

**THE UNIVERSITY OF MICHIGAN-FLINT**

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**ACCESSIBILITY SERVICES  
FACULTY and STAFF  
HANDBOOK**

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This publication, as well as any other pamphlet produced by the University of Michigan-Flint, can be made available in an alternative format. To request a copy of this handbook in enlarged print/Braille or on cassette tape/ computer disk, contact Accessibility Services.

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Dear Faculty,

The passage of the Americans with Disabilities Act (ADA) in 1990 and the Rehabilitation Act of 1973 (Section 504) underscored the need to provide fully accessible services and training to individuals with disabilities. Post secondary settings are continuously challenged to provide reasonable accommodations for all students seeking access to campus programs. If the promise of the federal disability legislation is to be realized, then new techniques, opportunities, solutions and mechanisms must be devised to "include" previously under-represented individuals in the classroom.

The Accessibility Services office is an ardent believer in maintaining the academic integrity of programs. Students must meet stringent academic standards, and students with disabilities are no exception. However, the academic playing field must be equal. As such, reasonable provisions and classroom accommodations may have to be made.

As an instructor, you may have the likely possibility of teaching one or more students with disabilities in your class at any given time. As such, you may have questions and/or concerns related to providing accommodations. Directly addressing these issues early in the semester is in the best interest of the student and the University. This faculty handbook was developed to help you in that process.

I look forward to working with you throughout the academic school year in meeting the needs of our students with disabilities. If you have any questions or concerns related to accommodations, please feel free to contact me at ext. 2-3456. Thank you for your assistance in making accessibility happen at UM-Flint.

Sincerely,

Zach Tomlinson  
Accessibility Services Coordinator

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# I. PURPOSE OF THIS HANDBOOK

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This handbook has been prepared as an introductory review of the disabilities that affect learning in a college or university setting, and the various adjustments that can be made in the environment or in teaching style to accommodate students with disabilities. It also serves to familiarize you with services offered through Accessibility Services at UM-Flint. To facilitate interaction between instructor and students, the instructor can consult this reference when working with students who have a variety of disabilities.

To some degree, instruction for students with disabilities should be individualized. Each student with a disability will have a different level of functioning even within the same disability category. Compensation skills will also vary from one student to another. Consequently, while the information presented in this handbook can be used as a general guide, the student with the disability can be regarded as the "expert" on his/her particular needs. Faculty members play a critical role in this process, and serve as equal partners with the student and Accessibility Services in insuring that necessary accommodations are provided.

Accessibility Services at UM-Flint was created to provide students with disabilities with the necessary tools for self-advocacy, empowerment, and inclusion in the university environment. This is done by:

- **Offering** selected student services which are not provided by other University of Michigan-Flint offices or outside organizations.
- **Assisting** students in negotiating disability related barriers to the pursuit of their education.
- **Striving** to improve access to University programs, activities, and facilities for students with disabilities.
- **Promoting** increased awareness of disability issues on campus.

# I. FACULTY NOTIFICATION

If a student registered with Accessibility Services is in your class, you will be notified via email by the Accessibility Services Coordinator. The email will state the student's name and the course number. Attached to the email will be the Instructor Notification Form which lists the accommodations that the student is eligible for. Accommodations are determined based on the documentation provided by the health professional who has diagnosed the student with a disability. A sample Instructor Notification Form can be found on page 43 of this manual.

# III. BLIND OR VISUALLY IMPAIRED STUDENTS

A major challenge facing blind students at universities is the overwhelming mass of printed material with which they are confronted -- syllabi, course packs, books, time schedules, bibliographies, campus newspapers, posters, tests, etc. The increasing use of films, videotapes, overhead projectors, and closed-circuit television adds to the volume of visual material to which they must have access in some other way.

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## READING METHODS

By the time blind students reach college (unless newly blinded), they have probably developed various methods of managing the volume of visual materials. Most blind students use a combination of methods including audio books, books on electronic file that can be read with assistive technology, Braille books, and taped lectures.

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## TEXTBOOKS AND COURSE PACKS

Choose books and course packs early, and make this information readily available to the campus bookstore so that the blind student has time to make the necessary arrangements.

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## SYLLABI AND HANDOUTS

It is essential to provide these so that they can be made readable for the blind student by the time the rest of the class receives them. In many cases this entails providing the syllabus and handouts to the student *in advance*, either in print or on electronic file. Before the class meeting, the student then uses an adapted computer to read or print the material or, if appropriate, arranges for an assistant to read it.

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## **DESCRIBING VISUAL CUES IN THE CLASSROOM**

When there is a blind student in the classroom, the professor should remember that "this and that" phrases are basically meaningless to the student: for example, "the sum of this plus that equals this" or "the lungs are located here in the diaphragm." In the first example, the instructor may be writing on the chalkboard and can just as easily say, "The sum of 4 plus 7 equals 11." The blind student in this case is getting the same information as the sighted student. In the second example, the instructor can "personalize" the locations of the lungs and diaphragm by asking class members to locate them by touch on their own bodies. Examples of this type will not always be possible. However, if the faculty member is aware not to use strictly visual examples, the blind student will benefit.

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## **CLASS NOTES**

Many visually impaired students tape record lectures for reviewing later; however, listening to lectures over again takes valuable time. A more convenient alternative for reviewing material covered in class is by securing a note taker. The Accessibility Services Coordinator will secure the note taker prior to the beginning of the semester if the student registers early or as soon as possible. The note taker will most likely be another student in the class.

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## **TAPING LECTURES**

Some faculty members are concerned about having their lectures tape recorded -- whether the student is blind or sighted. When an instructor is planning to publish his/her lectures, the fear may be that the tapes will somehow interfere with these plans. If this is the case, the faculty member may ask the students to sign an agreement not to release the recording or otherwise hinder the instructor's ability to obtain a copyright.

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## **TESTING**

A common area in which blind students need adaptation is testing. As a general rule, it is much better to avoid giving the student "different" tests from the rest of the class because this creates segregation and makes it difficult to compare test results. The fairest option is almost always to administer the same test questions in a non-visual format.

Some instructors prefer to give oral exams to blind students, or arrange for a teaching assistant to administer the test orally. Many instructors will utilize the staff of Accessibility Services to administer the exam orally to the student. Accessibility Services staff can also act as an exam reader and exam scribe in those instances where a student has difficulty accessing written print (see also "Testing" in the Services portion of this section). An alternative method is to record the questions on tape for the blind student, who in turn records his/her answers on another tape recorder or types the answers.

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## **ILLUSTRATIONS, MODELS, AND TECHNOLOGY**

Students may use raised line drawings of diagrams, charts and illustrations; relief maps; three-dimensional models of physical organs, shapes, and microscopic organisms, etc. Modern technology has made available other aids including talking calculators, speech time compressors, and reading machines.

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## **ART AND OTHER VISUAL SUBJECT MATTER**

Substitutions may be found for courses that are "visual" by nature; however, it should not be assumed automatically that this will be necessary. Conversations between the blind student and the professor can lead to new and even exciting instructional techniques that may benefit the entire class.

For example, it is often thought that a blind student cannot take a course in art appreciation and that if this is a requirement for graduation, it should be waived. However, the blind student should have the opportunity to become familiar with the world's great art. A classmate or reader who is particularly talented at verbally describing visual images can assist the blind student as a visual "interpreter" or "translator." The "Mona Lisa" (or other great works of art) can be described, and there are poems written about the "Mona Lisa" that may be used as teaching aids to give more insight and understanding to the work. Miniature models of great works of sculpture can also be made available for display and touching in the classroom.

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## **GUIDE DOGS**

Some blind students use guide dogs. A guide dog will not disturb the class. Guide dogs are very highly trained and disciplined. Most of the time the dog will lie quietly underneath or beside the table or desk. The greatest disruption a professor can expect may be an occasional yawn or stretch. It is good to remember that as tempting as it may be to pet or speak to a guide dog, the dog while in harness is responsible for guiding its owner, and should not be distracted from that duty.

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## **FIELD TRIPS**

If classes involve field trips to out-of-class locations, discuss traveling needs with the blind student. In most instances, all that will be required is for a member of the class to act as a sighted guide. In locations where public transportation is adequate, many blind persons travel quite independently.

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# **PARTIAL SIGHT AND ACCOMMODATIONS**

Between 70 and 80 percent of all legally blind persons in the United States have some measurable vision. Partially sighted students often require many of the same accommodations as totally blind students. This includes readers, tape-recorded texts, raised line drawings, describing visual cues in class, etc. In addition, depending on their level and type of vision, partially sighted students may use large print textbooks, handouts and tests, a closed-circuit TV magnifier or other magnifying device, or a large print typewriter. Large print is usually 18 to 22 pt., but varies from student to student. In class some partially sighted students are able to take notes with a bold felt tip pen or marker. Others use techniques mentioned under "Class Notes" above. For reading and writing, see also "Test Formats" and "Adaptive Computing and Equipment" under Services.

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## **WHEN A STUDENT DOESN'T APPEAR "BLIND"**

There are two basic difficulties that the partially sighted student is confronted with that the blind student is not. First, the partially sighted student is sometimes viewed by instructors and classmates as "faking it" because most partially sighted students do not use white canes for travel and because most are able to get around much like everyone else. People have difficulty believing that the student needs to use adaptive methods when utilizing printed materials.

One partially sighted student commented that having been observed playing Frisbee by one of her instructors, she was sure that the instructor would no longer believe that she was partially sighted. As she explained, she had more peripheral than central vision and was able to see a red Frisbee. If any other color Frisbee was used, she could not see well enough to play. Playing Frisbee and reading a printed page present quite different visual requirements. This is often difficult for the fully sighted person to understand.

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## **LARGE SIZE HANDWRITING AND LARGE PRINT**

The second difficulty that the partially sighted student experiences can have a more subtle effect. The sighted reader's psychological response to large handwriting may be that "a child has written this." Unfortunately this may unconsciously lead to the conclusion that the written communication, e.g. a student's essay on an exam, is less sophisticated than that of other students. When the student uses a large print typewriter, this can still be a problem. It is very important to read for content and try not to be distracted by large size writing. Note: it is sometimes assumed that a student using large print is trying to make an assignment appear longer as in the case of a term paper of a required length. When the number of words instead of pages required is stated, the assignment length is clearer for everyone.

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## **MEETING WITH THE PARTIALLY SIGHTED STUDENT**

Potential difficulties can be alleviated if the student and professor discuss the student's needs early in the term. In the classroom, accommodations such as sitting in the front of the room, having large print on the chalkboard, or the use of enlarged print on an overhead projector may assist a partially sighted student depending on their level of vision. However, the capacity to read printed materials with various visual impairments depends so greatly on conditions such as degree of contrast, brightness, and color that it is essential for the student and instructor to clarify what methods, techniques, or devices may be used to maximum advantage for that student in that setting.

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# SERVICES FOR STUDENTS WITH VISUAL DISABILITIES

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## ORIENTATION AND MOBILITY

Accessibility Services can arrange for a trained orientation and mobility instructor to be on campus prior to the beginning of each semester. Some orientation assistance is also provided by members of Accessibility Services staff.

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## ADVOCACY LETTERS AND VERIFICATION OF DISABILITY

As needed, the professor is entitled to confirmation of the student's disability from a qualified source such as Accessibility Services. At the beginning of each semester (with a release from the student), Accessibility Services will provide a letter for faculty members detailing options for accommodating the student in class and/or in testing situations.

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## TEST FORMATS AND ACCOMMODATIONS

### **Alternative Formats:**

Tests can be administered to students with visual impairments in a number of ways. It is the responsibility of the student and the instructor to decide which method to use. As needed, Accessibility Services can assist with this process. Tests may be Brailled, taped, read aloud, produced in large print (usually using a copier or large print computer screen), read using a closed circuit television (cctv) which enlarges the print, or read by a computer with voice output. Students usually tape, type, or word process answers. See also "Testing" in the first part of this section and "Adaptive Computing" below.

If the instructor uses the computer for assembling tests, the file can be emailed to the Accessibility Services office, as agreed with the student. The student can then read the text using an adapted computer. The syllabus or other handouts in this medium would also be helpful for some students.

**Additional Time:**

Students with visual impairments regularly qualify for additional testing time. This can be particularly helpful for visually impaired students who have difficulty accessing print. It is up to the student to schedule exams through the instructor if they cannot be taken with the rest of the class. Accessibility Services can provide a monitored location within the Student Development Center, Room 264 UCEN.

**Proctoring:**

When needed, it is in everyone's best interest if the proctor is either one of the teaching assistants for the course or the professor. In the event of any problems or questions, another member of the academic department is also a good choice. Accessibility Services staff can be available to proctor an exam for a visually impaired student as needed within the Student Development Center, Room 264 UCEN. The student is responsible for making this arrangement with the instructor and Accessibility Services for this accommodation.

**Exam Readers and Exam Scribe:**

The test can be orally read to the student, and an exam scribe can be provided. Exam scribes will write the answer for visually impaired students word for word as dictated by the student. This service is provided within the Student Development Center, Room 264 UCEN. The student is responsible for making arrangements with the instructor and Accessibility Services for this service.

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## NOTE TAKING

An in class note taker will be secured by the Accessibility Services Coordinator. The note taker will most likely be another student in the class.

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## **AUDIO TEXTBOOKS AND OTHER ALTERNATIVE FORMATS**

Many visually impaired students rely on textbooks recorded on compact disc. Accessibility Services can order taped text for these students from Recordings for the Blind (RFB), the national audio book library in New Jersey. It takes some time to recorded text, thus it is important that instructors provide information regarding text to be used as far in advance as possible once notified by Accessibility Services.

For those text not on hand with Recordings for the Blind, Accessibility Services staff can provide text on alternative format (Word or PDF). It is the student's responsibility to provide Accessibility Services with those class materials to be converted. The University has two software programs, JAWS screen reader and Kurzweil, that can read scanned text or text in PDF or Microsoft Word format installed on computers in the Student Development Center and both Murchie Science and White Building computer labs.

Large print or Braille formats are virtually essential to make some subjects - such as math, certain sciences, or foreign languages - accessible to students with various visual impairments. It usually takes at least three months for textbooks to be converted into these formats. Accessibility Services can assist students in making these arrangements.

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## ADAPTIVE TECHNOLOGY

The University of Michigan Flint is continuing to review adaptive technology needs for the blind and visually impaired. Currently the adaptive equipment on hand includes the following items:

**Kurzweil 1000:**

Kurzweil 1000™ is award-winning software that makes printed or electronic text readily available to people who are blind or visually impaired. It combines accessibility, communication and productivity tools to ease and enhance their reading, writing and learning experience. The software speaks scanned text aloud in a variety of natural-sounding voices that can be modified to suit individual preferences. In addition, it provides users with document creation and editing as well as study skills capabilities for note taking, summarizing and outlining text. Training sessions for staff, faculty, and students can be arranged.

**JAWS Screen Reader:**

JAWS is a computer program that reads all content on a computer screen to the individual using the computer.

**CCTV:**

Close Caption Televisions enlarges text placed under a camera connected to the television screen. Users simply place the text that they are reading on a sliding tray under the camera and move it back and forth at the pace they are comfortable with.

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## LIBRARY RETRIEVAL SERVICE AND ASSISTANCE

Accessibility Services will assist students whose disability makes it difficult for them to use the library. This assistance is provided Monday-Friday from 8:00 a.m. to 5:00 p.m. Those students needing assistance after these hours must contact the help desk in the library directly.

# IV. STUDENTS WITH MOBILITY IMPAIRMENTS

Access is one of the major concerns of the student who uses a wheelchair. The student must learn routes to and from classes and across campus that do not present barriers. A barrier may be a stair, curb, narrow walkway, heavy door, elevator door that has no delay mechanism, or one that is too fast, a vehicle blocking a curb cut or ramp, a sign in the middle of what would otherwise be a wide enough walkway, etc. Similar barriers exist for many students with mobility impairments who do not use wheelchairs.

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## TYPES OF MOBILITY IMPAIRMENTS

Students use wheelchairs or other mobility aids as a result of a variety of disabilities including spinal cord injury, cerebral palsy, post-polio, multiple sclerosis, severe arthritis, quadriplegia, paraplegia, amputation, muscular dystrophy, and so on. A number of individuals with conditions such as cerebral palsy walk without assistance but may not be able to negotiate steps or barriers. Other disabilities that can significantly affect students' general mobility include cardiac conditions, chronic back pain, active sickle cell anemia, diabetes, and respiratory disorders, such as cystic fibrosis. Classroom modifications will depend on the student's functional limitations.

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## CLASSROOMS

Auditorium and theater-type classrooms may present difficulties unless there is a large enough flat floor space in the front or rear of the room for a wheelchair to park. There must also be an entrance to and from that level. For students not using wheelchairs, some seats must be easily reached without steps. Classrooms with tables (provided there is an under table clearance of at least 27-1/2 inches) are more accessible to students in wheelchairs than rooms with standard classroom desks. It is preferable if the tables and chairs are movable rather than stationary. Adjustable desks are available and should be in most classrooms. If your room needs an adjustable desk, contact the Accessibility Services Office and we will provide one.

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## VARIATIONS IN NEEDS

It is difficult to make generalizations about the classroom needs of students who use wheelchairs because some students may be able to stand for short periods of time while others will not be able to stand at all. Some will have full use of their hands and arms, while others will have minimal or no use of them. There are, however, some general considerations that apply to most, if not all, students with mobility impairments.

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# ACADEMIC CONSIDERATIONS

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## MOVING A CLASS

If a classroom or faculty office is inaccessible, it will be necessary to find an accessible location or alternative class section that is held in an accessible location. As necessary, Accessibility Services can help insure that this is a speedy process.

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## TRAVEL TIME

If breaks between classes are short, a student with a mobility impairment may be a few minutes late. Often the student must wait for an elevator, take a circuitous (but accessible) route, wait for assistance in opening doors, and maneuver along crowded paths and corridors. If the student is frequently late, it is, of course, appropriate to discuss the situation with the student and seek solutions. Most students will be aware of time restrictions and will schedule their classes accordingly. However, it is not always possible to leave enough time between classes. For students who require personal attendants, early classes and attendants' schedules can pose particular difficulties.

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## LABS

Classes taught in laboratory settings (sciences, language labs, arts, film and video, etc.) usually require some modification of the work station. Considerations include under counter knee clearance, work and counter top height, horizontal working reach and aisle widths. Working directly with the student may be the best way to provide modifications to the work station. Accessibility Services and Facilities Management will provide assistance with modifications as needed.

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## LAB AIDES

For those students who may not be able to participate in the laboratory class without the assistance of an aide, the student should be allowed to benefit from the actual lab work to the fullest extent. The student can give all instructions to an aide - from what chemical to add, to what type of test tube to use and where to dispose of the used chemicals.

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# **GENERAL CONSIDERATIONS**

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## **USING A WHEELCHAIR**

Students are not "confined" to wheelchairs. They use their wheelchairs to get around much in the same way as others walk, and often transfer to automobiles and furniture. Some people who use wheelchairs can walk with the aid of canes, braces, crutches, or walkers. Note: Using a wheelchair some of the time does not mean an individual is faking a disability. For those who walk with difficulty, a wheelchair is often a means to conserve energy or move about more quickly.

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## **OFFERING HELP**

Most students with mobility impairments will ask for assistance if they need it. Don't assume automatically that assistance is required. Offer assistance if you wish, but do not insist and accept a "No, thank you" graciously.

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## **RELATIVE HEIGHT**

When talking with a student who uses a wheelchair or has short stature, try to sit down, kneel, or squat if the conversation continues for more than a few minutes. Then the student does not need to crane his or her neck to maintain eye contact.

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## **PERSONAL SPACE**

A wheelchair is virtually part of a person's body. Don't automatically hang or lean on the chair -- this is similar to hanging or leaning on a person. It's fine if you are friends, but inappropriate otherwise.

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## **EMERGENCY SERVICES**

The issue of safe evacuation in the case of a fire or other emergency must be considered for individuals with limited mobility on this campus. Since elevators cease operation during an emergency, the best method for evacuating students with mobility limitations must be identified. The Committee on Disability Concerns is currently developing emergency evacuation guidelines to meet the needs of this campus. Once these guidelines are tested and approved, a copy of the guidelines will be provided for your implementation. In the interim, it is strongly suggested that students with mobility limitations and their individual instructors meet at the beginning of the semester to discuss particular needs. The Accessibility Coordinator is available to assist in this process as necessary.

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# SERVICES FOR STUDENTS WITH MOBILITY IMPAIRMENTS

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## CAMPUS ACCESS

Accessibility Services gives out copies of the campus access map showing ramps, elevators, etc. We can also advocate on students' behalf to remove physical barriers in the campus area, or as needed to ensure that a class or event is held in an accessible location.

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## ADVOCACY LETTERS AND VERIFICATION OF DISABILITY

As needed, the professor is entitled to confirmation of a student's disability from a qualified source, such as Accessibility Services. At the beginning of each semester (with a release from the student), Accessibility Services will provide a letter for faculty members detailing options for accommodating the student in class and/or in testing situations.

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## TESTING ACCOMMODATIONS

### **Additional Time:**

Due to mobility impairments that affect writing speed, these students routinely qualify for extra time for exams. It is up to the student to schedule exams through the instructor if they cannot be taken with the rest of the class. Accessibility Services can provide a monitored location within the Student Development Center, Room 264 UCEN as needed.

### **Exam Scribe:**

For individuals lacking the fine motor skills needed for writing, the Accessibility Services office can provide a writer (exam scribe) for the student taking a test. This service can be provided under secured, monitored conditions within the Student Development Center, Room 264 UCEN.

**Alternative Formats:**

When mobility impairments affect writing, using a word processor or tape recorder may be appropriate. It is the responsibility of the student and the instructor to decide which method to use. As needed Accessibility Services can assist with this process.

**Proctoring:**

Accessibility Services is available to proctor an exam and provide assistance. This service is usually provided within the Student Development Center, Room 264 UCEN.

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## **NOTE TAKING**

An in class note taker will be secured by the Accessibility Services Coordinator. The note taker will most likely be another student in the class.

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## **LIBRARY RETRIEVAL SERVICE AND ASSISTANCE**

Students who have difficulty retrieving materials from the library due to mobility disabilities or lack of fine motor skills can contact Accessibility Services. Assistance will be provided Monday-Friday from 8:00 a.m. to 5:00 p.m. Students requiring assistance outside of those hours should contact the library help desk directly.

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## **PARKING**

Any person with a disability who has a state handicapped sticker on their vehicle may park in any handicapped parking space on campus. Students must however, request a UM-Flint handicapped student parking permit from Accessibility Services for each semester that they are enrolled. Students must receive a new permit each semester.

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## **ATTENDANTS**

UM-Flint does not provide personal care attendants for student use on campus. Flint's Center for Independent Living (Disability Network) can assist students in finding qualified attendants, and can assist with a variety of independent living needs.

# V. DEAF OR HARD OF HEARING STUDENTS

Deaf students, like hearing students, vary to some degree in their communication skills. Factors such as personality, degree of deafness, age at onset, and family environment all affect the kind of communication the student uses. As a result of these and other variables, a deaf student may use a number of communication modes.

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## SIGN LANGUAGE

One form of communication used by many, but not all, deaf or hearing impaired persons is American Sign Language, or "manual" communication. In sign language, thoughts are expressed through a vocabulary of hand and arm movements, positions, and gestures. The intensity and repetition of the movements and the facial expressions accompanying the movements are also important elements of manual communication. Finger spelling consists of various finger and hand positions for each of the letters of the alphabet.

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## INTERPRETERS

In the classroom, most deaf students will use an interpreter to enable them to understand what is being said. There are two types of interpreters -- oral and manual. The oral interpreter "mouths" what is being said while the manual interpreter uses sign language. The two methods are often used in combination. There is a time lag, which will vary in length depending upon the situation, between the spoken word and the interpretation or translation. Thus, a deaf or hard of hearing student's contribution to the lecture or discussion may be slightly delayed. It is also important for the professor not to get too far ahead of the interpreter during a lecture.

In general, interpretation is easiest in lecture classes and more difficult in seminars or discussion classes. Because class formats are so varied, it is recommended that the professor, interpreter, and student arrange a conference early in the course to discuss any arrangements that may be needed.

The interpreter and the deaf student will usually choose to sit in the front of the classroom. The interpreter is aware that sign language may be a distraction to the class and the professor. The interpreter has also learned that the initial curiosity of the class wanes and the professor adapts easily to the interpreter's presence. Interpreters who are certified by the Registry of Interpreters for the Deaf subscribe to a strict code of ethics that requires confidentiality of private communications and honesty in interpretation or translation. See also "Interpreters" in the Services section.

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## **CLASS NOTES**

Deaf students may need someone to take notes for them because it is very difficult to follow an interpreter or speech read the instructor and take notes at the same time. Self carbon note taking pads have been developed for this purpose, and copy machines are also useful. Whatever method the student uses for notes, he/she is responsible for the material covered in class. See also "Note Taking" in the Services section.

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## **TESTS AND EXAMS**

Most deaf students will be able to take examinations and be evaluated in the same way as other students. However, if the method of evaluation is oral, the interpreter can serve as the reverse interpreter for the deaf student.

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## **PARTIAL HEARING LOSS**

The student who is hearing impaired may require nothing more than some form of amplification to participate in class -- a hearing aid, public address systems, or a professor/student transmitter/receiver unit (also known as an auditory training unit or an FM unit). See also "FM Unit" in the Services section. FM systems can be provided through the Accessibility Services office as needed for student/professor use.

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## **ACCESSIBLE SUBJECT MATTER**

Assumptions cannot automatically be made about the deaf student's ability to participate in certain types of classes. For example, deaf students may be able to learn a great deal about music styles, techniques, and rhythms by observing a visual display of the music on an oscilloscope or similar apparatus, or by feeling the vibrations of music. Some deaf students will have enough residual hearing so that amplification through earphones or hearing aids will allow participation. It is always best to discuss with the student the requirements of the class and to determine if there are ways that the material can be modified so that the student can participate in what may become an exciting learning experience for all concerned.

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## **SPEECH**

Most deaf people have normal organs of speech, and many learn to use them in speech classes. Some deaf people cannot automatically control the tone and volume of their speech so the speech may be initially difficult to understand. Understanding is improved when one becomes more familiar with the deaf person's speech.

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## **GENERAL CONSIDERATIONS**

When a deaf student is concentrating on what the interpreter is signing, it is important that people do not walk between them. The lost time in repeating what was missed can become frustrating for the student. If any person in the class would like to speak to a deaf student, gently touching the student on the shoulder to get his or her attention is acceptable.

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# GUIDELINES FOR COMMUNICATION

The following is a list of suggestions compiled from publications of the National Technical Institute for the Deaf, the Registry of Interpreters for the Deaf, and Gallaudet College, that will facilitate the participation of deaf and hard of hearing students in (and out of) the classroom:

- Look at the person when you speak.
- Don't smoke, chew gum, or otherwise block the area around your mouth with your hands or other objects.
- Speak naturally and clearly. Don't exaggerate lip movements or volume.
- Try to avoid standing in front of windows or other sources of light. The glare from behind you makes it difficult to read lips and other facial expressions.
- Using facial expressions, gestures, and other "body language" is helpful in conveying your message.
- Avoid speaking with your back to the deaf person, such as when writing on the chalkboard. Overhead and opaque projectors are often a good substitute and allow you to face the class while writing.
- When particularly important information is being covered, be sure to convey it very clearly. Notices of class cancellations, assignments, etc., can be put in writing or on a chalkboard to insure understanding.
- If you're talking with the assistance of an interpreter, direct your communication to the deaf individual. This is more courteous and allows the deaf person the option of viewing both you and the interpreter to more fully follow the flow of conversation.
- Establish a system for getting messages to the student when necessary. For example, the Michigan Relay Center can be used (see "Services" below). Class cancellations are particularly costly if an interpreter cannot be informed in advance of the change.
- When other people speak who may be out of the deaf or hard of hearing person's range of vision, repeat the question or comment and indicate who was speaking (by motioning) so the individual can follow the discussion.

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## **NEW TERMINOLOGY**

Whenever new materials will be covered which involve technical terminology not in common usage, if at all possible supply a list of these words or terms in advance to the student and interpreter. Unfamiliar words are difficult to speech read or interpret.

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## **VISUAL AIDS**

The use of visual media may be helpful to deaf students since slides and videotaped materials supplement and reinforce what is being said. However, the student can only look at one thing at a time (e.g. a slide vs. the interpreter). This needs to be taken into account as the professor uses visual aids.

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## **CAPTIONING**

Captioned visual aids, such as films and videos, are extremely helpful. If appropriate, foreign language films with English subtitles are also useful.

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## **INTERPRETING DURING AUDIO-VISUAL PRESENTATIONS**

Interpreting should be used when captioning is not available. However, lower lighting, such as during a film, interferes with the deaf student's capacity to read manual or oral communication. In addition, audio-visual materials may be difficult to interpret because of sound quality and speed of delivery. Therefore, if a written script is available for a non-captioned film or video, provide the interpreter and student with a copy in advance.

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# INTERPRETERS IN THE CLASSROOM

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## PRIMARY MODES OF COMMUNICATION

**American Sign Language** or ASL, is a visual language which has its own morphology, syntax, and semantics. Gestures, facial and body expressions, pantomime, and finger spelling are used. Finger spelling is kept to a minimum.

**Manually Coded English** Manually Coded English is a visual form of the English language. It is based on the signed vocabulary of American Sign Language, and finger spelling. It is given in English syntax and in proper grammatical form. All verb tenses, prepositions, and word endings are used.

**Oral** Use of speech and lip-reading.

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## TOTAL COMMUNICATION

Many deaf and hearing impaired people use what is called "total communication". This is when lip reading, sign language, gesture, and speech are simultaneously used to communicate.

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## THREE FORMS OF INTERPRETING

### **English to Sign**

Transmission of spoken English into American Sign Language (ASL), finger spelling, and/or gestures.

### **Sign to English**

Transmission of ASL or gestures communication into spoken English.

### **English to English**

Transmission of English into Manually Coded English using voiceless repeated and paraphrasing spoken communication.

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## **INTERPRETER RESPONSIBILITIES IN THE CLASSROOM**

1. The interpreter will transmit information between the hearing impaired student and the hearing person(s) quickly and accurately.
2. The interpreter will sit in a position where the instructor can be heard and the hearing impaired student can watch both the interpreter and instructor.
3. The interpreter will assess and adjust to the hearing impaired person's language level and mode of communication.
4. The interpreter will use effective ways to convey subtleties, nuances, innuendoes, and other non-verbal communication through the use of body language and facial expressions.
5. The interpreter will determine the necessity of inclusion of peripheral sounds and other modifications which apply to communication in the classroom.
6. The interpreter will speak in the first person when voicing for the impaired student.

## **INFORMATION FOR INSTRUCTORS IN CLASSROOM SITUATIONS**

1. Treat the interpreters as you would other professionals. Accessibility Services only hires interpreters with State of Michigan certification (QA I-III) or higher.
2. Speak clearly and in a normal tone of voice.
3. Permit only one person to speak at a time during group discussions.
4. Remember that the interpreter is a few words behind the speaker. Give the interpreter time to finish so that the hearing impaired student can ask questions or participate in the discussion.
5. Speak directly to the hearing impaired student, not to the interpreter.

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# SERVICES FOR DEAF AND HEARING IMPAIRED STUDENTS

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## INTERPRETERS

Accessibility Services can provide interpreters for academic purposes. For their classes and activities, students are responsible for making these arrangements with us. For other functions, such as award ceremonies and Commencement, the sponsoring unit is responsible for securing an interpreter. In such instances, Accessibility Services can offer assistance with locating an interpreter. See also "Interpreters" and "Guidelines for Communication" near the beginning of this section.

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## ADVOCACY LETTERS AND VERIFICATION OF DISABILITY

As needed, the professor is entitled to confirmation of a student's disability from a qualified source, such as Accessibility Services. At the beginning of each semester (with a release from the student), Accessibility Services will provide a letter for faculty members detailing options for accommodating the student in class.

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## NOTE TAKING

An in class note taker will be secured by the Accessibility Services Coordinator. The note taker will most likely be another student in the class.

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## FM UNIT

Accessibility Services will loan an FM amplification system to a student for student/faculty use. See also "**FM Unit**" under **Partial Hearing Loss**.

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## **TELECOMMUNICATIONS DEVICE FOR THE DEAF**

Accessibility Services has a Telecommunications Device for the Deaf (also called a TDD or TTY) which students who are deaf or hard of hearing can use for local calls and for making arrangements specifically related to their disability, such as with a state rehabilitation agency. This TDD is available during regular working hours.

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## **MICHIGAN RELAY CENTER**

The Michigan Relay Center allows individuals using Telecommunications Devices for the Deaf (TDD/TTY) to call persons or businesses without TDD's anywhere in Michigan, and vice versa. Call toll-free 1-800-649-3777. Also listed in local phone books.

# VI. STUDENTS WITH LEARNING DISABILITIES

"Learning disabilities" has become the general term for a variety of specific disabilities including dyslexia, developmental aphasia, dysgraphia, expressive dysphasia, and oral receptive dysphasia. Another term sometimes used for learning disability is "neurologically impaired". A common misconception among those not familiar with learning disabilities is that the student with a learning disability is retarded. The learning disabled student is not retarded or developmentally disabled.

The college professor should keep in mind that the learning disabled student's needs center around information processing. Students with learning disabilities have trouble taking information in through one or more of the senses and expressing that information accurately. The information often gets "scrambled." These students may have difficulty with discriminating differences between two like sounds, symbols, or objects. Because the information may not reach the brain accurately, the brain often does not do a good job of storing the information. The result appears to be poor memory. Thus, it is important that learning disabled students receive and transmit information in a form that works best for them.

Some learning disabled students are unable to communicate effectively through printing or cursive writing (dysgraphia). This condition may manifest itself in written work that appears careless. Some of these students may be able to use a typewriter or word processor for written communications. Another solution is for an aide to take dictation from the learning disabled student.

Other learning disabled students for all practical purposes will be "lecture deaf" (oral receptive dysphasia). Many of the adaptive techniques that assist deaf students will also assist these students -- note takers, films, role playing, captioned videotapes, and other visual materials.

Some students have difficulty with sequential memory tasks (e.g. spelling or mathematics) and following step-by-step instructions. For these students it helps to break up tasks into smaller parts. Additional tutoring in math and/or spelling will usually be required at least one time in the student's career.

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## **INDIVIDUAL DIFFERENCES**

Keep in mind that no two "LD" students are alike. What works for one may not work for another, and what works in one subject and one class format may not work in another. To generalize, learning disabled students will learn much better the more channels used in the teaching/learning process -- oral, visual, tactile, and kinesthetic. For examples, see the "Recommendations" section on page 40 of this handbook.

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## **CONFERENCES WITH STUDENTS**

It is important to meet individually with each LD student once they identify themselves. Encourage students to do so at the beginning of the term (see #1 in the "Recommendations" section). At your first meeting, be sure to ask what types of accommodations work best for that student. As needed begin developing accommodations that work well for both you and the student in this particular course. Among the options for instruction and/or testing accommodations, try to find appropriate ones early on, so that working arrangements are established before the first test.

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# **SIGNS OF LEARNING DISABILITIES**

Like students without noticeable learning disabilities, each "LD" student has a distinct combination of abilities and deficiencies and therefore a unique profile. Some areas of functioning will be in an average or above average, even gifted, range, while deficiencies will vary from minimal to severe. It is important to note that students with learning disabilities will display a cluster, and not all, of the following characteristics. Students who exhibit some of the behaviors listed below should be referred to Accessibility Services for referral for a psycho-educational assessment and counseling on adjustment and learning strategies.

## **READING SKILLS**

1. Poor word analysis and recognition
2. Slow reading rate
3. Problems in comprehension
4. Difficulty retaining information read
5. Confusion of similar word sounds

## **WRITING SKILLS**

1. Poorly formed or illegible handwriting
2. Preference for printing rather than cursive
3. Using a combination of upper and lowercase letters as well as cursive and print
4. Difficulty with organization of ideas

## **MATHEMATICAL SKILLS**

1. Difficulty with fundamental operations and an incomplete mastery of addition, subtraction, multiplication, and division
2. Reversing numbers
3. Confusing operational symbols and similar numbers
4. Problems with abstract concepts
5. Problems figuring out calculations mentally
6. Difficulty keeping columns

## **ORAL LANGUAGE**

1. Difficulty expressing ideas out loud
2. Difficulty remembering or understanding oral instruction
3. Difficulty concentrating on lectures over an hour
4. Difficulty listening and taking notes at the same time
5. Vocabulary weaknesses
6. Word-finding difficulties
7. Difficulty with foreign languages
8. Misinterpreting subtleties of language

## **STUDY SKILLS**

1. Time management difficulties
2. Difficulty completing open-ended, unstructured or last minute assignments
3. Difficulty selecting relevant from irrelevant details
4. Difficulty organizing time and materials to prepare for tests
5. Appearing somewhat disorganized
6. Possibly additional anxiety, anger, or depression because of extra difficulty in coping with school or social situations

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# **SERVICES FOR STUDENTS WITH LEARNING DISABILITIES**

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## **ADVOCACY LETTERS AND VERIFICATION OF DISABILITY**

As with any disability, the professor is entitled to confirmation of a student's learning disability from a qualified source such as Accessibility Services. Accessibility Services will only accept written documentation of testing and assessment from a licensed professional psychologist with training and experience in psycho-educational assessments. Accessibility Services will provide the faculty member with a letter describing any needs the student has for classroom and/or testing accommodations. The Accessibility Coordinator is available to help establish what modifications can be made by the student and the instructor.

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## **TESTING ACCOMMODATIONS**

To provide students with learning disabilities an adequate opportunity to show what they have learned, they routinely qualify for extra time on exams, often in a quiet room with no other distractions. At times alternative test formats are required for learning disabilities, e.g. tests on tape or computer disk, dictating answers on tape, using a word processor with spell checker, using a calculator, avoiding scantron sheets for multiple choice. It is the responsibility of the student and the instructor to decide which method to use; as needed Accessibility Services can help with this process. The student should schedule exams through the instructor if they cannot be taken with the rest of the class. The Accessibility Coordinator can provide a monitored location within the Student Development Center, Room 264 UCEN for exam taking.

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## **NOTE TAKING**

An in class note taker will be secured by the Accessibility Services Coordinator. The note taker will most likely be another student in the class.

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## **TAPED LECTURES**

Some students with learning disabilities prefer to tape class lectures to augment the learning process. Accessibility Services provides a limited amount of cassette tapes and recorders for students' use.

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## **AUDIO TEXTBOOKS**

Many learning disabled students rely on books on alternative format (audio, electronic). Accessibility Services can secure some audio taped text materials from Recordings for the Blind, the national tape library in New Jersey. A Kurzweil Reading machine is also available for student use on campus. This adaptive equipment will turn typed or printed materials into synthesized text. This is especially helpful for those learning disabled students who have difficulty processing written print.

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## **TUTORS**

The Academic Enrichment Center, in conjunction with Accessibility Services, recruits tutors for specific subjects upon request. Tutoring is provided by the university free of charge. Students who are receiving tutoring are ultimately the sole responsible party for mastering the course material.

It is the student's responsibility to initiate contact with tutors, and determine their capacity to assist the student. Students are also encouraged to check with the academic department about their own tutor recommendations.

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## **PSYCHO-EDUCATIONAL ASSESSMENTS**

You are welcome to refer to us undiagnosed students exhibiting some of the signs listed above. Accessibility Services will refer the student to the Campus Counselor for a psycho-educational assessment.

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## **GUIDANCE AND COUNSELING**

Students with learning disabilities may have some particular guidance or counseling needs to assist in their academic, social or personal adjustment. Accessibility Services often encourages first-year students to stay in contact with the Accessibility Coordinator at least once a week as a means of resolving any problems and improving academic performance.

# VII. STUDENTS WITH SPEECH IMPAIRMENTS

Speech impairments may be congenital or the result of illness or injury. They may be found alone or in combination with other disabilities. In any case, the college student with a speech impairment (unless it has been recently acquired) will probably have received some speech therapy.

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## TYPES OF SPEECH CONDITIONS

Impairments range from problems with articulation or voice strength, to being totally non-vocal. That includes stuttering (repetition, blocks, and/or prolongation's, occasionally accompanied by distorted movements and facial expressions), chronic hoarseness (dysphonia), difficulty in evoking an appropriate word or term (nominal aphasia), and esophageal speech (resulting from a laryngectomy).

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## SELF-CONSCIOUSNESS

Many students with speech impairments will be hesitant about participating in activities that require speaking. Even if the student has adjusted well to a speech impairment, new situations may aggravate old anxieties. Please keep in mind that speaking in front of a group can be an agonizing experience for any student, whether or not they have a speech impairment.

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## INTERACTING WITH THE STUDENT

It is important that self expression be encouraged, and pressure to speak is not apt to be helpful. It is best for the instructor to accept and respond to all attempts at communication. Allow time for the speech impaired student to express him/herself so that confidence can be gained.

Be patient; resist the temptation to complete words or phrases for a speech impaired student. When speaking to a person with a speech impairment, continue to talk naturally. Make a point of concentrating on the content of what the student says rather than on the format, and keep in mind that regardless of the type of communication, the student is always an equal intellectual participant in the class. The professor can set the mood that encourages a student's effective self expression in class and appropriate reactions by the other students.

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## **SPEAKING AIDS**

For persons who cannot speak, and who are otherwise physically disabled so that they cannot sign, write, or type, various communication aids are available. These aids range from sophisticated electronic "speaking" machines, activated by punching a keyboard with a headpointer or mouthwand, to a spelling board that consists of a layout of the alphabet and a few common words and phrases ("yes" or "no") to which a speech impaired person points and an assistant may speak out loud. Some devices provide a "ticker tape" printout or display the message on a calculator-like screen across which the characters move. With some less portable devices, the message is displayed on a TV screen. Most frequently these students need respect, patience, quiet encouragement, and an opportunity to develop self-confidence in an unfamiliar group.

# VIII. OTHER DISABILITIES

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## EPILEPSY

Most people with epilepsy are now able to participate in activities such as sports and lead active, normal lives. Students with epilepsy generally manage seizure activity through adequate rest, proper diet, and regular medication, and have little problem in the classroom.

The following is a short list of do's and don'ts so the instructor will be prepared in the unlikely event that a seizure occurs during class.

1. Remain calm. Please keep in mind that other students will tend to mirror the emotional reaction of the instructor. Note: the seizure is painless.
2. Do not try to restrain the person. There is nothing you can do to stop the seizure once it has begun. It must run its course.
3. Clear the area around the individual so that he/she does not injure him/herself on hard or sharp objects. Try not to interfere with movements in any way.
4. Don't force anything between the person's teeth. If the person's mouth is already opened, you might place a soft object like a handkerchief between the side teeth.
5. It isn't generally necessary to call a doctor unless the attack is followed almost immediately by another major seizure or the seizure lasts more than 10 minutes. The campus nurse can be contacted for assistance.
6. When the seizure is over, let the person rest if he/she needs to.
7. Turn the incident into a learning experience for the class. You might clarify that the seizure is not contagious and explain these steps.

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## **MULTIPLE SCLEROSIS**

Multiple Sclerosis (MS) is the number one cause of chronic disability among young adults. It may affect the student in a multitude of ways. Because MS most often occurs between the ages of 20 and 40, the college student with MS is apt to be currently adjusting to having a disability. Depending upon the degree to which the MS has progressed, the student's mobility, speech, vision, and emotional state may be affected. One of the most difficult aspects of MS is that the symptoms have a tendency to come and go but they continue to progress. "In between" periods may last for a few days to months in the early stages. When affected the student may appear as if intoxicated -- slurred speech, staggering when walking, unfocused eyes. Understanding the fluctuations that may occur in the student's behavior make it easier to understand variations in classroom performance. The physical adaptations required by the student with MS, if any, will vary from student to student, depending on functional limitation. The most common adaptations required have been discussed in previous sections.

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## **FLUCTUATING SYMPTOMS**

Other conditions that may result in marked fluctuations of behavior and performance include muscular dystrophy, certain types of kidney problems that may necessitate dialysis, AIDS/HIV, cystic fibrosis, diabetes, and lupus. The types of accommodations individuals with these conditions may need will vary greatly by individual. Accessibility Services will work in collaboration with the student and instructor on identifying appropriate needs as they arise.

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## **PSYCHOLOGICAL DISABILITIES**

Some psychological/emotional conditions, such as manic depression or bipolar disorder, may also cause fluctuations in performance. These can often be greatly moderated by medications, depending upon the type of condition. Some conditions, such as anxiety disorders, may require exam accommodations or some accommodations in instructional style. As more knowledge about psychological conditions becomes available, it is becoming clear that many have some kind of chemical basis. This understanding can be helpful both for the student and for faculty and others who interact with the student.

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## **MEDICATIONS**

Some of the conditions described in this section require medication for control of symptoms. If an instructor has questions about the potential affect of any medications on the student's academic performance, the student can probably provide the information. However, for confidentiality reasons students always have the choice about what to disclose and not disclose.

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## **CONSIDERATIONS FOR HIDDEN DISABILITIES**

Many disabilities are obvious and the question then is one of degree of accommodation and assistance required. However, there are many cases in which a faculty member would have no immediate way of knowing that a student has a disability. For example, a student with diabetes, manic depression, or another chronic condition may deal with their disability every day but have no clear symptoms during the class period. Learning disabilities are another common example of non-visible conditions which may become clearer as the course proceeds. The frequency of various non-obvious disabilities is one reason an announcement is strongly recommended at the beginning of each course (see "Recommendations" section).

Individuals do have the right to keep their disability confidential. For example, an epileptic student on medication may not expect or need any adaptation and may not mention his/her condition to the professor. During a remission period a student with multiple sclerosis may not feel the need to mention the condition. These judgments are up to each student depending on their current situation. Sometimes, however, the student's condition will worsen during the term and they will feel the need to inform you at that time. Faculty are also welcome to ask Accessibility Services for information about how a type of disability may affect students' academic needs or performance.

# IX. RECOMMENDATIONS FOR ALL COURSES

1. Make an announcement such as this at the first meeting of the class: "Any student who feels that he/she may need an accommodation for any sort of disability, please make an appointment to see me during my office hours." This approach preserves students' privacy and also indicates the willingness of the faculty member to provide assistance as needed.
2. Confidentiality of all disability information is essential. At no time should the class be informed that a student has a disability, except at the student's express request. All disability information which the student gives to the faculty member is to be used specifically for arranging reasonable accommodations for the course of study.
3. Provide students with a detailed course syllabus which is available before registration. This allows students to plan accordingly in relation to the disability and class requirements.
4. If possible, select a textbook with an accompanying study guide for optional student use.
5. Clearly spell out expectations at the beginning of the course (e.g., grading, material to be covered, due dates).
6. Announce reading assignments well in advance for students who are using taped materials or other alternative formats. It takes an average of six weeks to get a book tape-recorded.
7. Start each lecture with an outline of material to be covered that period. At the conclusion of class, briefly summarize key points.
8. Speak directly to students, and use gestures and natural expressions to convey further meaning.
9. Present new or technical vocabulary on the blackboard or use a handout. Terms should be used in context to convey greater meaning.
10. Give assignments both orally and in written form to avoid confusion.

11. Facilitate use of tape recorders for note taking by allowing students to tape lectures.
12. Provide adequate opportunities for questions and answers, including review sessions.
13. Provide study questions for exams that demonstrate the format of the test, as well as study questions on content. Explain what constitutes a good answer and why.
14. Allow students with disabilities requiring alternate testing formats to demonstrate mastery of course material using methods appropriate to the student and the subject matter (e.g., extended time limits for testing, taped exams, individually proctored exams in a separate room).
15. Permit use of simple calculators, scratch paper, spell checkers, and dictionaries during exams.
16. Encourage students to use campus support services.

# X. TESTING ACCOMMODATIONS PROCEDURES

Students requesting testing accommodations from Accessibility Services must adhere to an ***Exam Taking Policy***. In order to insure the academic integrity of exam accommodations, instructors should be aware of the following testing accommodation procedures:

1. The student requiring special testing arrangements should notify the Student Development Center two full working days prior to the date of the test. The student must complete an Accessibility Services *Exam Accommodation Request Form* for that particular exam and date.
2. The student must make arrangements with the instructor to send or deliver a copy of the test and any special instructions to the Student Development Center, 264 UCEN, or have it picked up by SDC staff. It is the student's responsibility to remind the instructor of agreed upon arrangements.
3. A Student Development Center staff member will coordinate the appropriate support service(s) accommodations and monitor the testing situation.
4. No books or notes will be allowed in the test unless the instructor has given verbal or written authorization.
5. The Student Development Center will return the test to the faculty member or department office following the completion of the test. If the test is completed after 5:00 p.m., and the class is still in session, it will be delivered to the instructor in class. Otherwise, it will be delivered the following morning.
6. Upon receipt of the test, the faculty member or department person accepting the test will be asked to sign a verification of test receipt. This receipt remains on file for the duration of the semester.
7. If a student is unable to make the scheduled exam, it is the student's responsibility to notify the Student Development Center and the instructor. The exam will be returned to the instructor's office unless the instructor notifies the Student Development Center otherwise. It is the student's responsibility to arrange for a make-up exam with the instructor.

In order to maintain the security of the test, the test should not be given to the student with a disability.

# XI. SAMPLE FACULTY LETTER



THE UNIVERSITY OF MICHIGAN-FLINT

STUDENT DEVELOPMENT CENTER  
264 UNIVERSITY CENTER  
FLINT, MICHIGAN 48502-1950  
TELEPHONE: (810) 762-3456

**RE: Approved Academic Accommodations**

**Student:** \_\_\_\_\_

**Term:** \_\_\_\_\_

Dear Colleague:

The student named above is registered with the Accessibility Services Office at UM-Flint. We have approved the following accommodations for this student. These accommodations will help assure that the student has an equal opportunity to demonstrate his or her mastery of course content, but are not intended to compromise the essential elements or objectives of your curriculum.

**Classroom accommodations:**

**Testing accommodations:**

If you have any questions regarding these requested accommodations or need assistance with implementing them, please contact me at extension 2-3456. If for any reason you will be unable to provide any of the requested accommodations, please notify me immediately. Thank you for your assistance.

Sincerely,

**Zach Tomlinson**  
**Accessibility Services Coordinator**

Please sign below and return the form to: **Elaine Carriere, Student Development Center, 264 UCEN.**

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
Date

**THE ABOVE INFORMATION IS CONFIDENTIAL AND MAY NOT BE SHARED  
WITHOUT THE CONSENT OF THE STUDENT.**

## COMMENTS

For further information about accommodating students with disabilities, contact the student in question and/or Accessibility Services, Room 264 University Center, 762-3456. Accessibility Services offers a handbook for students with detailed information about services and resources available at UM-Flint.

The Accessibility Services office hopes you have found this publication useful in helping you to meet the needs of students with disabilities in the classroom. As such, we are interested in any thoughts, feedback, or suggestions that you may have regarding this handbook. Please email written comments to [ztmlins@umflint.edu](mailto:ztmlins@umflint.edu).

Thank you.