



Services
for Students
with Disabilities

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Services for Students with Disabilities

Student Handbook

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I. Purpose Of This Handbook

Only through early planning can you select a school that will meet your needs and ensure a smooth transition from high school to college, or on to graduate school. The purpose of this handbook is to inform you of the services available at U of M. Bring this handbook with you when you come to campus, and refer to it as the need arises.

Services for Students with Disabilities (SSWD):

- Offers selected student services which are not provided by other University offices or outside organizations. Our services are free of charge.
- Assists students in negotiating disability-related barriers to the pursuit of their education.
- Strives to improve access to University programs, activities, and facilities for students with disabilities.
- Promotes increased awareness of disability issues on campus.

The decision to use services is a matter of individual choice. Our experience has been that students achieve higher levels of academic and personal success when they demonstrate initiative and assertiveness, begin preparing for college or graduate school early, and are aware of and can communicate their strengths and weaknesses along with appropriate accommodations. There is support along the way: one's own unique experiences, fellow students, SSWD, and the faculty, staff and administrators of U of M. The student's responsibility is to become informed about and to make use of the resources and services that are available.

Prospective students are encouraged to meet with SSWD staff in order to learn about support services and the types of accommodations they might expect. The staff of SSWD is available to answer questions and give referrals concerning admission, registration, services available, financial aid, etc. In addition, we can help you with assessing your need in such areas as modified housing, attendants, interpreters, transportation, classroom accommodations, tutors, notetakers, and adaptive equipment. SSWD often encourages new students to stay in contact with a staff member at least once a week during their first year as a means of resolving any problems and improving academic performance.

II. All Students with Disabilities

Below is a general description of services available at U of M that may be useful to students with various types of disabilities. The sections that follow this one describe services appropriate for students with specific disabilities (learning, visual, hearing, mobility, mental health, and health). If your disability does not fall under the categories mentioned, use this handbook as a general guide to the kinds of services available on this campus and consult with the SSWD staff about specific services you are interested in receiving. The final portion of this handbook more formally describes the policies and procedures related to students with disabilities on the U of M campus.

Please read carefully through the information that is general to all students, specific sections that apply to your area(s) of disability, and the final section stating the policies and procedures to which you and the University must adhere.

Admissions

Applicants should remember they are working on a process that involves several offices and many people. Therefore, prospective undergraduate students should begin the process of applying to the University early in their senior year, or the Fall before they plan to enroll at U of M. Graduate and transfer students need to be timely in completing the application process, as well.

The Admissions Office staff considers the applicant with a disability in much the same manner as any other applicant. Taking the ACT, SAT, or other standardized test under accommodated conditions will not negatively impact the admissions decision.

A prospective student can obtain an application to apply for undergraduate admission at <http://www.umich.edu>

Applications for graduate admission are available directly from each graduate program. Apply for graduate admission, both within your department and within Rackham School for Graduate Studies at <http://www.umich.edu>

Note on standardized tests

Students with disabilities may be entitled to use special test accommodations (such as extra time, cassette version, Braille copy, etc.) on standardized, professional, and licensing exams, e.g., the ACT, SAT, GRE, LSAT, MCAT, GMAT, MSLE, national board exams including Step 1-3 of the Medical Boards, and other nationally standardized tests. Test takers should contact the testing agency directly for information on obtaining special accommodations. The request for special accommodations typically must be submitted in accordance with the regular registration deadline.

Be aware that if you wish to use testing accommodations in taking the GRE, LSAT, GMAT, MCAT, or testing for professional licensure, you may be required to undergo a new psycho-educational evaluation. Please contact the SSWD office to discuss this possibility. Once you have applied to use special test accommodations, plan to contact the testing center a week or more prior to the examination date to confirm that accommodations have been granted by the testing organization and to clarify how they will be provided. Do not assume that communication of your accommodation needs has been passed on to and implemented by the local testing center!

New Student Orientation

With appropriate documentation, students may request accommodations for their placement testing and for other specific needs during orientation. Call (734) 764-6413 in advance in order to make arrangements.

Liaison With Other Agencies

When planning to attend any university or college, you are strongly advised to work with your state Department of Rehabilitation or Commission for the Blind counselor. If you are not aware of the functions of the state Department of Rehabilitation or Commission for the Blind or the location of your regional office, contact SSWD or your state government's information office. Processing times vary and are sometimes lengthy. Even if you believe you are eligible for financial aid from the state Department of Rehabilitation or Commission for the Blind, it will be impossible for them to provide it if you have not given them the time and information they need to determine your eligibility. In addition, the Michigan Commission for the Blind has annual scholarships for which students may be eligible to apply.

If you need adaptive equipment, SSWD can verify that need for your state Department of Rehabilitation or Commission for the Blind counselor. He or she may be able to assist you with purchasing such equipment.

A telephone at SSWD is available for students to keep their state Department of Rehabilitation or Commission for the Blind counselors informed of U of M requirements and deadlines, their

progress toward academic and vocational goals, and needs for assistance or equipment as they arise.

Financial Aid

An important consideration in applying for financial aid is time. Begin early! If you submit the paperwork before the deadlines, you will be better able to work out any problems that occur.

You can request financial assistance from the state Department of Rehabilitation or Commission for the Blind.

Michigan Rehabilitation Services (MRS) <http://www.michigan.gov/mdcd/0,1607,7-122-25392---,00.html>

Michigan Commission for the Blind (MCB) <http://www.michigan.gov/mcb>

It is especially important that you complete this application process early. Assistance from these agencies is a resource used in addition to funds that the student, parent, or other sources provide. Therefore, applications for financial aid (particularly the Pell Grant) must be made before the state Department of Rehabilitation and Commission for the Blind can determine the amount of aid they will provide.

Please contact your financial aid counselor or an SSWD staff member to see if you are eligible.

SSWD sponsors some small scholarships. Information about these scholarships is sent via email to students registered with SSWD.

Adam Miller Memorial Fund

Additional funding may be available through the Adam Miller Memorial Fund. Who was Adam Miller?

Though diagnosed at the age of seven with Neurofibromastosis type 2, Adam neither knew nor accepted boundaries or limitations. While the disease gradually robbed him of his hearing and vision and impaired his mobility, it left his brilliant mind untouched and spirit undaunted. Adam believed it was important on both a personal and professional level, to be actively engaged in life-to have achievability. And achieve he did!

At the University of Michigan, Adam earned numerous academic and journalistic awards. He was a member of several Honor Societies including Phi Beta Kappa, Golden Key Society and Kappa Tau Alpha (Journalism Honor Society). He received the John Rich Award for Journalism Excellence and was twice honored with the prestigious Columbia Gold Circle Award for Journalism for his work on the Michigan Daily. Adam spent four years as a sports writer for The Daily, where he also served as Night Editor, Senior Editor for Sports and as a byline columnist, writing "Miller's Crossing" his senior year.

During his undergraduate years at Michigan, he authored several articles on masculinity and disability. He and his co-author Professor Tom Gerschick are considered national authorities on the issue of the effects of physical disabilities on masculine identities. Their articles appear in many books and magazines, as well as sociological journals and textbooks. Adam was active in the University's Hearing-Impaired Students Organization and helped to maintain the Barrier-Free Computer-Users Group as well. He believed that it was vital for people with disabilities to communicate with and support one another. To further that end, he created and maintained the web site for the NF2 Crew, an international group of people affected by his disease. Because

NF2 is such a rare disease, Adam believed it was vital for The Crew to provide a forum where information, treatment options, medical developments and personal support could be obtained.

After earning his Masters in Journalism from the University in 1996, Adam concentrated his efforts on computer-assisted reporting. As Founder and President of WebCrossings. Ltd, Adam developed and maintained a variety of award-winning web sites for clients ranging from WDIV-TV4 to Michigan Ear Institute. He served as the Technology writer for HOUR Detroit magazine and was a frequent free-lance contributor to the Ann Arbor News. He was also passionate and devoted fan of the Michigan Wolverines and proud to be a True Blue MICHIGAN MAN.

I don't worry about the meaning of life- I can't handle the big stuff. What concerns me is the meaning IN life-day by day, hour by hour, while I'm doing whatever it is that I do. What counts is not what I do, but that I DO IT at all

Adam S. Miller passed away in 1999.

After Adam S. Miller passed away his parents, Alex and Marlene Miller established the Adam Miller Memorial Fund, a private endowment fund established to assist students with disabilities who have special requests that may not be met with financial aid or by other University programs. The Fund was created to honor the memory of Adam S. Miller and to provide assistance for students with physical disabilities. Personal assistive devices, personal training, extra curricular and social activities, learning experiences and community outreach programs are provided by this Fund. Tuition costs, however, are not covered. Students interested in obtaining assistance must be enrolled at the University of Michigan.

Saul and Shirley Lederer Merit Scholarship

To honor Adam Miller's grandparents Saul and Shirley Lederer, two scholarships have been established in their name to assist students with disabilities. This scholarship offered to students who have hearing, visual, and mobility impairments or chronic health issues. Two recipients are chosen annually for awards of \$1000 each. Funds are dispersed directly to the students. To be eligible for these scholarships, students must be enrolled at The University of Michigan, have one of the prescribed impairments listed above and be active in their University Community. Students must submit a current academic transcript and a brief essay detailing the intended use of the scholarship fund. Notice of these scholarships will be sent though the SSWD Student email list.

Applicants should contact Services for Students with Disabilities (SSWD)
G-664 Haven Hall 505 S. State Street Ann Arbor MI 48109-1045.
Phone Number (734) 763-3000 or TDD (734) 615-4461
FAX (734) 936-3947
<http://www.umich.edu/~sswd/>

The Graduate Library reference section has a directory of financial aid sources around the country for students with disabilities. Rackham Graduate School has a list of funding sources for graduate students, including students with disabilities.
<http://www.rackham.umich.edu/Funding/fullListing.html>

Keep in mind that U of M, the state Department of Rehabilitation, or Commission for the Blind will not take care of the financial aid process. You have the major responsibility to meet deadlines and to become aware of the policies and procedures governing your financial assistance. For information about financial aid or for assistance in filling out forms, contact the Office of Financial Aid at (734) 763-6600.

Housing

For information about accessible housing on campus, call (734) 764-7400/(734) 763-7781 (TTY). For information about accessible housing off campus, call (734) 764-7455. In addition, the Ann Arbor Center for Independent Living has an accessible housing list. Call (734) 971-0277 to request a list. <http://www.aacil.org>

Some students with disabilities will be eligible to take a reduced course load without losing their financial aid. Contact your advisor.

Academic Advising

Students should contact their prospective major department or division for academic assistance. Some advising offices, such as the College of Literature, Science, and the Arts (LS&A), have an academic advisor available to work with students with disabilities. Contact numbers for the major academic units and/or advising units are listed below. If you are calling from off-campus, please call Information at (734) 764-1817. To reach Information from on-campus, simply dial "0."

Architecture and Urban Planning:	(734) 764-1300
Art and Design:	(734) 764-0397
Business Administration:	(734) 763-5796
Dentistry:	(734) 763-6933
Education:	(734) 764-7563
Engineering:	(734) 647-7000 or 647-7106
Graduate Studies:	(734) 764-4401
Honors Program (LSA):	(734) 764-6274
Information, School of:	(734) 763-2285
Kinesiology:	(734) 647-9856
Law:	(734) 764-1358
Literature, Science and the Arts (LS&A):	(734) 764-0322
Medicine:	(734) 763-9600
Music:	(734) 764-0583
Natural Resources and Environment:	(734) 764-6453
Nursing:	(734) 763-5985

Officer Education Programs:	Air Force ROTC: (734) 764-2403
	Army ROTC: (734) 764-2400
	Navy ROTC: (734) 615-2020
Pharmacy:	(734) 764-7312
Gerald R. Ford School of Public Policy:	(734) 764-3490
Student & Academic Services	(734) 764-0435
Residential College:	(734) 763-0176
Social Work:	(734) 764-3309

Because the ultimate responsibility for selecting the proper courses and completing degree requirements lies with the student, all students should read and understand the information in their college Bulletin and the Schedule of Classes.

We recommend you take the following steps before registering for classes:

- Sit in on a meeting of the classes you plan to take the following term.
- Go to the bookstore and check the required reading that is listed for the classes you are considering.
- Speak with instructors during their office hours. Get a syllabus and ask any questions you may have about concerns such as writing assignments, testing style, and accommodations.

In addition, students should take into account individual needs related to their disability and begin planning their schedules well before registration. For example, those who have a physical disability may need to select sections of courses that are taught in adjacent buildings. Students with visual impairments may require time to become oriented to a new building or to order textbooks on tape. Students with hearing impairments might need to meet with instructors to acquaint them with speech reading and/or interpreting and general communication techniques. Students who have a learning disability may benefit from meeting with instructors before registration to determine how much reading and writing is required. Students taking medications are advised to consider any side effects they cause and build class schedules around times of day that allow for most effective learning. Students' particular concerns will depend on their individual needs and the types of courses they are taking.

Priority Registration

If students with disabilities require accommodations that must be arranged in advance, they may be granted permission to register for their classes before their regularly assigned registration time. Please contact SSWD to see if you are eligible to use assisted registration. (For further information on who may qualify, see "Recruitment, Admissions and Registration").

Important reminders to those students who are eligible for priority registration:

1. Make sure there are no "flags" or holds on your student record that block registration, such as a hold from the Cashiers Office due to unpaid bills, parking tickets and fines, or, in some cases, a programmatic hold to ensure that a student meets with his or her academic advisor.
2. Before registering for classes, see your academic advisor to ensure that you will be enrolling in correct degree-related course work.
3. If assistance is needed to use the web-based enrollment process, contact SSWD.

As shortly as possible after registering for or dropping and adding classes, discuss with your SSWD contact person all classes for which you are registered. You will need to determine whether services, such as interpreting, receiving texts in an alternative format, notetaking, etc., are needed or whether services should be changed or dropped. Your promptness is needed to ensure timely delivery of services.

Academic Accommodations

Accommodations are determined on a case-by-case basis according to a student's documented needs, guidelines suggested by federal and state legislation, and criteria set forth by the U of M. Some students may need accommodations that apply to altering the format of printed material used in and outside of the classroom (Braille, audiocassette, electronic text, etc.).

Other academic accommodations, as applied to the classroom may include adjustments in seating arrangements, physical access, testing procedures, teaching techniques, auxiliary aids, and receiving copies of lecture notes.

Students should speak with their instructors before or during the first week of classes regarding any special needs. You can request that SSWD provide you with an advocacy letter called a Verified Individualized Services and Accommodations Form (VISA). The VISA form or letter, which verifies your disability and suggests types of accommodations, will be a permanent document that you will keep and copy for your professors each semester according to your needs. You may use the copy machine in the SSWD office free of charge for this purpose. You may also tell faculty about the faculty handbook available on the SSWD website for his or her use. This handbook describes the main types of disabilities and appropriate accommodations for them. When an instructor is unwilling to make a reasonable accommodation, contact SSWD for assistance as soon as possible.

Although some instructors are willing to pursue creative teaching methods and are interested in working individually with students, it is rare that changes in course requirements are made; e.g., allowing the student to substitute a paper or other project for an exam. The staff members of SSWD are available to discuss with students and faculty proper accommodations and how they can best be arranged.

Faculty members are encouraged to modify course or degree requirements, rather than waive them. We strongly discourage lowering academic standards for students with disabilities. If you feel, however, that your needs are not being accommodated appropriately, you may contact our office for appeal.

As needed, faculty members routinely allow such arrangements for exams as extra time, a quiet room with a proctor, and/or use of a word processor or adapted computer to write answers. When appropriate, proctors may read exam questions aloud or write the student's dictated answers.

Students should consider using the following procedure to ensure that appropriate testing and other accommodations are made. Each term, before you register, see every instructor from whom you may take a class. Discuss with these instructors your specific disability and the testing accommodations you will need.

While Talking With Instructors, DO:

- State that you have a disability
- Explain your affiliation with SSWD
- Have suggestions about what they can do to enhance your success
- If appropriate, make them aware of your past successes
- Discuss specific details about how examinations will be handled
- Make it clear that you are a serious, motivated student who will succeed in their class if a reasonable allowance is made for a specific problem you have in a specific area
- Make it clear that you are not trying to get through their class with the least effort possible
- If possible, engage instructors in a problem solving process when solutions to the problem are not obvious
- Be on time for scheduled appointments
- Be calm and courteous, and do not interrupt

While Talking With Instructors, DO NOT:

- Quote Section 504 or IDEA
- Dictate policy
- Get mad
- Cry on their shoulder
- Request unreasonable adjustments
- Make demands for large amounts of their time

Alternative Format Course Materials

Some students with print related learning disabilities or visual impairments may meet the U of M criteria for receiving textbooks and other print related reading material in alternative format. In the past, this alternative meant that course related material was recorded onto four-track audiocassette tape. Recording for the Blind and Dyslexic (RFB&D) and other community-based reading programs have always been a student's first source for taped texts, with the SSWD handling taping course packs, journal articles, and unusual texts that could not be taped.

Although these options are still valid, SSWD staff may recommend a second format. RFB&D and SSWD are now producing most material in E-text (text that is scanned to computer disc or CD and can be read back through voice-output computer software). Several benefits of E-text are: generally, a shorter turnaround time between a request for text in alternative format and its availability, ease of finding specific information to study and review, and the ability to study smaller portions of information on an ongoing basis. Many students who have used E-text also reported that their reading rates vastly increased without their losing comprehension.

E-text does not work well with material that is highly visual or graphic, such as mathematics and many scientific textbooks, or with individual journal articles and coursepacks. These types of text will continue to be produced on four-track audiocassette tape. Students who are eligible for receiving texts in alternative formats will be directed to speak with the Coordinator of Services for

Blind and Visually Impaired about their documented needs, the format that is most applicable for their printed material, and what the student will need to do to help facilitate this production.

Notetakers

Some students with disabilities will tape lectures for reviewing later. Other students will ask for volunteers in class to assist them in notetaking by using carbon or NCR (no-carbon-required) paper or by photocopying the volunteer's notes after class. SSWD provides NCR paper and free use of a copy machine to students using these methods, as well as blank cassette tapes.

In some instances, it may be necessary for the state Department of Rehabilitation or SSWD to pay a student to sit in the class and take notes for a student with a hearing impairment. Whatever method is used, however, the student is ultimately responsible for the material covered in class.

Paid Notetakers, WILL:

- Write down all relevant information including lecture notes, test and quiz dates, assignments, and important vocabulary.
- Attend all classes, be on time, and be prepared to take notes. (A notetaker who is unable to attend a class should inform SSWD and/or the student as appropriate.)
- Find a Sub to take your class if you cannot attend.
- If you know who your student is and they are not in attendance within the first 20 minutes you may leave class
- Send notes to the student within 24 hours of class

Paid Notetakers, WILL NOT:

- Take responsibility for ensuring that students complete assignments properly or on time
- Participate in classroom discussions
- Answer questions about course content or assignments when these questions are better directed to the instructor
- Take notes if the student is not present, except for specific arrangements due to health conditions.

Students, WILL:

- Supply paper for their notetakers
- Arrive in class early to supply the notetaker with any materials he or she might need and find a seat with good visibility for the notetaker
- Read their notes over to check for assignments and important dates
- Ask the notetaker about anything in the notes that is not clear
- Provide notetaker an email or text message to inform them you will not be in class

Computing Technology

Students should be aware that using computers is an integral part of the educational process at U of M. Computers are routinely used to prepare term papers, send electronic mail, search library card catalogs, and participate in computer-based conferences. It is important to pay attention to information about computing resources at U of M so that you can orient yourself quickly once you arrive on campus.

A campus-wide network, also, makes computer hookup available in all residence hall rooms. Many students like the convenience of being able to use their computer when they need rather than waiting for a machine to become available. You are encouraged to bring a personal computer with you or to purchase one at a discount sale such as U of M's fall Computer Kickoff.

Adaptive Technology Computing Site (ATCS)

The Adaptive Technology Computing Site (ATCS), located on Central Campus at B126 (basement level) of the Shapiro Undergraduate Library, is operated by the Information Technology Division (ITD). A second site is located in the Media Union on North Campus. Both locations offer equipment and software programming to meet the disability needs of U of M students, faculty, and staff. Special technology available for use includes: a print scanner, talking computer (screen reading) programs, voice recognition/dictation software, magnification software, 21-inch high resolution monitors, closed circuit television (CCTV), trackballs, ergonomic chairs, motorized height adjustable workstations, ergonomic keyboards, a raised imaging printer, a Braille printer, and Ergoquest 500 sit-stand-recline workstations, called Ergopods (<http://www.umich.edu/~sites/info/atcs/HTML/Ergopod.html>). Upon request, students may receive training in the use of any of this technology. Contact the SSWD office if you have questions regarding specific technology or how to access these labs.

SSWD can aid students with disabilities by modifying computers and installing adaptive software. To find out more about this option, please call our office at (734) 763-3000.

Career Center

This office assists students with various aspects of the career exploration process including: deciding on a major, investigating graduate school options, and conducting effective job searches. CP&P sponsors the Public Service Intern Program, as well as the on-campus recruitment program in which students interview with prospective employers. Career conferences, workshops on resume writing and interviewing, individual sessions with career counselors, and an extensive career library are among the many resources available. For more information or to arrange disability accommodations for any Career Planning and Placement program, call (734) 764-7460.

Math Lab

The Math Lab (936-0160) is located at B860 East Hall and offers tutoring in Math classes up to Math 217 during fall and winter semesters each year.

Writing Workshop

The Information/Writing Workshop at the Sweetland Writing Center, located at 1139 Angell Hall, can help students with writing needs. It is a writing consultation service available to LS&A students or any student taking an LS&A course. Appointments are recommended and can be arranged by calling 764-0429.

Other Tutors

The U of M does not provide tutoring support for all courses taught at the University. However, some departments do keep lists of tutors. If a student is finding subject material difficult to understand, he or she may wish to speak with the professor and/or the academic department

about available assistance. The website, <http://lsa.umich.edu/saa/tutors/> lists tutoring resources at the U of M (those that are free and those that are fee based) can be accessed. If further assistance is needed, you may contact the appropriate SSWD staff person to discuss your concerns.

Student Organizations

The U of M has a small number of active student organizations related to various disabilities. The SSWD office is happy to assist students in contacting existing groups and to provide referrals for students wishing to start organizations in their areas of interest.

Discrimination

The Office of Institutional Equity and Diversity [(734) 763-0235 and (734) 747-1388 TTY] coordinates the University's compliance with Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The University does not discriminate against students with disabilities in recruitment, admission, or treatment after admission. In addition, the University makes reasonable adjustments to permit students with disabilities to fulfill academic requirements and provides auxiliary aids to ensure that they are not excluded from programs because of their disabilities. Students who believe that the University may not be meeting these responsibilities or who believe that they have been otherwise discriminated against based upon their disability may contact the ADA Coordinator in the Human Resources & Affirmative Action Office at 2072 Administrative Services, 1009 Greene Street, Ann Arbor, MI 48109-1432

Community And State Resources

Ann Arbor Center for Independent Living

AACIL provides information, peer resource consultation, personal care assistant training and referral, and independent living skills instruction. An off-campus housing and community resource guide is also available by contacting the Center at (734) 971-0277 or 971-0310 (TTY).

Michigan Rehabilitation Services

Is a state-federal program which provides financial and other assistance to eligible students with disabilities while they are in school. Call (734) 677-1125 or 677-1206 (TTY) for further information.

Other Resources

The SSWD office has a copy of Financial Aid for the Disabled and their Families that is available for overnight or weekend loan to students.

III. Students with Learning Disabilities (LD), Attention Deficit Hyperactivity Disorder (ADHD), and Acquired Brain Injury (ABI)

The number of students who have a diagnosed learning disability (LD), attention deficit hyperactivity disorder (ADHD), or an acquired brain injury (ABI) and are applying to colleges and universities has grown in the past few years. As a result, many types of post-secondary schools have developed or expanded programs to meet the needs of these students. The purpose of this section is to provide a description of the services available at the U of M in compliance with section 504 of the Rehabilitation Act, the Americans with Disabilities Act of 1990, the Michigan Persons with Disabilities Civil Rights Act, and the standards set forth by the U of M. If you are a prospective student, we encourage you to compare your learning needs with the services offered by SSWD and available at other campuses.

All of the services described in this handbook are available to students with an LD, ADHD, or ABI, based on: 1.) The specific diagnosis as reported in a psycho educational assessment or other documentation and supplied to the SSWD office by the student and 2.) Evaluation of the documentation to determine whether it meets the criteria set forth by the U of M. In addition to the services listed in this section of the handbook, there are other services that may be available to students. A listing of these additional services can be found in this handbook in the chapter entitled "All Students with Disabilities." For a more detailed description of documentation guidelines, please refer to "Policies and Procedures" criteria for LD and ADHD, in Part XI – Learning Disability Criteria and Part XII – Assessing Materials in Alternative Format, and criteria for ADHD in Part XIII – Attention Deficit/Hyperactivity Disorder (ADHD).

You can download an ADHD Verification Form, by going to the home page of the SSWD website, under the "Forms" link. This is for your doctor/certified professional to fill out, documenting your ADHD.

Psychoeducational Assessment

Students seeking accommodations and support at the University because of an LD, ADHD, or ABI should mail, fax, or bring with them an assessment. Our address, fax, and telephone information is on the home page of our website. Once received by SSWD, documentation will then be evaluated to determine whether it meets criteria established by the U of M (see Learning Disability Criteria: Part IX, Section XI of the student handbook). If necessary, students can receive a psychoeducational assessment after they reach campus, but there may be a charge for the assessment. SSWD does not provide individualized education plans or monitor students' academic progress.

When disabilities are documented using standardized tests, these tests must have adult norms; meaning that tests occurring before the student's 16th birthday may be insufficient to qualify for accommodations at the University. Contact SSWD for information regarding exceptions. Documentation of a learning disability must conform to the SSWD Criteria for Diagnosing Learning Disabilities.

Important Note:

Students who plan to request special test accommodations for graduate entry testing such as the GRE, LSAT, MCAT, GMAT, or for professional licensing exams may need to undergo a new psychoeducational evaluation. Please contact the SSWD office for help in assessing this need.

Alternative Format Course Material

Some students with print related learning disabilities may meet the U of M criteria for receiving textbooks in alternative format. See New Reader Policy: Part IX, Section X, Part F of the student handbook.

SSWD is equipped to produce printed material in etext format and provide software needed to read it. Several benefits of etext are: generally, a shorter turnaround time between a request for text in alternative format and its availability, ease of finding specific information to study or review, and the ability to study smaller portions of information on an ongoing basis. Many students also report that their reading rates are almost doubled without their losing comprehension. Etext does not work well with mathematics and many scientific textbooks or with individual journal articles and coursepacks. These types of text will continue to be produced on four-track tape.

Taped Textbooks

Recordings for the Blind and Dyslexic

RFB&D organization has a vast library of books on cassette and a growing number of texts that have been written to computer disk. Students who have not already registered with RFB&D should do so if they even suspect they will need books in alternative format. Students can contact RFB&D in writing at 20 Rozel Rd., Princeton, NJ 08540; by phoning 1(800) 221-4792.

Community Resources for Some Taped Materials

Some popular and classic books, magazines, etc. are available from community sources, such as the Washtenaw Library for the Blind and Physically Handicapped, 4133 Washtenaw Ave., Ann Arbor, (734) 971-6059. The Ann Arbor Public Library has about 1500 abridged books on tape (very popular - try using the Public Library's hold service, which charges a very minimal fee to reserve an item).

The U of M Alternative Text Services

SSWD Alternative Text Services will make every effort to produce material in a timely fashion. It is the responsibility of the student to initiate the process with enough lead-time to foster success. Material turned in late will be produced as quickly as possible but we will not be able to guarantee delivery two weeks prior to the assignment of the reading.

Reading Rooms

Shapiro Undergraduate Library, Hatcher Graduate Library, and other libraries on campus have study carrels that students may use if they need reasonably quiet study environments. ATCS is equipped with hardware and software to support the needs of students with some learning disabilities (see "All Students with Disabilities"). In addition, there are two reading rooms in the Graduate Library. Available equipment includes four-track tape recorders and typewriter. Keys for these rooms are available to students through the SSWD office.

Equipment Loans

Some small equipment, including Franklin Spelling Aces, four-track cassette recorders, alphaSmarts, and laptops for test-taking may be borrowed from and returned to the SSWD office. In addition, students who use texts in alternate format may receive up to ten blank cassette tapes each term for recording lectures or reading assignments.

Individual Support

Although SSWD does not provide content tutoring, students who are having difficulties in a class or in one or more subject areas may contact the SSWD staff to strategize and discuss where support may be found. Resources for students with specific learning disabilities or difficulties include the Math Lab and the Sweetland Writing Center. Students may also wish to speak with their professors and/or academic department about available assistance. A web site listing tutoring resources at the U of M (those that are free and those that are fee based) can be accessed at <http://www.lsa.umich.edu/saa/> and then by clicking on "search" and typing in "tutors."

Math Lab

The Math Lab (936-0160) is located at B860 East Hall and offers tutoring in Math classes up to Math 217 during fall and winter semesters each year.
<http://www.math.lsa.umich.edu/undergrad/mathlab>

Writing Workshop

The Information/Writing Workshop at the Sweetland Writing Center, located at 1111-1148 Angell Hall, can help students with writing needs. It is a writing consultation service available to LS&A students or any student taking an LS&A course. Appointments are recommended and can be arranged by calling (734) 764-0429.
<http://www.lsa.umich.edu/swe>

IV. Students with Visual Impairments

Students with a visual disability must plan their schedules well in advance of each term to assure that support services, such as textbooks in alternative formats, E-text, special equipment, or readers, have been arranged before the term begins. Students may wish to investigate the teaching styles of various faculty members to find those most compatible with their disability. Once instructors have been chosen, students should discuss with them the classroom accommodations, teaching techniques, and testing procedures that have been most helpful in the past. Additionally, many students find the U of M to be a very large campus with many buildings and a maze-like system of sidewalks. Therefore, some students will choose to receive orientation and mobility training.

Orientation And Mobility

Students are expected to travel independently as they conduct their day-to-day activities. The Michigan Commission for the Blind and SSWD provide some orientation to campus. To arrange for this service, contact one or both of these offices. In the past, students have also found their own helpful shortcuts and alternative routes by exploring campus and by being willing to ask questions as they went. Travel alerts that warn of new construction and other temporary travel hazards are issued by the SSWD office. This information is available via email or by calling the office for an update. If particular obstacles to safe travel present themselves in specific areas, students should bring them to the attention of SSWD staff so the appropriate campus personnel can be notified. Students using canes are encouraged to have an extra cane with them in case their first cane is damaged.

Michigan Commission For The Blind

The Michigan Commission for the Blind is a state and federal program which provides financial and other assistance to eligible blind or visually impaired students while they are in school. For further information, you may call (800) 292-4200 or (517) 373-6425 to speak with our regional representative.

<http://www.michigan.gov/mcb/>

Alternative Format Course Material

The SSWD office can assist students in acquiring course material in a variety of formats, including: taped textbooks, E-text, large print, and Braille. The SSWD office produces some of these materials and others come from outside sources. Call the SSWD office for assistance.

Electronic Text (E-TEXT)

The SSWD office is equipped to produce E-text for our students with print-related disabilities. E-text is by far the most versatile of alternative formats and we have been encouraging students to use it as often as possible. Students who have visual impairments and blind students can use E-text with screen enlargement software, voice output software, or refreshable Braille displays. Many of the students using voice output/screen reading software have reported that they are able to read two to three times faster than with books recorded onto audiotape. In addition, a book can be reproduced as E-text in two to three days (once the book has been acquired). E-text does not work well with mathematics, many scientific textbooks, or coursepacks. These types of text will continue to be produced using audiotape. The coordinator of Alternative Text Services will determine which books can be produced as E-text and which will be read.

Many students with visual impairments rely on textbooks recorded on cassette tapes. The primary source for books on tape is RFB&D, 20 Rozel Rd., Princeton, NJ 08540, (800) 221-4792. RFB&D also has a growing library of books on computer disk. Students who have not already registered with RFB&D should do so if they even suspect they will need taped books.

In addition, taped books, magazines, etc. are available from the Washtenaw Library for the Blind and Physically Handicapped, 4133 Washtenaw Ave., Ann Arbor (734) 971-6059. The Ann Arbor Public Library has about 1500 abridged books on tape. This library has a hold service that will reserve an item for no charge.

SSWD Alternative Text Services will make every effort to produce material in a timely fashion. However, it is the responsibility of the student to initiate the process with enough lead-time to foster success. Material turned in late will be produced as quickly as possible but we will not be able to guarantee delivery two weeks prior to the assignment of the reading.

Readers

Tape users may also want to arrange for readers to browse libraries and help with day-to-day material such as handouts. This could be a friend, neighbor, or a volunteer. Postings in dormitories will often yield volunteers willing to read such material.

When working with a reader, try to be as organized as possible so the time the reader spends with you is used efficiently. Explain to the reader what you will need done. Be dependable and reasonable in your expectations. Remember that this is the first contact some readers may have with a person who has a visual disability. It will be helpful for you to do your best to put your reader at ease. Communication can prevent small problems from becoming big ones. You and the reader can learn from each other.

Braille Texts

Braille textbooks for college level courses are extremely difficult to find. E-text offers the best alternative to Braille. In those instances where Braille is the only viable medium, SSWD staff will assist the student in procuring the desired text. The minimum amount of lead time needed to produce a Braille text book is three months and may take longer. Please allow for as much lead time as possible.

The easiest way to find out whether a book is currently available in Braille format is to contact the Media Center for the Visually Impaired in Lansing, Michigan at (517)334-1232. A phone at SSWD is available to make these calls. The Media Center uses the American Printing House comprehensive database on texts in alternative formats, and is connected to the state and national system of libraries for the blind and physically handicapped. **LARGE PRINT**

As always, plan ahead! It usually takes at least two to four weeks for books to be produced in these formats. (See "Taped Textbooks" above for minimum time frames.)

Undergraduate and graduate textbooks are difficult to find in large print collections. The easiest way to find out whether a book is currently available is to contact the Media Center for the Visually Impaired in Lansing, Michigan, at (517) 334-1232. A phone at SSWD is available to make these calls. The Media Center uses the American Printing House comprehensive database on texts in alternative formats, and is connected to the state and national system of libraries for the blind and physically handicapped.

If a text is not currently available in the required format, SSWD can assist the student in devising an alternative way to read the book. For some students, using the closed circuit televisions (CCTVs) located in the Graduate and Undergraduate libraries are a good alternative when material does not exist in large print. E-text (books on computer disk) is quickly becoming an effective and efficient substitute. By using software available at the Adaptive Technology Computing Site (ATCS) loaded on a student's personal PC, just about any student with a visual impairment can read a book on disk.

For certain types of subject matter, listening to tapes or reading with a CCTV or computer disk is not appropriate. In these cases, SSWD may be able to assist the student in having individual texts produced in large print, as needed. In order to make such an arrangement, contact SSWD staff as far in advance as possible, ideally at least three months before the start of the term.

Reading Rooms

Shapiro Undergraduate Library, Hatcher Graduate Library, and other libraries on campus have study carrels that students may use if they need reasonably quiet study environments. ATCS is equipped with hardware and software to support the needs of students with some disabilities (see "All Students with Disabilities"). In addition, there are two reading rooms in the Graduate Library. Available equipment includes four-track tape recorders and a typewriter. Keys for these rooms are available to students through the SSWD office.

Library Retrieval Service (7-FAST)

The University Library's 7-FAST retrieval service is available free of charge to students whose disabilities make it difficult for them to use the library. 7-FAST's telephone number is 647-3278. Their email address is 7-fast@umich.edu. SSWD determines students' eligibility for this service.

Equipment Loan

In addition to four-track cassette recorders, SSWD has talking calculators, a Braille world atlas, and a raised line drawing kit, which can be loaned to students. Students with visual impairments can also receive ten free cassette tapes per term for recording lectures or reading assignments.

Upon request, SSWD helps locate adapted teaching aids such as tactile maps. Free enlargement of some course materials is available through the office.

Transportation

Unless otherwise noted, all transportation operates twelve months of the year.

U of M Fixed Route Service

The University offers fixed route service around the campus. For information about schedules and the area served see

http://www.parking.umich.edu/transit/bus_routes/index_fw.html.

Night Rides

For information about a variety of rides available at night: <http://www.theride.org/nightride.asp>

AATA

The Ann Arbor Transportation Authority buses offer transportation to some locations on campus as well as the greater Ann Arbor area. You can purchase an unlimited pass, which is valid for one month. For route information, schedules, and fares call (734) 996-0400.

<http://theride.org>

AATA A-Ride

If you live off campus and cannot get to campus by the regular AATA bus service, you can apply for AATA A-Ride Taxi-Operated Service for Transit-Handicapped Persons. A pass for this service can be purchased which is valid for one month. For more information, call (734) 973-1611.

<http://theride.org/aride.asp>

V. Deaf And Hard Of Hearing Students

SSWD provides reasonable accommodations to U of M students with various hearing losses. Deaf and Hard of Hearing students who may be attending the U of M are encouraged to contact the SSWD office and speak with the Coordinator of Services for Deaf and Hard of Hearing students about their needs. Please supply the SSWD office with an audiogram so that we may evaluate your needs.

Based on the degree of need, a Deaf or Hard of Hearing student may use a number of communication modes or supports. Assistance may include, but is not necessarily limited to,

various means of obtaining notes and accessible media, sign language or oral interpreters, and the loan or use of some specialized equipment.

The student can request an advocacy letter called a Verified Individualized Services and Accommodations Form (VISA). The VISA form or letter, which verifies their disability and suggests accommodations, can be given to their professors each semester according to their needs. (See Student section on policies)

SSWD arranges for priority/early registration and notifies students of the dates that they may register. Early registration is the best assurance of receiving services promptly. Switching sections or making schedule changes requires reassignment of service providers. It is the student's responsibility to notify the Coordinator of any schedule changes. (See policies for all students)

Note taking or Computer Assisted Real-Time Captioning (CART)

The student may choose to receive electronic or hand-written notes provided by a student assistant. Note taking captures classroom content. Students receive an electronic copy of the notes within 24 hours.

Some students may obtain access to the content of classes and campus events by using a court recording type system (CART) to provide real-time and verbatim captions. CART provides immediate viewing of auditory information. The student can sit next to the CART provider or receive the text by remote.

The student and the Coordinator of Services for Deaf and Hard of Hearing Students work together to determine which accommodation would be necessary.

As a student receiving notes, it is your responsibility to:

- Provide SSWD and your notetaker or CART provider with at least 24-hour notice prior to the beginning of any class that will be missed. Notetakers and CART providers are only scheduled for classes in which you are in attendance.
- Inform SSWD and your notetaker or CART provider of any changes to class schedules, including course drops/adds, classroom changes or additional review sessions, etc.
- Communicate with your notetaker or CART provider if changes to the notes are necessary to improve your educational success.
- If, after working with your notetaker, you continue to have concerns regarding the notes you are receiving, the SSWD Coordinator should be informed.

As a notetaker or real-time captionist, you will:

- Be punctual to obtain best possible seating and set up equipment without interruption to the class.
- Inform SSWD of any absence requiring a substitute notetaker and make arrangements for that class to be covered.
- Inform SSWD of any changes to their class schedule and availability.
- Listen to the student when they describe how they would like to receive their notes and ensure that the notes are meeting the student's needs.

Interpreters

Sign Language and Oral Interpreters

Sign language and oral interpreters are available for classes and campus events. Requesting these services promptly following registration ensures sufficient time to provide appropriate support services for academics. Given advance notice, SSWD provides interpreters for students attending campus events.

If you are a student using an interpreter, it is your responsibility to:

- Provide SSWD with at least 24-hour notice prior to the beginning of any class you will miss. This will allow reassignment of the interpreter.
- Make requests for additional interpreting services, other than the regularly scheduled class times, through the SSWD office. Please give as much advanced notice as possible.
- Any concerns or problems with an interpreter should be brought to the attention of the Coordinator of Services for Deaf and Hard of Hearing Students.

It is the responsibility of the interpreter to:

- Follow the Code of Ethics for Interpreters established by the Registry of Interpreters for the Deaf.
- Give SSWD advance notice of any absence so that another interpreter may be assigned to cover the class. Whenever possible please give 24 hour notice.

Captioning Of Videos

Some videos/DVDs used in classes are already captioned. If the video/DVD to be shown is not captioned, a captioned version can be created upon request. SSWD requests a minimum turn-around time of two weeks from the receipt of the video/DVD to create a captioned version. In the event that the original video material is not available in an appropriate format for captioning, SSWD can provide the student with a written transcript of the video/DVD.

Assistive Listening Devices

On a short-term basis, the SSWD office will lend FM amplification systems for students to use in the classroom and other school-related functions. In addition, various auditoriums and classrooms on campus are equipped with amplification devices. Portable transmitters are also available. You may contact SSWD for a listing of these sites and to discuss your equipment needs.

Telecommunications For The Deaf (TTY)

The SSWD office can assist departments in obtaining TTYs.

Hearing Impaired Student Organization (HISO)

This student group is advised by the Coordinator of Services for Deaf and Hard of Hearing Students and meets once a month. A notetaker or real-time captionist can be provided to type the minutes from the meeting. The organization also maintains an email group exclusively for Deaf and Hard of Hearing students.

Members of HISO also serve the community as volunteers, mentors, motivational speakers, and advocates.

Michigan Relay Center

The Michigan Relay Center, (800) 649-3777 or 711, allows telephone customers using TTYs to call persons or businesses without TTYs anywhere in the country with the use of a "voice operator." Persons without a TTY who need to call a person using a TTY should dial 711.

Video Relay Services and Videophone locations

We currently have two locations for Videophones for student/public use. One on Central Campus on the first floor located beside the Campus Information Center (CIC) desk and the other on North Campus in Pierpont Commons located on the mezzanine level near the catering office around the corner from the CIC desk.

There are two companies providing video relay service (VRS) in our area. Communication Access Center VRS is located at <http://www.cacvrs.org/callbooth.html>. Hearing users dial 1-866-500-9662 and provide IP address to the VRS interpreter.

Sorenson VRS can be contacted at <http://www.sorensonvrs.com/>. For hearing users wishing to place a VRS call using a standard telephone, simply call the toll free number 1-866-FAST-VRS or 1-866-327-8877. Have the contact information of the Deaf or Hard of Hearing individual (i.e. name, videophone number, or IP address) ready. The call will be answered by the next available interpreter.

VI. Students With Mobility Impairments

Accessibility

Information about building accessibility is available through SSWD. Accessibility maps show the location of elevators and accessible entrances for specific buildings on Central and North Campuses. SSWD can assist in advocating for removal of physical barriers on campus. If you have a class scheduled in an inaccessible classroom, contact SSWD for assistance.

Transportation

Unless otherwise noted, all transportation operates twelve months of the year.

U of M Paratransit Service

The University Transportation Services Department operates lift-equipped vehicles that serve the same areas as the fixed-route buses. The Paratransit service is prescheduled with demand-response service available as the schedule permits. To register for the service, call the SSWD office. See the University of Michigan's Special Transit Services:

http://www.parking.umich.edu/transit/special_transit.html

U of M Fixed Route Service

During the hours when the Paratransit service is not in operation, the large fixed-route buses that are available to all students are lift-equipped. For information about schedules and the areas served call (734) 764-3427.

Night Rides

For Information about a variety of rides available at night: <http://www.theride.org/nightride.asp>

Van Pool The University Van Pool offers a lift-equipped van.
<http://www.parking.umich.edu/fleet/vanpool.htm>

AATA

You may be able to use the regular Ann Arbor Transportation Authority buses to get to some locations on and off campus because most of these buses are lift or ramp equipped. You can purchase an unlimited pass that is valid for one month. For route information or schedules, call (734) 996-0400.

AATA A-Ride

If you live off campus and cannot get to campus by the regular AATA bus service, you can apply for AATA A-Ride Service for Transit-Handicapped Persons. A pass for this service can be purchased which is valid for one month. For more information, call (734) 973-1611.

Parking On the U Of M Campus

A student with a handicap sticker from any state except Michigan may park free of charge in any U of M public metered or un-metered lot. A Michigan state law allows only persons with handicap stickers who are specifically certified for free parking to park free at meters.

To park in U of M staff paid lots and structures, a student with a handicap permit from any state must also go to the Parking Services office and obtain a U of M staff paid permit. This service is free of charge to students with permanent and temporary disabilities.

If you have questions about the U of M staff paid permit for students with disabilities, contact:

U of M Parking Services Office
508 Thompson St .
(734) 764-8291

Students with temporary disabilities who do not already have a state of Michigan permit will have to arrange for their physician to complete a special form from the Secretary of State office in order to obtain a temporary State of Michigan permit. You may download the appropriate form from the Secretary of State's Web page found at: <http://www.sos.state.mi.us/dv/index.html> . For more information, contact one of the local Secretary of State offices:

Ann Arbor Secretary of State Office
353 North Maple Rd.
(734) 665-0627

Ypsilanti Secretary of State Office
2720 Washtenaw
(734) 528-0923

Library Retrieval Service (7-FAST)

The University Library's 7-FAST retrieval service is available free of charge to students whose disabilities make it difficult for them to use the library. 7-FAST's telephone number is 747-3278. Their email address is 7-fast@umich.edu. SSWD determines students' eligibility for this service.

Fire and Emergency Evacuations

The issue of safe evacuation in case of a fire or other emergency is an important concern on this campus. The major problem is that, during an emergency, most elevators cease to operate for reasons related to smoke and electrical fires. Therefore, the best method for your evacuation in a particular situation becomes most important. You should consider the following guidelines when you are making an evacuation plan or are evacuating:

- If you have an attendant, the two of you should discuss emergency evacuation plans in advance.
- If you live in student housing, discuss your plans and carrying techniques with your Residence Hall advisor and other persons who might be available to assist you.
- Smoke detectors are strongly suggested. If you are unable to use the stairways independently, it may sometimes be advisable to remain near an elevator or major stairway to allow fire department or security personnel to locate you quickly.
- Keep as many closed doors as possible between you and the fire. Seal off the cracks with clothing or bed linens.
- Call 911 to alert the fire department of your location. Have emergency numbers and a phone near your bed.
- If you have a window to the outside, make sure the door is closed, then open the window slightly and signal the fire fighters.
- Do not use elevators. As indicated above, they may be hazardous during fires. Only trained fire fighters are qualified to judge the safety of using an elevator in a particular fire emergency.

These guidelines are offered as general suggestions and not an official plan of action. Your safety depends on your judgment and knowledge of general safety precautions.

Wheelchair Repair

SSWD does not provide a wheelchair repair service. For this reason, regular preventive maintenance is advised to reduce the need for repairs and the expense involved. Careful attention should be given to periodic cleaning, oiling of moving parts, maintaining correct tire pressure, tightening of loose nuts and bolts, cleaning of battery terminals, and checking of the water level in the battery. In addition, a small tool kit with a tire patch kit, air pump, wrench set, and screwdrivers may be useful. If you have an extra chair, it is advisable to bring it with you. Should your wheelchair require repairs, there are businesses listed in the Ann Arbor phone book that repair wheelchairs.

Attendants

Students should make arrangements with attendants before the beginning of the term. Call the Ann Arbor Center for Independent Living at (734) 971-0277 or 971-0310 (TTY). SSWD can assist

students in techniques of screening, hiring, training, and supervising attendants.
<http://www.aacil.org>

Lab Assistants

If you are unable to participate in laboratory classes without the assistance of an aide, SSWD will provide you with a VISA form, which asks the instructor to help you identify a lab partner to assist you. If this arrangement does not work, contact SSWD about locating a volunteer to assist you.

You should be allowed to benefit from the actual lab work to the fullest extent possible. You can give instructions to your partner -- from what chemical to add, to what type of test tube to use, and where to dispose of the used chemicals.

VII. Students With Mental Health Conditions

A mental health condition is a diagnosed mental illness or disorder that substantially limits one or more major life activities. It is important to note that a mental disorder in or of itself does not necessarily constitute a disability. Many mental health conditions can be controlled using a combination of medication and psychotherapy so that they do not "substantially limit" a student's productivity and success in the academic environment.

If you experience emotional or behavioral problems that interfere with your academic success, it is important that you have your condition evaluated by a mental health professional. For University of Michigan students who qualify, evaluations are available at no charge at the office of Counseling and Psychological Services located in room 3100 of the Michigan Union. Their phone number is (734) 764-8312. Other locations on and off campus where students may receive fee-for-service evaluations are: The Psychological Clinic, (734) 764-3471; Outpatient Psychiatry, University of Michigan Medical Center, (734) 764-6443; and Washtenaw County Community Mental Health Center, (734) 971-2282. You may also wish to consult with someone in an independent private practice. For these referrals, consult your physician or local yellow pages for the names and phone numbers of mental health professionals in your area. If you feel you have need for immediate assistance after hours, call the SOS Community Crisis Center at (734) 485-3222.

- Counseling and Psychological Services
<http://www.umich.edu/~caps/clinical.html>
- Psychological Clinic
<http://www.umich.edu/~psychln>
- Outpatient Psychiatry
<http://www.med.umich.edu/psych/amb/index.htm>
- Washtenaw County Community Mental Health
<http://www.ewashtenaw.org/government/departments/wcho/>
- (After Hours) SOS Community Crisis Center
<http://comnet.org/sos>

Requesting Services

If you have been or will be evaluated for a mental health condition and need support here at the University, we recommend that you obtain a copy of the Verification Form for Mental Health Conditions found in the SSWD office or you can download the form by going to the home page of the SSWD website and go to the "Forms" link. Having this form with you as you see the licensed, evaluating professional may facilitate an earlier receipt of supportive services. When this form has been completed, you may bring it with you as you meet with your SSWD contact person. If you

qualify for services based on the information contained in this form, SSWD staff will register you with our office and discuss the types of accommodations that may be useful to you. Qualifying for services is based on criteria set forth by the University.

Once the proper accommodations have been agreed upon, SSWD will provide you with a VISA form that you may copy to give to your instructors. The contents of the VISA form will verify that you have a documented disability, are registered with the SSWD office, and are legally entitled to specifically stated, reasonable accommodations. It will also invite the professor to contact our office if he or she needs further clarification.

Confidentiality

SSWD professional staff is very sensitive to and respectful of both your right to privacy and confidentiality. However, you may also want to remind your instructors of your desire for confidentiality.

Medication Issues

If you are a student taking medication to help control or manage your disability, you may want to have your doctor consider the effect on your academic performance of switching to a new medication, or changing the dosage of your present medication during the semester. Sometimes, changes such as these may produce unwanted side effects, which may inhibit academic performance. If at all possible, you and your doctor may want to schedule these changes during semester breaks or vacations. When this is not possible and you suspect that medication changes may have a temporary negative effect on your learning abilities, students are encouraged to share this information with their instructors and with SSWD staff.

Commonly Asked Questions:

Q: What are the advantages of disclosing my mental health condition?

A: The ultimate reason for disclosing is that your classroom performance and grades will be more reflective of what you know and not a reflection of your disability. The whole point of disclosing is that you will be given an equal opportunity to demonstrate your competencies in various academic areas. By disclosing you are giving yourself the possibility of receiving reasonable accommodations aimed at "leveling the playing field" for yourself. It has been demonstrated that overall classroom performance can be enhanced with the use of appropriate and reasonable accommodations. In addition, getting an evaluation and knowing your strengths and weaknesses may help you develop strategies to achieve higher levels of both academic and/personal success.

Q: What are the disadvantages of disclosing that I have a mental health condition?

A: The main issue to consider is possible stigmatization. Will you view yourself or will others view you differently if you have a known "label", i.e., a mental health condition? In a classroom setting it is possible that you might feel that other students resent your accommodations, since they may be perceived as "special treatment." However, your instructor should be aware that you are legally entitled to appropriate accommodation if you have a documented disability.

Q: Do I have to register with the office of Services for Students with Disabilities (SSWD)?

A: No, you do not have to register with the SSWD office. You can advocate and attempt to arrange for accommodations by yourself. However, you are encouraged to register with the SSWD office. The SSWD office exists as a student advocacy agency and can assist you in

obtaining appropriate accommodations. The office offers a wide range of services that may be helpful to you as you matriculate through your program.

Q: If I ask for classroom accommodations or register with the SSWD office will something go on my academic transcript, saying that I received special services?

A: No, absolutely not. Your confidentiality regarding this matter is assured. Nothing will go on your transcript if you decide to seek out services or accommodations.

Q: Will receiving services or accommodations affect my getting into a graduate or professional school?

A: No, again the services and accommodations you received as an undergraduate are kept confidential. However, you may want to ask those individuals writing letters of recommendation for you NOT to mention your disability in their letters.

VIII. Students With Chronic Health Conditions

In compliance with section 504 of the Rehabilitation Act and the Americans with Disabilities Act, the U of M provides effective auxiliary aids and services to qualified persons with chronic health conditions. Federal law defines a disability as "a physical or mental impairment that substantially limits one or more major life activities." Chronic health conditions may include, but are not limited to, AIDS, arthritis, Crohn's disease, cystic fibrosis, fibromyalgia, heart disease, muscular dystrophy multiple sclerosis, and respiratory conditions.

Temporary Health Conditions

Some students with temporary mobility impairments due to a broken leg or surgical procedure may qualify for transportation assistance arranged through SSWD. Other students with injuries to arms and hands may use voice input computers or other equipment housed in the Adaptive Technology Computing Site (ATCS). Temporary health concerns of themselves, however, do not commonly constitute a disability and afford a student special accommodations facilitated through SSWD.

Although students may contact SSWD, those with temporary or common health conditions should discuss the need for short-term accommodations with their professors. Students who believe their accommodation needs have not been met may contact the Office of the Ombudsman (763-3545) for assistance.

<http://www.umich.edu/~ombuds>

Variability of Accommodation Needs

The degree to which any disability affects a student in the academic setting varies widely. At times, it is not the health condition per se but medication required to control symptoms that impair academic performance. Common side effects of some medications may include fatigue, memory loss, shortened attention span, loss of concentration, and drowsiness. In some cases, the degree of impairment may vary from time to time because of the changing or progressive nature of the disability or due to the side effects of medication. Therefore, the need for and type of reasonable accommodations may change.

Requesting Services

A student seeking services from SSWD for a chronic health disability must:

- Inform us of the need for assistance Obtain a Verification Form for Chronic Health Conditions from the SSWD office or download a copy of the form by going to the SSWD website home page and go to the "Forms" link. Have the form completed by a certified physician who has first hand knowledge of the student's condition, is experienced in diagnosing and treating college students, and is an impartial professional who is not related to the student
- Return the completed form to our office for evaluation.

Upon receipt of this form and determination that the student's medical condition constitutes a disability, SSWD staff works with each student on a case-by-case basis to determine the impact of the disability and the appropriate accommodations. Descriptions of possible accommodations are listed in the section of this guide entitled "All Students with Disabilities."

Once the proper accommodations have been agreed upon, SSWD will provide you with a Verified Individualized Services and Accommodations (VISA) form that you may copy to give to your instructors. The contents of the VISA form will verify that you have a documented disability, are registered with the SSWD office, and are legally entitled to reasonable accommodations that are specifically stated.

IX. Policies and Procedures Related to Students with Disabilities

Introduction

Equality of access The University of Michigan (U of M) ensures that no qualified person shall by reason of disability be denied access to, participation in, or the benefits of, any program or activity operated by the U of M. Each qualified person shall receive appropriate accommodations to ensure equal access to educational opportunities, programs, and activities in the most integrated setting appropriate.

Federal and state laws

This policy is consistent with Section 504 of the Rehabilitation Act of 1973, which states that no recipient of federal financial assistance may discriminate against a qualified handicapped individual solely by reason of handicap. This policy is also consistent with the Americans with Disabilities Act of 1990 and the Persons with Disabilities Civil Rights Act. The policies and procedures which follow are the means by which faculty, staff, and students of the U of M endorse and will apply the conditions of Section 504 and the Americans with Disabilities Act to students.

PART I - ACCESSIBILITY AND EQUAL OPPORTUNITY

A. Facilities

Qualified persons may not be denied the benefits of, or be excluded from participation in, any U of M program or activity because University facilities are inaccessible to or unusable by, persons with disabilities.

A-1) Existing Facilities

Each program or activity, when viewed in its entirety, shall be readily accessible to qualified persons with disabilities, or made accessible through such means as:

- Providing appropriate signage
- Reassignment of classes, staff, or services to accessible buildings
- Delivery of advisory and other services at accessible sites
- Redesign of equipment and/or facility after individual case review

Students may not be excluded from a specifically requested course offering, program, or other activity because it is not offered in an accessible location. Priority will be given to methods that offer programs and activities to persons with disabilities in the most integrated setting appropriate.

It is not required that every outside entry be accessible, and structural changes in existing facilities are not required where other methods provide program accessibility. If sufficient relocation of classes, programs, or activities is not possible using existing facilities, structural alterations to ensure program accessibility shall be made.

It is the policy of the University and is required by state and federal laws that internships and field placements as a whole be accessible to students with disabilities. Given the wide range of disabilities and facilities, it is not possible for every site to accommodate every student. For example, it may not be feasible for an internship site to accommodate students who use wheelchairs because of its location and existing architecture, but this same site could easily accommodate students who are blind or hearing impaired.

The "as a whole" requirement of Section 504 of the Rehabilitation Act means that within a program, students with disabilities have the same opportunities as their non-disabled colleagues. In the previous example, other internship sites that are physically accessible would provide students with comparable educational experiences.

Renovations

Remodeling projects must be consistent with the Uniform Federal Accessibility Standards and the state accessibility code.

A-2) New Construction

Facilities or parts of facilities, constructed for the use of the U of M will be designed and built so that they are readily accessible to and usable by persons with disabilities. New construction must be planned in accordance with Uniform Federal Accessibility Standards and state accessibility code.

A-3) Housing

Accessible on-campus housing and food service will be provided at the same cost and with the same program options to qualified students with disabilities as are afforded to non-disabled students.

A-4) Off-campus Programming

When any U of M related classes, programs, or activities are held in private facilities, thorough efforts shall be made to obtain facilities that are accessible. The program sponsor has responsibility for making recommendations that ensure access. (See also "Internships and Field Placements" under A-1.)

B. Recruitment, Admissions, and Registration

Through the recruitment and admission process, the University seeks to establish diversity in its student body that reflects our pluralistic society. Qualified persons may not, on the basis of disability, be denied admission to, enrollment in, or participation in University programs or activities, or be discriminated against in admissions or recruitment. The number or proportion of persons admitted will not be limited on the basis of disability.

Students with disabilities may be granted permission to register for classes before their regularly assigned registration time, if they meet any one of the following criteria:

- The student's disability requires classes to be relocated if they are scheduled into inaccessible spaces. Early registration insures the maximum time period to rearrange class spaces. The student with a disability requires an accommodation that takes an extensive amount of time to prepare, such as books on tape or the hiring of sign language interpreters.
- The student has a disability or a side effect of medication that requires his or her course schedule be carefully planned with regard to the time of day classes are taken.

Services for Students with Disabilities will determine the students' eligibility for this service.

C. Financial Aid

The University will not provide less financial assistance to any students based on disabilities, limit their eligibility for assistance, or otherwise discriminate against them. Based on requests and supporting information provided by students to financial aid programs, financial aid awards will recognize the particular needs of students with disabilities, including additional costs related to the disability, the possible need for reducing credit loads or extending the time allowed for completion of graduation requirements. Accommodations will be made within the limits prescribed by state and federal regulations. Students should discuss their requests to reduce course loads with the staff at SSWD.

D. Advising, Counseling and Placement Services

Personal, academic, or career counseling; guidance; and placement services shall be available in accessible settings without discrimination on the basis of disability. Qualified students with disabilities shall not be counseled or advised toward more restrictive career objectives than are non-disabled students with similar interests and abilities. This does not preclude providing factual information about licensing and certification requirements, which may present obstacles to persons with disabilities in their pursuit of particular careers.

E. Student Health Services

The U of M Health Service will provide the same types and levels of service for all students, with or without disabilities. No student health plan offered by the University shall discriminate on the basis of disability.

F. Student Employment

University programs that employ students may not discriminate on the basis of disability.

G. Support Services

No qualified student with a disability may be denied the benefits of, be excluded from participation in, or be otherwise discriminated against in a University program or activity because of the absence of educational support services. Support services include academic and career advising, counseling, remedial and tutorial programs. Support services also include auxiliary aids and academic adjustments provided to students with disabilities. The accommodations may include, but shall not be limited to:

- Accessible parking
- Referral to appropriate on- or off-campus resources, services, or agencies
- Reader services
- Note taker services
- Assistance with arranging testing accommodations
- Interpreter services for the deaf, including arranging Michigan Rehabilitation Services funded interpreters
- Arrangements for auxiliary aids, including tape recorders and FM amplification systems
- Accessible on-campus transportation

H. Making requests in a timely manner

As long as no qualified person with a disability is excluded from a program because of the lack of an appropriate service, such support need not be on hand at all times. In order to ensure sufficient time to make provisions for appropriate auxiliary aids, it is the responsibility of the student to request the necessary accommodation or auxiliary aid in a timely manner (see Part III). If a request is submitted after the deadline, SSWD will make every reasonable effort to accommodate the request but cannot guarantee that such a request will be met. Untimely requests may result in delay, substitution, or denial of accommodation.

I. Discriminatory rules not allowed

Prohibitions against the use of tape recorders or brailers in classrooms, guide dogs in campus buildings, or other rules which have the effect of limiting the participation of qualified students with disabilities in educational programs or activities, must not be imposed.

PART II - COORDINATION OF PROGRAMS AND SERVICES FOR STUDENTS WITH DISABILITIES

SSWD is responsible for the coordination of programs and services for qualified applicants for admission and enrolled students with disabilities. Such coordination relates solely to students' disabilities. The Dean of Students Office shall appoint a Director of SSWD to assume these responsibilities.

A. Determination of appropriate accommodations

Except for highly obvious disabilities, the SSWD office requires verification of the student's disability (see Part III and Part IV).

As needed, SSWD staff discusses the student's requests for services with the student to determine appropriate accommodations and/or consults with the faculty member of other involved office regarding the request. When there is any question about the appropriateness of a student's requested accommodation, the SSWD staff member will inform the student of the decision. (See also "Appeals" under Part III).

B. Confidentiality

"To the limits of the law," the SSWD office protects each student's right to privacy, except as permitted by the student expressly for providing support services to that student.

C. Record keeping

The Director of SSWD establishes such record-keeping procedures as are necessary to document institutional responses to requests for accommodation.

D. Increasing disability awareness in the campus community

SSWD staff makes regular efforts to provide current information to faculty, staff, and students regarding disabilities and the available programs and services relating to them.

Part III. RESPONSIBILITIES OF STUDENTS WITH DISABILITIES

A. SSWD Email List

Our primary method of communicating with students is through an email list. If a student does not want material sent to them via email, they should indicate this preference on the Student Information Form.

B. Documentation Of Disability

All students seeking assistance from SSWD must disclose the presence of a specific disability to the SSWD office. Before receiving requested accommodations, the student may be required to submit medical or other diagnostic documentation of disability and/or limitations. In cases where existing documentation is incomplete, students may be required to participate in additional evaluation of limitations as needed.

C. Deadlines For Requesting Accommodations from SSWD

The student is responsible for requesting accommodations such as notetaking or auxiliary aids provided by SSWD at least three weeks (15 working days) before classes, programs, or activities begin; e-text, interpreting, real-time captioning, and video captioning services require more notice for practical reasons.

Requests for reader services must be made at least six weeks prior to when the materials are needed.

Requests for interpreter or real time captioning services must be made at least three weeks (fifteen working days) prior to the start of classes.

Untimely requests may result in delay, substitution, or denial of an accommodation. If a request is submitted late, the SSWD staff will make every reasonable effort to accommodate the request.

D. Requests For Accommodations

In general, the student is encouraged to make timely and appropriate disclosures and to engage in appropriate and responsible levels of self-help in obtaining and arranging for accommodations. Because each disability presents unique needs and course requirements vary, each student must discuss requested course accommodations with their instructors for each semester.

Students or participants in university programs or activities may be required by certain instructors or speakers to sign an agreement that they will not release tape recordings or transcriptions of lectures, or otherwise hinder the ability of a professor or speaker to obtain a copyright.

E. Vocational Rehabilitation Agencies

For those auxiliary services that are likely to be funded by vocational rehabilitation counselors, the University may require that the student apply to that agency. SSWD staff may provide assistance with this request.

F. Appeals In Regard To SSWD Policies Or Procedures

Questions or concerns related to policies and procedures not resolved with individual SSWD staff shall first be discussed informally with the Director of Services for Students with Disabilities and then be subject to informal consultation with the Associate Dean of Students. Matters not resolved informally may be formally presented by the student to the ADA Coordinator, in the Office of Institutional Equity, and/or the Dean of Students Office. Formal appeals include a written statement regarding the nature of the complaint, results of the informal meetings, and requested resolution. All formal appeals will be promptly investigated and a decision will be rendered within a reasonable time of the date of receipt.

All materials relating to individual cases shall be held and maintained in confidence. These materials shall not be maintained any longer than three years after the date of creation.

PART IV - ACADEMIC ADJUSTMENTS

A. Academic Requirements

Academic requirements will be modified, as necessary, to ensure that they do not discriminate against qualified applicants or currently enrolled students with disabilities. At the student's request, SSWD staff will recommend academic adjustments in compliance with state and federal mandates. Academic requirements that are essential to programs of instruction are not considered discriminatory.

These modifications shall not affect the substance of the educational programs or compromise educational standards. Modifications may include changes in the length of time permitted for the completion of degrees, and adaptation of the manner in which specific courses are conducted.

Students can ask the appropriate SSWD staff member to provide a VISA form recommending academic adjustments for each class in which the student is enrolled. Because of the diversity of individual needs relating to disabilities and the uniqueness of each class, students must discuss their requests for course modifications with their instructors each semester.

B. Program Examinations and Evaluations

Examinations or other procedures for evaluating students' academic achievement shall be adapted, when necessary, to permit evaluating the achievement of students who have a disability. The results of the evaluation must represent the student's achievement in the program of activity, rather than reflecting the student's disability. These procedures must be consistent with state and federal guidelines. Questions regarding appropriate evaluations may be addressed to the Director of Services for Students with Disabilities and/or the ADA Coordinator.

It is the student's responsibility to request test accommodation according to the procedures outlined by this policy (see Part III). Testing accommodations may include but need to not be limited to:

- Extended time
- Taped or brailled test
- Enlarged materials or alternate type size
- Reader and/or scribe
- Proctor
- Environment with limited distractions consistent with VISA
- Word processor
- Spell checker/calculator

PART V - FUNDING FOR AUXILIARY AIDS

In addition to providing accommodations needed to ensure access to educational opportunities by students with disabilities, U of M is responsible for ensuring that no disabled student is denied the benefits of or excluded from participation in a U of M program because of the absence of auxiliary aids. Auxiliary aids include interpreters, or other effective methods of making orally delivered materials available to students with hearing impairments; readers for students with visual impairments; classroom equipment adapted for use by students with manual impairments; and other similar services or equipment.

While funding for accommodations is provided by the U of M to ensure equal access, funding for auxiliary aids is often the responsibility of state vocational rehabilitation agencies. In some cases, students with disabilities are not eligible to be clients of the vocational rehabilitation agency. Other students may have met limitations as to the amount of assistance the state agencies will provide for auxiliary aids. In such cases, the primary responsibility for ensuring that the student is provided with any remaining auxiliary aids shifts to the University, as needed. The University does not provide prescription devices, or devices and services of a personal nature.

PART VI - SSWD STUDENT INTAKE PROCESS

A. Referrals

Students and potential students are referred to SSWD by publications such as U of M application packets and Bulletins, and by a variety of people. Other sources of student referral may be: community agency personnel, U of M faculty and staff, high school counselors, health care professionals, family members, students, and others. Referrals are made verbally or in writing. Referrals should be routed through the Director of SSWD when SSWD staff has questions regarding the appropriate staff member to work with a student.

B. Initial meeting with SSWD staff

If the student is available, the appropriate SSWD staff member will schedule an intake interview to be held within one week of receiving the completed Student Information Form. (It is often

possible for the Director or an SSWD staff person to meet with the student right away, if the student has an urgent need or concern.)

C. Student assigned to SSWD specialist

The student continues to contact the staff member who conducted the intake interview or the proper liaison for any further assistance.

PART VII - SSWD POLICY ON STUDENT ACADEMIC SUPPORT SERVICES

SSWD arranges reasonable and appropriate accommodations for students with disabilities, under the following conditions:

- Each student must have a documented disability as defined by state and federal regulations.
- Except for very obvious disabilities, SSWD must have sufficient documentation of the disability from a qualified professional not related to the student. When disabilities are documented using standardized tests, these tests must have adult norms. Contact SSWD for information regarding exceptions. Documentation of a learning disability and/or ADHD must conform to the SSWD Criteria for Diagnosing Learning Disabilities and Attention Deficit Disorder, respectively.
- SSWD determines the appropriate services which are made available to the student based on the specific disability and academic activities the student pursues while enrolled.
- Students must be able to travel independently to and from classes and campus buildings after orientation to the facilities and with appropriate transportation services.
- Students receiving in-class support services must attend classes on a regular basis or risk losing those services.
- SSWD does not provide personal attendant care.

PART VIII - LOAN OF ADAPTIVE EQUIPMENT

The SSWD office lends adaptive equipment and devices to qualified students free of charge. Equipment is loaned out on a daily, weekly, or semester basis depending on need and demand for equipment by other students. Students are held responsible for the equipment they borrow.

To request the loan of equipment, a student must contact their assigned staff person who will then evaluate and confirm or deny the reasonableness of the request based on the student's disability. If the request is found valid, the student must sign an equipment release agreement and a staff person will instruct the student in the use and care of the equipment.

If a student fails to return any equipment by the end of the semester, a hold may be placed on the student's account that will block registration. The hold will be removed once the student has returned or otherwise satisfactorily accounted for the equipment.

Adaptive equipment available for loan from SSWD includes:

- Personal FM system
- Braille
- Franklin Spelling Ace
- Talking calculators taking tests

- 4-track tape recorders
- Personal computers for taking exams
- alphaSmart Pro

PART IX - POLICIES PERTAINING TO INTERPRETER AND REAL-TIME REPORTING SERVICES

Local and national shortages of sign language interpreters make providing their services a serious concern to SSWD. Real-time reporting, done by court stenographers, is an area of service requiring sufficient lead-time to make arrangements with the company providing the services. Students are urged to pay close attention to the following procedures/policies when arranging services.

Students using interpreter and real-time reporting services shall:

1. Participate in assisted registration. Early registration is your best assurance of receiving services promptly. Switching sections or making schedule changes may present problems in providing services. To prevent interruption in service, or the possible loss of an interpreter/reporter because of scheduling problems, we urge you to stay as close to your original schedule as possible.
2. At least three weeks (15 working days) prior to the beginning of class, give the Coordinator of Services for the Deaf and Hard of Hearing students your class schedule. The sooner you are able to provide this information, the more likely it is that all the class times can be filled.
3. All requests for services in regard to events require at least ten days' notification to allow time for finding an interpreter/reporter.
4. Cancellation of any reservation to use services requires 24 hours notice before the particular class session or event, otherwise the student will be considered absent. In the context of this document, absent pertains only to the student's failure to use a valuable service they requested.
5. If the student has not arrived by fifteen minutes after a class session or event is scheduled to begin, the interpreter or reporter will leave and the student will be considered absent. This is designed to make maximum use of the interpreters/reporters available.
6. If an absence is beyond the student's control, the student must explain the circumstances of the absence to the Coordinator of Services for the Deaf and Hard of Hearing students within three days of the absence. The Coordinator of Services for the Deaf and Hard of Hearing students may excuse absences. After three days, the absence cannot be excused.
7. Immediately after three total absences by a student during one semester, all services will be withdrawn from that student for the remainder of the semester. To discuss the possibility of reinstating service, the student should contact the Coordinator of Services for the Deaf and Hard of Hearing students.
8. Any concerns or problems students have with an interpreter or real time reporter should be brought to the attention of the Coordinator of Services for the Deaf and Hard of Hearing students. Every reasonable effort will be made to resolve the situation fairly.
9. Interpreters and real-time reporters are professionals working under a code of ethics. Our ability to provide services depends on students respecting these professional positions.
10. You will be informed of any decisions made by SSWD regarding your interpreting or real-time reporting services. You have the right to appeal all decisions. (See Part III.)

PART X - POLICIES PERTAINING TO ALTERNATIVE TEXT SERVICES

A. Who Can Use Alternative Text Services

Students with print disabilities, such as visual impairments and learning disabilities, may be eligible to use the Alternative Text Services. Check with your SSWD counselor to see if you are eligible.

B. Getting textbook information quickly

Each student will contact academic departments for required reading information for the courses in which they plan to enroll. This will be done as far in advance as possible, no later than one week after advance registration for courses.

C. Getting help

If the student has trouble obtaining this information from the course instructor, course coordinator, or academic department, the student must contact the SSWD office's Coordinator of Services for Blind and Visually Impaired (VI) as soon as the delay is known. The VI Coordinator will assist the student in getting reading information.

D. Contacting Alternative Text Services

Books that a student might reasonably expect to borrow from the library will be purchased by Services for Students with Disabilities (SSWD) because SSWD removes the bindings from books in order to scan them.

Arrangements can be made with the bookstores to accept vouchers from Michigan Rehabilitation Services and the Commission for the Blind. You will need to begin working with these agencies well before the term begins if they are to buy your books.

Much as do other students, students receiving scanned text have the responsibility to buy their books, course packs and textbooks. SSWD is responsible for converting books into a format that can be read by students who are blind or have certain learning disabilities related to reading.

SSWD will scan the books and provide the scanned copy to the student. Turn around time is two weeks to receive a raw scan. It will take longer if the text needs editing.

SSWD removes the bindings from books in order to scan them. SSWD will pay to rebind the books and give them back to the student. If a bookstore will not buy back a book because it is rebound SSWD will pay the student the buy back price at the student's request. SSWD does not reimburse students if the books were purchased by Michigan Rehabilitation Service or the Commission for the Blind.

When course materials are available on Course Tools, in electronic journals or at websites it is the student's responsibility to read the material there or when necessary, print these documents and bring them to SSWD to be scanned. SSWD will reimburse students for printing costs if these costs cause students to exceed their university printing allocation. No printing outside of the university can be reimbursed.

E. Delivering Course Materials to Alternative Text Services

Students are responsible for buying and delivering their books to the SSWD office. The student should allow three weeks from the date materials are delivered to the SSWD office to date of pick up.

F. Course Materials Delivered Late

When the SSWD office is given less than three weeks, the student will receive the materials at a later date.

PART XI - LEARNING DISABILITY CRITERIA

The following are the criteria to be applied for determining a Learning Disability (LD) among U of M students. The purpose of these criteria is twofold: first, they give practitioners a set of guidelines to follow when evaluating U of M students for learning problems and secondly, they are used to determine a student's eligibility for receiving services that are directly provided by SSWD and for receiving accommodations that SSWD recommends. Any student, who requests services and accommodations and does not meet the University's Criteria of an LD, shall have his/her documentation automatically sent to the Diagnostic Review Committee to consider whether academic accommodations and services shall be provided.

It is also noted that there have been some recent changes in the regulations that cover the IDEA (Individuals with Disabilities Education Act). Parents, Educators and Clinicians are reminded that once a student has graduated from the secondary school system they no longer fall under the protection of the IDEA and instead receive services at the post-secondary level due to two pieces of civil rights legislation- The 1973 Vocational Rehabilitation Act of 1973-Section - 504 and the Americans with Disabilities Act (ADA). Parents, Educators and Clinicians are strongly encouraged to find out the educational implication of going from an IDEA environment to a 504/ADA environment. The Coordinator of Services for LD at the University of Michigan is willing to discuss these differences with you. As part of the new regulation of the IDEA, students will be given a "Summary of Performance" (SOP) by their high schools during the students' last IEP meeting. This SOP is not intended to and may not be sufficient for documentation purposes of the University of Michigan and families will be financially responsible for providing the documentation that is required. Parents are encouraged to have their students be given a psychological assessment by the school district which includes both intellectual and academic achievement testing during the student's sophomore or junior year of high school. At the University we are most concerned with student's "current functional limitations" and the objective data that supports the presence of those limitations. The diagnostic report that is sent to the Disability Office must include: All scores that are given on any of the psychological tests that were administered to the student, an accounting of the history of past accommodations that were effective, a clear rationale for the current accommodations that are directly tied to the current testing data, all reports need to be signed, with the examiners credentials and license number on it and all reports should be on letterhead. Any failure to comply with this policy may mean delaying a student's receiving academic accommodations.

In order for a diagnosis of LD to be made, at least three criteria must be met:

1. The presence of a problem. That is, a student must come forward and express a concern about his or her academic performance.

2. Academic achievement level(s) significantly below expectations (i.e. lower or poor academic performance)
3. On normed-referenced standardized testing, an overall or verbal IQ score that is at least in the average range, if not higher, with some specific areas of academic achievement that are minimally one standard deviation below measured intellectual ability level. (This last criterion is often referred to as an aptitude-achievement discrepancy.)

The only measures of aptitude that can be used in the determination of this discrepancy are the Wechsler ADULT Intelligence Scale (current version), The Wechsler Verbal IQ score (the abbreviated versions of this testing instrument are not acceptable) and the Woodcock-Johnson Tests of Cognitive Abilities (current version), Broad Cognitive Ability score. When determining the size of the discrepancy, only the exact standard scores may be used. This does not preclude the use of regression formulas for those who are familiar and comfortable with this procedure. It is understood that on occasion professional clinical judgment may be used to confirm or rule out a diagnosis of LD and that the qualitative features of the evaluation instruments may be utilized by the professional when determining a diagnosis. In those cases where professional judgment was used to make a diagnosis of a Learning Disability the student's documentation will immediately be sent to the diagnostic review panel. The only professionals recognized as being qualified to make an LD diagnosis are licensed psychologists trained in either psychological, neuropsychological and/or psychoeducational testing, or learning disability specialists with similar training and credentials (i.e., licensed or certified by the state). In addition, the Diagnostic Review Committee and/or office of Services for Students with Disabilities reserves for itself the right to require its own evaluation of a student when it is dissatisfied with the quality of the presenting documentation.

Other diagnostic profiles may also be included in the category of learning or cognitive disabilities (e.g. Acquired / Traumatic Brain Injury, Asperger's Syndrome, Autistic Spectrum Disorder, Non-Verbal Learning Disabilities, Auditory Processing Disorder, Visual Processing Disorder, etc) Even with these disorders SSWD will be assessing the documentation for what are the current functional limitations, or how is the student's ability to learn being significantly impacted by their disability. Students and families will have to provide recent assessments to verify the functional limitations in accordance to the policy laid out regarding LD (i.e. testing done using adult-normed tests and the existence of a clear discrepancy that will impact and significantly interfere with the learning process.) Recent, objective evidence must be provided that clearly demonstrates how an area of academic achievement is being impacted and how severe this deficit is that it warrants academic accommodations.

PART XII - ASSESSING MATERIALS IN ALTERNATIVE FORMAT

Some students with learning disabilities may clearly need written material in an alternative format. There are three specific criteria that need to be satisfied before a student with a learning disability in reading may access these services through SSWD:

1. Documentation presented to the SSWD office must meet the University guidelines for what constitutes a specific learning disability.
2. In addition, documentation must state the existence of a specific reading deficit in the areas of reading comprehension, decoding, or reading rate that is at or below the 16th percentile.
3. Evidence must also be apparent of the student's ability to benefit from having written material presented in an auditory format.

The professional learning disability staff of the SSWD office will make the determination as to the student's eligibility for receiving materials in an alternate format.

If a student wishes to have printed material converted into an alternative format but does not meet the specific criteria stated above, this individual may speak with the SSWD staff person with whom he or she has been working to derive options. A variety of reading machines and software that read text can be made available to the student.

PART XIII - ATTENTION DEFICIT/HYPERACTIVITY DISORDER (ADHD) CRITERIA

The U of M guidelines for classifying Attention Deficit/Hyperactivity Disorder (ADHD) as a disability exist to aid professionals who diagnose U of M students and potential students with attention deficit/hyperactivity disorders (ADHD). The guidelines themselves are not unique since they follow the generally accepted criteria for diagnosing ADHD. What is unique is that the University is asking clinicians to provide more information concerning the student's diagnosis.

In the past, most letters of documentation that students presented to the SSWD office merely contained a statement that the student had ADHD. Given the increasing numbers of students with ADHD who are attending college and the heterogeneous nature of the disorder (no two people with ADHD having the same needs, strengths, and weaknesses), it has become too difficult for service providers to actively advocate on a student's behalf with such minimal information. By requesting more information, we hope that students will receive timely and appropriate academic accommodations needed for their success.

A student may qualify to register with SSWD and receive supportive services at the U of M if the student has received a comprehensive diagnosis of ADHD as outlined in the current version of the DSM. Further stipulations are that:

- A thorough battery of age-appropriate testing shall have been completed to establish the diagnosis of ADHD.
- The diagnostic report shall include relevant testing information, including diagnostic test used, test scores obtained, and the interpretations of these scores.
- The documentation must provide evidence of current impairment.
- The evaluator must be qualified to conduct and interpret diagnostic testing.
- And the documentation shall establish a rationale that supports the need for specific accommodations.

When it is dissatisfied with the quality of the presenting documentation, SSWD reserves for itself the right to require further evaluation of a student.

A. Diagnostic criteria for ADHD

The current version of the DSM states that "the essential feature of ADHD is a persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequent and severe than is typically observed in individuals at a comparable level of development" (p. 78). The DSM specifies that the following criteria must be met when diagnosing ADHD:

1) Six (or more) of the following symptoms of inattention have persisted for at least 6 months to a degree that is maladaptive and inconsistent with developmental level:

Inattention

- a) Often fails to give close attention to details or makes mistakes in schoolwork, work, or other

Activities

- b) Often has difficulty sustaining attention in tasks or play activities
- c) Often does not seem to listen when spoken to directly
- d) Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instruction)
- e) Often has difficulty organizing tasks and activities
- f) Often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework)
- g) Often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools)
- h) Is often easily distracted by extraneous stimuli
- i) Is often forgetful in daily activities

2) Six (or more) of the following symptoms of impulsivity-hyperactivity have persisted for at least 6 months to a degree that is maladaptive and inconsistent with developmental level:

Hyperactivity

- a) Often fidgets with hands or feet or squirms in seat
- b) Often leaves seat in classroom or in other situations in which remaining seated is expected
- c) Often runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings of restlessness)
- d) Often has difficulty playing or engaging in leisure activities quietly
- e) Is often "on the go" or often acts as if "driven by a motor"
- f) Often talks excessively

Impulsivity

- g) Often blurts out answers before questions have been completed
- h) Often has difficulty awaiting turn
- i) Often interrupts or intrudes on others (e.g., butts into conversations or games)

3) Some hyperactive-impulsive or inattentive symptoms that caused impairment were present before age 7 years.

- a) Some impairment from the symptoms is present in two or more settings (e.g., at school [or work] and at home).
- b) There must be clear evidence of clinically significant impairment in social, academic, or occupational functioning.
- c) The symptoms do not occur exclusively during the course of a Pervasive Developmental Disorder, Mental Disorder, Schizophrenia, or other Psychotic Disorder and are not better accounted for by another mental disorder (e.g., Mood Disorder, Anxiety Disorder, or a Personality Disorder).

Diagnostic Code is based on type:

314.01 Attention-Deficit/Hyperactivity Disorder, Combined Type: If both Criteria A1 and A2 are met for the past six months

314.0 Attention Deficit/Hyperactivity Disorder, Predominantly Inattentive Type: If Criteria A1 is met but Criterion A2 is not met for the past 6 months

314.01 Attention-Deficit/Hyperactivity Disorder, Predominantly Hyperactive-Impulsive Type: If Criterion A2 is met but Criterion A1 is not met for the past 6 months

Coding Note: *For individuals (especially adolescents and adults) who currently have symptoms that no longer meet full criteria, "In Partial Remission" should be specified.*

Diagnostic instruments shall include a combination of the following measures: a clinical interview; symptom checklists including the Wender Utah Rating Scale (WURS) and the Copeland Symptom Checklist for Adult Attention Deficit Disorders (CSAADD); intelligence tests such as the WAIS-R and the Woodcock-Johnson tests of Cognitive Ability (WJ); and tests of attention and memory such as Tests of Variables of Attention Computer Program (TOVA), the Continuous Performance Test (CPT), the Gordon Diagnostic System (GDS), the Wisconsin Card Sorting Task (WCST), Trail Making Tests (TMT), the Paced Auditory Serial Test (PASAT), the Attention Capacity Test (ACT), the Wechsler Memory Test (WMS), the California Verbal Learning Test (CVLT), and the Kagen Matching Familiar Figure Test (KMFFT).

B. Documentation Must be Current

Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the disability on academic performance, it is in a student's best interest to provide recent and appropriate documentation. In most cases, this means that a diagnostic evaluation must have been completed within the past three years. Flexibility in accepting documentation that is more than three years old may be important under certain circumstances if the previous assessment is applicable to the current setting. Reevaluation may be required if documentation is inadequate in scope or content, does not address the individual's current level of functioning, and/or does not state the specific accommodations recommended. SSWD may be able to assist in such supportive reevaluation or in making referrals.

C. Qualifications of the Evaluating Professional

Professionals conducting assessments, rendering diagnoses, and making recommendations to accommodate students with ADHD must have comprehensive training and relevant experience in differential diagnosis of ADHD and direct experience with an adolescent or adult ADHD population. Qualified professionals may include: psychologists, neuropsychologists, psychiatrists, and other relevantly trained medical doctors. The name, title, and professional credentials of the evaluator must be clearly stated in the documentation. Information about license or certification as well as the area of specialization, employment, and state or province in which the individual practices is also needed. All reports shall be on letterhead, typed, dated, signed, and otherwise legible.

D. A Further Note:

Because of the challenge of distinguishing normal behaviors and developmental patterns of adolescents and adults (e.g., procrastination, disorganization, distractibility, restlessness, boredom, academic underachievement or failure, low self-esteem, chronic tardiness or in attendance) from clinically significant impairment, a multifaceted evaluation should also address the intensity and frequency of the symptoms and whether these behaviors substantially limit one or more major life activity. Given that many individuals benefit from prescribed medications and therapies, a positive response to medication by itself does not confirm a diagnosis, nor does the use of medication in and of itself either support or negate the need for accommodation(s).

If the requested accommodations are not clearly identified in the diagnostic report, SSWD may ask a student to seek clarification or may request further evaluation.

PART XIV - PARKING SERVICES

A student with a disability who wishes to use handicap parking in U of M staff paid lots or structures will need to use a U of M paid parking permit in conjunction with a state handicap parking permit. To obtain a staff paid parking permit, students must present a state handicap parking permit, together with a student I.D. and car registration, to the U of M Parking Services Office. As needed, Parking Services will issue a one-week temporary parking permit to allow time to obtain a state handicap parking permit. If you have a temporary state permit, you will be issued a temporary U of M permit.

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