

Summary of Policies, Procedures, and Services for Students with Disabilities

Introduction

On behalf of the Student Disability Resource Center (SDRC) at Humboldt State University, thank you for your interest and inquiry into our program and services. The Student Disability Resource Center provides services in support of the educational experience of students with disabilities attending Humboldt State University (HSU). We welcome the opportunity to provide you with additional and more specific information in support of your academic success.

The mission of the Student Disability Resource Center is to promote self-advocacy and provide service, support and resources for students with disabilities to maximize educational opportunities while at HSU and beyond. The following document reviews important policies and procedures relating to serving students with disabilities as well as introducing the various services SDRC offers. Additional information can be found on the [Student Disability Resource Center \(SDRC\)](#)¹ website.

In accordance with the California State University Policy for the Provision of Accommodations and Support Services to Students with Disabilities ([AA-2009-27](#)², December, 17, 2009), (hereafter referred to as CSU Policy), the following serves as guidelines for policies, procedures, and provision of services to students with disabilities at Humboldt State University. The CSU Policy prohibits unlawful discrimination against students on the basis of disability in CSU programs, services, and activities, in accordance with, but not limited to, the Americans with Disabilities Act of 1990, as amended 2008 (ADAAA); Sections 504 and 508 of the Federal Rehabilitation Act of 1973, as amended; and applicable state laws including but not limited to the Donahoe Higher Education Act, Education Code sections 67302, 67310-13 and sections 11135 and 12926 of the Government Code.

Policies

California State University (CSU) Policy

The CSU Policy states:

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

¹ Student Disability Resource Center (SDRC): <http://www.humboldt.edu/disability>

² CSU Policy for the Provision of Accommodations and Support Services to Students with Disabilities (AA-2009-27): <http://www.calstate.edu/AcadAff/codedmemos/AA-2009-27.pdf>

Humboldt State University Policy and Procedures for Accommodating Individuals with Disabilities

Executive Memorandum EM P02-01 states:

It is the policy of Humboldt State University to provide equal access and reasonable accommodation for individuals with disabilities to participate in any program, service, or opportunity by the campus, including access to the content and services of the World Wide Web pages authored by the University. Requests for accommodation in pursuit of student's academic programs should be made to the Student Disability Resource Center.

Procedures

Authority to Determine Disability Status

The campus director or designee of the Student Disability Resource Center (SDRC) shall have the ultimate authority to determine disability status, and the decision shall be subject to the provisions below and to established appeal procedures. If the nature and extent of the disability is evident (e.g., amputee, blind, quadriplegic) the campus director of the program for services to students with disabilities or designee has the authority to determine the presence of a disability, without corroborating documentation.

In determining and or declining services and/or accommodations to qualified students with disabilities, SDRC counselors should consider the student's disability, documentation, history of accommodations related to the disability, functional limitations, academic requirements and/or program requirements, and other issues that may impact the student's opportunity to participate in the program or activity or benefit from equal access.

Designees determined by the director include the SDRC Student Services Professionals (Counselor/Disability Specialist, Learning Disability Resource Specialist, and/or Learning Disability Psychologist).

Confidentiality of Student Records

California State University campuses comply with the [Family Education Rights and Privacy Act of 1974 \(FERPA\)](#)³ and its regulations. Accordingly, each CSU campus shall maintain appropriate confidential records identifying students with disabilities. These records shall include: the student's name; address; HSU ID number; nature of disability; support services needed; determination statement by the director of the Student Disability Resource Center, or designee; and documentation provided by the student. The confidential records will be protected in accordance with FERPA regulations with the purpose of providing appropriate academic accommodations or adaptation of curricula. Information about the student may be released with the student's informed written consent or in accordance with FERPA or other applicable legislation.

Services to Students in Continuing/Extended Education Programs

Each CSU campus is responsible for ensuring that all students with disabilities are provided reasonable accommodations regardless of the type of course, or sponsored activity in which the student is enrolled. It is the responsibility of the extended/continuing education office on each campus to fund support services for qualified students with disabilities enrolled in extended/continuing education courses, including on-line courses. Such services may include interpreters, real-time transcribers for classroom and on-line instruction, readers, note takers, test proctors, and the provision of instructional materials in alternative formats. This policy is consistent with existing CSU policy that limits the use of state funds for providing educational support services to regularly enrolled students.

³ FERPA Notice: <http://pine.humboldt.edu/registrar/students/ferpa.html>

Upon student intake, SDRC counselors should inquire a student's status and indicate this accordingly. Approved services for students enrolled through Open University/Extended Education shall be funded directly by Open University/Extended Education. The SDRC may be responsible for charge backs and/or may serve as a resource recommending reasonable accommodations and services and refer appropriate service providers to the Office of Extended Education/Open University.

Transfer Students with Disability Status

A student who has transferred and received services from a California Community College, the University of California, or any other regionally accredited postsecondary institution as a student with a disability may be eligible for academic accommodations or support services at a California State University campus providing appropriate documentation is received determining the existence of a disability by the criteria used by the CSU. The SDRC director or designee shall have ultimate authority to determine disability status, subject to established appeal procedures.

Appropriate Academic Adjustments:

Academic requirements should be modified as necessary and appropriate to ensure that they do not discriminate, or have the effect of discriminating, on the basis of a disability against qualified applicants or students with disabilities. As appropriate, modifications may include but are not limited to:

- Changes in the length of time permitted for the completion of a requirement,
- Substitution for specific courses required, and
- Adaptation of the manner in which a required course is conducted.

All CSU campus faculty and staff share the responsibility of maintaining a campus environment conducive to the fulfillment of the CSU's teaching and public service mission. In attempting to make appropriate academic adjustments, faculty members, the staff in services to students with disabilities, and students with disabilities should work together to develop reasonable accommodations that meet the individual educational needs of qualified students while not altering the fundamental nature of the service, program, or activity and without creating undue financial or administrative burdens. During this interactive process, a student with a disability should be given the opportunity to express a preference among possible accommodations and the stated preference should be considered in the process. However, the campus shall make the final decision among several viable options for reasonable accommodation.

Academic requirements that are determined to be essential to a program of instruction by a process approved by the campus and its academic senate and those academic requirements directly related to certification and licensing requirements are not regarded as discriminatory.

Appeal Procedures

Students denied a requested accommodation may appeal the decision through on-campus informal and formal accommodation dispute resolution processes. Students, faculty, or staff should attempt to resolve disputes informally with either the party alleged to have committed the violation, and/or with the head of the department or unit in which the alleged violation occurred. There is no requirement that a complainant utilize these informal procedures before filing a formal complaint. However, experience has shown that the majority of complaints can be effectively resolved through the informal process. Complaints based on discrimination on disabling status may be filed in the [Human Resources Department](#)⁴. Complaint procedures and [complaint forms](#)⁵ as per University Management Letter 03-01 may be obtained from the Human Resources department. Established California State

⁴ HSU Human Resources: <http://www.humboldt.edu/hsuhr/>

⁵ Human Resources Complaint Forms: <http://www.humboldt.edu/hsuhr/forms.html>

University disciplinary, grievance, or other complaint procedures will serve as a mechanism for resolving formal complaints of discrimination (EM P02-01). Additional resources may include the [Campus Ombudsperson](#)⁶.

California State University (CSU) Disability Categories for Reporting Purposes

A disability shall mean a physical or mental impairment of an individual that limits one or more of the major life activities and requires either a record of such an impairment, or documentation of having been regarded as having such impairment. A qualified individual or student with a disability shall mean an individual with a disability who meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity with or without: (1) reasonable modifications to rules, policies, or practices; (2) the removal of architectural, communication, or transportation barriers; or (3) the provision of auxiliary aids and services. Such an individual must meet the academic and technical standards requisite for admission or participation in the education programs of the California State University (CSU) campuses. This includes students with disabilities participating in clinical or field placements that are offered as part of a program's field of study.

For reporting purposes, an individual shall be counted only in one category, that of the primary dysfunction. Although ADA guidelines and California state law do not require that campuses provide accommodations to students with temporary disabilities (disabilities of less than 3 months), campuses may decide on a case-by-case basis to provide accommodations and support to students with temporary disabilities. These students do not constitute a separate category but shall be reported in one of the disability categories based on the nature of their disability. The CSU has established nine broad categories to be used for reporting purposes:

Visual Limitation: Blindness or partial sight to the degree that it impedes the educational process and may necessitate accommodations, support services, or programs.

Communication Disability: Limitations in the speech and/or hearing processes that impede the educational process and may necessitate accommodations, support services, or programs.

Deaf and Hard of Hearing: Limitation in the hearing process that impedes the educational process and necessitates accommodations, support services, or programs. Students in this category may require communication accommodation such as oral or sign language interpreters, note taking services, or real-time transcription services.

Mobility Limitation: Limitation in locomotion or motor functions that indicates a need for accommodations, support services, or programs. Included in this category are persons who have asthma, cardiovascular problems, or other physical limitations that restrict the ability to function without accommodation in the campus environment.

Learning Disability: A generic term that refers to the heterogeneous group of disorders manifested by difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities presumed to be due to central nervous system dysfunction. Even though a learning disability may exist concomitantly with other disabling conditions (e.g., sensory impairment) or environmental influences (e.g., cultural/language differences or conditions defined in the current Diagnostic and Statistical Manual of Mental Disorders), the learning disability is not the direct result of those conditions or influences. The assessment and documentation standards for assessing learning disabilities and the need for support services conform to national

⁶ Campus Ombudsperson: <http://www.humboldt.edu/ombuds/>

standards and are provided in Appendix A of [CSU Coded Memorandum \(AA-2009-27\)](#)⁷ entitled, “CSU Policy and Provision of Accommodations and Support Services to Students with Disabilities”.

Attention Deficit/Hyperactivity Disorder (ADD/ADHD): A neuro-cognitive disorder characterized by inattention, restlessness, impulsivity, and behavioral dysregulation, or a combination of these. Problems with focus and attention manifest as chronic problems with concentration, organizing work, planning, sustaining effort, and utilizing short-term memory. *AD/HD is not the result of a psychological or psychiatric disorder, such as schizophrenia, chronic depression, or a personality disorder.*

Acquired Brain Injury: External or internal trauma to the brain, before or after birth from environmental injury, alcohol or drug abuse, stroke, infections, tumors, or oxygen deprivation, which results in functional limitation in cognition (i.e., memory, language, attention and concentration, executive functions), mood, and motor coordination.

Psychological or Psychiatric Disability: Chronic and persistent mental illnesses as categorized by the current Diagnostic and Statistical Manual of Mental Disorders, that impede the educational process and may necessitate accommodations, support services or programs.

Other Functional Limitations: Any other disability, such as a dysfunction of a body part or process or a neurological disability that necessitates accommodations, support services, or programs, and that does not fall within the categories listed above.

Documentation of Disability

No legislation or regulations require that documentation be requested or obtained in order to demonstrate entitlement to legal protections because of disability or to seek reasonable accommodations. The laws and regulations (e.g., ADAAA) acknowledge that postsecondary institutions may, as part of an interactive process, request a reasonable level of documentation. The primary reasons for obtaining and reviewing documentation should be to: (a) gather information from students, (b) consider all available information and materials, (c) determine functional limitations, and (d) identify reasonable services and accommodations.

Sources and Forms of Documentation

The following methods are considered when determining if a student qualifies as a person with a disability and to determine reasonable services and accommodations. Acceptable sources of documentation for substantiating a student’s disability and request for particular accommodations typically includes:

- **Student’s Self-report.** The student is a vital source of information regarding how he or she may be “limited by impairment.” A student’s narrative of his or her experience of disability, barriers, and effective and ineffective accommodations is an important tool which, when structured by interview or questionnaire and interpreted, may be sufficient for establishing disability and a need for accommodation.
- **Observation and Interaction.** The impressions and conclusions formed by higher education disability professionals during interviews and conversations with students or in evaluating the effectiveness of previously implemented or provisional accommodations are important forms of documentation. Experienced disability professionals should feel comfortable using their observations of students’ language, performance, and strategies as an appropriate tool in validating student narrative and self-report.

⁷ CSU Coded Memorandum AA-2009-27: www.calstate.edu/AcadAff/codedmemos/AA-2009-27.pdf

- **Information from External or Third Parties.** Unless the existence of a disability and the need for accommodation is self-evident, some corroborating documentation is typically needed. Documentation from external sources may include educational or medical records, reports and assessments created by health care providers, school psychologists, teachers, or the educational system. This information is inclusive of documents that reflect education and accommodation history, such as Individual Education Program (IEP), Summary of Performance (SOP), and teacher observations. External documentation will vary in its relevance and value depending on the original context, credentials of the evaluator, the level of detail provided, and the comprehensiveness of the narrative. However, all forms of documentation are meaningful and should be mined for pertinent information.

To facilitate the acquisition of documentation, students may use forms provided by the SDRC:

- [Physical Disability & ADD/ADHD Documentation Determination Form](#)⁸ (use for Mobility, Visual, Hearing, Other Health Impaired, and ADD/ADHD)
- [Psychological Disability Documentation Determination Form](#)⁹
- [Guidelines for Assessment and Determination of Students with Learning Disabilities \(LD\)](#)¹⁰
- [Authorization for Release of Information](#)¹¹

All documentation must be in English, on letterhead, dated, signed, and include the professional's title, professional credential, and/or license number (if appropriate). It is not considered appropriate for professionals to evaluate members of their families.

Determining Learning Disabilities

The "CSU Guidelines for the Assessment and Determination of Students with Learning Disabilities" conform to national standards and are consistent with those issued by nationally known professional organizations [e.g., AHEAD]. These CSU Guidelines supersede eligibility criteria issued by the Office of the Chancellor in 2009. If any of the laws and regulations, upon which the CSU Guidelines are based are amended, the most current applicable laws and regulations shall apply.

The proper diagnosis of a learning disability involves an orderly, deductive process during which a wide range of information must be considered. Reliance on a single test instrument, no matter how comprehensive it appears, may be misleading. A comprehensive assessment and the resulting diagnostic report will include a diagnostic interview, evaluation of aptitude, academic achievement, information processing, clinical observation/processes, and a diagnosis.

Reasonable accommodations are based on the current impact of the disability on academic performance and not entirely on a diagnosis alone. In most cases this means that a diagnostic evaluation should be age appropriate and relevant to the student's learning environment, and show the student's current level of functioning. The final determination of appropriate and reasonable accommodations and support services rests with the CSU campus.

A diagnosis of a learning disability documented by a qualified professional (whether in private practice or in a previous school setting) does not automatically guarantee that identical accommodations and support services will be provided.

⁸ Physical Disability & ADD/ADHD Form: http://www.humboldt.edu/disability/Documents/PDF_Forms/Documentation_Physical_Disability.pdf

⁹ Psychological Disability Form: http://www.humboldt.edu/disability/Documents/PDF_Forms/Documentation_Psychological.pdf

¹⁰ LD Guidelines Form: http://www.humboldt.edu/disability/Documents/PDF_Forms/LD_Guidelines_and_Release_Form.pdf

¹¹ General Release of Information Form: http://www.humboldt.edu/disability/Documents/PDF_Forms/Release_of_Information.pdf

Services, Reasonable Accommodations, and Auxiliary Aids

CSU campuses must furnish appropriate accommodations and support services where necessary to afford a student with a disability an equal opportunity to participate in and enjoy the benefits of campus services, programs, and activities. In determining the appropriate type of auxiliary aid or services, campuses should consider the student's request(s). However, campuses are not required to take any action that would result in a fundamental alteration in the nature of a service, program, or activity, or that would result in undue financial or administrative burdens.

The type and amount of support services and accommodations provided to students with disabilities shall be determined by the campus director or designee in consultation with the student seeking the accommodation, and as appropriate, with affected faculty and staff. Accommodations are intended to ensure equal or equivalent access and opportunity to all college programs and activities, whether they are curricular or co-curricular.

Primary consideration must be given to providing effective electronic communication and information to students with disabilities in the alternate format of their choice. Generally, only one accessible alternative format per item is required. In addition, pursuant to ADAAA, campuses are not required to use the newest or most advanced technologies as long as the auxiliary aid or service selected affords equal access.

Accommodations and support services offered through the SDRC program may not duplicate services or instruction available to all CSU students. For example, personal assistants, individually prescribed devices, readers for personal use, or other devices or services of a personal nature are not required under applicable law and are not provided by the SDRC.

Services provided by the SDRC are predicated on a disability-based need and appropriate documentation of disability. Services are approved each term on a course-by-course basis. Students must request services *each* semester.

Accommodations and support services offered by the SDRC include, but are not limited to:

- accessible classroom furniture
- alternative media (including e-text, Braille, large print, etc.)
- assistive technologies including new devices that may become available with emerging technology
- deaf and hard-of-hearing services (including assistive listening devices, oral and sign language interpreting, video remote interpreting, and real-time transcription)
- disability-related counseling/advising
- exam accommodations (may include extended exam time; alternate testing location, i.e., the Testing Center; use of computer and/or assistive technologies)
- note-taking
- priority registration and registration assistance
- readers
- support group
- transportation (on-campus) via electric cart and/or accessible van at specific pick-up/drop-off locations
- other services (e.g., use of TDD located in SDRC office, consultation with faculty, liaisons with campus community agencies, supplemental campus mobility orientation, and equipment available for check-out on semester-by-semester basis)

Students in need of auxiliary aids and services and reasonable modifications or accommodations should make their requests to the Student Disability Resource Center as early as possible in order to facilitate scheduling or the acquisition of personnel, equipment, and/or other materials.

Receiving Services from the Student Disability Resource Center

Eligibility for program participation is based on written medical documentation of disability. To register for support services with SDRC:

1. Obtain Disability Documentation (see section entitled, *"Documentation of Disability"*)
2. Submit Documentation to SDRC
3. Schedule Intake Appointment with a Disability Counselor at SDRC. During the intake appointment, the Disability Counselor will:
 - Review the documentation you provide
 - Discuss the learning support services that may be appropriate
 - Determine what accommodations you are eligible to receive based upon your disability-related functional limitations, subject to the appeal process (see section entitled, *"Appeal Procedures"*)
 - Review other support services on campus
 - Tour the Lower Library Learning Commons

Because services are authorized on a course-by-course basis, you must meet with a Disability Counselor each semester to set-up services.