Student Services Programs in CSU for Students with Learning Disabilities

THE 2016 BAY AREA SHARE, LEARN AND CONNECT

SANTA CLARA UNIVERSITY
MARCH 22, 2016

CALIFORNIA STATE UNIVERSITY, EAST BAY
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- Accessibility Counselors
- Accessible Testing
- Accessible Furniture
- Assistive Technology Services Office
  - Consultative Services to Students and Faculty
  - Accessible Media
- Sign Language Interpreters
- Real-Time Captioners – remote and on-site
- Ancillary programs:
  - College Link Program – students on the Autism Spectrum
  - Project IMPACT – TRiO SSS grant
  - WorkAbility-IV – Contract with CA Department of Rehabilitation
Upon Acceptance to a CSU . . . Self-Advocacy

1. Review University website for Accessibility/Disability Resource Office

2. Gather any relevant documentation (IEP, Psychoeducational Reports, Medical Records, Assistive Technology Assessments, etc.)

3. Contact Accessibility/Disability Resource Office
   - Follow procedural instructions specific to each campus
   - Each campus has different timelines for how to make an appointment, documentation needed, first steps, etc.

4. Meet with a Accessibility/Disability Counselor to determine appropriate academic accommodations

5. Learn to be a self-advocate

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## Comparison of High School & College for Students with Disabilities

<table>
<thead>
<tr>
<th>K-12 IDEA</th>
<th>K-12 504 Plan</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student records are accessible to student and parents</td>
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<td>Any enrolled college student's records are only accessible to the student. Information cannot be released to anyone, including the parent, without a written release by the student</td>
</tr>
<tr>
<td>Special consideration for behavior problems</td>
<td>Students must follow high school behavior code</td>
<td>Students are held to the Student Code of Conduct; No special consideration</td>
</tr>
<tr>
<td>District identifies disability</td>
<td>Parent provides documentation of disability</td>
<td>Student is responsible to provide documentation of disability and need for reasonable accommodations</td>
</tr>
<tr>
<td>Success is more of a right</td>
<td>No guarantee for student success</td>
<td>There is no guarantee for student academic success; student is responsible for own academic success</td>
</tr>
<tr>
<td>Special education classes are provided</td>
<td>Regular class curriculum with modification</td>
<td>No special education classes; disability support office's role is to accommodate student in college level classes</td>
</tr>
<tr>
<td>Free evaluation of disability</td>
<td>Parent is responsible for providing evaluation of disability</td>
<td>Student is responsible for disability evaluation</td>
</tr>
</tbody>
</table>
## Comparison of High School & College for Students with Disabilities (Cont.)

<table>
<thead>
<tr>
<th>K-12 IDEA</th>
<th>K-12 504 Plan</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>District develops Individual Education Plan (IEP)</td>
<td>Services determined by 504 Plan</td>
<td>Student initiates request for reasonable accommodations. There are no IEPs or 504s in postsecondary education</td>
</tr>
<tr>
<td>District ensures that the IEP is implemented</td>
<td>District/parent/student responsible</td>
<td>Student is responsible for own academic progress</td>
</tr>
<tr>
<td>Entitled services identified on the IEP</td>
<td>Services determined by 504 Plan</td>
<td>Providing reasonable accommodations is not an automatic process; each college determines eligibility and what reasonable accommodations will be provided based on the disability documentation provided</td>
</tr>
<tr>
<td>Fundamental modifications to program of study permitted as identified on IEP</td>
<td>Fundamental modifications to program of study permitted as identified in 504 Plan</td>
<td>No fundamental modifications allowed: Accommodations may not result in a fundamental alteration to a course or academic program; nor impose an undue burden on an institution</td>
</tr>
<tr>
<td>Teacher can advocate for student</td>
<td>Parent/student advocate</td>
<td>Student advocates for self</td>
</tr>
<tr>
<td>Personal services: e.g., transportation, personal attendant, nurse, in class aide</td>
<td>No personal services provided</td>
<td>No personal services provided</td>
</tr>
</tbody>
</table>
Additional Resources


THANK YOU!

Questions?

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