



SF State | Disability Programs and Resource Center (DPRC)

YOUR RESOURCE FOR DISABILITY ACCESS

Welcome to
San Francisco State University!





Mission Statement

The DPRC collaborates with SF State's diverse community to ensure that all aspects of campus life - learning, working and living - are universally accessible. The DPRC provides the University with resources, education and direct services in order that people with disabilities may have a greater opportunity to achieve social justice and equity.



What is the role of the DPRC?

To ensure students with disabilities have equal access to an education at SF State, per federal and state laws.

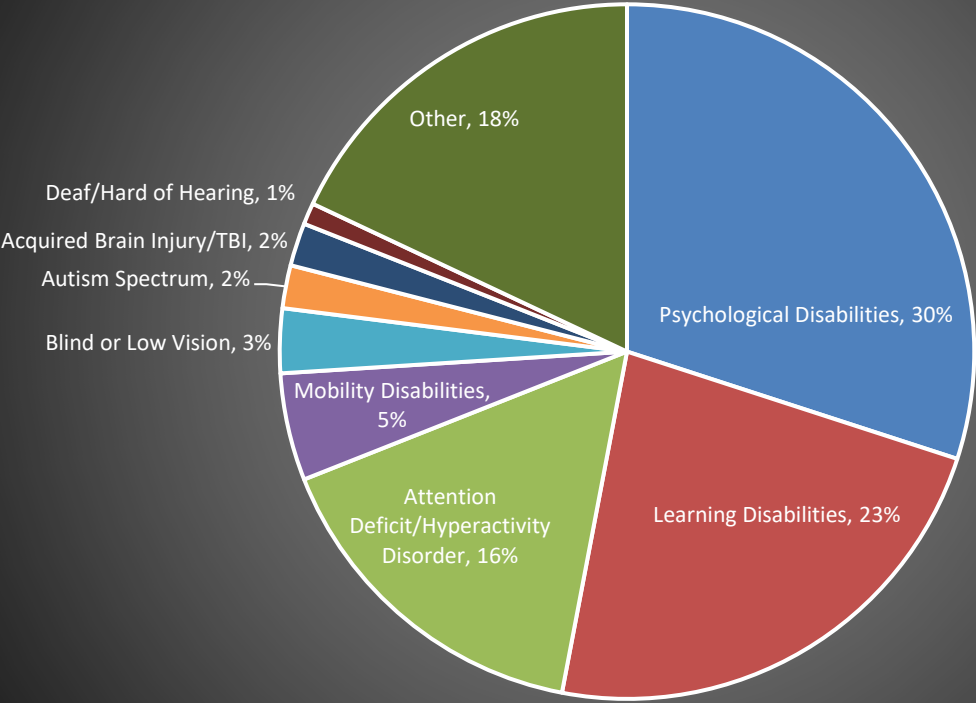


Disability Programs & Resource Center

- **Established in 1975**
- **Has several programs:**
 - **Student Resources**
 - **Employee Resources**
 - **Accessible Media Program**
 - **Adaptive Technology Program**
 - **Deaf & Hard-of-Hearing Services**
 - **Faculty Resources**
 - **Accessible Technology Initiative (ATI)**
- **Serves approximately 1800 students with disabilities**



Disability Categories



- Psychological Disabilities
- Mobility Disabilities
- Acquired Brain Injury/TBI
- Learning Disabilities
- Blind or Low Vision
- Deaf/Hard of Hearing
- Attention Deficit/Hyperactivity Disorder
- Autism Spectrum
- Other

(Source: DPRC Fall 2019 Data Report)



Disability Categories (con't)

Approximately 74% of disabilities represented by SF State students are considered “hidden” or “invisible”, such as:

- Autism
- ADD/ADHD
- Learning disability
- Psychological disability
- Others...

Some disabilities that are generally considered “visible”, like a mobility disability, may not be immediately apparent and might also be considered “invisible”.



What is an accommodation?

An adjustment that allows a student with a disability the opportunity for equal participation in University programs, services and activities.

- **Determined on an individual basis**
- **Supported by appropriate medical documentation**
- **Doesn't compromise academic standards**



Disability Documentation

Seven Primary Elements:

- **Verifying Professional's License/Credential**
- **Diagnosis**
- **Assessment Procedures**
- **Symptoms & Functional limitations**
- **Description of Progression or Stability of Disability**
- **Current/Past Accommodations, Services, and/or Medications**
- **Recommended accommodations (Optional)**



Disability Documentation

Types of Documentation:

- Student self-report of disability and limitations
- Medical records that include letters, reports and assessments from medical providers that include diagnosis and functional limitations
- Educational records that reflect education and accommodations used in high school (504 Plan or IEP)
- Example: Psychoeducational Assessment Report
- [Documentation Guidelines available on DPRC website](#)



How To Get Started: Transfer Students

- [Register with DPRC](#)
- Request copy of [disability documentation](#) from current college to be sent to SF State and/or provide copy of health care/disability documentation.
- Provide copy of accommodation letters from previous schools that outline approved accommodations.
- Meet with a Disability Specialist.
- If you plan to live on campus, and need accommodations, first apply for housing through the [University Housing Portal](#), and request housing accommodations through DPRC.



How To Get Started: First-Time Freshmen

- [Register with DPRC](#)
- Request copy of IEP/504 Plan from your high school to be sent to SF State and/or provide copy of [disability documentation](#).
- Meet with a Disability Specialist.
- If you plan to live on campus, and need accommodations, first apply for housing through the [University Housing Portal](#), and request housing accommodations through DPRC.



Role of Disability Specialist

Determine eligibility for accommodation requests by:

- Meeting with students, listening to their experiences with their disabilities, barriers, and use of accommodations in the past.
- Reviewing student's documentation from their previous schools and/or from a medical provider.
- Approve appropriate reasonable accommodations.
- Review how to request, use and manage each accommodation through [myDPRC](#).
- Provide support with disability management and advocacy.



Accommodations Notification Memo (email)

- **Student's verification of eligibility for accommodations.**
- **Faculty receive a notification email outlining student's accommodations for their particular class.**
- **If needed, we encourage students to meet with their instructors during office hours to discuss their accommodations.**
- **Contact DPRC immediately if any help is needed facilitating accommodations with instructor.**



Registration Process

- Complete the [DPRC Registration Form](#)
- If possible, upload your [Disability Documentation](#) and Accommodations History prior to Initial Appointment. This will allow the specialist to evaluate the documentation and may reduce time before accommodations are approved.
- DPRC will contact you to schedule your Initial Appointment.
- DPRC staff are available to assist you at any step in the process.

**Register with
the DPRC**



DIFFERENCES FROM HIGH SCHOOL TO UNIVERSITY

Who is responsible?

HIGH SCHOOL

- Identification by school – Child Find Mandate - district responsibility
- Disability documentation by school
- Parental/Guardian involvement required

UNIVERSITY

- Identification by student – student responsibility
- Student must provide disability documentation
- Parental/Guardian involvement only through student



DIFFERENCES FROM HIGH SCHOOL TO UNIVERSITY

Role of Parents/Students

HIGH SCHOOL

- Rights with limited responsibility
- Parent/guardian(s) may be primary advocate for student
- School is responsible to initiate services and implement accommodations

UNIVERSITY

- Rights with greater responsibility
- Student is primary advocate for self
- Self-initiation of services and partnership in provision of accommodations



DIFFERENCES FROM HIGH SCHOOL TO UNIVERSITY

Academic Accommodations

HIGH SCHOOL

- When modifications are made, students with disabilities may not be expected to master same academic content as others in the classroom
- Guarantees success by modifying curriculum

UNIVERSITY

- Academic adjustments may include auxiliary aids or modifications as necessary to ensure equal educational opportunity, but not lower expectations or fundamentally alter course requirements
- Guarantees access-not success



Transitioning to the University

Recommendations for Success:

- **Develop and practice self-advocacy skills.**
- **Learn about your disability and how it impacts you in school.**
- **Be able to describe your disability, your strengths, and areas of challenge.**
- **Consider what strategies you have already used to be successful in school.**



Transitioning to the University

Recommendations for Success (con't):

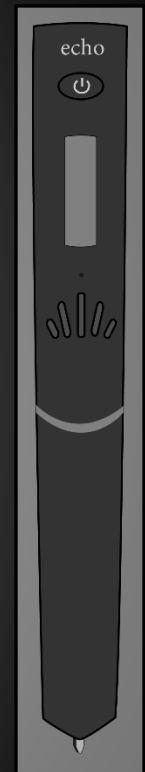
- **Connect with other campus offices such as Undergraduate Advising Center, Financial Aid, and your Major department.**
- **Connect with the Tutoring and Academic Support Center (TASC) where tutors are available to work with you one-on-one and in small groups in sessions tailored to your unique needs and learning styles.**
- **Get involved with Student Life where you have the ability to join a wide variety of student organizations (270) based on your interests.**



Accessible Technology

Technology for Success:

- **DPRC offers a wide variety of Accessible Technology:**
 - Kurzweil 3000 (text to speech)
 - Dragon Naturally Speaking (speech to text)
 - JAWS (low-vision access)
 - LiveScribe Smart Pens (note-taking)
 - Video Captions
- **All instructional materials are accessible:**
- **The DPRC accessible media program will convert instructional materials into an accessible format**
- **Training is available for adaptive technology**



LiveScribe
Smartpen



Disability Programs & Resource Center



- Student Services Building, Room 110
- Telephone: (415) 338-2472
- E-mail: dprc@sfsu.edu
- Fax: (415) 338-1041
- Website: access.sfsu.edu

