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I. The Purpose of This Handbook

SSD Mission Statement

*The mission of the Office of Services for Students with Disabilities is to support the University’s commitment to equity and diversity by providing support services and academic accommodations to students with disabilities. We share information, promote awareness of disability issues, and provide support of a decentralized system of access for students within the University community.*

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

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

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

II. All Students with Disabilities

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

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

Admissions

Applicants should remember they are working on a process that involves several offices and many people. Therefore, prospective undergraduate students should begin the process of applying to the University early in their senior year, or the Fall before they plan to enroll at U of M. Graduate and transfer students need to be timely in completing the application process, as well.
The Admissions Office considers students with disabilities using the same criteria as other applicants. Therefore no preference is given on the basis of disability, nor does a disability count against a student in admissions decisions. Taking the ACT, SAT, or other standardized test under accommodated conditions will not negatively impact the admissions decision.

Prospective undergraduate students can obtain an application to apply for undergraduate admission at the U of M home page at http://www.umich.edu.

Prospective graduate students apply for admission both within their department and within the Rackham School for Graduate Studies. Both can be reached by going to the U of M home page at http://www.umich.edu.

Note on Standardized Tests

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

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

New Student Orientation

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

Liaison with Other Agencies

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

Financial Aid Office, Commission for the Blind, Rehabilitation Agencies

An important consideration in applying for financial aid is time. Begin early! If you submit the paperwork before the deadlines, you will be better able to work out any problems that occur. You may be able to request financial assistance from the state Department of Rehabilitation or Commission for the Blind. Keep in mind that U of M, the State Department of Rehabilitation, or Commission for the Blind will not take care of the financial aid process. Assistance from these agencies is a resource used in addition to funds that the student, parent, or other sources provide. Therefore, applications for financial aid (particularly the Pell Grant) must be made before the
state Department of Rehabilitation and Commission for the Blind can determine the amount of aid they will provide. For information about financial aid or for assistance in filling out forms, contact the Office of Financial Aid at (734) 763-6600.

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

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

*Information for Graduate Students*
http://www.rackham.umich.edu/funding/

SSD sponsors some small scholarships. Information about these scholarships goes out early in the fall and throughout the year to students registered with SSD who have chosen to be on the SSD Email list.

*Adam Miller Memorial Fund*

Additional funding may be available through the Adam Miller Memorial Fund. The Adam Miller Fund is particularly interested in funding things not funded by SSD or the U of M, and also limits its funding to physical disabilities: vision, hearing, mobility and chronic health conditions. To learn more about the life of Adam Miller, apply for financial assistance, or donate to the Memorial Fund, go to our website: ssd.umich.edu.

*Saul and Shirley Lederer Merit Scholarship*

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

Jill Rice, Coordinator
Services for Students who are Deaf/Hard of Hearing
TDD: (734) 615-4461 VP: 734-619-6661
FAX: (734) 936-3947
http://ssd.umich.edu

*Reduced Course Load*

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

*Housing*

For information about accessible housing on campus, call (734) 764-7400/ (734) 763-7781 (TDD).
For information about accessible housing off campus, call (734) 764-7455.
The Ann Arbor Center for Independent Living (AACIL) may be able to help locate accessible housing in Ann Arbor, call (734) 971-0277, or go to their website at: http://www.annarborcil.org

Fire and Emergency Evacuations

The entire UM document outlining procedures for emergency evacuation for persons with disabilities is located here:


Academic Advising

Students should contact their prospective major department or division for academic assistance. Some advising offices, such as the College of Literature, Science, and the Arts (LS&A), have an academic advisor available to work with students with disabilities. Contact numbers for the major academic units and/or advising units are listed in this link: http://www.umich.edu/academic_support_advising.php

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

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

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

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

Priority Registration

If students with disabilities require accommodations that must be arranged in advance, they may be granted permission to register for their classes before their regularly assigned registration time. Please contact SSD to see if you are eligible to use assisted registration.

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

1. Make sure there are no "flags" or holds on your student record that block registration, such as a hold from the Cashiers Office due to unpaid bills, parking tickets and fines, or, in some cases, a programmatic hold to ensure that a student meets with his or her academic advisor.
2. Before registering for classes, see your academic advisor to ensure that you will be enrolling in correct degree-related course work.
3. If assistance is needed to use the web-based enrollment process, contact SSD.
As shortly as possible after registering for or dropping and adding classes, discuss with your SSD contact person all classes for which you are registered. You will need to determine whether services, such as interpreting, receiving texts in an alternative format, note-taking, etc., are needed or whether services should be changed or dropped. Your promptness is needed to ensure timely delivery of services.

**Academic Accommodations**

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

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

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

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

We strongly discourage lowering academic standards for students with disabilities. If you feel, however, that your needs are not being accommodated appropriately, you may contact the SSD office for mediation.

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

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

*While Talking with Instructors DO:*

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

**While Talking with Instructors DO NOT:**

1. Quote Section 504 or IDEA.
2. Dictate policy.
3. Get mad.
4. Request unreasonable adjustments.
5. Make demands for large amounts of their time.

**Students Taking Dental, Law and Mathematics Courses**

Some professional and graduate schools may ask that you show your VISA letter to an administrator in that school. If you are a Dental student, the VISA form should be shown to the Assistant Dean for Student Services, School of Dentistry (1206). Law students should take their VISA forms to the Assistant Dean of Students, Law School (301 Hutchins).

If the course in which you need special accommodation is a Mathematics course, please give a copy of your VISA letter to the Mathematics Associate Chair for Education in 2084 East Hall.

**LSA Testing Accommodation Center (TAC)**

The LSA Testing Accommodation Center (TAC) serves the College of Literature, Sciences and the Arts by providing reasonable testing accommodations to students with verified disabilities who are enrolled in LSA courses. By creating an appropriate space for completing exams, the Testing Accommodation Center aims to make education accessible for students with verified disabilities. TAC’s mission is to serve both students and instructors through a well-defined process that ensures confidentiality and test security. For further information contact:

Testing Accommodation Center (TAC)
B129 Modern Languages Building (MLB)
812 East Washington
Ann Arbor, MI 48109-1275
Phone: (734) 763-1334
Fax: (734) 763-1365
E-mail: lsa.testcenter@umich.edu
www.lsa.umich.edu/students/dean/tac

**Alternative Format Course Materials**

Students with print related learning disabilities or visual impairments may meet the U of M criteria for receiving textbooks and other print material in an alternative format. SSD produces almost all its alternative format material as E-text, text scanned to a file, using optical character recognition software to render the text usable. SSD emails the text to the student, who typically “reads” it using voice-output software. Benefits of E-text are a shorter turnaround time (2-3 days assuming the book has already been acquired), ease of finding specific information within the document, and the ability to study smaller portions of information on an ongoing basis.

E-text does not work well with material that is highly visual or graphic, such as mathematics, many scientific textbooks, journal articles or course packs. These types of text may require the use of a different alternative
format. The Coordinator of Alternative Text Services will determine which books can be produced as E-text and which will best be produced by other methods.

**Alternative Text Services**

Students who are eligible to receive texts in an alternative format will be directed to speak with the Coordinator of Alternative Text Services to discuss their document needs, the format that is most appropriate for their printed material, and what will be required of them to facilitate the process. SSD's Alternative Text Services will make every effort to produce material in a timely manner. However, it is the responsibility of the student to initiate the process with enough lead-time to foster success. Material turned in late will be produced as quickly as possible but SSD will not be able to guarantee delivery two-weeks prior to the assignment of the reading.

**Library Retrieval Service (7-FAST)**

The University Library's 7-FAST retrieval service is available free of charge to students whose disabilities make it difficult for them to use the library. SSD determines students' eligibility for this service. [http://www.lib.umich.edu/7fast](http://www.lib.umich.edu/7fast)

**Math Lab**

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

**Writing Workshop**

The Information/Writing Workshop at the Sweetland Writing Center, located at 1310 North Quad, can help students with writing needs. It is a writing consultation service available to LS&A students or any student taking an LS&A course. Appointments are recommended and can be arranged by calling (734) 764-0429 or go to their website: [http://www.lsa.umich.edu/sweetland/](http://www.lsa.umich.edu/sweetland/)

**Tutors**

Although SSD does not provide content tutoring, students who are having difficulties in a class or in one or more subject areas may contact the SSD staff to strategize and discuss where support may be found. Students may also wish to speak with their professors and/or academic department about available assistance. A web site listing tutoring resources at the U of M (free and fee based) lists tutoring resources available at U of M by department (both free of charge and fee based). If further assistance is needed, you may contact the appropriate SSD staff person to discuss your concerns. [http://www.umich.edu/academic_support_tutoring.php](http://www.umich.edu/academic_support_tutoring.php)

**Note-takers**

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

In some instances, it may be necessary for SSD to pay a student to sit in the class and take notes for a student who is deaf or hard of hearing. Whatever method is used, however, the student is ultimately responsible for the material covered in class.
Paid Note-takers WILL:

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

Paid Note-takers WILL NOT:

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

Students WILL:

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

Loan of Adaptive Equipment

SSD lends adaptive equipment and devices to qualified students free of charge. Equipment is loaned out on a daily, weekly, or term basis depending on need and demand for equipment by other students. Students are held responsible for the equipment they borrow. To request the loan of equipment, a student must contact their Coordinator, who will then evaluate and approve the reasonableness of the request. The student must then sign an equipment release agreement. Some equipment which may be loaned to students includes:

- 4-Track Cassette Tape Recorders
- Laptops for Taking Exams
- Raised Line Drawing Kit
- Personal FM System
- Perkins Brailler
- Talking Calculator for Taking Tests

If a student fails to return any equipment by the end of the term, 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.
The James E. Knox Center Adaptive Technology Computing Site (ATCS)

http://www.itcs.umich.edu/atcs/

The James Edward Knox Center Adaptive Technology Computing Site (ATCS), located on Central Campus in Room 1128 of the Shapiro Undergraduate Library, is operated by the Information Technology Services (ITS). The Center offers accessibility-related hardware and software, much of which is also available on all public Sites computers. A full list of equipment, with links to cheat sheets, is available at Software and Equipment - Knox Center (ATCS).

Upon request, students may receive evaluations to determine what assistive technology solutions would be most appropriate for their needs, or training in assistive technology use. Contact Jane Vincent, Knox Center director and Assistive Technology Lead, at jbvincen@umich.edu or 936-3794 for an appointment.

The Knox Center is open to all members of the U-M community. Proof of disability or registration with the SSD office is not required to use the Center or make an appointment. However, SSD funding resources for assistive technology acquisition (see https://ssd.umich.edu/funding-and-financial-assistance) are only available to students registered with SSD.

The Career Center

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

Student Organizations

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

Nondiscrimination Policy and Grievance Procedure

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

The Grievance Procedure can be found on the SSD website and here in PDF format: http://dev8.dsa.umich.edu/files/ssd/grievance-procedure.pdf

Community and State Resources

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Ann Arbor Center for Independent Living (AACIL)

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

Michigan Rehabilitation Services (MRS)

MRS is a state-federal program which provides financial and other assistance to eligible students with disabilities while they are in school. Call (734) 677-1125 or 677-1206 (TDD) for further information. [http://www.michigan.gov/mrs](http://www.michigan.gov/mrs)

Other Resources

SSD has two copies of Financial Aid for the Disabled and their Families available for overnight or weekend loan to students.

Transportation

SSD approves the use of Para-Transit for students, faculty and staff who usually have mobility impairments and temporary mobility impairments. However, you can contact SSD if you are not sure because there are some other conditions under which students, faculty or staff may qualify. The University’s Department of Parking and Transportation lists options for both parking and transportation available to students, faculty and staff with disabilities. Visit their website at: [http://pts.umich.edu/permit_parking/disability_services.php](http://pts.umich.edu/permit_parking/disability_services.php)

Parking Services

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

Off-Campus Transportation

AATA

You may be able to use the regular Ann Arbor Transportation Authority buses to get to some locations on and off campus because all of these buses are lift or ramp equipped. You may ride any AATA bus seven days a week for free when you swipe your MCard as you board. For route information or schedules, call (734) 996-0400.

AATA A-Ride

If you live off campus and cannot get to campus by the regular AATA bus service, you can apply for AATA A-Ride ADA Eligibility card. For more information, call (734) 973-1611. These and other services are listed on the AATA website. [http://www.theride.org/aride.asp](http://www.theride.org/aride.asp)

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

Services described in this handbook are available to students with LD, ADHD, or ABI, based on the following criteria:

1. The specific diagnosis as reported in a psycho educational assessment or other documentation and supplied to the SSD office by the student and
2. Evaluation of the documentation to determine whether it meets the criteria set forth by U of M.

Other services that may be available to students are noted elsewhere in Section II: All Students with Disabilities. For a more detailed description of documentation guidelines, please refer to Part XII, XIII, and XIV under Section IX: Policies and Procedures Related to Students with Disabilities.

The ADHD Verification Form can be downloaded from the SSD homepage, under Important Documents. This is for your doctor/certified professional to fill out, documenting your ADHD. Visit the homepage of SSD: ssd.umich.edu

Psycho-Educational Assessment

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

When disabilities are documented using standardized tests, these tests must have used adult norms; meaning that tests occurring before the student’s 16th birthday may be insufficient to qualify for accommodations at the University. Contact SSD for information regarding exceptions. Documentation of a learning disability must conform to the SSD criteria for diagnosing learning disabilities (Part XII, Section IX).

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

Reading Rooms

Shapiro Undergraduate Library, Hatcher Graduate Library, and other libraries on campus have study carrels that students may use if they need reasonably quiet study environments. The Knox Center Adaptive Technology Computing Site (ATCS) is equipped with hardware and software to support the needs of students with some learning disabilities (see Section II: All Students with Disabilities). In addition, there are two reading rooms in the Graduate Library. Available equipment may include four-track tape recorders and/or a typewriter. Keys for these rooms are available to students through the SSD office.
Tutors, Math Lab, Writing Workshop

See Section II: All Students with Disabilities, Academic Accommodations

IV. Students with Visual Impairments

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

Transportation

See Section II: All Students with Disabilities

Orientation and Mobility

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

Michigan Commission for the Blind

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

Braille and Large Print Texts

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

The American Printing House for the Blind (APH) has a comprehensive database of texts in alternative formats and is connected to the state and national system of libraries for the blind, visually and mobility impaired and may be reached at (800) 223-1839. [http://aph.org](http://aph.org)
If a text is not currently available in the required format, SSD can assist the student in devising an alternative way to read the book.

Library Retrieval Service (7-FAST)

The University Library's 7-FAST retrieval service is available free of charge to students whose disabilities make it difficult for them to use the library. SSD determines students' eligibility for this service. [http://www.lib.umich.edu/7fast](http://www.lib.umich.edu/7fast)

Reading Rooms

Shapiro Undergraduate Library, Hatcher Graduate Library, and other libraries on campus have study carrels that students may use if they need reasonably quiet study environments. The Knox Center is equipped with hardware and software to support the needs of students with some disabilities (see Section II: All Students with Disabilities). In addition, there are two reading rooms in the Graduate Library. Keys for these rooms are available to students through the SSD office.

V. Students who are Deaf or Hard of Hearing

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

Based on the degree of need, a student who is Deaf or hard of hearing may use a number of communication modes or supports. Assistance may include, but is not limited to various means of obtaining notes and accessible media, sign language or oral interpreters, and the loan of specialized equipment.

The student can request an advocacy letter called a Verified Individualized Services and Accommodations (VISA) form. The VISA form or letter, which verifies the student’s disability and suggests accommodations, can be given to their professors each term according to their needs. See Section IX: Policies and Procedures Related to Students with Disabilities.

SSD arranges for priority/early registration and notifies students of the dates that they may register. Early registration is the best assurance of receiving services promptly. Switching sections or making schedule changes requires reassignment of service providers. It is the student’s responsibility to notify the Coordinator of any schedule changes. See Section IX: Policies and Procedures Related to Students with Disabilities.

Note-taking or Computer Aided Real-time Translation (CART)

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

Some students may obtain access to the content of classes and campus events by using a court recording system called Computer Aided Real-time Translation (CART) to provide real-time and verbatim captions. CART provides immediate viewing of auditory information. The student can sit next to the CART provider or receive the text by remote.
The student and the Coordinator of Services for Students who are Deaf or Hard of Hearing work together to determine which accommodation(s) would be necessary.

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

1. Provide SSD and your note-taker or CART provider with at least 24-hour notice prior to the beginning of any class that will be missed. Note-takers and CART providers are only scheduled for classes in which you are in attendance.
2. In some situations, students may not be able to provide 24 hours’ notice; however, any advanced notice is considered sufficient. Failure to provide any advanced notice is considered a “No-Show”. To give advance notice a student may:
   a. Contact the Coordinator of Services for Students who are Deaf/Hard of Hearing via email and/or call, speak either in person or leave a message.
   b. Failure to provide notice will result in the following actions:
      i. First “No-Show”: A letter will be sent to remind the student of the policy and appropriate procedures.
      ii. Second “No-Show”: A letter will be sent to the student informing the student that they have two “No-Shows”: In addition, the letter will remind the student of the policy and appropriate procedures.
      iii. Third “No-Show”: Services will automatically be temporarily suspended and a letter will be sent to the student informing the student of the policy and the appropriate procedure. Services will remain suspended until the student makes an appointment and meets with the SSD director and the Coordinator of Deaf/Hard of Hearing Services to reinstate services.
   c. For each subsequent “No-Show”: Services will automatically be suspended and a letter will be sent to the student informing the student of the policy and the appropriate procedures. The services will remain suspended until the student makes an appointment and meets with the Coordinator of Deaf/Hard of Hearing Services.
   d. Exception to the “No-Show Policy”: If three (3) or more “No-Shows” occur within the same two week period, services will automatically be temporarily suspended and a letter will be sent to the student informing the student of the policy and the appropriate procedures. The services will remain suspended until the student makes an appointment with SSD.
3. Inform SSD and your note-taker or CART provider of any changes to class schedules, including course drops/adds, classroom changes or additional review sessions, etc.
4. Communicate with your note-taker or CART provider if changes to the notes are necessary to improve your educational success.
5. If, after working with your note-taker, you continue to have concerns regarding the notes you are receiving, the SSD Coordinator should be informed.

**As a note-taker or CART provider you will:**

1. Be punctual to obtain best possible seating and set up equipment without interruption to the class.
2. Inform SSD of any absence requiring a substitute note-taker and make arrangements for that class to be covered.
3. Inform SSD of any changes to their class schedule and availability.
4. Listen to the student when they describe how they would like to receive their notes and ensure that the notes are meeting the student’s needs.
5. Send notes to the student within 24 hours of class.
6. Wait 20 minutes, if you know who your student is and they are not in attendance, before you leave class.

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

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

1. Provide SSD with at least 24-hour notice prior to the beginning of any class you will miss.
2. This will allow reassignment of the interpreter.
3. In some situations, students may not be able to provide 24 hours’ notice; however, any advanced notice is considered sufficient. Failure to provide any advanced notice is considered a “No-Show”. To give advance notice a student may:
   a. Contact the Coordinator of Services for Students who are Deaf/Hard of Hearing via email and/or call, speak either in person or leave a message.
   b. Failure to provide notice will result in the following actions:
      i. First “No-Show”: A letter will be sent to remind the student of the policy and appropriate procedures.
      ii. Second “No-Show”: A letter will be sent to the student informing the student that they have two “No-Shows”: In addition, the letter will remind the student of the policy and appropriate procedures.
      iii. Third “No-Show”: Services will automatically be temporarily suspended and a letter will be sent to the student informing the student of the policy and the appropriate procedure. Services will remain suspended until the student makes an appointment and meets with the SSD director and the Coordinator of Deaf/Hard of Hearing Services to reinstate services.
   c. For each subsequent “No-Show”: Services will automatically be suspended and a letter will be sent to the student informing the student of the policy and the appropriate procedures. The services will remain suspended until the student makes an appointment and meets with the Coordinator of Deaf/Hard of Hearing Services.
   d. Exception to the “No-Show Policy”: If three (3) or more “No-Shows” occur within the same two week period, services will automatically be temporarily suspended and a letter will be sent to the student informing the student of the policy and the appropriate procedures. The services will remain suspended until the student makes an appointment with SSD.
4. Make requests for additional interpreting services, other than the regularly scheduled class times, through the SSD office. Please give as much advanced notice as possible.
5. Any concerns or problems with an interpreter should be brought to the attention of the Coordinator of Services for Students who are Deaf or Hard of Hearing.

**It is the responsibility of the interpreter to:**

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

**Video Captioning**

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

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

**Telecommunication Device for the Deaf (TDD)**

The Coordinator of Services for Students who are Deaf or Hard of Hearing has a TDD and Videophone in her office. During business hours, you can contact her directly at (734) 615-4461 (TDD) or (734) 619-6661 (VP).

**Hearing Impaired Student Organization (HISO)**

This student group is advised by the Coordinator of Services for Students who are Deaf or Hard of Hearing and meets throughout the term.

**Video Relay Services and Videophone locations**

We currently have two videophones for student/public use. One is located on Central Campus on the 1st floor of the Michigan Union next to the Campus Information Center (CIC) desk and the other is on North Campus in Pierpont Commons located on the mezzanine level near the catering office around the corner from the CIC desk.

Sorenson VRS (video relay service) can be contacted at [http://www.sorensonvrs.com/](http://www.sorensonvrs.com/)

For hearing users wishing to place a VRS call using a standard telephone, simply call the toll free number 1-866-FAST-VRS or 1-866-327-8877. Have the contact information of the individual who is Deaf or hard of hearing (i.e. name, videophone number, or IP address) ready. The call will be answered by the next available interpreter.

**Michigan Relay Center**

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

**VI. Students with Mobility Impairments**

**Accessibility**

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

**Library Retrieval Service (7-FAST)**

The University Library's 7-FAST retrieval service is available free of charge to students whose disabilities make it difficult for them to use the library. SSD determines students' eligibility for this service. [http://www.lib.umich.edu/7fast](http://www.lib.umich.edu/7fast)
Transportation

See: Section II: All Students with Disabilities

Parking on the U of M Campus

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

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

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

U of M Parking Customer Service Office
523 South Division St.
(734) 764-8291

Students with temporary disabilities who do not already have a state of Michigan permit will have to arrange for their physician to complete a special form from the Secretary of State office in order to obtain a temporary State of Michigan permit. You may download the appropriate form from the Michigan Secretary of State’s website: http://www.michigan.gov/sos/0,1607,7-127-1585_49898---,00.html

For more information contact one of the local Secretary of State offices:

Ann Arbor Secretary of State,
Office 353 295 North Maple Rd.
(888) 767-6424

Ypsilanti Secretary of State,
Office 2720 2720 Washtenaw
(888) 767-6424

Fire and Emergency Evacuations

The entire U of M document outlining procedures for emergency evacuation for persons with disabilities is located here:


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

1. If you have an attendant, the two of you should discuss emergency evacuation plans in advance.
2. If you live in student housing, discuss your plans with your Residence Hall Advisor and other persons who might be available to assist you.
3. Smoke detectors are strongly suggested. If you are unable to use the stairways independently, it may sometimes be advisable to remain near an elevator or major stairway to allow fire department or security personnel to locate you quickly.

4. Keep as many closed doors as possible between you and the fire. Seal off the cracks with clothing or bed linens.

5. Call 911 to alert the fire department of your location. Have emergency numbers and a phone near your bed.

6. Do not use elevators. As indicated above, they may be hazardous during fires. Only trained fire fighters are qualified to judge the safety of using an elevator in a particular fire emergency.

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

Wheelchair Repair

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

Personal Attendants

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

http://www.annarborcil.org/

SSD can assist students in the techniques of screening, hiring, training, and supervising attendants.

Lab Assistants

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

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

VII. Students with Mental Health Conditions

A mental health condition is a diagnosed mental illness or disorder that substantially limits one or more major life activities. It is important to note that a mental disorder in or of itself does not necessarily constitute a disability. Many mental health conditions can be controlled using a combination of medication and psychotherapy so that they do not “substantially limit” a student’s productivity and success in the academic environment.
If you experience emotional or behavioral problems that interfere with your academic success, it is important that you have your condition evaluated by a mental health professional. For University of Michigan students who qualify, evaluations are available at no charge at Counseling and Psychological Services.

Counseling and Psychological Services
3100 Michigan Union
(734) 764-8312 http://www.umich.edu/~caps/

Psychological Clinic
(734) 764-3471 http://www.psychclinic.org/

Outpatient Psychiatry
University of Michigan Medical Center
(734) 764-6443 http://www.psych.med.umich.edu/asap/

Washtenaw County Community Mental Health
(734) 971-2282 http://www.ewashtenaw.org/government/departments/community_mental_health

If you feel you have a need for immediate assistance after hours call the UM Psychiatric Emergency Service’s (PES) Crisis Phone Service (734)-936-5900, 24 hours / 7 days. The number for their Clinic is (734) 996-4747. http://www.psych.med.umich.edu/pes/

You may also wish to consult with someone in an independent private practice. If requested, SSD staff psychologists can provide names of local mental health professionals, or your family physician may recommend one in your area.

Requesting Services

If you have been or will be evaluated for a mental health condition and need support here at the University, we recommend that you obtain a copy of the Verification Form for Mental Health Conditions from the SSD office or the SSD homepage under Important Documents. Having this form with you when you see your certifying professional will facilitate your receipt of supportive services. You will not be able to schedule an appointment until we have a copy of this document. If you qualify for services based on the information contained in this form, SSD staff will register you with our office and discuss the types of accommodations that may be useful to you. Qualifying for services is based on criteria set forth by the University.

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

Confidentiality

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

Medication Issues

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

**Frequently Asked Questions**

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

**A:** The point of disclosing is that you will be given an equal opportunity to demonstrate your competencies in various academic areas. By disclosing you are giving yourself the possibility of receiving reasonable accommodations aimed at "leveling the playing field" for yourself. It has been demonstrated that overall classroom performance can be enhanced with the use of appropriate and reasonable accommodations. In addition, knowing your strengths and weaknesses may help you develop strategies to achieve higher levels of both academic and personal success.

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

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

**Q:** Do I have to register with the SSD office?

**A:** No, you do not have to register with the SSD office. You can advocate and attempt to arrange for accommodations on your own. However, you are encouraged to register with the SSD office. The SSD office exists as a student advocacy agency and can assist you in obtaining appropriate accommodations. The office offers a wide range of services that may be helpful to you as you matriculate through your program.

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

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

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

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

**VIII. Students with Chronic Health Conditions**

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

Some students with temporary mobility impairments due to a broken leg or surgical procedure may be able to receive temporary transportation assistance arranged through SSD (see Transportation under Section II: All Students with Disabilities). Other students with injuries to arms and hands may use voice input computers or other equipment housed in the Knox Center Adaptive Technology Computing Site (ATCS). Although students may contact SSD, those with temporary or common health conditions should discuss the need for short-term accommodations with their professors.

Variability of Accommodation Needs

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

Requesting Services

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

1. Inform us of the need for an accommodation.
2. Obtain a Verification Form for Chronic Health Conditions from the SSD office or the SSD homepage under Important Documents. Have the form completed by a certified professional who has first-hand knowledge of the student’s condition, is experienced in diagnosing and treating college students, and is an impartial professional who is not related to the student.
3. Return the completed form to our office for evaluation.

Upon receipt of this form and determination that the student’s medical condition constitutes a disability, SSD staff works with each student on a case-by-case basis to determine the impact of the disability and appropriate and reasonable accommodations. Descriptions of suggested accommodations are listed in Section II: All Students with Disabilities.

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

IX: Policies and Procedures Related to Students with Disabilities

Introduction

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

PART I - 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 individual with a disability solely by reason of their disability. This policy is also consistent with the Americans with Disabilities Act of 1990 and the State of Michigan Persons with Disabilities Civil Rights Act.

PART II - ACCESSIBILITY AND EQUAL OPPORTUNITY

Facilities

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

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:

1. Reassignment of classes, staff, or services to accessible buildings
2. Delivery of advisory and other services at accessible sites
3. Redesign of equipment and/or facility after individual case review

Students may not be excluded from a course offering, program, or other activity because it is not offered in an accessible location.

It is not required that every outside entry is 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 federal 2010 Standards for accessibility and the state accessibility code.

New Construction

University facilities will be designed and constructed so that they are readily accessible to and usable by persons with disabilities. New construction must be planned in accordance with the federal 2010 Standards for accessibility and state accessibility code.

Housing
accessible on-campus housing 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.

**Service Animals**

Certified service animals that assist people with disabilities are permitted as required by law. Documentation regarding the need for a service animal, as well as what services/tasks they perform, is required when making such an accommodation request. Please contact the Housing Information Office (734-763-3164) to obtain information on the review and approval processes that must be completed prior to bringing such animals into any University Housing facility.

**Off-Campus Programming**

When University 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.

**Recruitment, Admissions, and Registration**

Through the recruitment and admission process, the University seeks to establish diversity in its student body. 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.

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:

1. The student’s disability requires classes to be relocated to an accessible location. Early registration insures the maximum time period to rearrange class spaces.
2. The student with a disability requires an accommodation that takes an extensive amount of time to prepare, such as scanned textbooks or the hiring of sign language interpreters.
3. The student has a disability or a side effect of medication that requires his or her course schedule be carefully planned with regard to the time of day classes are taken.

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

**Financial Aid**

The University will not provide less financial assistance to any student based on disability, limit 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 SSD.

**Advising, Counseling and Placement Services**

Personal, academic, or career counseling; guidance; and placement services shall be available in accessible settings. 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.
Student Health Services

The UM 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.

Student Employment

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

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:

1. Accessible parking
2. Referral to appropriate on- or off-campus resources, services, or agencies
3. Reader services
4. Note taker services
5. Assistance with arranging testing accommodations
6. Interpreter services for the Deaf
7. Arrangements for auxiliary aids, including tape recorders and FM amplification systems
8. Accessible on-campus transportation

Making Requests in a Timely Manner

In order to ensure sufficient time to make provisions for appropriate auxiliary aids, it is the responsibility of the student to request the necessary accommodation or auxiliary aid in a timely manner (see Part IV: Responsibilities of Students with Disabilities). If a request is submitted after the deadline, SSD 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.

Discriminatory Rules Disallowed

Prohibitions against the use of tape recorders in classrooms, service animals 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 III - COORDINATION OF PROGRAMS AND SERVICES FOR STUDENTS WITH DISABILITIES

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

Determination of Appropriate Accommodations

Except for observable disabilities, the SSD office requires verification of the student’s disability. As needed, SSD staff discusses the student’s request for services with the student to determine appropriate accommodations and/or consults with the faculty member involved in the request. When there is any question about the
appropriateness of a student's requested accommodation, the SSD staff member will inform the student of the decision.

Confidentiality

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

Recordkeeping

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

Increasing Disability Awareness in the Campus Community

SSD 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 IV - RESPONSIBILITIES OF STUDENTS WITH DISABILITIES

SSD 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. However, a student may want to be on this list since it is how we inform students about scholarships.

Documentation of Disability

All students seeking assistance from SSD must disclose a disability to the SSD 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 or have their health care professional complete a form or provide additional information as needed.

Deadlines for Requesting Accommodations from SSD

The student is responsible for requesting accommodations such as note-taking or auxiliary aids provided by SSD 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.

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

Requests for Accommodations

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

Vocational Rehabilitation Agencies

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

PART V - ACADEMIC ADJUSTMENTS

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, SSD staff will recommend academic adjustments in compliance with state and federal mandates. Academic requirements that are essential to programs of instruction are not considered discriminatory.

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

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

Program Examinations and Evaluations

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

It is the student’s responsibility to request test accommodation according to the procedures outlined by this policy (see Part IV Responsibilities of Students with Disabilities). Testing accommodations may include but need not be limited to:

1. Extended time
2. Taped or Brailled tests
3. Enlarged materials or alternate type sizes
4. Readers and/or scribes
5. Proctors
6. Environment with limited distractions consistent with VISA
7. Word processors
8. Spell checkers/calculators
PART VI - FUNDING FOR AUXILIARY AIDS

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

While funding for accommodations is provided by the U of M to ensure equal access, funding for auxiliary aids is often the responsibility of state vocational rehabilitation agencies. In some cases, students with disabilities are not eligible to be the client 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 VII - SSD STUDENT INTAKE PROCESS

Referrals

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

Initial Meeting with SSD Staff

If the student is available, the appropriate SSD staff member will schedule an intake interview to be held within one week of receiving the completed Student Information Form. (It is often possible for the Director or an SSD staff person to meet with the student right away, if the student has an urgent need or concern.)

Student Assigned to SSD Coordinator

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

PART VIII - SSD POLICY ON STUDENT ACADEMIC SUPPORT SERVICES

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

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

PART IX - LOAN OF ADAPTIVE EQUIPMENT

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

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

If a student fails to return any equipment by the end of the term, 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.

PART X - 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 SSD. 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. It is the responsibility of the student to inform the Coordinator of Services for Students who are Deaf or Hard of Hearing of any and all changes to their 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-hour notice before the particular class session or event. In the event that 24-hour notice is not possible, any advanced notice is considered sufficient. Failure to provide any advanced notice is considered a “No-Show”. To give advance notice a student may:
   a. Contact the Coordinator of Services for Students who are Deaf/Hard of Hearing via email and/or call, speak either in person or leave a message.
   b. Failure to provide notice will result in the following actions:
      i. First “No-Show”: A letter will be sent to remind the student of the policy and appropriate procedures.
      ii. Second “No-Show”: A letter will be sent to the student informing the student that they have two “No-Shows”: In addition, the letter will remind the student of the policy and appropriate procedures.
iii. Third “No-Show”: Services will automatically be temporarily suspended and a letter will be sent to the student informing the student of the policy and the appropriate procedure. Services will remain suspended until the student makes an appointment and meets with the SSD director and the Coordinator of Deaf/Hard of Hearing Services to reinstate services.

c. For each subsequent “No-Show”: Services will automatically be suspended and a letter will be sent to the student informing the student of the policy and the appropriate procedures. The services will remain suspended until the student makes an appointment and meets with the Coordinator of Deaf/Hard of Hearing Services.

d. Exception to the “No-Show Policy”: If three (3) or more “No-Show”s occur within the same two week period, services will automatically be temporarily suspended and a letter will be sent to the student informing the student of the policy and the appropriate procedures. The services will remain suspended until the student makes an appointment with SSD.

5. If the student has not arrived by twenty minutes after a class session or event is scheduled to begin, the interpreter or reporter will leave and the student will be considered a “No-Show”. This is designed to make maximum use of the interpreters/reporters available.

6. Any concerns or problems students have with an interpreter or real time reporter should be brought to the attention of the Coordinator of Services for the Students who are Deaf or Hard of Hearing. Every reasonable effort will be made to resolve the situation fairly.

7. 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.

8. Students are responsible for the communication with their professional providers regarding their attendance in class. In the case of absence or lateness, the student must inform both the Coordinator of Services for Students who are Deaf or Hard of Hearing and the professional provider. Failure to do so can result in suspension of services.

9. You will be informed of any decisions made by SSD regarding your interpreting or real-time reporting services. You have the right to appeal all decisions (See Section II: All Students with Disabilities, Nondiscrimination Policy and Grievance Procedure).

PART XI - POLICIES PERTAINING TO ALTERNATIVE TEXT SERVICES

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 SSD counselor to see if you are eligible.

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.

Getting Help

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

Contacting Alternative Text Services

Books that a student might reasonably expect to borrow from the library will be purchased by Services for Students with Disabilities (SSD) because SSD 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. SSD 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.

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

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

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

Delivering Course Materials to Alternative Text Services

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

Course Materials Delivered Late

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

PART XII - LEARNING DISABILITY CRITERIA

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

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

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

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

The only measures of aptitude that can be used in the determination of this discrepancy are the Wechsler ADULT Intelligence Scale (current version), The Wechsler Verbal IQ score (the abbreviated versions of this testing instrument are not acceptable) and the Woodcock-Johnson Tests of Cognitive Abilities (current version), Broad Cognitive Ability score. When determining the size of the discrepancy, only the exact standard scores may be used.

This does not preclude the use of regression formulas for those who are familiar and comfortable with this procedure. It is understood that on occasion professional clinical judgment may be used to confirm or rule out a diagnosis of LD and that the qualitative features of the evaluation instruments may be utilized by the professional when determining a diagnosis. In those cases where professional judgment was used to make a diagnosis of a Learning Disability the student's documentation will immediately be sent to the diagnostic review panel. The only professionals recognized as being qualified to make an LD diagnosis are licensed psychologists trained in either psychological, neuropsychological and/or psych 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 Services for Students with Disabilities reserves for itself the right to require its own evaluation of a student when it is dissatisfied with the quality of the presenting documentation.

Other diagnostic profiles may also be included in the category of learning or cognitive disabilities (e.g. Acquired / Traumatic Brain Injury, Asperger’s Syndrome, Autistic Spectrum Disorder, Non-Verbal Learning Disabilities, Auditory Processing Disorder, Visual Processing Disorder, etc.) Even with these disorders SSD 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 XIII - 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 SSD:
1. Documentation presented to the SSD 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 SSD 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 SSD 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 XIV - ATTENTION DEFICIT/HYPERACTIVITY DISORDER (ADHD) CRITERIA**

The U of M guidelines for classifying Attention Deficit/Hyperactivity Disorder (ADHD) as a disability exist to aid professionals who diagnose U of M students and potential students with 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 SSD 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 have 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 SSD and receive supportive services at the U of M if the student has received a comprehensive diagnosis of ADHD as outlined in the current version of the DSM. Further stipulations are that:

1. A thorough battery of age-appropriate testing shall have been completed to establish the diagnosis of ADHD.

2. The diagnostic report shall include relevant testing information, including diagnostic test used, test scores obtained, and the interpretations of these scores.

3. The documentation must provide evidence of current impairment.

4. The evaluator must be qualified to conduct and interpret diagnostic testing.

5. 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, SSD reserves the right to require further evaluation of a student.

**Diagnostic Criteria for ADHD**

The current version of the Diagnostic and Statistical Manual (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**

1. Often fails to give close attention to details or makes mistakes in schoolwork, work, or other activities.
2. Often has difficulty sustaining attention in tasks or play activities.
3. Often does not seem to listen when spoken to directly.
4. 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).
5. Often has difficulty organizing tasks and activities.
6. Often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework).
7. Often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools).
8. Is often easily distracted by extraneous stimuli.
9. 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**

1. Often fidgets with hands or feet or squirms in seat.
2. Often leaves seat in classroom or in other situations in which remaining seated is expected.
3. 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).
4. Often has difficulty playing or engaging in leisure activities quietly.
5. Is often "on the go" or often acts as if "driven by a motor".
6. Often talks excessively.

**Impulsivity**

1. Often blurts out answers before questions have been completed.
2. Often has difficulty awaiting turn.
3. 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.

1. Some impairment from the symptoms is present in two or more settings (e.g., at school [or work] and at home).
2. There must be clear evidence of clinically significant impairment in social, academic, or occupational functioning.
3. 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 Based on Type:**

314.01 Attention-Deficit/Hyperactivity Disorder, Combined Type: If both Criteria A1 and A2 are met for the past 6 months.

314.01 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).

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. SSD may be able to assist in such supportive reevaluation or in making referrals.

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.

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 lack of class 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, SSD may ask a student to seek clarification or may request further evaluation.