

THE UNIVERSITY OF MICHIGAN-FLINT

ACCESSIBILITY SERVICES STUDENT HANDBOOK

STUDENT DEVELOPMENT CENTER

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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 or on computer disk, contact Accessibility Services.

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TABLE OF CONTENTS

| | |
|--|----|
| PURPOSE OF HANDBOOK..... | 1 |
| ACCESSIBILITY SERVICES | 2 |
| Mission Statement..... | 2 |
| Who We Are | 2 |
| What We Provide | 2 |
| How We Do It | 3 |
| INFORMATION ABOUT | 4 |
| Admissions..... | 4 |
| Standardized Tests..... | 4 |
| Orientation..... | 4 |
| Academic Advising | 5 |
| Planning for Services..... | 5 |
| Advocacy Letters..... | 5 |
| Eligibility for Services..... | 5 |
| Students Rights and Responsibilities..... | 6 |
| Instructors | 6 |
| Discrimination..... | 7 |
| STUDENTS WITH LEARNING DISABILITIES/ATTENTION DEFICIT HYPERACTIVITY DISORDER/ACQUIRED BRAIN INJURY..... | 8 |
| Psycho-educational Assessment..... | 8 |
| Textbooks..... | 8 |
| Note Takers..... | 8 |
| Writing Center | 9 |
| Tutors..... | 9 |
| Testing Alternatives..... | 10 |
| STUDENTS WITH VISUAL IMPAIRMENTS | 11 |
| Orientation and Mobility..... | 11 |
| Michigan Commission for the Blind..... | 11 |

| | |
|---|----|
| Textbooks..... | 11 |
| Note Takers..... | 11 |
| Taped Lectures | 12 |
| Adaptive Equipment | 12 |
| Large Print or Braille Text..... | 12 |
| Transportation | 12 |
| Testing Alternatives | 12 |
| STUDENTS WITH HEARING IMPAIRMENTS..... | 13 |
| Interpreters..... | 13 |
| Telecommunications Devices | 13 |
| Michigan Relay Center | 14 |
| Note Takers..... | 14 |
| Closed Captioning | 14 |
| STUDENTS WITH MOBILITY IMPAIRMENTS | 15 |
| Accessibility..... | 15 |
| Note Takers..... | 15 |
| Emergency Evacuations | 15 |
| Laboratory Assistants | 15 |
| Testing Alternatives | 15 |
| Attendants | 15 |
| Parking..... | 16 |
| STUDENTS WITH PSYCHOLOGICAL DISABILITIES..... | 17 |
| Requesting Services..... | 17 |
| Confidentiality..... | 17 |
| Medication Issues..... | 17 |
| CHRONIC HEALTH CONDITIONS | 18 |
| SCHOLARSHIP OPPORTUNITIES | 19 |
| POLICIES & PROCEDURES | 20 |

PURPOSE OF HANDBOOK

The purpose of this handbook is to inform you of the services available at the University of Michigan-Flint for students with disabilities. The decision to utilize available services is an individual choice. At the University of Michigan-Flint, you --- the student --- make the decisions. You are the expert as to what works best for you.

Students tend to achieve higher levels of academic 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. The Accessibility Services office is here to provide support along the way. This handbook serves as a guide to help you as you make those decisions. It should serve as a resource and a tool for enabling you to be informed and empowered during your academic career at the University of Michigan-Flint.

Before and after a student enrolls at the University of Michigan-Flint, the Accessibility Coordinator is available to answer questions and give referrals concerning admissions, registration, services available, financial aid, academic advising, etc. In addition, we can help you with assessing your needs in such areas as classroom accommodations, tutors, note takers, and adaptive equipment. The Accessibility Coordinator encourages new students to stay in contact with our office as a means of resolving any problems that may arise relating to your disability.

ACCESSIBILITY SERVICES

Mission Statement

The University of Michigan-Flint has a strong commitment to equal education for all students. The University strives to be sensitive and responsive to the needs of students without regard to cultural, racial, religious and ethnic background, or disability. Realizing the unique needs of students with disabilities, Accessibility Services exists to address those needs.

Accessibility Services provides a supportive environment that provides students with disabilities the opportunity to develop their maximum academic and personal potential. Accessibility Services promotes inclusion of students with disabilities in all aspects of campus life. Accessibility Services encourages students to work towards independence and self-empowerment. As an advocate for students with disabilities, our goal is to teach students to be advocates for themselves. By taking advantage of the services and accommodations offered, students will not be gaining a competitive advantage over others, they will simply be removing the competitive disadvantages.

Who We Are

Located in the Student Development Center, Accessibility Services exists to help students maximize their academic potential by:

Assisting students in negotiating disability-related barriers in pursuit of their education.

Advocating for student rights.

Striving to improve access to university programs, activities, and facilities for students with disabilities.

Promoting increased awareness of disability issues on campus.

What We Provide

Services available to students are individualized and based on the disability and resulting functional limitations as well as documentation verifying the disability. The remaining chapters of this handbook will describe services appropriate for students with specific disabilities (learning, visual, hearing, and mobility). If your disability does not fall under the categories mentioned, contact the Accessibility Services Coordinator about your specific needs.

How We Do It

Coordination of Services: To insure that the necessary support services are provided to incoming students, a pre-registration intake meeting is required. This on

campus visit should take place with the Accessibility Services Coordinator prior to enrollment. This visit will give the Accessibility Services Coordinator and the incoming student the opportunity to plan for appropriate services.

Outside Agencies: In order to provide the best possible service to the student with a disability, the Accessibility Services Coordinator refers students to a variety of outside agencies that may be able to assist them with various needs. These include:

Michigan Rehabilitation Services www.michigan.gov/mrs

Flint Office: 303 West Water St. Suite 204 Flint, MI 48503
877-620-7912 Toll Free

Michigan Commission for the Blind www.michigan.gov/cis/

Flint Office: Flint State Office Building, 125 East Union Street 7th Floor, Flint, MI 48502 (810) 760-2030;
Toll Free Lower Peninsula (800) 292-4200 Upper Peninsula (800) 323-2535

Visually Impaired Center <http://www.vicflint.org/>

1422 West Court Street, Flint, MI 48503 (810) 235-2544

Disability Network www.disnetwork.org

3600 S. Dort Highway Suite 54, Flint, MI 48507
(810) 742-1800 voice; (810) 742-7647 TDD

Genesee County Community Mental Health www.gencmh.org

(810) 257-3705 voice; (810) 257-1346 TTY

MTA - Your Ride www.mtaflint.org

(810) 767-0100

Michigan Disability Resource Directory www.mdrd.state.mi.us

Communication Access Center for the Deaf and Hard of Hearing www.cacdhh.org

INFORMATION ABOUT...

Admissions

The Office of Admissions considers the applicant with a disability in the same manner as any other applicant. Inquiries regarding a disability will not be made during the application process. However, applicants do have the option to discuss disability information on the application if they so choose.

Prospective students should begin the application process early in their senior year of high school, or the fall before they plan to enroll.

An application for the Office of Admissions to UM-Flint can be obtained via the UM-Flint Admissions homepage at

<http://www.umflint.edu/resources/offices/admissions/index.php> or by calling (810) 762-3300. The Office of Admissions is located in 245 University Pavilion.

Information concerning Graduate Programs and admissions requirements are available at <http://graduateprograms.umflint.edu/> or by calling (810) 762-3171. Graduate Programs is located in 251 Frances Wilson Thompson Library.

Standardized Tests

Taking the ACT, SAT, or other standardized test under accommodations will not negatively impact the Admissions decision. If special accommodations (such as extra time, cassette version, Braille copy, etc.) are needed to take the ACT, SAT, GRE, LSAT, GMAT or other nationally standardized test, applicants should contact the testing services directly. The need for accommodations typically must be identified by registration deadline. For additional information regarding accommodations for the ACT or SAT, you may also contact your high school counselor.

Orientation

Accommodations are made upon request to meet your specific needs during new student orientation. This includes placement testing. If you will need special accommodations during the orientation process, call the Office of Accessibility Services in advance at (810) 762-3456. It is recommended 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.
-

Academic Advising

Students with disabilities should begin planning their class schedules well before registration. This will insure that the needed services and support are arranged with the Accessibility Coordinator in a timely fashion. The Academic Advising Center assists students in selecting courses for general education requirements, program requirements, petitioning procedures, dropping and adding classes, and changing majors. The ultimate responsibility for selecting the proper courses and completing degree requirements lies with the student. Accordingly, all students should carefully read and understand the UM-Flint catalog.

Where appropriate, the Academic Advising Center and the Accessibility Coordinator will work together in addressing academic accommodation needs as they relate to your particular disability and course requirements.

Planning for Services

You are expected to plan appropriately for services needed and contact Accessibility Services within reasonable time frames for accommodation requests. It is recommended that you meet with the Accessibility Services Coordinator prior to the start of each semester for which services will be needed.

Advocacy Letters

As needed, professors are entitled to confirmation of the disability and an overview of the type of accommodations to be provided. At the beginning of each semester (with a release from the student) Accessibility Services will provide a letter to instructors detailing options for accommodating you in the class and/or testing situations. This letter helps the Accessibility Services Coordinator to adopt the role as facilitator between you and your professors, and in negotiating academic needs.

Eligibility for Services

Students requesting services from Accessibility Services must adhere to the following:

1. Students must have a documented disabling condition as defined by state and/or federal regulations.
2. Documentation of disability by a qualified professional must be provided within 30 days after services are requested.
3. Students must meet with the Accessibility Services Coordinator prior to the beginning of services for an intake assessment to develop an individualized student support plan.
4. Specific services included in the student support plan are identified based on a disabling condition.
5. Students should be able to travel independently to and from classes and campus buildings.
6. Students receiving in-class support must attend class on a regular basis or risk losing those services.

Rights and Responsibilities of Students

The University of Michigan-Flint is committed to protecting the rights of students with disabilities. In accordance with those rights, students with disabilities:

- Shall have the right to choose to disclose or not disclose their disability.
- Shall have the right to confidentiality.
- Shall have equal access to campus facilities, activities, and programs.
- Shall be evaluated by the same admissions policies and procedures as non-disabled students.
- Shall receive necessary and appropriate accommodations and auxiliary aids in a timely and efficient manner.
- Shall have input into the types of accommodations provided.
- Have a responsibility to meet the academic program criteria.
- Have a responsibility to provide "reasonable notice" when requesting an accommodation.
- Have a responsibility to provide the necessary documentation for the accommodation.

Instructors

The Accessibility Coordinator serves as an advocate for you to your instructors regarding classroom and academic accommodations. However, it is important for you to remember that the instructor does have a participatory role in the decision-making process regarding accommodations. Nevertheless, you, the student, are considered the expert on your particular needs. As such, Accessibility Services encourages you to meet with your instructors during the first week of class to confirm what accommodations will be provided for the course.

When talking with your instructors:

- State that you have a disability.
- Explain your affiliation with Accessibility Services.
- Have suggestions about what they can do to provide an equitable opportunity for you to learn.
- If appropriate, make them aware of your past successes.
- Discuss specific details about how examinations and any in-class accommodations will be handled.
- Make it clear that you are a serious, motivated student who will succeed in their classes if a reasonable allowance is made for a specific problem you have in a specific area.
- As appropriate, engage them in a problem-solving process with you when there are not obvious solutions to the problem.

- Be on time for the scheduled appointment.

The Accessibility Coordinator is available to answer questions from your instructors about how to provide needed accommodations. If an instructor is unwilling to make a reasonable accommodation, you are encouraged to contact Accessibility Services. However, many instructors are willing to pursue creative teaching methods and are interested in working individually with students. The University of Michigan-Flint is not required to fundamentally alter essential curricular components of its academic programs. Requests to exempt students from a course required for graduation, such as a language course, should be brought to the attention of the Accessibility Coordinator. Accessibility Services strongly discourages lowering academic standards for students with disabilities. Faculty are encouraged where appropriate to modify, rather than waive, degree requirements.

Discrimination

In accordance to Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act, the University makes reasonable adjustments and provides necessary services to permit students with disabilities to participate fully in academic programs and activities. Students who believe the university is not meeting these responsibilities or who believe that they have been otherwise discriminated against, should follow the grievance policy and procedures:

Step 1: Consultation with Accessibility Services Coordinator, Student Development Center, 264 University Center, (810) 762-3456.

Step 2: Consultation with Assistant Vice-Chancellor for Student Affairs, 264 University Center, (810) 762-3456.

Step 3: Consultation with Vice Chancellor for Student Affairs, 237 University Pavilion, (810) 762-3434.

Step 4: Consultation with the University of Michigan Office of Institutional Equity ADA Coordinator, 2072 Administrative Services, (734) 763-0235.

LEARNING DISABILITIES ATTENTION DEFICIT HYPERACTIVITY DISORDER ACQUIRED BRAIN INJURY

The number of students with a variety of learning disabilities (LD), attention deficit hyperactivity disorder (ADHD) and acquired brain injury (ABI) have grown in post-secondary education over the last few years. The following procedures have been developed in order to assist these students in an academic environment.

Psycho-Educational Assessment

Students with learning disabilities are required to provide documentation of the disability prior to receiving services. A psycho-educational assessment completed within the last three years is the acceptable documentation. For those students just graduating from high school, the school Individualized Education Plan (IEP) should be able to provide this assessment. When a disability is documented by a standardized test they must have adult norms, meaning that tests administered before a student's 16th birthday may not be sufficient to qualify for academic accommodations. If necessary students can be referred for a psycho-educational assessment once they reach campus. Registered students are eligible for free psycho-educational assessment through the University's counseling services. Accessibility Services does not provide Individualized Education Plans or closely monitor students' academic progress.

Textbooks

Because of the differences in which individuals with learning disabilities receive and transmit information, it is important that information is provided in a form that works best for you. Some students with learning disabilities rely on textbooks recorded on compact disc. Students are encouraged to register with RFB&D and can do so if they suspect they will need audio books, by contacting RFB&D, 20 Rozel Road, Princeton, New Jersey 08540 (Telephone: 800-221-4792), or by visiting <http://www.rfbd.org/>. The University has its own membership with RFB&D and can loan the necessary equipment and books to you on a semester to semester basis. Students who borrow equipment from the University must fill out the appropriate paperwork in the Office of Accessibility Services. Students who do not return their equipment can have a hold placed on their registration or graduation or must reimburse the University for the original cost of the equipment.

We strongly recommend that you decide what courses you will be taking early and begin tracking down course book lists. If you are not sure how to get book information from academic departments, contact Accessibility Services as soon as possible. Several publishers also provide alternative format for books (i.e. cd-rom, e-text) that can be accessed with assistive technology. Please contact Accessibility Services if alternative formats are needed which can require a 2-3 week wait. It is imperative to order these alternative formats before classes begin.

Note Takers

Some students with learning disabilities utilize note takers. Accessibility Services will assist you in securing an in-class note taker via your instructor. NCR (no-carbon required) paper or photocopying in order to get a duplicate set of notes is provided free of charge.

Writing Center

The Writing Center offers free services designed to assist college students with their academic writing skills. Workshops and individual assistance are offered. The Writing Center is located at 559 French Hall (810) 766-6602.

Tutors

The Academic Enrichment Center in 264 University Center provides free tutoring services to UM-Flint students. Accessibility Services will assist you in identifying your specialized tutoring needs.

When working with a tutor, be as organized as possible. Explain to the tutor before the session the material to be covered. Stress to the tutor the need for dependability and a sustained commitment. Be dependable and reasonable in your expectations. It is important to keep the lines of communication open and to discuss smaller problems before they become big ones.

Tutors are usually juniors and seniors who will have a command of the subject matter. Accessibility Services will help with specific problems and assist in matters of teaching methods and learning styles. However, staff limitations make close individualized monitoring difficult. Thus, students must be able to communicate their needs and evaluate the tutor's effectiveness.

Tutors won't:

- Do assignments for students.
- Ask favors of instructors for students.
- Substitute for academic advisors.
- Tolerate personality conflicts.
- Run errands or act as a chauffeur.

Tutors will:

- Guide students through the course, perhaps setting intermediate objectives toward course completion.
- Provide immediate feedback.
- Help students from repeating mistakes.
- Stress concepts and relationships rather than pure memorization of facts.

- Pose questions so that students can learn to think for themselves, draw conclusions and make inferences.
- Help students become more aware of how they learn best to allow themselves to work independently.

Testing Alternatives

Because of the differences in which learning disabled individuals process information, additional time, private rooms, exam scribes or readers, use of a computer for essays, or other accommodations may be required to complete testing requirements. If alternative testing methods are an approved accommodation, the student must follow the exam taking procedures which are explained in the intake process.

VISUAL IMPAIRMENTS

Students with a visual impairment must plan their schedules well in advance of each semester because services, such as obtaining books and working with facilities, takes time to be arranged.

Orientation and Mobility

Depending on the individual student, it may be necessary for some students to receive orientation and mobility training prior to the commencement of classes. Students requesting such services should contact the Accessibility Coordinator. Once oriented to the facilities, students are expected to travel independently as they conduct their day-to-day activities. If particular obstacles to safe travel present themselves in specific areas, students should bring them to the attention of the Accessibility Coordinator immediately.

Michigan Commission for the Blind

This is a state-federal program which provides financial and other assistance to eligible blind or visually impaired students while they are in school. Call (800) 292-4200 for further information.

Textbooks

Many students with visual impairments rely on textbooks recorded on compact disc. These books may be ordered from Recording for the Blind and Dyslexic (RFBD), the National Tape Library in New Jersey. Students who have not already registered with RFBD can do so by contacting RFBD, 20 Rozel Road, Princeton, New Jersey 08540, telephone 800-221-4792, <http://www.rfbd.org/> .

We strongly recommend that you decide what courses you will be taking early and begin tracking down course book lists. If you are not sure how to get book information from academic departments, contact Accessibility Services as soon as possible. Several publishers provide alternative format for books (i.e. cd-rom, e-text). Please contact Accessibility Services if alternative formats are needed which can require a 3-4 week wait. It is imperative to order these alternative formats before classes begin.

Note Takers

Students with visual impairments may need assistance taking class notes. Accessibility Services will secure an in-class note taker. After a note taker is identified, your notes will be provided in large print or in electronic format (Microsoft Word).

Taped Lectures

To augment class notes, many visually impaired students choose to tape record lectures. It is common courtesy to inform the instructor of your need to tape and discuss his/her concern, if any.

Adaptive Equipment

The University of Michigan-Flint continuously reviews adaptive technology needs for blind and visually impaired students. The following software programs are available for individuals with visual impairments:

- JAWS Screen Reader version 10
- Kurzweil 1000
- Kurzweil 3000

All three programs are available on computers in the following computer labs with their business hours:

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| Student Development Center Room 264 UCEN | Monday & Wednesday – 8:00-5:30 Tuesday & Thursday – 8:00-7:00 Friday – 8:00-5:00 |
|---|--|

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|--------------------------------------|--|
| Murchie Science Building Room 206 | Monday-Friday – 8:00-11:00 Saturday & Sunday – 9:00-11:00 |
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| William S. White Building Room 3174 | Monday-Thursday – 8:00-8:00 Friday & Saturday – 8:00-5:00 |
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|-------------------------|---------------------------|
| French Hall Room 205 | Monday-Friday – 8:00-5:00 |
|-------------------------|---------------------------|

Large Print or Braille Text

It is difficult to find textbooks in Braille and large print collections. The easiest way to find out whether a book is available in these formats is to contact the Media Center for the Visually Impaired in Lansing, Michigan, at (517) 334-1232. Calls can be made in the Accessibility Services Office. 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 requested format, Accessibility Services can assist you in devising an alternative way to read the book.

To make such arrangements, you should select courses early, obtain the course book list, and contact Accessibility Services as soon as possible with your accommodation requests.

Transportation

MTA - YOUR RIDE offers door-to-door service for those unable to utilize the regular public transportation system. For more information, contact MTA at (810) 767-0100.

Testing Alternatives

Students with visual impairments may need assistance with reading and writing tests. Exam readers and scribes/writers are provided through the Accessibility

Services Office. The student is responsible for making arrangements with the instructor and Accessibility Services in advance.

HEARING IMPAIRMENTS

Interpreters

All requests for classroom interpreting (oral or sign language) should be made to Accessibility Services immediately after registration. A student who needs an interpreter for an individual meeting with an instructor or academic advisor, or for a school-related activity, must request an interpreter from Accessibility Services as far in advance as possible.

If a student plans to miss a class in which an interpreter is provided, it is important that they notify Accessibility Services 24 hours in advance.

Accessibility Services must pay interpreters when students do not give advance notice that they will not need the interpreter on that particular day. When students do not arrive on time, interpreters will wait 15 minutes before leaving. A student who repeatedly fails to arrive before the interpreter leaves risks the chance of losing that service and must contact Accessibility Services in order to have the service reinstated.

Interpreters Will:

- Inform Accessibility Services if they are unable to attend a class.

Interpreters Won't:

- Be responsible for taking notes, remembering assignments, or writing down dates.
- Be responsible for asking questions, explaining course material or vocabulary, or repeating missed information. This is the student's responsibility. Students who do not understand what is being said, who miss information, or who want something explained must ask the instructor. The interpreter is there only to convert voice to sign, or sign to voice.
- Assist the student on tests by helping with answers or explaining vocabulary.

Students Will:

- Arrive on time for class.
- Ask their own questions during and after class.
- Select seating where the interpreter, as well as the instructor, blackboard, etc., are easily visible. If a visibility problem arises because of assigned seating, a short explanation to the instructor will usually solve the problem.
- Inform Accessibility Services 24 hours in advance if they cannot attend class.

Telecommunications Devices for the Deaf (TDD)

Accessibility Services has a TDD available for student use. You can contact the Accessibility Coordinator by dialing 766-6727.

Michigan Relay Center

The Michigan Relay Center allows telephone customers using TDDs to call persons without TDDs anywhere in Michigan and vice-versa. Telephone 1-800-649-3777.

Note Takers

It is difficult for hearing impaired students to utilize an interpreter and take notes at the same time. In such cases, an in-class note taker is arranged with the help of the instructor and Accessibility Services Coordinator. Notes will be available for you to pick up in the Accessibility Services Office.

Closed Captioning

Videos and DVD's shown in class should offer closed caption capabilities. If you or your instructor have any concerns regarding this issue, contact the Accessibility Services Coordinator and he will address the situation with ITS.

MOBILITY IMPAIRMENTS

Accessibility

The UM-Flint is an accessible campus. However, individual situations and circumstances may present unforeseen barriers. In such instances, notify Accessibility Services immediately. The Accessibility Coordinator will assist with the removal of physical barriers on campus. If you have a class scheduled in an inaccessible classroom, contact the professor or academic department in order to move the class. If the class is not moved right away, contact Accessibility Services immediately.

Note Takers

The Accessibility Services Office will secure a note taker for students who lack the fine motor skills necessary for taking notes. NCR (no-carbon required) paper and photocopying to duplicate notes is provided free of charge. The student is responsible for making these arrangements with Accessibility Services.

Emergency Evacuations

The issue of safe evacuation in case of a fire or other emergency is important on this campus. Since elevators cease operation during an emergency, the best method for your evacuation must be identified. It is strongly recommended that you meet with the Accessibility Coordinator to discuss this issue. A plan of action will be devised that will be shared with your instructors. Please discuss your needs with instructors and staff so proper assistance is provided when the need arises.

Laboratory Assistants

If you are unable to participate in a class or lab without the assistance of an aide, Accessibility Services and the instructor will assist you in identifying one for you. If this arrangement does not work, contact Accessibility Services 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

Testing Alternatives

Some individuals may lack the fine motor skills necessary for writing exams. In such instances, an Exam Scribe (writer) can be provided for you. The student is responsible for making these arrangements with the instructor and Accessibility Coordinator.

Attendants

Students should make arrangements with attendants before the beginning of the term.

Parking

Students requiring handicapped parking space must request a handicapped parking permit for each semester enrolled. These permits can be obtained from Accessibility Services. Students with state permits are still required to obtain the regular student parking permit at the time of registration.

PSYCHOLOGICAL DISABILITIES

A psychological disability is a diagnosed mental illness or disorder that substantially limits one or more major life activities. Any psychological disability is considered to be in the mental health domain.

Requesting Services

Students who are seeking accommodations on the basis of a psychological disability are required to submit documentation to verify the disability. The documentation is required to be from a licensed mental health professional including: licensed clinical social workers, licensed professional counselors, psychologists, psychiatrists, neurologists or other medical specialists with experience and expertise in the area for which the accommodation is requested.

Documentation should include:

- A clear statement of the disability and a summary of present symptoms
- The name, title and professional credentials of the health professional. Documentation must be typed, dated and signed.
- Documentation must be recent, within the last 4 years. A diagnostic evaluation must address the individual's current level of functioning and need for accommodations.
- Suggestions of reasonable accommodations that might be appropriate at the post-secondary level are encouraged.

Confidentiality

As with all students who register with Accessibility Services, confidentiality of disability is maintained.

Medication Issues

If you are taking medications to help control or manage your disability, please be aware of any changes in your medications and how they will effect your academic performance. Sometimes changes can cause side effects. Please work closely with the Accessibility Services Coordinator if concerns/problems with medications should arise.

CHRONIC HEALTH CONDITIONS

In compliance with section 504 of the Rehabilitation Act and the Americans with Disabilities Act, UM-Flint 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.

Students with chronic health conditions who would like to receive services must provide documentation verifying their disability. Documentation should come from the medical professional who diagnosed the condition. Upon receipt of this form and determination that the student's medical condition constitutes a disability, Accessibility Services staff works with each student on a case-by-case basis to determine the impact of the disability and the appropriate accommodations.

SCHOLARSHIP OPPORTUNITIES

Betty Bishop Catto

The Betty Bishop Catto scholarship offers financial assistance to students with physical or learning disabilities. To qualify, you must be registered with the Office of Accessibility Services and have a minimum GPA of 2.0.

Flint Downtown Host Lions Club

The Flint Downtown Host Lions Club scholarship offers assistance to individuals who are blind or visually impaired. To qualify, you must be registered with the Office of Accessibility Services.

To register for the scholarships listed above, you must fill out the Financial Aid Scholarship Application that is available from mid-December to mid-February. More information can be found on the Financial Aid website.

Sam Duncan Memorial Scholarship

The Sam Duncan Memorial Scholarship is available to individuals with physical disabilities living in Genesee, Lapeer, and Shiawassee County. Applications are released every spring and can be found in the Office of Accessibility Services, or you can contact Lorraine Stone at 989-288-3009.

Policies and Procedures Related to Students with Disabilities

Introduction

Equality of access The University of Michigan Flint (UM-Flint) 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 UM-Flint. 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 UM-Flint campus 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 UM-Flint 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 UM-Flint 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 UM-Flint 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. Accessibility Services will determine the student's 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 Accessibility Services.

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
- Arrangements for auxiliary aids, including tape recorders and FM amplification systems

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. If a request is submitted after the deadline, Accessibility Services 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 Braille 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

Accessibility Services 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 Vice Chancellor for Student Affairs shall appoint a Director of Accessibility Services to assume these responsibilities.

A. Determination of appropriate accommodations

Except for highly obvious disabilities, the Accessibility Services office requires verification of the student's disability.

As needed, Accessibility Services 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 Accessibility Services staff member will inform the student of the decision.

B. Confidentiality

"To the limits of the law," the Accessibility Services 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 Accessibility Services establishes such record-keeping procedures as are necessary to document institutional responses to requests for accommodation.

D. Increasing disability awareness in the campus community

Accessibility Services 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. Accessibility Services 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 Accessibility Services must disclose the presence of a specific disability to the Accessibility Services 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 Accessibility Services

The student is responsible for requesting accommodations such as notetaking or auxiliary aids provided by Accessibility Services 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 Accessibility Services 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 his or her 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. Accessibility Services staff may provide assistance with this request.

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, Accessibility Services 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.

B. Program Examinations and Evaluations

Examinations or other procedures for evaluating the student's academic achievement shall be adapted, when necessary, to permit evaluating the achievement of the student who has 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 accommodations according to the procedures outlined by this policy. 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, UM-Flint is responsible for ensuring that no disabled student is denied the benefits of or excluded from participation in a UM-Flint 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 UM-Flint 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 – ACCESSIBILITY SERVICES STUDENT INTAKE PROCESS

A. Referrals

Students and potential students are referred to Accessibility Services by publications such as UM-Flint application packets and bulletins, and by a variety of people. Other sources of student referral may be: community agency personnel, UM-Flint 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 to the Director of Accessibility Services.

B. Initial meeting with Accessibility Services staff

If the student is available, the appropriate Accessibility Services staff member will schedule an intake interview. (It is often possible for the Director or an Accessibility Services staff person to meet with the student right away, but advanced notice is preferred.)

C. Student assigned to Accessibility Services specialist

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

PART VII – ACCESSIBILITY SERVICES POLICY ON STUDENT ACADEMIC SUPPORT SERVICES

Accessibility Services 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, Accessibility Services 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 Accessibility Services for information regarding exceptions. Documentation of a learning disability and/or ADHD must conform to the Accessibility Services Criteria for Diagnosing Learning Disabilities and Attention Deficit Disorder, respectively.
- Accessibility Services 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.
- Accessibility Services does not provide personal attendant care.

PART VIII - LOAN OF ADAPTIVE EQUIPMENT

The Accessibility Services 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 his or her 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 Accessibility Services includes:

- Personal FM system
- Braille Display
- Talking calculators taking tests
- Tape recorders
- Personal computers for taking exams
- Victor Reader

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 Accessibility Services. 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 Accessibility Services Coordinator 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 Accessibility Services Coordinator.
8. Any concerns or problems students have with an interpreter or real time reporter should be brought to the attention of the Accessibility Services Coordinator. 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 Accessibility Services regarding your interpreting or realtime reporting services. You have the right to appeal all decisions.

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 Accessibility Services 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 Accessibility Services office (VI) as soon as the delay is known.

D. Contacting Alternative Text Services

Books that a student might reasonably expect to borrow from the library will be purchased by Accessibility Services because Accessibility Services 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. Accessibility Services

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.

E. Delivering Course Materials to Alternative Text Services

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

F. Course Materials Delivered Late

When the Accessibility Services 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 UM-Flint students. The purpose of these criteria is twofold: first, they give practitioners a set of guidelines to follow when evaluating UM-Flint students for learning problems and secondly, they are used to determine a student's eligibility for receiving services that are directly provided by Accessibility Services and for receiving accommodations that Accessibility Services 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 he or she no longer falls 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 Flint 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 psycho-educational 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 Accessibility Services reserves 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, Accessibility Services 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 Accessibility Services:

1. Documentation presented to the Accessibility Services 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 Accessibility Services 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 Accessibility Services 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 UM-Flint 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 Accessibility Services 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 Accessibility Services and receive supportive services at the UM-Flint 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, Accessibility Services reserves 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.

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. Accessibility Services 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, Accessibility Services 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 UM-Flint staff paid lots or structures will need to use a UM-Flint 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 UM-Flint 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 UM-Flint permit.