WHEREAS, A policy is required by state and federal resolution and legislation regarding the provision of services to students with disabilities in postsecondary education; and

WHEREAS, The Student Affairs Committee of the Academic Senate has discussed the policy for the provision of services for students with disabilities as outlined in the January 9, 1989 letter from Lee R. Kerschner, Vice Chancellor for Academic Affairs; therefore, be it

RESOLVED: That the Academic Senate support the implementation of the CSU Policy for the Provision of Services to Students with Disabilities when funding for full implementation of AB 746 is provided by the legislature.

Proposed By:
Student Affairs Committee
March 15, 1989
Attached is a copy of The California State University Policy for the Provision of Services to Students with Disabilities. The policy has undergone extensive review by the systemwide Advisory Committee on Services to Students with Disabilities, campus directors of the disabled student services program, and appropriate staff within the Chancellor's Office to ensure full compliance with AB 746 (Chapter 829, Statutes of 1987), Section 504 of the Rehabilitation Act of 1973, and the Report of The Trustees' Audit Staff entitled "#88-08 Handicapped Access Systemwide, July 26, 1988."

This policy, which supercedes SA 80-17(P)/BA 80-14, includes several important changes:

1. Students with learning disabilities shall be provided diagnostic assessment, including both individual and group assessment, necessary to determine the functional or educational levels or to certify specific disabilities.

2. Disability-related counseling and advising may be offered.

3. Students with disabilities may receive specialized tutoring services related to their disability that are not available to all students through learning assistance programs.

(more)

Distribution:

ATTN: VICE PRESIDENTS/DEANS OF STUDENT AFFAIRS
DIRECTORS, DISABLED STUDENT SERVICES
Vice Presidents, Academic Affairs
Vice Presidents, Administration
Business Managers
Deans/Directors, Admissions and Records
Registrar's
Chancellor's Office Staff
4. Request for State funding shall be based on relatively fixed costs for administrative and operational costs, variable costs for direct support services and one-time costs for equipment and specialized supplies.

5. Several reports and evaluations are now required by State law.

The CSU is committed to serve the needs of students with disabilities. Staff will continue to actively participate in statewide committees and communicate with other state agencies to ensure the needs of students with disabilities are being met.

In recognition of the serious need for adequate support for disabled students, especially those with learning disabilities, campuses have been using miscellaneous resources to provide a modicum level of the three newly identified essential services. For the time being, it is expected that campuses will continue to provide services within existing resources. However, since 1987 the CSU has received a minimal amount of funding from the State to provide diagnostic assessment and intensified levels of recognized services to students with learning disabilities. Additional funds are necessary to serve the growing number of students with learning disabilities. For that reason, the 1989 Trustees' budget includes a request for an additional $967,000 to more adequately fund services for students with learning disabilities and comply with AB 746.

This policy will be reviewed on a regular basis by the systemwide advisory committee. Questions relating to this policy should be addressed to Ms. Judy Klein Osman, Acting Systemwide Coordinator (213) 590-5992 or ATSS 635-5992.
POLICY FOR THE PROVISION OF SERVICES FOR STUDENTS WITH DISABILITIES

THE CALIFORNIA STATE UNIVERSITY

January, 1989
TABLE OF CONTENTS

I. Background

II. Program Goals and Objectives

III. Program Coordination

IV. Definitions

V. Verification of Disability

VI. Funding

VII. Recruitment of Support Services Staff

VIII. Provision of Services

IX. Advisory Committees

X. Reports and Evaluations
POLICY FOR THE PROVISION OF SERVICES TO STUDENTS WITH DISABILITIES

I. BACKGROUND

This policy is in response to State and Federal resolutions and legislation regarding the provision of services to students with disabilities in postsecondary education. These include Assembly Bill 746 (1987), ACR 3 (1985), ACR 201 (1976), and Section 504 of the Rehabilitation Act of 1973.

II. PROGRAM GOALS AND OBJECTIVES

The California State University is committed to provide opportunities for higher education to students with disabilities, to increase the representation of persons with disabilities in its student enrollment, and to make its programs, activities and facilities fully accessible to persons with disabilities.

The specific objectives to achieve these goals fall into the areas of mainstreaming, awareness and access, support services, and resources.

A. Mainstreaming

1. To provide opportunities for students with disabilities to satisfy their academic, cultural, and social interests and to prepare them for further education or employment;

2. To ensure that campus and systemwide policies address the needs of students with disabilities; and

3. To assist students with disabilities to maximize their independence and become integrated into the campus community.

B. Awareness and Access

1. To ensure that all students have full access to campus facilities and programs;

2. To increase the awareness and responsiveness of the campus community to students with disabilities;

3. To encourage the review and adaptation of educational policies and curricula to ensure full access for students with disabilities; and
4. To increase off-campus outreach efforts (e.g. to community colleges) to encourage qualified persons with disabilities to pursue postsecondary education.

C. Support Services

1. To provide adequate support services for students with disabilities to participate in the full range of campus programs and activities; and

2. To involve students in assessing current needs and to recommend new and expand services as needed.

D. Resources

1. To initiate and direct efforts to increase the effective utilization of available campus resources to benefit students with disabilities; and

2. To provide liaison with external agencies serving the needs of students with disabilities.

III. PROGRAM COORDINATION

A. Systemwide Coordination

The Chancellor's Office shall be responsible for the systemwide planning, implementation, and coordination of all programs and services for students with disabilities within the California State University.

B. Campus Coordination

One person on each campus shall have the primary responsibility for planning, implementing and coordinating all campus programs and services for students with disabilities.

IV. DEFINITIONS

Section 504 of the Rehabilitation Act of 1973 provides the following definition of handicapped:

...any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such impairments, or (iii) is regarded as having such impairment.
A "qualified handicapped person" with respect to postsecondary education services is defined in the same regulations as:

...a handicapped person who meets the academic and technical standards requisite to admission or participation in the recipient's education program or activity.

Discrimination is prohibited by the following paragraph included in Section 504:

No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity...

The California State University has established the following categories for reporting purposes:

1. Visual Limitation: blindness or partial sight to the degree that it impedes the educational process and necessitates procurement of supportive services or programs.

2. Communication Disability: limitation in the processes of speech and/or hearing which impedes the educational process and necessitates the procurement of supportive services or programs. Students in this category shall not require interpreting services.

3. Deaf: limitation in the process of hearing which impedes the educational process and necessitates the procurement of supportive services or programs. Students in this category shall require oral or sign language interpreters.

4. Mobility Limitation: limitation in locomotion or motor functions which indicates a need for supportive services or programs. Included in this category would be persons who have asthma, cardiovascular problems, or who do not have motor functions necessary to lift or carry items normally used in an academic setting (i.e., books and supplies).

5. Learning Disability: a generic term that refers to the heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders occur in persons of average to very superior intelligence and are presumed to be due to central nervous system dysfunction. Even though a learning disability may exist concomitantly with other handicapping conditions (e.g., sensory impairment) or environmental influences (e.g., cultural/language differences) it is not the direct result of those conditions or influences.
6. Other Functional Limitations: any other dysfunction of a body part or process which necessitates the use of supportive services or programs, and which does not fall within the categories listed above.

For reporting purposes, an individual should be counted in one category only -- that of the primary dysfunction. Temporary disabilities do not constitute a separate category, but shall be placed in one of the above categories, based on the nature of the disability.

V. VERIFICATION OF DISABILITY

State funds allocated to the campuses for support services and programs shall be based on the number of professionally verified disabled students who request approved services and are regularly enrolled. A professionally verified disability means a condition certified by a licensed physician, psychologist, audiologist, speech pathologist, registered nurse, social worker, rehabilitation counselor, physical therapist, corrective therapist, learning disability specialist, or other appropriate professional. Where the nature and extent of the disability is obvious (e.g. amputee, blind, quadriplegic) the Director of the Disabled Student Services or designee may verify the disability. In those cases where the Director is unable to verify the disability, the student shall either provide the verification documentation to the Director, or sign a release authorizing the campus to obtain necessary documentation from one of the above professional persons or agencies. A student with a learning disability must provide testing/evaluation results that are dated no more than three years prior to the date of request for learning disability services.

Any CSU student who has transferred and received services from a California community college or University of California campus as a disabled student will be eligible for disabled student services provided by the CSU.

Each campus shall maintain confidential records identifying its students with professionally verified disabilities. These records shall indicate the student's name, address, social security number, nature of disability, supportive services needed, and:

1. verifying statement by the Disabled Student Services Director, or

2. documentation supplied by the student, or

3. documentation obtained through a release form signed by the student, or
4. documentation signed by a California community college or University of California Director of Disabled Student Services or his or her designee.

VI. FUNDING

State funds allocated to the campuses shall be based on formulas approved by the Department of Finance. State funding shall be used to meet goals and objectives and provide services as specified by AB 746 (Chapter 829, Statutes of 1987) including relatively fixed costs associated with the basic ongoing administrative and operational costs of campus programs, continuing variable costs for direct support services, and one-time variable costs such as equipment and specialized supplies.

State funds shall be utilized to support activity which is consistent with the stated goals and services indicated in this policy. Funds shall not be used to duplicate services available to all CSU students.

A. FIXED COSTS FOR ADMINISTRATION/OPERATION

It shall be the responsibility of each campus to provide for the following administrative and operational functions:

1. Access to, and arrangements for, adaptive educational equipment, materials, and supplies required by disabled students.

2. Liaisons with campus and community agencies, including referral and follow up services to these agencies on behalf of disabled students.

3. On-campus and off-campus registration assistance, including priority enrollment, assistance with applications for financial aid, and related college services.

4. Special parking, including on-campus parking registration, temporary parking permit arrangements, and application assistance for students who do not have state handicapped placards or license plates.

5. Supplemental specialized orientation to acquaint students with the campus environment.

6. Activities to coordinate and administer specialized services including consultation with faculty for students with special academic needs associated with their disabilities.

7. Activities to assess the planning, implementation, and effectiveness of these services and programs.

8. Liaison with campus outreach personnel to increase the representation of students with disabilities.
9. Activities to increase general campus awareness of students with disabilities.

B. VARIABLE COSTS FOR DIRECT SUPPORT SERVICES

The following support services for students with disabilities shall be provided by each campus. Availability of these services may vary depending upon the needs of students and available funding. The use of such services by any student with a disability shall be voluntary.

1. Diagnostic assessment, including both individual and group assessment not otherwise provided by the institution to determine functional, educational, or employment levels or to verify specific disabilities.

2. On-campus mobility assistance to and from college courses and related educational activities;

3. Disability-related counseling and advising, including specialized academic, vocational, personal and peer counseling, that is developed specifically for students with disabilities and not duplicated by regular counseling and advising services available to all students.

4. Interpreter services including manual and oral interpreting for hearing impaired students.

5. Reader services to coordinate and provide access to information required for equitable academic participation if this access is not available in other suitable modes.

6. Test taking facilitation, including adapting tests for and proctoring test taking by, students with disabilities.

7. Transcription services such as providing Braille and large print materials not available through other sources.

8. Specialized tutoring services not otherwise provided by the institution.

9. Notetaker services for writing, notetaking, and manual manipulation for classroom and related academic activities.

C. ONE-TIME COSTS

One-time variable costs shall include expenditures for the purchase of supplies or the repair of equipment, such as adapted educational materials, equipment or vehicles.
Attendants, individually prescribed devices, readers for personal use, or other devices or services shall not be provided. Additional services may be offered based on the nature and resources of each campus and the need of its population of students with disabilities.

VII. RECRUITMENT, SELECTION AND SCHEDULING OF SUCH SUPPORT SERVICES STAFF AS INTERPRETERS, READERS AND SIMILAR PERSONNEL

The Director of Services to Students with Disabilities or his or her designee shall be responsible for the recruitment and selection of persons to serve as interpreters, readers, notetakers and similar support service personnel. Students with disabilities needing assistance of such persons shall have an opportunity to be involved in the selection process to determine their appropriateness and ensure that the level of skills of the person under consideration is adequate.

VIII. PROVISION OF SERVICES

Student requests for services should be made to the Office of Disabled Student Services as early as possible in order to facilitate scheduling or acquisition of personnel, equipment and/or materials. Disabled Student Services Directors shall establish campus guidelines to implement the provision of services. Students with disabilities denied a requested service may appeal the decision to the campus Vice President or Dean of Student Affairs, utilize the campus student grievance procedure, or utilize the Federal 504 grievance procedure.

IX. ADVISORY COMMITTEES

A. Systemwide

A systemwide Advisory Committee on Services to Students with Disabilities shall be established by the Chancellor's Office.

Purpose: The Systemwide Advisory Committee on Services to Students with Disabilities shall review, evaluate, and recommend systemwide educational and administrative policies that affect students with disabilities and advise the Chancellor on needs and concerns of students with disabilities.

The Systemwide Advisory Committee shall meet a minimum of once per year and shall maintain and disseminate minutes of these meetings.
Membership and Terms of Office

a. Chair, to be appointed by the Chancellor (1) two year term;
b. Vice President/Dean of Student Affairs (1) two year term;
c. Directors, Disabled Student Services (3) two year overlapping terms;
d. Students with Disabilities (3) one year term;
e. Academic Senate Representatives (3) two year terms;
f. Chancellor's Office Coordinator, Services to Students with Disabilities (1) indefinite term;
g. Representative, Division of Budget Planning and Administration, Chancellor's Office (1) indefinite term;
h. Representative, Division of Physical Planning and Development, Chancellor's Office (1) indefinite term;
i. Dean, Academic Affairs/Educational Support, or Designee, Chancellor's Office (1) indefinite term.

Membership should include representation from a variety of campuses and disability groups.

B. Campus

Each campus shall establish an Advisory Committee on Services to Students with Disabilities.

Purpose: The Campus Advisory Committee shall assist in the evaluation of current campus policies and procedures relating to students with disabilities, develop plans relating to programs and services for students with disabilities, recommend priorities, and develop timelines.

Membership: Members of the Campus Advisory Committees shall include students, staff, faculty, and administrators. Members of the committee shall be appointed by the campus president or designee. Additional members may be appointed from the off-campus community. Membership shall include representation from a variety of disability groups and academic disciplines.

X. REPORTS AND EVALUATIONS

A. Enrollment Data and Use of Services

Each campus shall submit data annually on verified disabled enrollment, which shall include the student's name, social security number, disability category, and services provided. This data will be submitted by the campus Disabled Student Services Director to the Chancellor's Office and be used for developing budget requests and preparing systemwide reports.
B. Systemwide Program Evaluation

Pursuant to AB 746, the Chancellor's Office shall:

1. Develop and implement, in consultation with students and staff, a system for evaluating state-funded programs and services for students with disabilities on each campus at least every five years beginning in 1990. At a minimum, the evaluation shall provide for the gathering of outcome data, staff and student perceptions of program effectiveness, and data on the implementation of the program and physical accessibility requirements of Section 794 of Title 29 of the Federal Rehabilitation Act of 1973.

2. Commencing in January 1990, and every two years thereafter, submit a report to the Governor, the education policy committees of the Legislature, and the California Postsecondary Education Commission on the evaluations developed pursuant to Section X.B.1. This biennial report shall also include a review on a campus-by-campus basis of the enrollment, retention, transition, and graduation rates of disabled students.

C. Architectural Barrier Removal Review

Reviews of campus architectural barriers shall be conducted every five years beginning in 1990 by Physical Planning and Development to improve access for students with disabilities.

D. Campus Program Review

Annual written evaluation of services to students with disabilities shall be conducted by each campus. Such evaluations shall include student input and summaries will be forwarded for inclusion in the systemwide review.

E. Policy Review

The Policy for the Provision of Services to Students with Disabilities shall be reviewed by the Systemwide Advisory Committee every five years beginning in 1990. A report including recommendations shall be prepared for the Chancellor of the California State University.

(1462h)
State of California

Memorandum

May 19, 1989

To: Charles T. Andrews, Chair
   Academic Senate

From: Warren J. Baker, President

Subject: Academic Senate Resolution Regarding Policy for Provision of Services to Students with Disabilities (AS-315-89/SAC)

This will acknowledge your memo of May 12 with which you transmitted the subject resolution adopted by the Academic Senate at its May 2 meeting. By copy of this memo I am transmitting the resolution to Dr. Hazel Scott, Dean of Student Affairs, for her consideration. As you are aware, the document upon which the Academic Senate resolution is based, is a statement of system policy. I appreciate the concerns with regard to funding availability that is implied in the resolution of the Senate. My interpretation of the resolution is that while the Senate supports the range of services described, provision of those services should be contingent upon funding and that the University should not divert existing resources for these programs.