for services, late notifications, extensions on requests, or cancellations, etc. need to be made between students and SSD. Students are not to communicate to interpreters directly regarding scheduling issues or make any personal scheduling with the interpreters.
6. Interpreters will leave after twenty (20) minutes if the student does not attend class or the event.

7. Students who use interpreting services need to request a Note Taker per the Note Taker Procedures and Guidelines.

#### GUIDELINES:

1. The Deaf Services Specialist or designee will determine the student's eligibility for interpreter services based upon review of documentation of the disability, past use of services and the type and format of classes and other events.

2. Students who use interpreting services will also receive Note Taking as an accommodation.

3. It is the student's responsibility to submit their Interpreter Request form in a timely fashion. The form must be filled out completely and as accurately as possible. All fields must be filled. Blank fields may result in delays in processing the request.

4. It is the student's responsibility to contact SSD for any changes regarding their class schedule. They may be required to submit a new Interpreter Request form reflecting the changes.

5. It is the student's responsibility to notify the SSD office for any questions, concerns, cancellations, etc.

6. Requests for interpreter services will be made up to the last official day of classes. Final Exams are not included.

7. It is the student's responsibility to notify SSD if they require interpreting services for Final Exams. They are to submit the date, time and location via email to [ssddeafservices@csusb.edu](mailto:ssddeafservices@csusb.edu) as soon as they receive the class syllabus.

8. For any classes that may be teamed with a captionist, the student will need to submit the Captionist Request form for those classes. The interpreter and captionist will switch off so at no time they are both working at the same time.

I have read and agree to follow the Interpreter Procedures and Guidelines.

## Notetaking

### PROCEDURES:

1. Submit a completed Note Taker Request at least thirty (30) days prior to the first day of classes each quarter. The request may be submitted through the Service Request submission service 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 Note Taker from the students in the class. If the student selects a Note taker, the student should email [ssdnotetaking@csusb.edu](mailto:ssdnotetaking@csusb.edu) to SSD notifying that a Note Taker has been located.
4. It is the student's responsibility that if they select their own Note Taker, they are responsible for making sure the Note taker receives a Note Taker Information packet.
5. SSD will recruit a Note Taker from the student's class.
6. If needed, carbonless (NCR) paper is available at the SSD office during normal business hours.
7. Class notes may be photocopied at the SSD office during normal business hours within a timely manner.

### GUIDELINES:

1. The student's SSD counselor determines Note taking as an accommodation.

2. Priority registration should be utilized by students to ensure timely submission of Note taker requests.
3. Students who attend class that day will have the notes made available to them the following school day.
4. If the student does not attend class after the first twenty (20) minutes, the note taker is not obligated to stay and take notes for the class. It will be the student's responsibility to make arrangements for the notes.
5. As an incentive, students who are taking the class as a Note taker will receive priority registration for the following quarter. One Note taker per class is allowed priority registration unless approval has been authorized by the student's SSD counselor.
6. If the student chooses to select their own Note taker, the student is responsible to ensure that the Note taker received the Note Taker Information Packet (available at the SSD office). The Note taker must review, sign the agreement and return it to SSD.
7. Any questions or concerns regarding requested Note taker services should be directed to the SSD office.

I have read and agree to follow the Note taker Procedures and Guidelines.

# Smartpen

## PROCEDURES:

1. Submit a completed Smartpen Request at least thirty (30) days prior to the first day of classes each quarter. The request can be submitted through the Service Request submission service on the SSD website.
2. Meet with Note-taking Support Coordinator to discuss lending policies and sign a Smartpen Release form prior to loan of equipment.
3. First time users are required to watch a smartpen tutorial and initial a verification form.
4. Sign a Smartpen Return form when equipment is returned. All equipment must be returned before the last day of final exams unless otherwise specified.
5. First time users must complete a survey upon return of smartpen equipment.

## GUIDELINES:

1. The student's SSD counselor must approve the smartpen as an accommodation.
2. First time smartpen users will be permitted a note-taker and a smartpen for the first quarter. If the student chooses to utilize a smartpen thereafter, the student cannot submit a request for a note taker unless otherwise approved by their counselor.
3. Student will check out the smartpen no earlier than five (5) business days prior to the first day of a new quarter.



4. The student will be provided a single subject notebook for each class the student is enrolled in. If the student is enrolled in three classes, the student will be given a three subject notebook; any additional classes after the three, will receive a one subject notebook. It is the student's responsibility to purchase and or print additional paper if needed.

5. The student will not be provided a new notebook if the student swaps or changes classes.

6. It is the student's responsibility to always ensure the smartpen is charged. The student will be responsible for getting notes from a classmate if the pen is not charged or left at home, work, etc.

7. It is the student's responsibility to print out any additional smartpen control settings stickers, if needed.

8. It is the student's responsibility to notify the SSD office immediately of any pen malfunction issues.

9. It is the student's responsibility to notify the SSD office immediately if the equipment is damaged.

10. If the equipment is returned in a damaged condition or is missing parts, the student will be responsible to pay to replace the damaged or missing equipment. The student will also be responsible to pay to replace lost or stolen equipment. Failure to do so will result in a hold on the student's account.

11. The student will utilize the equipment for school purposes only.

12. The student will not sell, reproduce or redistribute the equipment or pencasts to anyone in any manner. These pencasts are solely for the

student's personal academic use and may not be used for any other purpose or shared with anyone other than the student and SSD.

13. The student will not use the smartpen during a quiz or exam. Any electronics used during quizzes/ exams will be considered as academic dishonesty and will be handled according to university policy.

Discussed cost: Y  N

Student initials: \_\_\_\_\_

I have read and agree to follow the Smartpen Procedures and Guidelines.

## Visual Impairment Orientation

### PROCEDURES:

1. Submit a completed Visual Impairment Orientation Request at least thirty (30) days prior to the first day of classes each quarter. The request may be submitted through the Service Request submission service on the SSD website.
2. Notify SSD regarding changes in class schedules and locations as soon as possible.
3. Submit a Visual Impairment Orientation Request to request an orientation appointment with an SSD designee to orient myself to my classrooms, campus buildings or other on-campus locations.

### 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.

I have read and agree to follow the Visual Impairment Orientation Procedures & Guidelines.

# WorkAbility IV (WA-IV)

## What is WorkAbility IV?

WorkAbility IV (WA-IV) is a partnership between California State Department of Rehabilitation (DOR) and CSUSB. With the support of SSD, Career Center, and ATAC, 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 WA-IV 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, ATAC, 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**

WA-IV Office - University Hall 183

(909) 537-7207 (voice)

(909) 537-7755 (fax)

[waiv@csusb.edu](mailto:waiv@csusb.edu)

# Appendices



CALIFORNIA STATE UNIVERSITY  
**SAN BERNARDINO**  
Services to Students with Disabilities



5500 University Parkway  
University Hall, Room 183  
San Bernardino, CA 92407

(909) 537-5238 Voice (909) 537-7230 TTY (909) 537-7090 Fax  
E-mail: [ssd@csusb.edu](mailto:ssd@csusb.edu) Web: <http://ssd.csusb.edu>

### **Application for Services**

This office provides academic support services to students with temporary or permanent disabilities. Both prospective and current CSUSB Coyote First Step 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  
Documentation of Disability Guidelines  
Documentation Guidelines for Learning Disabilities  
Disability Verification Form  
Department of Rehabilitation Form



**California State University, San Bernardino**  
**Services to Students with Disabilities**  
**STUDENT INFORMATION FORM**

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.

**I. GENERAL INFORMATION**

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ M.I. \_\_\_\_

Coyote ID: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

CSUSB Email: \_\_\_\_\_ @coyote.csusb.edu

Street Address: \_\_\_\_\_

P.O. Box: \_\_\_\_\_ Apt #: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone Number: (\_\_\_\_) \_\_\_\_\_ Circle One: Home      Work      Cell

Phone Number: (\_\_\_\_) \_\_\_\_\_ Circle One: Home      Work      Cell

**II. CATEGORY OF DISABILITY (Check all that apply)**

- Cognitive \_\_\_\_\_
- Hearing \_\_\_\_\_
- Learning \_\_\_\_\_
- Physical \_\_\_\_\_
- Psychological \_\_\_\_\_
- Speech \_\_\_\_\_
- Visual \_\_\_\_\_
- Other \_\_\_\_\_

**Office Use Only**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Received

**Disability Status:**       Temporary       Permanent

**III. SCHOOL INFORMATION**

Last School Attended: \_\_\_\_\_

Dates of Attendance: \_\_\_\_\_

**IV. CSUSB INFORMATION**

1<sup>st</sup> Quarter of Attendance at CSUSB: \_\_\_\_\_

Major: \_\_\_\_\_

Expected Graduation Date: \_\_\_\_\_ Degree: \_\_\_\_\_

Career Goal: \_\_\_\_\_

**V. EMERGENCY CONTACT**

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(If under 18 years of age)

**California State University, San Bernardino**  
**SERVICES TO STUDENTS WITH DISABILITIES**

**DOCUMENTATION OF DISABILITIES**

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 detailed diagnosis and description of 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/V 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 most recent visual acuity and/or visual field examination results, along with a detailed diagnosis and description of disability.

**Learning Disability:** See separate form.

**CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO**

**Services to Students with Disabilities**

University Hall 183, 5500 University Parkway

San Bernardino, CA 92407

909-537-5238 Voice ~ 909-537-7230 TTY ~ 909-537-7090 Fax

Email: [ssd@csusb.edu](mailto:ssd@csusb.edu) ~ Web: <http://ssd.csusb.edu>

**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 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 reporting 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-IV)
    - 2) *Woodcock-Johnson Psycho-Educational Battery-III* (WJ-III)- Cognitive Battery (preferred)
  
    - 3) *Stanford-Binet Intelligence Scale-V*

4) *Kaufman Adolescent & 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 or III*

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 Tests* 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:
  - A. WJ-III Cognitive Tests: 1,3,4,5,6,7,9,11,15,16,17
  - B. WAIS-IV Tests: VCI + PRI + GAI + MR + VP + FW + ARI + BD + PC
5. Special assessment requirements for a **reading** disorder minimally must include the following:
  - A. WJ-III Cognitive Tests: 1,6,7,9,11,16,17
  - B. WAIS-IV Tests: VCI + PRI + GAI + Sim + Voc + Comp + Inf + Ari
6. **Information processing** acceptable instruments include:
  - A. *Detroit Tests of Learning Aptitude- Adult (DTLA-A)*
  - B. *Woodcock-Johnson Psycho-Educational Battery-III (WJ-III)- Cognitive*
  - C. *Bender Gestalt Visual Motor Test*
  - D. *WAIS-IV FSIQ + PSI + Cancel + FW + VP + PC + Cd + SS*

These Documentation Guidelines for Learning Disabilities are taken from the Guidelines of a Learning Disability in Adolescents and Adults established by the Association on Higher Education and Disability (AHEAD [www.ahead.org](http://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](http://www.ets.org/distest/ldpolicy)).

**Disability Verification Request**  
**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 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

Received



# WorkAbility IV

## DEPARTMENT OF REHABILITATION INFORMATION

WorkAbility IV (WA-IV) is an interagency program between the California State University, San Bernardino (CSUSB) and the California State Department of Rehabilitation (DOR). The WA-IV Program is designed to create career options and opportunities for students with disabilities who are supported by DOR and complete their degrees at CSUSB.

There are **two requirements** for participation in WA-IV:

- (1) You are enrolled at CSUSB, and
- (2) You receive services from DOR.

Are you a client of the California State Department of Rehabilitation?

 Yes No

If **yes**, are you interested in finding out more about WorkAbility IV?

 Yes No

Name: \_\_\_\_\_

SID #: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_ CSUSB Email Address: \_\_\_\_\_

Your DOR Counselor's Name: \_\_\_\_\_

Your DOR Counselor's Office Location: \_\_\_\_\_

Your Signature and Date: \_\_\_\_\_



SERVICES TO STUDENTS WITH DISABILITIES

---

Dear Student:

If you are participating in the Coyote First Step Program in math or English at Cal State San Bernardino (CSUSB) and have a disability, please follow the steps below to request disability accommodations and services:

1. Submit disability documentation to Services to Students with Disabilities (SSD) in person (University Hall, Room 183), via email ([ssd@csusb.edu](mailto:ssd@csusb.edu)), fax (909-537-7090) or mail to:

Services to Students with Disabilities  
California State University, San Bernardino  
5500 University Parkway, UH-183  
San Bernardino, CA 92407

For information about Services to Students with Disabilities' documentation guidelines, please go to <http://ssd.csusb.edu/policiesProcedures/documentation.html>.

2. Include your full name, Coyote ID# (if you have one), a daytime phone number or email address. Include that you are applying for services for the Coyote First Step Program.
3. Submit disability documentation and your contact information to SSD at least 15 working days in advance of the first day of the Coyote First Step Program.
4. SSD will review your request, make arrangements for accommodations and services, and contact you.
5. For questions, please contact SSD at 909-537-5238 or at [ssd@csusb.edu](mailto:ssd@csusb.edu).

Please be advised that this process is for the Coyote First Step Program only and does not establish eligibility or ensure services and accommodations as a regularly attending CSUSB student. If you will take other classes at CSUSB in the summer or fall, you will need to apply for disability services as a regularly attending CSUSB student. You may go to <http://ssd.csusb.edu/policiesProcedures/receivingServices.html> for an application and more information.

Sincerely,

Services to Students with Disabilities  
California State University, San Bernardino  
909-537-5238  
[ssd@csusb.edu](mailto:ssd@csusb.edu)

5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393





Services to Students with Disabilities  
5500 University Parkway  
University Hall, Room 183  
San Bernardino, CA 92407

(909) 537-5238 Voice (909) 537-7230 TTY (909) 537-7090 Fax  
E-mail: [ssd@csusb.edu](mailto:ssd@csusb.edu) Web: <http://ssd.csusb.edu>

## **Coyote First Step**

### **Application for Services**

This office provides academic support services to students with temporary or permanent disabilities. Both prospective and current CSUSB Coyote First Step 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  
Documentation of Disability Guidelines  
Documentation Guidelines for Learning Disabilities  
Disability Verification Form  
Department of Rehabilitation Form

**California State University, San Bernardino**  
**Services to Students with Disabilities**  
**STUDENT INFORMATION FORM**

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.

**I. GENERAL INFORMATION**

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ M.I. \_\_\_\_

Coyote ID: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

CSUSB Email: \_\_\_\_\_ @coyote.csusb.edu

Street Address: \_\_\_\_\_

P.O. Box: \_\_\_\_\_ Apt #: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone Number: (\_\_\_\_) \_\_\_\_\_ Circle One: Home      Work      Cell

Phone Number: (\_\_\_\_) \_\_\_\_\_ Circle One: Home      Work      Cell

**II. CATEGORY OF DISABILITY (Check all that apply)**

- Cognitive \_\_\_\_\_
- Hearing \_\_\_\_\_
- Learning \_\_\_\_\_
- Physical \_\_\_\_\_
- Psychological \_\_\_\_\_
- Speech \_\_\_\_\_
- Visual \_\_\_\_\_
- Other \_\_\_\_\_

**Office Use Only**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Received

**Disability Status:**       Temporary       Permanent

**III. SCHOOL INFORMATION**

Last School Attended: \_\_\_\_\_

Dates of Attendance: \_\_\_\_\_

**IV. CSUSB INFORMATION**

1<sup>st</sup> Quarter of Attendance at CSUSB: \_\_\_\_\_

Major: \_\_\_\_\_

Expected Graduation Date: \_\_\_\_\_ Degree: \_\_\_\_\_

Career Goal: \_\_\_\_\_

**V. EMERGENCY CONTACT**

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(If under 18 years of age)

**California State University, San Bernardino**  
**SERVICES TO STUDENTS WITH DISABILITIES**

**DOCUMENTATION OF DISABILITIES**

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 detailed diagnosis and description of 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/V 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 disability.

**Learning Disability:** See separate form.

**CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO**  
**Services to Students with Disabilities**

University Hall 183, 5500 University Parkway  
San Bernardino, CA 92407

909-537-5238 Voice ~ 909-537-7230 TTY ~ 909-537-7090 Fax

Email: [ssd@csusb.edu](mailto:ssd@csusb.edu) ~ Web: <http://ssd.csusb.edu>

**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 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 reporting 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-IV)
    - 2) *Woodcock-Johnson Psycho-Educational Battery-III* (WJ-III)- Cognitive Battery (preferred)

- 3) *Stanford-Binet Intelligence Scale-V*
- 4) *Kaufman Adolescent & 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 or III*

Optional: Specific subject area achievement tests 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 Tests* 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:
  - A. WJ-III Cognitive Tests: 1,3,4,5,6,7,9,11,15,16,17
  - B. WAIS-IV Tests: VCI + PRI + GAI + MR + VP + FW + ARI + BD + PC
  
5. Special assessment requirements for a **reading** disorder minimally must include the following:
  - A. WJ-III Cognitive Tests: 1,6,7,9,11,16,17
  - B. WAIS-IV Tests: VCI + PRI + GAI + Sim + Voc + Comp + Inf + Ari
  
6. **Information processing** acceptable instruments include:
  - A. *Detroit Tests of Learning Aptitude- Adult (DTLA-A)*
  - B. *Woodcock-Johnson Psycho-Educational Battery-III (WJ-III)- Cognitive*
  - C. *Bender Gestalt Visual Motor Test*
  - D. *WAIS-IV FSIQ + PSI + Cancel + FW + VP + PC + Cd + SS*

These Documentation Guidelines for Learning Disabilities are taken from the Guidelines of a Learning Disability in Adolescents and Adults established by the Association on Higher Education and Disability (AHEAD [www.ahead.org](http://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](http://www.ets.org/distest/ldpolicy)).

**Disability Verification Request**  
**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 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

Received



# WorkAbility IV

## DEPARTMENT OF REHABILITATION INFORMATION

WorkAbility IV (WA-IV) is an interagency program between the California State University, San Bernardino (CSUSB) and the California State Department of Rehabilitation (DOR). The WA-IV Program is designed to create career options and opportunities for students with disabilities who are supported by DOR and complete their degrees at CSUSB.

There are **two requirements** for participation in WA-IV:

- (1) You are enrolled at CSUSB, and
- (2) You receive services from DOR.

Are you a client of the California State Department of Rehabilitation?

 Yes No

If **yes**, are you interested in finding out more about WorkAbility IV?

 Yes No

Name: \_\_\_\_\_

SID #: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_ CSUSB Email Address: \_\_\_\_\_

Your DOR Counselor's Name: \_\_\_\_\_

Your DOR Counselor's Office Location: \_\_\_\_\_

Your Signature and Date: \_\_\_\_\_



# Testing and Tutoring Center Accommodations

## Services to Students with Disabilities

This form is for students who are seeking accommodations for standardized testing through the Testing and Tutoring Center. Be aware that the provision of testing accommodations is for test administration only and doesn't not indicate eligibility and/or ensure services /accommodations as a CSUSB student. To apply for services, contact the SSD office.

Last Name

First Name

Check One

(If CSUSB Student) Coyote ID

CSUSB Student

Non- CSUSB Student

Phone

E-mail

Exam Requesting Accommodations For:

Date of Exam

EPT/ELM

TEAS

WREE

Other

Please attach documentation of disability and submit to the Services to Students with Disabilities (SSD) Office at **least 10 working days in advance of the Testing Office's registration deadline**. Submissions may be submitted to [ssd@csusb.edu](mailto:ssd@csusb.edu).

# SUMMARY OF ELIGIBILITY AND SERVICES

Services to Students with Disabilities  
CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

Name: \_\_\_\_\_ Coyote ID: \_\_\_\_\_

Email: \_\_\_\_\_@coyote.csusb.edu Preferred Phone Number: \_\_\_\_\_

**Eligibility Category:**

- |                                    |                                        |                                           |
|------------------------------------|----------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Cognitive | <input type="checkbox"/> Physical      | <input type="checkbox"/> Visual           |
| <input type="checkbox"/> Hearing   | <input type="checkbox"/> Psychological | <input type="checkbox"/> Other _____      |
| <input type="checkbox"/> Learning  | <input type="checkbox"/> Speech        | <input type="checkbox"/> Temp Until _____ |

**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 (ACRC) | <input type="checkbox"/> Major/Department Advising             |
| <input type="checkbox"/> Academic Services and Advising             | <input type="checkbox"/> Psychological Counseling Center (PCC) |
| <input type="checkbox"/> Career Center                              | <input type="checkbox"/> Student Assistance in Learning (SAIL) |
| <input type="checkbox"/> Department of Rehabilitation (DOR)         | <input type="checkbox"/> Student Health Center                 |
| <input type="checkbox"/> Educational Opportunity Program (EOP)      | <input type="checkbox"/> WorkAbility IV (WAIV)                 |
| <input type="checkbox"/> Learning Center                            | <input type="checkbox"/> Writing Center                        |
| <input type="checkbox"/> Other _____                                |                                                                |

**Student SSD/WAIV Resource Guide:** [http://ssd.csusb.edu/images/Student\\_Resource\\_Guide.pdf](http://ssd.csusb.edu/images/Student_Resource_Guide.pdf)

Student: \_\_\_\_\_ Date: \_\_\_\_\_

SSD Professional: \_\_\_\_\_ Date: \_\_\_\_\_

\* By California state law (Title V), students enrolled in the Over 60 Program are **not** eligible for priority registration.

## MEMORANDUM

**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 her 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:

- Priority registration
- Tape record class lectures
- Frequent breaks
- Mobility cart
- Seating adjustment (front of the class)
- Extended testing time at 150%
- Testing in distraction reduced environment

Further information can be found on the Services to Student with Disabilities web site: <http://ssd.csusb.edu>, or you can contact me by phone at x75238, or by e-mail at (Counselor Email) with any questions.

Thank you for your support.

## Services to Students with Disabilities Cart Services Stops

July 31, 2012

\*Parking permits are required to park on campus at all times - 24 hours a day/7 days a week. <http://adminfin.csusb.edu/parking>

### Legend

- Disability/Medical Parking Areas
- Emergency Phones
- Cart Stop
- Information Center (IC)
- Parking Permit Dispensers\*

- AD Administration
- AF Auto Fleet Services
- AH Animal House/Vivarium
- AR Academic Research
- AS Administrative Services
- AV Arrowhead Village Housing
- BI Biological Sciences
- BK Coyote Bookstore
- CC Children's Center
- CE College of Education
- CH Chaparral Hall
- CO Commons
- CS Chemical Sciences
- DD Univ. Center for Developmental Disabilities
- ES Environ. Health & Safety



### Cart Service Stops

- 1-UH University Hall
- 2-SV Serrano Village
- 3-JB Jack H. Brown Hall
- 4-HP Health & PE Complex/Coussoulis Arena
- 5-PL John M. Pfau Library
- 6-PS Physical Sciences
- 7-TC Temporary Classrooms
- 8-BI/CS Biological Sciences/Chemical Sciences
- 9-SB Social & Behavioral Sciences
- 10-VA Visual Arts Center/Robert & Frances Fullerton Museum of Art
- 11-CH Chaparral Hall
- 12-BK Bookstore
- 13-PA Performing Arts/Theatre/Recital Hall
- 14-FP Flag Poll
- 15-AV Arrowhead Village Housing/Bldg. 4
- 16-CE College of Education
- 17-RF Student Recreation & Fitness Center
- 18-HC Health Center

- FB Foundation Building
- FM Facilities Management
- FO Faculty Office Building
- HA HVAC Central Plant
- HC Health Center
- HP Health & PE Complex/Coussoulis Arena
- IC Information Centers
- JB Jack H. Brown Hall
- OB Murillo Family Observatory
- PA Performing Arts/Theatre/Recital Hall
- PE Physical Education
- PK1 Parking Structure West
- PK2 Parking Structure East
- PL John M. Pfau Library
- PS Physical Sciences
- PW Plant/Central Warehouse
- RF Student Rec. & Fitness Ctr.
- SB Social & Behavioral Sciences
- SH Sierra Hall
- SU Santos Manuel Student Union
- SV Serrano Village
- TC Temp. Classrooms
- TK Temp. Kinesiology Annex
- TO Temp. Offices
- UH University Hall
- UP University Police
- UV University Village
- VA Visual Arts Center/Robert & Frances Fullerton Museum of Art
- YC Yasuda Ctr. for Ext. Learning

## Services to Students with Disabilities Cart Services Stops

July 31, 2012

\*Parking permits are required to park on campus at all times - 24 hours a day/7 days a week. <http://adminfn.csusb.edu/parking>

### Legend

- Disability/Medical Parking Areas
- Emergency Phones
- Cart Stop
- Information Center (IC)
- Parking Permit Dispensers\*

- AD Administration
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- AS Administrative Services
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- BI Biological Sciences
- BK Coyote Bookstore
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- CE College of Education
- CH Chaparral Hall
- CO Commons
- CS Chemical Sciences
- DD Univ. Center for Developmental Disabilities
- ES Environ. Health & Safety



### Cart Service Stops

- 1-UH University Hall
- 2-SV Serrano Village
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- 14-FP Flag Poll
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- 16-CE College of Education
- 17-RF Student Recreation & Fitness Center
- 18-HC Health Center

- FB Foundation Building
- FM Facilities Management
- FO Faculty Office Building
- HA HVAC Central Plant
- HC Health Center
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- JB Jack H. Brown Hall
- OB Murillo Family Observatory
- PA Performing Arts/Theatre/Recital Hall
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- PK1 Parking Structure West
- PK2 Parking Structure East
- PL John M. Pfau Library
- PS Physical Sciences
- PW Plant/Central Warehouse
- RF Student Rec. & Fitness Ctr.
- SB Social & Behavioral Sciences
- SH Sierra Hall
- SU Santos Manuel Student Union
- SV Serrano Village
- TC Temp. Classrooms
- TK Temp. Kinesiology Annex
- TO Temp. Offices
- UH University Hall
- UP University Police
- UV University Village
- VA Visual Arts Center/Robert & Frances Fullerton Museum of Art
- YC Yasuda Ctr. for Ext. Learning



# Book Estimate for CSUSB

Client Name: \_\_\_\_\_ DOR Counselor: \_\_\_\_\_

SS#: XXX-XX-\_\_\_\_ DOR Office: \_\_\_\_\_

California State University San Bernardino Quarter: \_\_\_\_\_ Year: \_\_\_\_\_

| Course Title | Book Title | Cost |
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| Subtotal:     | \$        |
| Tax (9.00%):  | \$        |
| <b>TOTAL:</b> | <b>\$</b> |

## References

- CSUSB; [Bulletin of Courses](#)
- California State University, Fullerton
- Riverside Community College
- California Poly, San Luis Obispo
- University of Montana
- University of Connecticut
- Northwestern University