

California State University San Marcos
Disability Support Services Office

Faculty Handbook

INTRODUCTION

This Faculty Handbook was designed to provide you with information on CSUSM's legal obligations under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, various types of disabilities you are likely to encounter in the classroom, as well as commonly prescribed accommodations for each disability category covered. Additionally, you will learn about the various types of support services available to students with disabilities through Disability Support Services (DSS).

LEGAL JUSTIFICATION FOR PROVIDING REASONABLE ACCOMMODATIONS

The Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 are the two primary pieces of federal legislation which mandate that reasonable accommodations be provided to qualified students with disabilities. In addition, the California State University Policy for the Provision of Accommodations and Support Services to Students with Disabilities clearly details the types of support services to be provided on each campus.

Rehabilitation Act of 1973

In 1975, several civil rights regulations were added to the Rehabilitation Act of 1973. These provisions can be found in Section 504 (Equal Opportunities) which specifically states: "No otherwise qualified individuals with handicaps in the United States, as defined in section 7(8), shall, solely by reason of the handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service" (The Rehabilitation Act of 1973).

Section 504's primary effect upon post-secondary institutions is summed up by the concept of program accessibility to students with disabilities. "Accessibility includes the elimination of policy barriers, the provision of auxiliary aids such as readers and interpreters, and the provision of equal educational services and programs to disabled and non-disabled students, as well as the traditional physical access to the campus" (Johns, CAPED, Vol. 1 (No. 1), p.7). Furthermore, 504 states, "In its course examinations or other procedures for evaluating students' academic achievements, institutions shall provide such methods for evaluating the achievements of students who have disabilities that impairs sensory, manual or speaking skills as will best ensure that the results of the

evaluation represent the student's achievement in the course, rather than a student's impaired skills (except where such skills are the factors being measured)" (Section 504, Subpart E, 104.44 c). An instructor, in some cases, may be required to modify test arrangements for students with disabilities. For example, a student with a learning disability may be

given the option of completing an orally given exam rather than an essay type exam. The modified format of a standardized exam will depend upon the nature of a student's disability and the best way to measure the student's knowledge of the subject.

The Rehabilitation Act of 1973 defines handicapped individuals covered in Title V as "any person who (i) has a physical or mental impairment which substantially limits one or more major life activities (i.e., caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working), (ii) has a record of such impairment."

The Americans with Disabilities Act-Amendments Act (ADA-AA)

The ADA as amended is a federal civil rights statute that prohibits discrimination against people with disabilities. There are five sections of the law: employment, public service, public accommodations, and services operated by private entities, telecommunications, and miscellaneous provisions. The ADA-AA is designed to remove barriers that prevent qualified individuals with disabilities from enjoying the same opportunities that are available to persons without disabilities.

Disability Definition

ADA-AA defines a person with a disability as a person:

- with a physical or mental impairment that substantially limits one or more major life activities,
- who has a record of the disability, or
- who is regarded as having a disability.

California State University Policy for the Provision of Accommodations and Support Services to Students with Disabilities

The California State University (CSU) Policy for Provision of Accommodations and Support Services to Students with Disabilities 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. Executive Order 926, the CSU Policy on Disability Support and Accommodations, was issued in 2004. Executive Order 926 documents and makes explicit

systemwide policies for disability support and accommodation, and delegates responsibility to campus presidents and designees to develop and maintain overall procedures for ensuring compliance with federal and state laws and regulations, as well as with local campus policies. Compliance addressed in Executive Order 926 may affect students, faculty, staff and the general public. The CSU Policy for Provision of Accommodations and Support Services to Students with Disabilities, on the other hand, applies only to students with disabilities.

All CSU campus faculty and staff share the responsibility for maintaining a campus environment conducive to the fulfillment of the CSU's teaching and public service mission. In attempting to make appropriate academic adjustments, faculty and DSS staff should work together to develop reasonable accommodations that meet the educational needs of qualified students with disabilities without altering the fundamental nature of the program, or activity and without creating an undue financial or administrative burden.

DISABILITY CATEGORIES & INSTRUCTIONAL TIPS

Each student brings a unique set of experiences to college, and a student with disabilities is no exception. While many learn in different ways, their differences do not imply inferior capacity to learn. Course requirements for students with disabilities should be consistent with those for other students. However, special accommodations may be needed as well as modifications.

Determining that a student is disabled may not always be a simple process. Visible disabilities are noticeable through casual observation, for example an immediately recognizable physical impairment, or the use of a cane, a wheelchair, or crutches.

Other students have what are known as hidden disabilities which may include hearing impairments, legal blindness, cardiac conditions, learning disabilities, cancer, diabetes, kidney disease and psychiatric or seizure disorders.

Finally, some students have multiple disabilities caused primarily by conditions such as muscular dystrophy, cerebral palsy, multiple sclerosis, or traumatic brain injury. Depending on the nature and progression of the condition or injury, it may be accompanied by a secondary impairment in mobility, vision, hearing, speech or coordination, which may, in fact, pose greater difficulties than the primary diagnosis.

Some students with disabilities will identify themselves as such by contacting the Disability Support Services Office and their instructors before or early in the semester. Others, especially those with "hidden" disabilities, may not identify themselves because they fear being challenged about the legitimacy of their needs. Such students, in the absence of instructional adjustments, may experience problems completing course requirements. In a panic, they may identify themselves as disabled just before an examination and expect instant attention to their needs. If that happens, the faculty member should send the student to Disability Support Services where they will meet with

a Disability Counselor who will engage in an interactive process to best determine what academic accommodations to provide.

Faculty members are encouraged to make an announcement at the beginning of the term or put a statement in the syllabus inviting students with disabilities to schedule appointments with them. Any discussions regarding a student with a disability, or their accommodations, need to take place in a space that will provide a high level of confidentiality.

Visual Impairments

Included in this category are disorders in the structure and functions of the eye as manifested by at least one of the following: (1) visual acuity of 20/200 or less in the better eye after the best possible correction, (2) a peripheral field so constricted that it affects the student's ability to function in an educational setting, (3) a progressive loss of vision which may effect the ability to function in an educational setting. Examples of visual impairments include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

Students with visual impairments often benefit from the following accommodations: special testing arrangements, access to classroom materials in alternate format (i.e., MP3, MS Word, large print or Braille), a test proctor for reading exam questions and writing down answers, access to specially adapted equipment (i.e., talking calculator, talking spellchecker, special computer), notetaking assistance, tape recorded lectures and priority registration.

Instructional Tips

- Make lists of required readings available before the first day of class. Visually impaired students often need to have standard printed information reformatted (i.e., Braille, tape or large print). This takes a considerable amount of time to do (up to 3 months).
- Make sure that you send a copy of your syllabus to DSS in advance of the start of your class (preferably one month).
- Provide students with chapter outlines or study guides that cue them to key points in their readings.
- Read all information that is written on the chalkboard or overhead transparencies.
- Make sure when students are working in groups with a visually impaired student that information being used to complete an assigned task is read out loud.
- Talk in a normal tone of voice when speaking and face the class.
- If requested, assist the student in finding a volunteer notetaker or reader.
- Provide copies of lecture notes.
- Some visually impaired students may require time extensions on assignments.
- Plan field trips and internships in consultation with DSS staff.

- Be prepared to assign a student to work with a visually impaired student in a lab setting.
- In-class assignments will likely need to be completed out of class.
- Don't be afraid to consult with the student on determining what additional assistance they might require to complete your course.
- It is important to keep in mind that it costs a substantial amount of money to convert textbooks into either electronic or audiotape format. Faculty can greatly assist DSS by checking with the publisher of their chosen textbook to determine if it is available from the publisher in electronic format for print impaired users. The potential cost savings from utilizing formatted textbooks from the publisher can then be used by DSS in other needed areas to support the academic mission. Please be sure and abide by any existing CSUSM policies addressing deadlines for the submission of booklists for courses to be taught in an academic year.
- Any course material provided on line or in electronic format needs to be accessible and this includes PDFs. Please be aware that the use of a publishers website can prove to be especially problematic since many are not accessible and cannot be modified on our end. Any questions regarding how best to make online content accessible should be directed to IITS.

Physical Impairments

Musculoskeletal and connective tissue disorders, as well as neuromuscular disorders, are physically disabling conditions which may require adaptation of the physical environment or curriculum. Examples include, but are not limited to, cerebral palsy, absence of some body member, clubfoot, nerve damage to the hand and arm, cardiovascular aneurysm (CVA), head injury and spinal cord injury, arthritis and rheumatism, intracranial muscle disorders.

Students with physical impairments may benefit from the following accommodations: special testing arrangements, a test proctor for writing down exam answers, access to specially adapted equipment (i.e., special computer), notetaking assistance, tape recorded lectures, special seating arrangements (i.e., accessible table and chair), and priority registration.

Instructional Tips

- Do not use accessible classroom furniture for other purposes if you know that a student needs it.
- Be prepared to have your classroom changed if it is held in an inaccessible location.
- If your class involves laboratory work, make sure that students with physical impairments have an accessible lab station.
- Students with severe physical impairments may need to be teamed with another student to complete assigned laboratory work.
- Students with certain physical impairments may need to stand up or temporarily leave the room to stretch their muscles.

- In-class assignments may need to be completed out of class.
- Some students with physical impairments may need extensions for assigned work.
- Always consider the accessibility of a field trip or internship site. Inaccessible locations should be avoided. However, if you have no choice on the location of a field trip or internship, consult with DSS for some creative solutions.
- Students using wheelchairs or other mobility aids may experience some delays in getting to class on time due to barriers encountered on campus.

Hearing Impairments

A loss of hearing of 30 decibels or greater, pure tone average of 5000, 1000, 2000 Hz unaided in the better ear constitutes a loss significant enough to be considered a disabling condition. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, and acoustic trauma hearing loss or deafness.

Students with hearing impairments may benefit from the following accommodations: notetaking assistance, assistive listening device (i.e., Comtek unit), sign language interpreter, seating in the front of the class, and priority registration.

Instructional Tips

- Front row seating for hearing impaired students is very important in most cases.
- Keep your face within view of the student when speaking.
- If a student is using an interpreter talk directly at the student. Recognize that there is a slight lag on the information being translated to the student from the interpreter.
- Repeat the questions and remarks of other people in the room.
- Use visual aids and the chalkboard to reinforce spoken presentations.
- If requested, assist the student with finding a notetaker.
- When possible, provide students with class outlines, lecture notes, lists of technical terms and printed transcripts of audio material.
- Any media with audio needs to be captioned for the hearing impaired. IITs can help to make course content captioned for the hearing impaired but this needs to be done well in advance of the start of the semester. YouTube videos need to be checked to ensure they are accurately captioned.
- Do not obstruct the student's view of the interpreter.
- You might be asked by a student to wear an assistive listening device.
- Don't be afraid to ask the student what additional assistance they may need to complete your course.

Specific Learning Disabilities

“Learning disabilities” is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, writing, reading, reasoning, mathematical abilities, or social skills.

Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other learning disabilities in the basic psychological or neurological process. Such disorders do not include learning problems which are due primarily to visual, hearing, or motor impairments, emotional disturbance, below average aptitude or environmental deprivation.

At CSUSM, any student with a suspected learning disability must present assessment results that are current and which meet the CSU’s Learning Disability Eligibility Criteria.

Students with learning disabilities may benefit from the following accommodations: notetaking assistance, special testing accommodations, use of a test proctor for reading test questions and writing down answers, extended time for both in-class and out-of-class assignments, access to books in audio format, use of a special computer, seating in the front of the class, and priority registration.

Instructional Tips

- Clearly separate items when spacing them on the exam sheet. For a student with perceptual deficits, for whom transferring answers is especially difficult, avoid using answer sheets, especially computer forms. Allow them to write answers on the test or even dictate their responses.
- Make lists of required readings available well before the first day of class to allow students to begin their reading early or to arrange to obtain books on tape.
- Read aloud material that is written on the chalkboard or overhead transparencies.
- Repeat or reword complicated directions.
- Provide clear photocopies of your notes and overhead transparencies.
- Consider alternative test designs. For example, some students with learning disabilities may find essay formats difficult. A student with a visual perceptual impairment may have trouble with tests requiring them to visually search and match different items.

Speech Impairment

These impairments include disorders of language, articulation, fluency, or voice which interfere with communication, preacademic or academic learning, vocational training, or social adjustment. Examples include, but are not limited to, cleft lip and/or palate with speech impairment, stammering, stuttering, laryngectomy, and aphasia.

Students with speech impairments may benefit from the following accommodations: substitution of projects in lieu of classroom presentations, audiotaping or videotaping of a presentation in place of live speech, and in some cases an interpreter.

Instructional Tips

- Give students the opportunity, but do not compel them to speak in class.
- Permit students the time they require to express themselves without unsolicited aid in filling in gaps in their speech.
- Address students with a regular tone of voice.
- Consider course modifications such as one-to-one presentations, written scripts in place of presentations, audiotape or videotape presentations. The use of oral interpreters has also worked very well for our students with severe stuttering disorders.
- Please consult with DSS regarding any other possible modifications for classroom presentations.

OTHER IMPAIRMENTS

Cardiovascular and Circulatory Conditions:

Such conditions include, but are not limited to, congenital heart disease, rheumatic fever and chronic rheumatic heart disease, arteriosclerotic and degenerative heart disease, other diseases or conditions of the heart, other hypertensive diseases, varicose veins and hemorrhoids, and other conditions of the circulatory system.

Students with cardiovascular and circulatory conditions may benefit from the following accommodations: allow for missed exams to be made up, extensions on class assignments and priority registration.

Instructional Tips

- Students may miss classes due to illness and therefore, may need extensions on class assignments, exams and projects.
- Students may need to get up and move around the classroom.

Psychological Impairments:

Individuals with a psychological impairment must have a DSM V diagnosis to warrant the need for support services through DSS. Examples include, but are not limited to, schizophrenia, bipolar disorder and schizoaffective disorder.

There is a considerable amount of variation amongst students with this type of disability. For example, not all students with depression will need special accommodations through DSS. In fact, many do not. It is very important to keep in mind that the majority of students with psychological impairments are under treatment and quite functional.

Students with psychological impairments may benefit from the following accommodations: allow for missed exams to be made up, extensions on class assignments, special testing accommodations and priority registration.

Instructional Tips

- Students may benefit from extended time on classroom assignments when their condition warrants it.
- Discuss inappropriate behavior with the student privately. Clearly discuss what is considered acceptable classroom conduct. Feel free to consult with DSS for possible approaches to use when working with a specific student.
- If abusive or threatening behavior occurs, contact the Dean of Students Office.
- All students are held to a Student Conduct Code (no exceptions). Consult with the Dean of Students Office for further information.

Blood Serum Disorders:

Typical disorders include hemophilia, sickle-cell anemia, and disorders where the cause is unknown. Students with this type of medical condition are likely to miss classes due to hospitalization or the need for bed rest.

Students with blood serum disorders may benefit from the following accommodations: makeup exams for missed classes, extensions on classroom assignments and priority registration.

Instructional Tips

- Assist students in getting copies of classroom notes for classes missed due to illness.
- Be prepared to provide reasonable time extensions on assignments.

Respiratory Disorders:

These are debilitating disorders which may include, but are not limited to, asthma, tuberculosis of the respiratory system, emphysema, pneumoconiosis and asbestoses, bronchiectasis, chronic bronchitis and sinusitis, other diseases of the respiratory system.

Students with respiratory disorders may benefit from the following accommodations: makeup exams for missed classes, extensions on classroom assignments and priority registration.

Instructional Tips

- Assist students in getting copies of classroom notes for classes missed due to illness.
- Be prepared to provide reasonable time extensions on assignments.

Environmental Illness (EI):

Students with EI may have adverse reactions to environmental pollutants such as solvents, volatile organic chemicals, smoke, perfume, paint, carpet or pollen. Serious health problems may result from exposure to certain pollutants. DSS determines on a case-by-case basis how to best accommodate students with this type of illness.

Instructional Tips

- Students may approach an instructor and request that they make a request to the class to please refrain from wearing artificial scents. This is acceptable. Though students cannot be made to stop wearing artificial scents they can be requested to do so.
- Be prepared to have the class moved to another location if a student simply cannot function in a certain room due to carpeting or paint.

Other conditions that necessitate administrative or academic adjustment and that do not fit into any of the above categories may also qualify. Please feel free to contact DSS for assistance in meeting the needs of students with disabilities that were not discussed in this section.

CONFIDENTIALITY

Whatever information a student shares with faculty regarding a disability is highly confidential and needs to be treated as such. Under no circumstances should a student's disability situation be discussed in front of the class or in the presence of other students. Information on a student's disability should not be shared with other faculty or staff unless there is an absolute need for them to be informed.

In order to receive accommodations, students must disclose to you that they have a disability and have a need for academic accommodations authorized through Disability Support Services. However, students are not required to disclose specific information on their disability to a faculty member since this information has already been obtained through DSS.

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FACULTY RESPONSIBILITIES

The majority of support services required by students with disabilities are provided through Disability Support Services. However, the full cooperation of faculty is the key to the timely delivery of approved academic accommodations. In fact, as faculty members, you are legally required to ensure that reasonable accommodations are provided to students with disabilities enrolled in your course(s).

In order for DSS to continue to provide the level of services available, the following is needed from members of the faculty:

- Faculty cooperation with DSS in providing authorized accommodations and/or support services for the student in a fair and timely manner is critical.
- Faculty will need to ensure that copies of classroom exams are given to DSS in a timely manner to facilitate administration of special testing accommodations.
- Faculty will need to provide handouts and classroom materials to DSS in a timely manner (three weeks prior) for students who need this material reproduced in an accessible format.
- Faculty will consult with a representative of DSS if there is any question regarding how to implement authorized academic accommodations.
- Faculty will comply with all campus policies regarding Sec.508 compliance and established deadlines for the submission of textbook titles to the appropriate designee.
- Faculty will provide a classroom atmosphere which is harassment-free in nature and nondiscriminatory on the basis of race, religion, color, sex, age, handicap, marital status, sexual orientation, and national origin.
- Faculty will respect the confidentiality of students with disabilities and will not disclose information on any student's disability without prior consent. This includes even mentioning to fellow classmates that a particular individual has a disability.

QUESTIONS FREQUENTLY ASKED BY FACULTY

- **Is it fair to give extra time to students with disabilities when other students have to work under time constraints?**

Response: Yes. Other students do not have a disability which significantly impedes their ability to process information quickly or causes problems with seeing or writing. So yes, it is fair as long as the accommodation does not fundamentally alter the nature of the course.

- **Do I have the right to give a student needing testing accommodations another version of the class exam?**

Response: Yes. If the exam is not scheduled in the same time frame as the class exam, then you can provide another version of the exam. However, the exam version to be used would still need to cover the same information as the class exam.

- **What does DSS do to ensure that a student does not cheat on an exam?**

Response: Students are only allowed to take into a private testing room those aides for the exam that have been approved and indicated by the instructor on the Testing Accommodation Request Form. It is imperative that this form be filled out in detail and returned to the Disabled Student Services Office as soon as possible after the student has given it to you. In addition, all bluebooks, scantrons, blank paper and dictionaries are closely examined to ensure that nothing is written on them. Students are not allowed to take book bags, fanny packs, purses or other such items into the testing room unless a proctor is present in the room to ensure that these items are not accessed during the exam. All of our testing rooms in DSS are equipped with surveillance cameras.

- **What happens if a student is suspected of cheating?**

Response: A DSS staff member will immediately address the situation and thoroughly document the circumstances. Any evidence will be confiscated and DSS will immediately attempt to contact the professor. The details will be presented to the professor who will decide whether or not the student should be allowed to complete the exam and what further action will be taken. All students are held to the Student Conduct Code, and faculty are encouraged to treat all students the same when a violation occurs. However, DSS will not file a formal complaint with the Dean of Students Office on the faculty members behalf. It is up to the faculty to decide what administrative actions they want to take once DSS has reported an incident of cheating to them.

- **What happens if a student with a disability frequently causes unwarranted classroom disruptions?**

Response: Irregardless of a student's disability they are held to the same Student Conduct Code as everyone else. Faculty are encouraged to consult with DSS for possible intervention. If this doesn't work, then the Dean of Students Office should be promptly consulted.

- **My course requires classroom participation and attendance. This is clearly stated on my syllabus and is a part of every student's grade. What do I do with students whose disability causes them to be absent a significant amount of time?**

Response: If classroom attendance and participation are deemed to be essential components of your class and it is written as such in your syllabus, then all students have to be held to the same standard. It is the hope of the DSS office that faculty will work with students who must miss occasional classes for disability reasons.

- **I have quizzes everyday in my class. Must all of these quizzes be administered outside of the classroom through DSS?**

Response: It really depends on the student and the type of disability. Many students can complete a simple five minute quiz in the classroom setting. However, some cannot and will need to arrange for DSS to administer the quizzes.

- **I have a policy of giving no makeup exams. Must I allow a student with a disability to make up an exam missed due to their disability?**

Response: Yes. If a student misses an exam for disability related reasons, they are legally entitled to a makeup exam.

- **I do not allow students to tape record my lectures. Are students with disabilities who need to tape record a class lecture legally entitled to do so?**

Response: Yes. However, you can require that all be recordings be returned to you at the end of the semester or that they be destroyed.

- **How do I know what accommodations a student is eligible for?**

Response: You will receive an Approved Support Services Faculty Copy from each student with a disability enrolled in your course who requires accommodations.

- **What if I provide accommodations which are not on the sheet, or the student asks for an accommodation that is not listed?**

Response: You are only required to provide those accommodations listed on the sheet. However, there may be cases where a student's disability changes and thus requires an accommodation not on the Approved Support Services form. In these cases, always consult with DSS on the appropriateness of a requested accommodation. If you decide to provide an accommodation not approved through DSS, then that is your individual choice but should not be done without consultation with us.

- **What about English as a Second Language (ESL) students? They often request additional time to complete an in-class exam due to their unfamiliarity with the English language.**

Response: You are not required to provide extended time for in-class exams to ESL students unless they have a documented disability which requires it. DSS does not provide special testing accommodations to ESL students.

- **What happens if I decide not to allow a student a DSS approved accommodation?**

Response: Students will be provided with all accommodations approved through DSS unless the instructor can prove an accommodation will fundamentally alter the nature of a course or program. Students do reserve the right to file a formal complaint with the Office of Civil Rights if denied reasonable accommodations. However, faculty cannot reject an approved accommodation without making a determination that in doing so, it would result in a fundamental alteration to the course or academic program. This analysis would need to involve an interactive process which would include, DSS, the student, the faculty member and the program chair.

- **What information should I include about DSS on my class syllabus?**

Response: It is strongly recommended that the following statement be placed on each class syllabus:

Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TDD (760) 750-4909. Students authorized by DSS to receive accommodations should meet with me during my office hours or in a more private setting in order to ensure your confidentiality.

Background on Disability Support Services

California State University San Marcos opened its doors for its first class of students in August of 1990. The Dean of Student Affairs anticipated there would be a need for a student services professional to work directly with the disabled student population. As a result, a Coordinator was hired to develop services for students with disabilities, as well as to act as an advocate for their highly individualized needs. Presently, Disability Support Services is staffed with a Director, Coordinator, Office Manager & Testing Coordinator, Testing Scheduler, Notetaker Coordinator, a Psychologist & Learning Disabilities Specialist, and a Counselor to ensure that qualified students with disabilities will have equal access to the educational programs and activities offered at Cal State San Marcos.

Mission Statement and Goals

Disability Support Services is committed to providing opportunities for higher education to students with disabilities and to making the programs, activities and facilities at California State University San Marcos fully accessible to students with disabilities.

1. To ensure that campus policies address the needs of students with disabilities.
2. To ensure that students with disabilities have full access to campus facilities and programs.
3. To improve the campus community's awareness and understanding of students with disabilities.
4. To ensure that educational policies and curricula are accessible for students with disabilities.
5. To interact with other agencies in the community who provide services to individuals with disabilities to ensure the availability of all resources.
6. To provide appropriate support services for students with disabilities to ensure their participation in the full range of campus programs and activities.
7. To involve students in assessing current needs, recommending new services, and expanding existing services as needed.
8. To ensure the campus remains physically accessible by providing valuable input to those individuals responsible for future campus construction projects and the maintenance of the existing site.
9. To collaborate with other campus units in providing outreach and retention services to all CSUSM students, including students from diverse populations.

Roles and Responsibilities of the Disability Support Services

Disability Support Services (DSS) is committed to providing opportunities at CSUSM for higher education to students with disabilities, to increasing the representation of enrolled students with disabilities, and to making its programs, activities and facilities fully accessible to students with disabilities.

In compliance with the CSU Policy for the Provision of Accommodations and Support Services to Students with Disabilities, DSS has the responsibility of providing the following services to students with a documented need: disability related counseling, interpreter services, reader services, test taking facilitation, transcription services, and notetaker services (all of these services are contingent on available funding and verified need). Aside from the required support services listed, each university is responsible for providing the following: access to, and arrangements for, adaptive educational

equipment, materials, and supplies required by disabled students; liaisons with campus and community agencies; registration assistance; special parking; supplemental specialized campus orientation; consultation with faculty to ensure that the special needs of students with disabilities are appropriately met; and acting as a liaison with campus outreach personnel to increase the representation of students with disabilities. In addition, students who suspect that they have an undiagnosed disability are eligible to meet with a DSS counselor for a comprehensive screening. If indicated, the student will then be referred to an appropriate outside professional for evaluation and treatment at the student's own expense.

Student's Roles and Responsibilities

Students with disabilities are responsible for contacting DSS to secure support services prior to each semester. DSS encourages and provides opportunities for all students to learn as much about their disability as possible. Students must be knowledgeable of their individual disability to become successful advocates. In an effort to dispel the many negative stereotypes that exist regarding individuals with disabilities, students with disabilities are encouraged to integrate themselves into the campus community and to take an active part in the various opportunities for interaction at CSUSM. It is hoped that students with disabilities will also take an active part in ensuring that the academic programs as well as the physical site of the campus are as physically and programmatically accessible as possible. Continuous feedback from students is essential for the success of this University.

Initial Student Contact

Once accepted to the University, the student needs to notify DSS so that a packet of information can be either mailed or picked up by them. The information packet includes: The Disability Verification Form, Application for Support Services, Screening Questionnaire, Welcome Letter and a sheet with some helpful phone numbers.

The Disability Verification Form (or other disability documentation) and Application for Support Services need to be completed and returned to DSS. Once both forms are received by DSS, an intake interview is arranged for each eligible student to meet with a DSS professional. The interactive process will be used to conduct a new student intake. During the intake interview each student is asked specific questions about their disability, information is gathered on the types of support services that the student has received from any previously attended academic institution(s), and the specific support services that will be provided at CSUSM are discussed. Support services are not implemented until verification of the student's disability is received and an intake interview has taken place.

Verification of Disability

A professionally verified disability is a condition that significantly impairs major life activities and is certified by a licensed physician, psychologist, audiologist, speech

pathologist, or other appropriate professional. A student's disability, if it is obvious (i.e., amputee, blind, quadriplegic), can be verified by a DSS professional. Students with learning disabilities must submit recent comprehensive evaluation results including cognitive and achievement test scores. For more information on the necessary documentation required, as well as to see how the CSU defines a learning disability please review the CSU Guidelines for the Assessment and Verification of Students with Learning Disabilities.

In accordance with the Chancellor's Office guidelines, students with disabilities who transfer from community colleges in California where they received services because of a learning disability may be eligible to receive services through the Disabled Student Services program at CSUSM. However, Disability Support Services will determine the specific support services to be provided at CSUSM, and students with learning disabilities must meet the CSU Guidelines for the Assessment and Verification of Students with Learning Disabilities in order to qualify for services.

Before a student can receive support services from Disability Support Services, he/she should have an appropriate professional complete the Disability Verification Form. However, students are encouraged to submit any disability documentation in their possession if they believe it is current enough for DSS to determine functional limitations and the need for specific accommodations. Once documentation is provided, it is immediately placed into the student's file.

Student File

A student file is made for each student with a professionally verified disability who requests support services through Disability Support Services. The following information is kept in each student's file: Application for Support Services, Disability Verification Form, Evaluation of Disability Documentation and Reasonable Accommodation Request, Approved Support Services form, case notes, diagnostic test results, and other relevant information. Inactive files are destroyed after five years. A student's file is confidential. No information shall be released without written authorization from the student unless there is a safety issue or an educational need to know. Student disability records are protected in accordance with FERPA.

Support Services

The availability of support services is dependent upon the needs of students and the current functional limitations. It is entirely up to the student whether or not to access services. However, no student shall receive support services without proper verification of their disabling condition. Disability Support Services (DSS) will utilize the interactive process with each student to determine what accommodations will be provided. A significant amount of consideration will be given to the documentation provided and past history in using accommodations. However, interim or temporary support services may be approved for students whose disability documentation is inconclusive and are in the process of being reevaluated. Accommodations or modifications cannot be provided if

they would result in a fundamental alteration to a course or program of study. In situations in which a request for a specific accommodation has been denied by the Disability Support Services Office, the student can appeal the decision directly to the Title IX/ADA Appeals Officer (see Grievance Policy for more details). In addition, it is important for students to understand that the accommodations authorized by Disability Support Services apply only to California State University, San Marcos.

Campus Tours

Campus tours are normally provided through the Office of Enrollment Services. However, students with disabilities may request a tour of the campus from the DSS Office to learn about the accessible features of the campus.

Priority Registration/Registration Assistance

Priority registration is given to those students requiring interpreting/captioner services, access to information in alternate format, those who are currently receiving special medical treatment that requires them to be available at specific periods of the day or to those with significant mobility impairments. If a student believes they are in need of priority registration for disability related reasons, they need to speak with their DSS counselor. DSS staff are available to assist both present and future students with disabilities with applications for financial aid, admissions paperwork and other university related services.

Special Parking

There is no access to designated disabled parking spaces unless you are in possession of a valid DMV Placard, DP or DV License Plate and a valid parking permit. All students are required to purchase and display a valid Student Parking Permit each semester. However, students with a DMV Placard or (DV) License Plate may be eligible for a student parking fee waiver if the Financial Aid Office determines they are financially eligible.

Services for Students with Cognitive Disabilities (ADD, Acquired Brain Injuries, Psychological and Learning Disabilities)

Students who have a documented cognitive disability (i.e., psychological disorder, ADD, learning disability or acquired brain injury) that substantially limits one or more areas of major life functioning are eligible for services through DSS. CSU systemwide policy provides guidelines for interpreting results from previously completed assessments of cognitive disabilities. Prior verification of an existing cognitive disability may be used when: (1) documentation is submitted by a professional qualified to diagnose the disability (i.e., neurologist, psychologist, psychiatrist, learning disabilities specialist); (2) documentation includes the appropriate testing and evaluation procedures and test results used to make the diagnosis; (3) documentation adequately addresses alternative explanations (other than a disability) which might cause or contribute to academic

difficulties (i.e., motivational, social, educational and language factors); and (4) testing and evaluation results were completed when the student was an adult and are recent enough to provide information on a student's current level of functioning (usually within the past five years). DSS reserves the right to reassess or deny services to any student who does not meet the CSU eligibility criteria for disability services.

Comprehensive screening is available through DSS for students who are experiencing academic difficulties and suspect that they may have an undiagnosed cognitive disability. During the screening process, the student will be asked to complete a psychoeducational screening questionnaire and will meet with a DSS professional. Students whose academic difficulties appear to be due to an undiagnosed disability will be encouraged to seek a further evaluation by an off campus provider. If the student does pursue an evaluation for a cognitive disability from a qualified provider, they are strongly encouraged to ask the provider to consult with DSS prior to completing the evaluation. Please note that DSS does not provide diagnosis or treatment of disability related conditions and is not responsible for payment of services provided by off campus providers. Students who are experiencing academic difficulties due to factors other than a disability will be referred to other available services and/or useful resources on campus and in the community.

Disability Related Counseling and Advising

Students with disabilities are provided with counseling for concerns related to their disability. Please note that disability related counseling is not meant to take the place of treatment for a mental illness. Students in need of evaluation or treatment for a psychological disorder will be referred to a qualified professional in the community. Academic advising is officially provided by the assigned advisors through Undergraduate Advising Services and the various colleges. The DSS Counselors can provide students with supplemental academic advising. Students are responsible for meeting with their official academic advisors to ensure they are taking the necessary courses to complete their degree requirements.

Interpreter Services /Captioning Services

Interpreter services include manual and oral interpreting for students with documented hearing impairments that necessitate services. Interpreters will be provided in the following priority: classroom use (earliest requests are given first priority), classroom required activities, student/professor meetings, approved campus activities, and Associated Student sponsored activities.

Real time captioning services are available to those students with significant hearing impairments who prefer this service rather than sign language interpreting. Students utilizing this service must attend class in order to obtain a copy of the printed transcript.

It is the responsibility of the student to meet with DSS well in advance of each semester to make arrangements for interpreter services / captioning services. Once interpreter / captioning services have been set up, the following rules apply:

1. Students must inform DSS at least two working days in advance if they plan on missing a class due to reasons beyond hospitalization or illness.
2. If a student becomes seriously ill and will not be able to attend a class, it is their responsibility to notify DSS as soon as possible (preferably 24 hours in advance).
3. After three student no-shows (without good cause) in the same class, interpreter / captioning services may be temporarily suspended. To reinstate services, the student must set up a meeting with their DSS counselor.
4. Interpreters / real time captioners will wait fifteen minutes for a student to show up for class. If the student does not show in the first fifteen minutes of class then the interpreter / real time captioner will leave the class. Of course, students must be present in class before they can secure a printed transcript from the real time captioner. Students receiving classroom transcripts cannot share these documents with other students in the class or sell them. Students discovered doing either will be reported to the Dean of Students.
5. Should an interpreter / real time captioner not show up for an assignment, the student should contact DSS as soon as possible. If available, a replacement will be sent. If a substitute cannot be scheduled, the student will be given the option of obtaining a written transcript of the lecture, or having an interpreter available for signing the audiotaped or videotaped lecture.

Research and Technical Assistants

The Library and Information Services staff is strongly committed to providing equal access to students with disabilities. Students in need of assistance in utilizing the services offered are encouraged to contact Library and Information Services at least five working days in advance to schedule an appointment for assistance.

DSS will provide lab assistants for students whose disability prevents them from freely taking part in the laboratory experience. However, prior notice to DSS of at least a month is required for planning purposes.

Test Taking Facilitation

Special testing accommodations are approved and provided on a case-by-case basis to students with documented disabilities. An appropriate DSS professional will determine if testing accommodations are required for each individual student, and which specific accommodations will be allowed. Only students with appropriate

documentation from a recognized professional will be considered for services.

Prior to the first day of each semester, students who are approved for testing accommodations will go to the Testing Center in Craven Hall Suite 4200 and receive one Testing Accommodation Packet for each class in which they are enrolled. The packet consists of a cover letter addressed to the specific instructor, an approved support services information sheet, and a blue-colored Testing Accommodation Request Form. The student should fill out the first three lines located in the Student Information section at the top of the form before giving the packet to the instructor.

If the student decides to use special testing accommodations for a class, the packet should be given to the instructor during the first week of class along with a verbal indication that exams will be taken through the Testing Center in Craven Rm. 4200. The instructor will complete the remainder of the form and should return it directly to the Testing Scheduler in the Testing Center as soon as possible. To ensure the integrity of information on the form, the instructor, not the student, should return the accommodation form to the Testing Scheduler. One week after giving the packet to the instructor, the student should check with either the instructor or the Testing Scheduler to find out if the form has been completed and returned. Having access to this document is important in order to ensure we have the necessary information to properly administer exams and quizzes.

When picking up Testing Accommodation Packets only ask for as many as you are going to use. Not all students will make use of special testing accommodations in each course. This is important so we are not involved in the administration of exams that a student has decided to take in class instead of the Testing Center.

A test date and time are not automatically scheduled for the student. The student is responsible to reserve a room in the Testing Center located in Craven Hall Suite Rm. 4200. The student needs to contact the Testing Center to complete a Testing Accommodation Reservation form for each individual exam throughout the semester. This is required so DSS can work on acquiring sufficient rooms for exam administrations throughout the semester. Ideally, testing accommodations must be set no less than two (2) weeks prior to each exam. Accommodations will not be guaranteed with shorter notice unless there are specific circumstances to justify the situation.

If exams are being administered by the instructor on a “to be announced” basis, the student is responsible to contact the Testing Scheduler as soon as the exam date is announced in class. If the instructor changes an exam date, the student should inform the Testing Scheduler right away and reschedule the previously set testing accommodation appointment.

A testing accommodation will be set between the student and the Testing Scheduler using the following policy:

1. The student will begin the exam in the Testing Center at the same time that the class begins the exam, and will receive a time extension (according to the approved accommodation) past the end of the testing period for the class.
2. If #1 is not possible because the student has a class immediately following the class in which the exam is being administered, then the student will begin the exam prior to the class starting time. The student's starting time will be determined according to the time extension allowed for the student so that the student's ending time for the exam will be the same as the class ending time.
3. If #1 and #2 are not possible because of back-to-back classes, the student will be referred back to the instructor to arrange permission to take the exam at a different time that does not overlap the class testing time.
4. If #3 is the only workable option, the instructor must contact the Testing Center and communicate his/her approval of the agreement between the instructor and the student. The Testing Center will not administer the exam without this approval from the instructor. After coordinating with the instructor, the student is responsible to contact the Testing Center to set up a testing accommodation reservation following the parameters set by the agreement with the instructor.
5. If the student has an exam that extends past or begins after our regular hours of operation then DSS will work on providing the necessary staffing to proctor the exam. If this is not possible, then DSS will work on trying to secure the necessary authorization to administer the exam on a different day or time frame.
6. If the student has a Saturday class, the student should contact the professor to seek permission to take the exam on Monday or Friday. However, if this is not possible, then DSS will provide the necessary staffing to proctor the exam on a Saturday.

It is the responsibility of the student to remind the instructor in advance of each exam that the test will be taken in the Testing Center, and to inform him/her of the scheduled start time to ensure that an exam copy will be made available before that time.

Once an accommodation reservation has been established for a student's exam, it is binding. Rescheduling will be allowed only with permission of the instructor and/or a DSS Counselor.

If the student misses an exam due to disability related reasons, a makeup exam must be allowed by the instructor. The student is responsible for contacting the instructor to determine when the makeup exam must be completed by. The instructor must personally inform the Testing Scheduler of the parameters agreed upon with the student. As soon as an agreement is reached with the professor, the student must contact the Testing Scheduler to set a testing accommodation reservation for the makeup exam. Before the Testing Scheduler can administer the makeup exam, the student must provide verification from an appropriate professional substantiating that the absence on the original test date was disability related.

The student is expected to check in at the Testing Center at least five minutes before the scheduled starting time for the exam. Except with permission of the instructor, a

student who arrives late for an exam will not be given additional time to compensate for testing time missed due to tardiness.

A student who is caught using aides that are not permitted will have the items removed from the testing room and the professor will be immediately notified. A written explanation of the events that transpired will be given to the instructor. Surveillance cameras are used by the DSS staff to monitor exams for students taking exams in our testing rooms.

An alternate testing format shall be provided to any student whose disability prevents them from completing the normally formatted class exam. These situations are handled on a case-by-case basis to determine the best possible testing format to measure the student's knowledge of the course information.

If a problem should arise between the instructor and the student regarding the implementation of testing accommodations, the student should inform the Testing Scheduler who will either intervene or have the Director of DSS take action on the student's behalf.

Course Materials in Alternate Format

Students requiring classroom materials in alternate format (i.e., Braille, audiotape, large print and electronic format) will need to work very closely with DSS in order to ensure timeliness in the delivery of the needed materials. Students requiring course materials in Braille or in large print should contact DSS well in advance of each semester. Materials will be provided in alternate format if they are not available from other sources (i.e., Library of Congress or Learning Ally). Only materials needed for a particular course in which the student is enrolled will be made available in alternate format. Only students with documented print impairments are eligible to receive materials in alternate format. Students must show proof of purchase for materials needing to be converted before they can take possession of the material in E-text format. Students needing to access a reader can choose their own person or request DSS to provide one. The use of a reader is only for course related support for materials not already available in alternate format. Students requiring information in audiotape format do have the right to select a reader who is not already on payroll through Disability Support Services. However, there are exceptions and each request for a reader will be evaluated on a case by case basis.

Academic Support

Tutoring is not a required accommodation under either the Americans with Disabilities Act or the Rehabilitation Act of 1973. However, tutoring services that are provided to the general student body must also be equally available and accessible to students with disabilities. The following academic support labs are open to any enrolled student: The Writing Center, The Math Lab, The Accounting Lab, and The Language Learning Center. All of these labs have proven to be of great assistance to students with specific subject

matter needs and more information on them can be found on the CSUSM homepage (www.csusm.edu).

Notetaker Services

Students who are approved for notetaking services can recruit their own notetakers for each class in one of two ways: 1) personally approach a classmate one-on-one; or 2) have our Notetaker Coordinator find notetakers for the classes you feel you will need notetakers in. Students will need to promptly notify DSS of any issues arising with a notetaker in order to obtain a quick resolution.

The DSS student will need to direct the notetaker to our offices in Craven Hall, Suites 4200 & 4300 to fill out paperwork and pick up the notetaking packet. There are several ways for the DSS student to receive the notes. 1) Our office will provide each notetaker with a special two-part self-carboned notetaking paper that will allow both the DSS student and the notetaker to be provided with notes at the end of each class. 2)The notetaker can scan and email the notes directly to the DSS Student. 3)Notetaker can use the copy machine in our offices to copy their notes for the student in need and we will put them in a pick-up drawer.

Only CSUSM enrolled students are eligible to serve as stipend paid notetakers. Notetakers are paid a stipend for each class in which they successfully provide one semester of notetaking services. A prorated stipend is provided for a partial semester of services. In addition, each notetaker receives one semester of priority registration for each completed semester of notetaking services. Only in very specific cases, DSS may approve for a notetaker to be paid on an hourly basis.

In order to receive notetaking services, the DSS student is expected to attend class on a regular basis. The only exception, other than emergencies, will be in cases where a student misses class meetings due to documented disability related reasons. In such cases, DSS will require current documentation from a treating professional to verify the legitimacy of the student's absences.

Should any notetaking questions or problems arise during the semester that cannot be answered or settled directly between the DSS student and the notetaker, both are encouraged to contact the Notetaker Coordinator in our Testing Center office for assistance and solutions. Any questions regarding the notetakers can also be directed to the Notetaker Coordinator at notetakers@csusm.edu

Adapted Equipment

The following items are available for student use in the academic setting: tape recorders and players, digital recorders, talking calculators, specialized devices for playing Learning Ally books, raised line drawing kits, portable magnification devices, spellcheckers, Perkins Braille, assistive listening device and a TDD (for in-office use only). These items, except for the TDD, are available on a case-by-case basis and must

be checked out and returned each semester. Students who fail to return loaned equipment will be referred to the Dean of Students for appropriate action.

Additionally, DSS has several mobility scooters for students with orthopedic impairments to use on a short-term basis. These scooters can be reserved for one semester at a time on a first-come-first-served basis. It is important for mobility-impaired students to remember that they are responsible for providing their own scooters, canes, wheelchairs and other individualized pieces of equipment.

There is a small Adapted Technology Lab in Kellogg Library Rm. 3404 which has specially adapted computer equipment and software. However, this is a restricted use lab only and access is controlled through DSS. Please check with your DSS counselor for additional information on how to access this lab. Please also keep in mind that this lab will always be given first priority use to students taking DSS proctored exams as well as to those undergoing authorized training on the use of specific adapted computers and/or software.

Students needing access to specially adapted equipment in order to take part in classroom or laboratory activities must let their DSS counselor know as soon as possible. In most cases, DSS can purchase required equipment that is not already in stock in timely manner.

Service Animals

According to the Americans with Disabilities Act (ADA), a service animal is defined as “any animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals to an impending seizure or protecting individuals during one, and alerting individuals who are hearing impaired to intruders, or pulling a wheelchair or fetching dropped items.” If an animal meets this definition, it is considered a service animal regardless of whether or not it has been certified through a recognized training program. In compliance with the ADA, service animals must be permitted to accompany a person with a disability on campus.

A therapy animal is one that has reliable, predictable behavior, and is selected to visit with people with disabilities or people who are experiencing the frailties of aging as a therapy tool. A therapy animal may be an integral part of therapy treatment. However, a therapy animal or companion animals are not service animals. Whether or not a therapy animal (or Emotional Support Animal) will be allowed as an accommodation will be determined on a case by case basis.

It is expected that the partner of a service animal will maintain strict control of the animal at all times. Service animals may be asked to leave locations on campus when the animal behaves in an unruly fashion (i.e., barking, biting, running around or bringing attention to itself). In addition, it is expected that all service animals be well groomed and kept away from public areas of the campus if they are sick. There may be certain parts of the

campus where a service animal cannot be allowed because of potential risk to the animal or laboratory specimens. However, DSS personnel should always be consulted in advance regarding these types of issues.

The service animal must be immunized against diseases common to that type of animal and all vaccinations must be current. Service animals (depending on type) must be properly licensed and must wear a leash. The care, supervision and cleanup of the service animal are the sole responsibility of its partner. Individuals with disabilities who physically cannot clean up after their service animal should contact DSS to make other arrangements.

When in the presence of service animals, please observe the following:

- Allow a service animal to accompany the partner at all times, except where service animals are prohibited.
- Do not pet a service animal without the permission of its partner.
- Do not feed a service animal.
- Do not startle a service animal.
- Do not separate a service animal from its partner.
- Service animals housed in university housing must have an annual clean bill of health from a licensed veterinarian.

Purchasing Books and Supplies

Students in need of assistance (non-financial) in buying their text books and school supplies at the University Store are strongly encouraged to contact Customer Service at (760) 750-4730 to make appropriate arrangements.

Academic Modifications

DSS will work closely with an appropriate member of academic affairs in deciding the appropriateness of course substitutions for students whose disability prevents them from completing an academic requirement. Presently, substitution policies are in place for the foreign language and general education mathematics requirements. Other academic requirements needing to be considered for modifications will be evaluated on case-by-case basis. Under no circumstances will a course substitution be granted if doing so will substantially alter essential elements of an academic program. It is essential that appropriate faculty and DSS staff are consulted with directly before a decision on an academic modification can be made. Decisions regarding the appropriateness of an academic modification will include input provided by the student utilizing the interactive process.

Reasonable Accommodations for Extended Learning Students

Disability Support Services will work with students enrolled in programs provided through Extended Learning to ensure reasonable accommodations are provided. Students enrolled in Extended Learning are eligible for the same types of accommodations as regularly matriculated students and must also submit appropriate disability verification. Students with disabilities wishing to make use of reasonable accommodations to take part in the Extended Learning programs need to contact DSS as soon as possible. Students taking coursework at the Temecula Campus need to notify DSS at our CSU San Marcos location promptly in order for on-site accommodations to be arranged each semester.

Disability Access and Compliance Committee (DACC)

The Disability Access and Compliance Committee (DACC) meet several times a semester to address disability issues of concern to the entire CSUSM community. This committee is comprised of student, faculty, staff and administration representatives. Students interested in learning more about DACC are strongly encouraged to meet with the Director of Disabled Student Services.

Program Evaluation

DSS will provide students enrolled in the program with the opportunity to complete targeted assessments of services provided. Information gathered from assessments or surveys will be utilized for program improvements.

Grievance Policy

Students who are denied appropriate academic accommodations by one of the faculty are encouraged to meet with the Director of Disability Support Services. The Director will meet with the student's instructor to try and resolve the problem informally. If the instructor still refuses to allow the accommodations recommended by DSS, the student will be encouraged to file a complaint with the Dean of Students. If the student files a complaint, the Dean of Students will initiate a formal investigation of the student's grievance. Until the situation is resolved, the student will receive the accommodations suggested by DSS. Additionally, any student may file a grievance alleging that he or she has been discriminated against as the result of an action taken by any department or unit of the University, including DSS. Grievances can include, but are not limited to, denial of accommodation, delay and/or denial of services or auxiliary equipment, unequal treatment, program and architectural inaccessibility, or failure to be reasonably accommodated in the employment setting (campus positions only). Students wishing to file a grievance are encouraged to consult with the Dean of Students who is located in University Student Union 3500 and can be reached by phone at (760) 750-4935. Finally, students do have the right to file a grievance directly with the Office for Civil Rights (Region IX) if they choose to do so.

** This handbook can be made available in alternate formats upon request ***

