

CONSIDERABLE REALITY: POST-SECONDARY EDUCATION OF STUDENTS
WITH DISABILITIES IN MICHIGAN

by

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ABSTRACT

This project guide, *Considerable Reality*, was developed from review of research, studies and Michigan colleges and universities to determine possible barriers for students with disabilities in their pursuance of post-secondary education. Students with disabilities are often unaware of the programs and supports that post-secondary institutions have to offer, information on meeting post-secondary educational requirements, and the self-advocacy skills needed in order to pursue post-secondary education. It is congruent throughout review of the research that if students with disabilities are informed and provided with training and strategies then they are finding success at the post-secondary level. This project guide is an exceptionally informative and comprehensive resource of colleges and universities in the state of Michigan which will make the transition of students with disabilities to post-secondary classrooms a considerable reality. Information from all of Michigan's private and public institutions of post-secondary education has been collected pertaining to the supports and programs they offer students with disabilities. This information can then be used to provide students with disabilities, a path of awareness as to the possibilities of post-secondary education in Michigan. This project guide can provide a means to empower students with disabilities by making the selection of post-secondary education a bit easier for students to manage. This project guide serves as a mechanism that is vital in finding post-secondary programs, appropriate services, and technological aids for students with disabilities in Michigan.

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CHAPTER 1

INTRODUCTION OF PROJECT

Introduction of Project

This project was designed to express the importance that awareness, and comprehensive, resourceful information can have on the considerable reality that students with disabilities can indeed pursue post-secondary education. The research and studies done in the area of post-secondary education has been investigated and the barriers have been identified in order to utilize this information in defeating the stigma of attitudes of students with disabilities pursuing post-secondary education. Also identified were the resources available that aid students with disabilities in their transition to post-secondary education. The project guide was designed in order to inform the population of students with disabilities in Michigan. This project guide provides information needed in practice by families, schools, districts, organizations, and post-secondary institutions as to the importance of the considerable reality of educating students with disabilities beyond the primary setting.

Purpose of Project

The purpose of this project is to create a guide that will become one of the most informative and comprehensive resources to be used in the transition of students with disabilities in Michigan to the post-secondary classroom. The guide can be used as a

source for students with all disabilities, families, school administration, faculty, organizations, and post-secondary institutions that will inform as to the possibilities available to them. The purpose of this guide is to bring about a positive change in the education of students with disabilities in Michigan and the attitudes of those involved. Knowledge is power and this project guide will bring the knowledge needed to students with disabilities so that they may envision success in pursuing their dreams.

This project guide will serve as a vital tool of post-secondary institutions and the programs, services, and technological aids that they offer students with disabilities in the state of Michigan. Students with disabilities must become informed of the differences between policies of the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 at the secondary level and Americans with Disabilities Act (ADA) 1990 and Section 504 at the post-secondary level. These policies are highly important to understand the legal rights and responsibilities of the student with disabilities as they transition from secondary to post-secondary education. IDEA at the secondary level is about promoting success whereas ADA and Section 504 at the post-secondary level is about promoting access. These involve knowledge of and negotiation of services available and self-advocacy on the part of the student with disabilities.

Rationale of the Project

From as early as elementary school, students are asked to write about, talk about, and possibly even research what they would like to be when they grow up. The students then begin planning for transition as they approach secondary education. In the secondary setting students are informed, counseled, tested, and prepped for post-secondary education in order to pursue their dreams of what they would like to become when they

grow up. Studies over the past ten years have revealed that while there is an increase in students with disabilities graduating from high school with a diploma there still remains a considerable gap. A mere 27% of students with disabilities transition to post-secondary education compared to 68% of their peers without disabilities (National Council on Disability, 2003).

An example of this would be an encounter that I had with a young man named “Timmy”. “Timmy” and I were having a conversation concerning post-secondary education. “Timmy” is 31 and loves to cook and his passion for cooking showed in the taste of his food and presentation. “Timmy” has learning disabilities and received services while in public school. He was asked, “Have you ever wanted to become a chef?” He said, “I would have loved to have become a chef!” He was then asked, “Why didn't you go college to become one?” His response was, “I wasn't smart enough to go to college and we never talked about that in high school.” This conversation drives one to think about the reasons why students with disabilities do not pursue a post-secondary education. Could they be like “Timmy”?

I then began to ask families of children with disabilities and the secondary students themselves about post-secondary education and their attitudes about it. The majority of the attitudes about pursuing post-secondary education were negative. Either the families or the students or both did not perceive post-secondary education as a possibility. Further inquiry went in to why they possessed these attitudes. The information that was gathered led directly to lack of knowledge of post-secondary programs, the supports available and how to correctly transition to the post-secondary environment. It is important to pursue this study so that one may find out what the

students with disabilities need in order to consider the realities of attending post-secondary institutions in Michigan.

Understanding what students with disabilities need to know in order to actively pursue post-secondary education needs to be researched and put into a guide. The guide should be designed so that these students can have this information at their fingertips. Through the process of the literature review, information related to what continues to plague students with disabilities with the ideal that learning stops at the secondary level is to be identified. This information will be used to develop the guide to make education more accessible at the post-secondary level for students with disabilities in Michigan. Post-secondary education empowers students to become what they want to be when they grow up.

Project Focus

The focus of this guide is to develop a collection of programs and services that all of the 184 Michigan public and private institutions of higher education provide students with disabilities. This guide will outline the programs, supports, and technological aids offered to students with disabilities by directly utilizing the information from the institutions themselves. The guide will also be informative as to the disability rights, laws and responsibilities which enable students to have access to post-secondary education and how they differ from secondary education.

Significance of Project

There have been many studies in the past 10 years completed in the area of students with disabilities attending post-secondary education institutions. The focus of this project is to utilize the information gathered from these studies in order to make post-

secondary education for students with disabilities a considerable reality. It is of great importance that students with disabilities understand what is available to them at post-secondary institutions. It is equally important that they understand the rights and laws that are designed to provide them access to these institutions.

The rights of students with disabilities in the post-secondary setting are provided by the Office for Civil Rights (OCR) in the U.S. Department of Education (September, 2011, pp.1-8). Section 504 of the Rehabilitation Act of 1973 and/or Title II of the Americans with Disabilities Act of 1990 are enforced by OCR at the post-secondary level (September, 2011). Since both of these acts have been in place, especially with Title II, post-secondary institutions have seen an increase in the number of students with disabilities enrolling, yet, studies continue to show that proportionally, far more students without disabilities enroll in post-secondary education.

In 1983, the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) identified the transition from school to work as one of the major federal priorities of special education programs across the nation (Will, 1983). Transition services are highly important to setting goals towards post-secondary education of students with disabilities. Post-secondary education of students with disabilities enables them to pursue the occupational possibilities. Providing information to students with disabilities enables them to view post-secondary education as a considerable reality.

Kato, Nulty, Olszewski, Doolittle, and Flannery (2006) write, “Even with these transition services, there remains a significant disparity between students' goals for the future and their actual outcomes” (p.19). There have been many barriers identified

through studies that affect students with disabilities and their attitudes towards post-secondary education. Kato et al., (2006) identify and summarize these barriers as a lack of awareness by and support for students, families, and school staff of postsecondary education opportunities and requirements. These authors also state the need for students to identify their own disabilities, recognize accommodation needs, and use self-advocacy skills necessary to access these accommodations.

The resources gathered from these Michigan institutions of post-secondary education enabled the production of a guide that will inform students so that they may become more self-empowered, self-advocates. This guide is designed to inform and educate the students with disabilities so that they may perceive post-secondary as a considerable reality. Students with disabilities should have the opportunity and possess the knowledge needed, in order to attend post-secondary institutions. This guide has been created for our students with disabilities in Michigan so that they may confidently transition to post-secondary education.

CHAPTER 2

LITERATURE REVIEW

Barriers

The barriers most prevalent are identified and summarized by Kato, Nulty, Olszewski, Doolittle, and Flannery (2006) as a lack of awareness by and support for students, families, and school staff of postsecondary education opportunities and requirements. The inability of students to identify their own disabilities, recognize accommodation needs, and use self-advocacy skills necessary to access these accommodations cause students with disabilities difficulty in transitioning to higher education institutions. These barriers enable one to place focus on what students with disabilities need in order to pursue post-secondary education. The needs of these students with disabilities enabled the development of the guide, *Considerable Reality*.

Academies

Kato, et al. (2006), discuss a focus study on a group of educators in Oregon. The educators (high school, community college, university levels) wanted to locate and provide information that would increase entry rates of students with disabilities into post-secondary education. They took into account the prevalent barriers and they found that awareness and knowledge were the best tools that they could give to students with

disabilities. The results of these findings began post-secondary academies. These academies were specifically designed to enable students with disabilities to transition to post-secondary education. The planning committee for these academies contained members from several areas in education; K-12 and post-secondary. These educators came from areas of experience such as special education, disability services, academic learning services, transition staff, and vocational training. Kato, et al. (2006) write, “Researchers have shown that such collaboration across multiple stakeholders improves student outcomes in the transition to postsecondary education” (p. 19).

The planning committee for these academies identified the key areas that were barriers for students with disabilities. They used these barriers to design the goals of the academies. They utilized the research and used it to inform by identifying content areas. These ideals are the backbone of the research from which project *Considerable Reality* is formed. The academy used college level students with disabilities as presenters. This type of delivery of information builds a connection between the information given and the importance of the information to the student with disabilities, the parents/caregivers, and the educators; building a bridge to a considerable reality.

The first of these academies began in Oregon in April of 2002. These academies have continued since. The committee found that by providing this information to students with disabilities in transition, that “...of the 2003 Academy participants who enrolled in classes at Clackamas Community College, 77% had accessed disability services by spring 2005” (Kato, et al., 2006, p. 22). The number of academies and participants continue to grow every year and have begun to spread to other states.

The research from this particular project, Academy; provides support for the need

to collect data to show that entry to post-secondary schools of students with disabilities can increase by providing and delivering needed information. Banco (2010) wrote a similar article about a junior high student enrolled in a Project Access Summer Institute at Howard Community College in Columbia, Maryland in the summer before her senior year. The student was diagnosed with a learning disability in elementary school. The student was concerned about college once the high school accommodations had ended and began to self-advocate. By practicing self-advocacy the student found out about this program through transition services at her high school.

Programs, such as Project Access, help to prepare students with disabilities for post-secondary education. The programs inform students on how to become self-advocates, what accommodations they are eligible for, and how to seek help in college. Banco (2010) reports that, "Since 2001, the number of such programs has increased tenfold, from 22 to more than 250 today" (p.1). Banco (2010) also addresses government grants for such programs and information on time standards for accommodations at the post-secondary level for students with disabilities which is also important to know when pursuing post-secondary education.

Self-Advocacy

Self-advocacy seems to be the catalyst to overcome the other barriers both at the secondary and post-secondary levels for students with disabilities. Self-advocacy is a must at the post-secondary level due to the differences in student rights and responsibilities. Many students with disabilities and their families are unaware of the differences in policies of the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 at the secondary level and Americans with Disabilities Act

(ADA) 1990 and Section 504 at the post-secondary level. These policies are highly important to understand the legal rights and responsibilities of the student with disabilities as they transition from secondary to post-secondary education. Knowledge of these policies enable students to self-advocate as the post-secondary level.

A Guide to Disability Rights Laws was published by the U.S. Department of Justice, Civil Rights Division (2009). This publication describes all of the rights that individuals with disabilities have. These rights provide important information so that students with disabilities can self-advocate in post-secondary education. The rights of students with disabilities are focused more on the post-secondary setting by the Office for Civil Rights (OCR) in the U.S. Department of Education (2011). Section 504 of the Rehabilitation Act of 1973 and/or Title II of the Americans with Disabilities Act of 1990 are enforced by OCR at the post-secondary level (2011).

Inadequate preparation in self-advocacy and lack of knowledge of rights and laws provides great challenges for students with disabilities. Each college differs on the levels and types of supports they provide. It is often difficult for students with disabilities to figure out how to locate and advocate for services and accommodations per each post-secondary institution. The guide designed in this project will make this information readily available to students with disabilities in the state of Michigan. If students with disabilities are to receive supports and accommodations at the post-secondary level, they must self-advocate.

Trammell (2009) performed his research on students with disabilities; self-advocating at the post-secondary level. Trammell (2009) writes, “A growing body of stigma-related educational research, as well as cultural evidence, suggests that

postsecondary students with disabilities experience a significant stigma effect; they are in essence forced to wear a red shirt” (p. 21). The red shirt that he is referring to, is in his discussion of the television series *Star Trek*. He applauds producer, Gene Rodenberry for bringing differences in people to the forefront of television entertainment in order to decrease social distance. There were a diverse amount of characters that contributed to the wider society rather than viewed as segregated from it.

Trammell (2009) points out that the only form of “otherness” seen is that of the red-shirted security guards. Rodenberry portrayed the “red shirt” guards as uniformed, dispensable, and who displayed no individuality. Trammell (2009) writes, “In a similar fashion, disability has often been a metaphorical red shirt, a type of intentionally or unintentionally bestowed label that immediately creates otherness” (p.22). He goes on to refer to the “red shirt” as something that students with disabilities wear when they choose to disclose their disability at the post-secondary level in order to receive accommodations. His research encompasses three aspects of what it means to wear the “red shirt” in self-advocacy at the post-secondary level.

Trammell (2009) notes these three aspects: a “general unawareness” or disconcert when it comes to college faculty and students with disabilities; a severe lack of research completed on students with disabilities at the post-secondary level; and “a need to balance costs and benefits with special consideration to cases where disclosure can lead to more harm than good” (p. 22). He makes some distinct points in his research concerning self-advocacy and discloser. As more and more information becomes available to students with disabilities and post-secondary faculty, the attitudes are beginning to become more positive.

Disability historian Baynton (2006) calls disability not just a label, but also “a fundamental binary opposition” (p.82), a dichotomy between the normal and abnormal that conforms to a widely agreed upon understanding of how our world operates. Trammell (2009) informs us that this ideology does indeed present itself at the post-secondary level leading students with disabilities to non-disclosure. Scotch (2001) writes of accommodation programs at the post-secondary levels for students with disabilities, “segregated programs persist and a separate community of people with disabilities continues to be reinforced by 'special' service strategies and the stigma that pervades our culture” (p. 389).

Trammell (2009) provides research providing support for the idea that students with disabilities do not disclose, therefore self-advocating for accommodations that they need, because they have access to what has happened to other students who have disclosed and they somehow instinctually feel that they know what will happen to them if they do. Trammell (2009) believes that accommodation can lead to discrimination and that if students disclose then they are essentially putting the “red shirt “on.

As part of a cost benefit analysis, Trammell (2009) wrote, “Disclosure opens a Pandora's Box for all parties involved, demanding that institutions also recognize and openly acknowledge the risks, along with offering an answer regarding whether there is more harm than good when certain accommodation decisions are made” (p. 23). He further adds that this cost benefit is not considered universal practice in Disability Support Services (DSS) at this time. These are demands for information that need to be made concerning students with disabilities and post-secondary education. This research is important because it confronts what post-secondary educators need to be informed about,

as well as, secondary educators.

Trammell (2009) notes that before the accommodation process even begins for students with disabilities, they must first visit the Office for Disability Support at the post-secondary facility. He claims that this forces a preliminary label on them. This claim is based on the semantics of disability in that it is so charged with “manifold meanings and threatening stereotypes” that constitute the “primary battleground for equal access in both Western and non-Western countries” (p. 24). Students with disabilities must self-advocate by contacting the Office of Disability Support if they would like to receive services and supports at the post-secondary level. They are not required by law to notify any Office of Disability Support but they will not receive the rights that are justly theirs if they do not.

Awareness

The literature review of the research and studies that have been done on students with disabilities pursuing post-secondary education and what they need in order to do so enabled the development of the guide; *Considerable Reality*. This project guide includes the information needed for students with disabilities pursuing post-secondary education and their rights and laws. The U.S. Department of Education Office for Civil Rights (OCR) (2011) enforces Section 504 of the Rehabilitation Act of 1973 and/or Title II of the Americans with Disabilities Act of 1990 so that students with disabilities, at the post-secondary level, can receive accommodations. The students must still self-advocate and disclose in order to receive these accommodations. They must also be provided with information and training so that they will know how to do this. Trammell (2006) suggests that these students need to know how to become “better equipped” at managing their own

disability identity information at the post-secondary level.

Students who disclose are often required to compose a letter to their professor discussing the accommodations required. Trammell (2009) writes, “What often goes without consideration is that an already stigmatized student is forced to confront the most powerful actor in his or her academic environment-...and to enter into the social exchange by introducing him or herself with what has historically been perceived as a weakness, a flaw, or a request for an unfair advantage” (p. 26). The student is then putting the “red shirt” on and waiting to see what happens. The attitudes and knowledge that post-secondary staff possess about students with disabilities is often unknown.

Trammell's (2009) proposed solution from his research is to first ensure students' are educated and informed at the secondary level. He suggests that students receive information and training in secondary transition programs that support orientations and strategies for information management at the post-secondary level. He says that such programs are “scattered and uncoordinated” if they exist at all. The next thing that he proposes is that post-secondary faculty become informed concerning students with disabilities. Trammell (2009) says, “More faculty, staff, and students in higher education must begin to think about disability in terms of information management” (p. 27). Providing information to students with disabilities is highly important to overcoming the barriers to pursuing post-secondary education. Trammell (2009) writes about reducing stigma of students with disabilities, “To the extent that the environment becomes easier to navigate, students with disabilities will find it easier to develop their information management skills” (p.27).

Trammell's (2009) research is important to the development of this project in that

he captures the full circle of students with disabilities and post-secondary education. He also creates new areas that need to be discussed and researched. He confirms that research in the area of students with disabilities is lacking. What is congruent, in every piece of research read thus far, is that when students with disabilities are informed and provided with training and strategies, then they are finding successes at the post-secondary level.

Ankeny and Lehmann (2011) performed a study using qualitative research based with joint recollection and reflection of significant life events in order to promote and increase self-determination among students with disabilities. They also used Field and Hoffman's (1994) model of self-determination (i.e. know yourself, value yourself, plan, act and experience outcomes, and learn) in order to re-examine participants' perceptions regarding their journey towards self-determination.

Ankeny and Lehmann (2011) write of a study completed using four students with disabilities enrolled in a secondary transition program located at a community college. The self-determination presented itself as a common issue and became the main focus of the study. The study begins with the story of a student named Meg. Meg is a student with disabilities who wants to become a teacher. Self-determination is highlighted in Meg's journey to post-secondary education.

Ankeny and Lehmann (2011) researched the ideals of others and found that self-determination has much to do with improving the outcomes of the post-secondary experience. Self-determination prepares students with disabilities to successfully manage their lives in adulthood. Ankeny and Lehmann (2011) share Field and Hoffman's (1994) description of self-determination as being, “the ability to define and achieve goals based

on a foundation of knowing and valuing oneself” (p. 164).

Field and Hoffman’s (1994) model is based on five major components: know yourself, value yourself, plan, act and experience outcomes and learn. Ankeny and Lehmann (2011) highlight these known areas of acquiring self-determination skills. These areas are: the process of development, strategies and environments that serve best for teaching these skills, the student’s role in their individual education plan (IEP) and transition planning for practice in self-advocacy. Ankeny and Lehmann (2011) state, “Many qualitative research methodologies are similar in nature with a student focus and self-directed planning philosophy because they can provide many of the skills related to individuals' self-determination” (p. 280). Ankeny and Lehmann (2011) write, “A common concern expressed by students (both those enrolled in postsecondary settings and those hoping to access postsecondary education) was that their lack of self-knowledge about themselves impeded their ability to advocate for themselves” (p. 280).

Ankeny and Lehmann (2011) write about a broader study, “...three themes emerged: (a) personal factors associated with self-determination (b) environments and experiences that foster self-determination, and (c) the IEP meeting as a significant tool for building skills leading to self-determination” (p. 282). These themes are important in understanding what kind of information to provide to students with disabilities pursuing post-secondary education. Personal factors of the students were initially studied. The focus was on the support that the students received during transition, how their disability affected their future, and what strategies they possessed for their future. The subcategories of this study were: locus of control, self-awareness, and goal-directed behavior (Ankeny & Lehmann, 2011).

The students in the Ankeny and Lehmann (2011) study practiced decision making in areas outside their normal home, school, and work environments. Guided mastery was used during these experiences. Ankeny and Lehmann (2011) wrote, “Experiencing success in handling problems reinforced their capabilities even as they faced difficulty” (p. 283). The challenges experienced in these new environments enabled the students to build upon their self-determination skills. These guided mastery experiences enabled students with disabilities to learn real world knowledge while practicing self-advocacy.

Ankeny and Lehmann (2011) found four areas of practice from the research collected after using Field and Hoffman's (1994) model. These four areas of practice related to this model and that greatly influence the process of self-determination are: (a) promote self-knowledge, (b) complement the self-determination skills that are fostered at home, (c) increase opportunities to take risks, and (d) provide opportunities for reflective practice.

The research of Ankeny and Lehmann (2011) is a reflection of the previous research and studies that have been completed in these areas. The first thing that needs to happen in promoting self-determination is complementing and promoting family involvement. Next, we must consider the needs of students and explore methods to assist them in understanding. We should promote programs that support self-determination in which students experience risk. School faculty should also embrace a new dimension of reflective and interactive practices with students. Ankeny and Lehmann (2011) note that the limitations of this study include lack of diversity of participants (cultural and racial), small sample number of students, lack of information of transition programs such as this, and many unanswered developing questions due to the research. This research enables

one to view this project with a greater purpose.

All of the research and studies investigated have centered on success of students with disabilities pursuing post-secondary education conjugated with awareness and knowledge. Awareness and knowledge informs students, families, and school staff of postsecondary education opportunities and requirements. Awareness and knowledge supports students with disabilities in meeting postsecondary education requirements. Awareness and knowledge enables students to have the ability to identify their own disabilities and to recognize and understand their accommodation needs, and to also use the self-advocacy skills necessary to access the accommodations that are theirs by law. This project guide will bring about awareness and knowledge for students with disabilities in Michigan.

Informing students with disabilities is the greatest path to awareness that they can have when it comes to not only post-secondary opportunities but all of the considerable realities that they could have in life outside of the secondary setting. Informing school faculty and families of students with disabilities will help to further the well-rounded successful transition into the post-secondary experience.

CHAPTER 3

METHODOLOGY

After thorough review of the literature, college websites and documents I developed a guide that will enable students with disabilities to have almost all of the information they need in order to successfully pursue post-secondary education in Michigan. This guide will also enable the myriad of information related to post-secondary education in Michigan to become self-manageable for students with disabilities. This guide will provide information on the differences between high school and college, rights and responsibilities in preparing for post-secondary education, the disability rights laws and college funding for students with disabilities. It is the author's hope that this guide will be used and become one of the most comprehensive tools that students with disabilities have in the state of Michigan pursuing post-secondary education.

The purpose of this project was to help students discover the elements involved in self-determination by listening to the experiences of their journey. We can learn much from the voices of our students. We should use this information to structure their learning as it pertains to what they need for life and further education. Ankeny and Lehmann (2011) refer to the student's journey of self-determination as being "formative and

complex” (p.286).

By providing this information to students, their families, and school districts there should be an increase in the number of students with disabilities that indeed pursue post-secondary education in Michigan. There should also be an increase on the amount of success that students with disabilities have at the post-secondary level due to the access of specific information.

CHAPTER 4

PROJECT-CONSIDERABLE REALITY

This project guide, *Considerable Reality*, began with a sense of passion to change the way that students with disabilities envisioned pursuing post-secondary education in Michigan. Many discussions occurred, websites, research, and studies were reviewed in order to understand what this project guide should contain to become the most effective tool for students with disabilities seeking a higher education. In order to locate the needs of students with disabilities pursuing post-secondary education one must look at what is hindering students in this area. Research has shown that success is happening when the barriers are used to design goals and identify areas of information needed for students with disabilities pursuing post-secondary education.

The barriers focused on for this project are from the research of Kato, Nulty, Olszewski, Doolittle, and Flannery (2006): lack of knowledge of programs, supports, and technological aids post-secondary institutions have to offer, lack of information on meeting post-secondary requirements, understanding of the differences of the laws and rights between secondary and post-secondary education, and how to self-advocate in order to pursue post-secondary institutions. Understanding and removing these barriers formed the backbone of this project guide.

This project guide is one of the most informative and comprehensive resources in Michigan for students with disabilities pursuing post-secondary education. This guide serves as a means to empower students with disabilities by making post-secondary education easier to self-manage. The information from all of the 184 private and public post-secondary institutions in Michigan and what they offer students with disabilities will now be at their fingertips. Information available to the student varies from college to college. It is important that students with disabilities are provided this information in order to make a successful transition to post-secondary education.

This project guide provides information needed in practice by families, schools districts, organizations, and post-secondary institutions as to the importance of the reality of educating students with disabilities beyond the primary setting. This project guide will serve as a vital tool of post-secondary institutions and the programs, services, and technological aids that they offer students with disabilities in the state of Michigan. This project guide also contains information pertaining to the differences between the policies of the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 at the secondary level and Americans with Disabilities Act (ADA) 1990 and Section 504 at the post-secondary level. This information will enable students to become a more knowledgeable self-advocate. Self-advocacy is key to students receiving services and supports at the post-secondary level. This project provides much of the information that students with disabilities need, in Michigan, in order to consider post-secondary education as a possible reality.

The intended outcomes for this project are to provide a basic knowledge on the process students with disabilities need to follow in order to pursue post-secondary

education in Michigan. Every post-secondary institution in Michigan is included in this project so that students with disabilities and their families can become informed and empowered. This guide will be distributed via email to intermediate school district transition coordinators with a request that they in turn send it on to high school special education teachers and counselors. It is the authors hope that students with disabilities in the state of Michigan have access to this information.

Awareness and knowledge are of the upmost importance at making higher education more accessible for students with disabilities. Information is the catalyst at making student's educational goals a considerable reality. This project provides all of the information needed in order for students with disabilities to reach these goals. The Table of Contents for the guide follows. See Appendix A for the entire guide.

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CHAPTER 5

CONCLUSION, LIMITATIONS, RECOMMENDATION

Conclusion

This guide, *Considerable Reality*, is one of the most comprehensive guides developed specifically for students with any disability in the state of Michigan pursuing post-secondary education. The guide includes information on the differences between high school and college accommodations for students, the rights and responsibilities of students with disabilities preparing for post-secondary education, disability rights laws and college funding. There are 184 post-secondary institutional campuses in the state of Michigan. The location of each of the college campuses and the disability services that they provide has been specifically divided to promote easy access when it comes to choosing post-secondary education for students with disabilities in Michigan.

Research has proven that when students with disabilities are aware and have knowledge of the disability services that post-secondary institutes provide then they are more likely to consider post-secondary education as a reality and achieve success. The compilation of comprehensive information that this guide provides will act as a catalyst in the pursuance of post-secondary education of students with disabilities in the state of Michigan by allowing easy access to this information. This guide is a vital tool and

resource that not only students with disabilities can use but families, school administration, faculty, organizations and post-secondary institutions can also utilize to inform them of the possibilities available in any area of disability in post-secondary education. This guide provides all of the information that students with disabilities need in order to make a successful transition from secondary to post-secondary education. This guide will be distributed via email to intermediate school district transition coordinators with a request that they then send the information to school district special education teachers and counselors.

Limitations

Considerable Reality is a vast resource due to the 184 post-secondary institutions within the state of Michigan and the large amounts of other information that it provides. Private post-secondary institutions produce far less programs for disability services than those institutions that are public. Private institutions of post-secondary education are not held accountable to the policies of Section 504 of the Rehabilitation Act of 1973 nor the Americans with Disabilities Act (ADA) 1990. Whereas, the rights and responsibilities do adhere to these policies at the post-secondary level for all public institutions.

Many students with disabilities at the secondary level are unaware of the rights and responsibilities that they have at the post-secondary level. As a result of this, the majority of those students do not pursue post-secondary education. This guide discredits those limitations by providing students with disabilities a comprehensive vital resource inclusive of this information.

Recommendations

Students with disabilities should utilize this guide, *Considerable Reality*, when

transition planning first occurs before the secondary level of education and thereafter.

This guide provides all of the information that students with disabilities in Michigan need in order to begin career planning and to pursue their educational needs within their chosen career field. Students need to be aware of their rights and responsibilities and how they differ between secondary and post-secondary education. Students need to be aware of their rights and responsibilities in preparation for post-secondary education. Students need to be aware of the college funding opportunities that are available to them as well.

This guide encompasses and compiles most of the information needed in order for students with disabilities to be successful at the post-secondary level. This guide is important as to the location of the campus and what disability programs and services the institution provides for both the student with disabilities and their family. This guide should be utilized state wide in Michigan for students with disabilities enabling them to consider post-secondary education as a reality. It is recommended that school districts share this information with students with disabilities in transitional planning from secondary education. Students with disabilities and their families can use this guide as a vital tool in planning for post-secondary education.

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- U.S. Department of Education Office for Civil Rights (2011). Students with Disabilities preparing for postsecondary education: Know your rights and responsibilities. Washington, D.C. Retrieved from <http://www2.ed.gov/print/about/offices/list/ocr/transition.html>
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APPENDIX A
CONSIDERABLE REALITY GUIDE



Introduction

Considerable Reality is one of the most informative and comprehensive resource guides created in the state of Michigan; specifically designed to be used in the transition of students with disabilities in Michigan to post-secondary classrooms. This guide contains information on the differences between high school and college, disability rights laws, how to prepare for post-secondary education, and college funding information for students with disabilities. This guide also contains information from all of the 184 Michigan post-secondary public and private institution campuses as to what programs, services, supports, and technological aids they offer students with disabilities.

Considerable Reality is designed to be utilized as a means to empower students with disabilities by making post-secondary education easier to self-manage in the state of Michigan. The intentions of this guide are to provide a basic knowledge on the process for students with disabilities in order to pursue post-secondary education in Michigan. Informing students with disabilities is the greatest path to awareness that they can have when it comes to not only post-secondary opportunities but all of the considerable realities that they could have in life outside the secondary setting.

This guide is easy to use. In the table of contents the section number has been linked to each section. Press Ctrl + Click on each section number in order to go to the section. At the end of each section you will see a link to return to the table of contents. A Michigan map is provided in order to define each section of the state as it pertains to college and university campus location. The map is also followed by the sections with the links to each section.

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Section 1

Differences between High School and College Accommodations for Students with Disabilities



Differences between High School and College Accommodations for Students with Disabilities

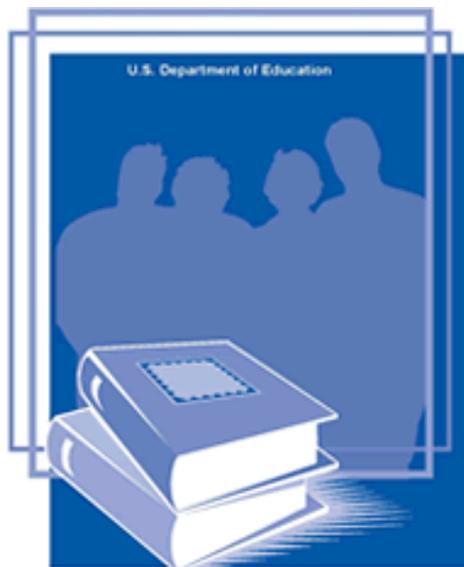
Students with disabilities and their families must become informed of the differences between the policies of the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 at the secondary level and Americans with Disabilities Act (ADA) 1990 and Section 504 at the post-secondary level. These policies are highly important to understand pertaining to the legal rights and responsibilities of the student with disabilities as they transition from secondary to post-secondary education. IDEA at the secondary level is about promoting success whereas ADA and Section 504 at the post-secondary level is about promoting access. Students with disabilities need to understand the how to negotiate the services available so that they can become the best self-advocate that they can be.

Information on the differences between high school and college can be seen at www.wcupa.edu/ussss/ossd/documents/Differences_Between_HS_and_College_for_Students_with_Disabilities.pdf. This chart clearly demonstrates the distinct differences in the secondary and post-secondary settings. This information is provided by West Chester University in Pennsylvania.

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Section 2

Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities



**Students With Disabilities Preparing
For Postsecondary Education:
Know Your Rights and Responsibilities**

Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities

This is an informational pamphlet provided by the Office of Civil Rights (OCR); United States Department of Education. This information is specific as to the policies, rights and laws for students with disabilities transitioning to post-secondary education. This pamphlet can be found by going to <http://www2.ed.gov/print/about/offices/list/ocr/transition.html>. It is recommended that students with disabilities and their families become aware of the rights and responsibilities that there are at the post-secondary level. This publication answers many of the questions pertaining to student's rights and laws so that they may become a more informed self-advocate.

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Section 3

A Guide to Disability Rights Laws



A Guide to Disability Right Laws

This guide is created by the U. S. Department of Justice. This guide was last published in July 2009 and contains and describes all of the rights laws that individuals with disabilities have. This guide can be found by going to <http://www.ada.gov/cguide.htm>. This guide is designed to inform individuals with disabilities of their federal civil rights. Knowledge and awareness are key in students with disabilities achieving a successful transition to post-secondary education.

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Section 4

College Funding for Students with Disabilities



College Funding for Students with Disabilities

College provides students with disabilities many challenges. College funding is one of those challenges. DO-IT (Disabilities, Opportunities, Internetworking, and Technology) from the University of Washington in Seattle has published a very informative resource. This information is provided on the many ways that students with disabilities at the post-secondary level can receive federal and state aid, scholarships, and awards. This information can further provide students with disabilities the opportunity to attend post-secondary education. This information can be found at www.washington.edu/doit/Brochures/Academics/financial-aid.html.

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Section 5

Michigan Map

PURE *M*ICHIGAN®

Michigan Map



<http://michigan.org>

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Section 6

Colleges in Michigan A-Z



Colleges in Michigan A-Z

College Information

**Special Programs and Services

Adrian College
110 S Madison Street
Adrian, MI. 49221
(517) 265-5161
<http://adrian.edu/>

Albion College
6611 E. Porter Street
Albion, MI. 49224
(517) 629-1000
<http://www.albion.edu/>

Alma College
614 W. Superior Street
Alma, MI. 48801
(989) 463-7111
<http://www.alma.edu/>

Alpena Community College
Main Campus
665 Johnson Street
Alpena, MI. 49707-1495
(989) 356-9021
<http://discover.alpenacc.edu/>

Alpena Community College
Huron Shores Campus
5800 Skeel Ave.
Oscoda, MI. 48750

Andrews University
8975 U.S. 31
Berrien Springs MI. 49104
<http://www.andrews.edu/index.html>

Aquinas College
1607 Robinson Road S.E.
Grand Rapids, MI. 49506-1799
<http://www.aquinas.edu/>

Baker College of Allen Park
4500 Enterprise Drive
Allen Park, MI. 48101
(313) 425-3700
<http://www.baker.edu/campus/allen-park/>

Baker College of Clinton Township
34401 South Gratiot Avenue
Clinton Township, MI. 48035
(586)-791-3000
<http://www.baker.edu/campus/clinton-township/>

Baker College of Muskegon-Culinary
1903 Marquette Ave.
Muskegon, MI. 49442
(231) 777-5200
<https://www.baker.edu/current-students/muskegon/>

Baker College of Port Huron
3403 Lapeer Road
Port Huron, MI. 48060
(810) 985-7000
<https://www.baker.edu/current-students/port-huron/>

Baker College of Auburn Hills
1500 University Dr.
Auburn Hills, MI. 48326
(248) 340-0600
<http://www.baker.edu/>

Baker College of Jackson
2800 Springport Road
Jackson, MI. 49202
(517) 788-7800
<http://www.baker.edu/campus/jackson/>

Baker College of Cadillac
9600 E 13th Street
Cadillac, MI. 49601
(231) 876-3100
<http://www.baker.edu/campus/cadillac/>

Baker College of Flint
1050 W Bristol Road
Flint, MI. 48507
(810) 766-4000
<http://www.baker.edu/campus/flint/>

Baker College Auto/Diesel Institute
1020 S Washington Street
Owosso, MI. 48867
(989) 729-3350
<http://www.baker.edu/campus/owosso/>

Baker College of Cass City
6667 Main Street
Cass City, MI. 48726
(989) 872-6000
<http://www.baker.edu/campus/cass-city/>

Baker College of Coldwater
370 East Chicago Street
Suite 380
Coldwater, MI. 49036
(517) 781-4484
<http://www.baker.edu/campus/coldwater/>

Newaygo County Educational Center
Baker College
4747 West 48th Street
Fremont, MI. 49412
(231) 924-8850
<http://www.baker.edu/campus/fremont/>

Bay College
West Campus
1401 Carpenter Ave.
Iron Mountain, MI. 49801
(906) 774-8547
<http://www.baycollege.edu>

M-TEC at Bay College
2000 North 30th Street
Escanaba, MI. 49829
(906) 789-6902
<http://www.michigangreen.org/members/M-TEC-at-Bay-College.html>

Bay College
Main Campus
2001 N Lincoln Road
Escanaba, MI. 49829
(906) 786-5802
<http://www.baycollege.edu/>

Bay Mills Community College
12214 W Lakeshore Drive
Brimley, MI. 49715
(906) 248-2432
<http://www.bmcc.edu/Pages/default.aspx>

Calvin College
3201 Burton SE
Grand Rapids, MI. 49546
(616) 526-6000
<http://www.calvin.edu/>

Calvin Theological Seminar
3233 Burton St. SE
Grand Rapids, MI. 49546
(616) 957-8621
<http://calvinseminary.edu/>

Central Michigan University
1200 S. Franklin St.
Mount Pleasant, MI. 48859
(989) 774-4000
<http://www.cmich.edu/Pages/default.aspx>

Cleary University
Livingston Campus
3750 Cleary Drive
Howell, MI. 48843
(517)548-3670
<http://www.cleary.edu/>

Cleary University
Washtenaw Campus
3601 Plymouth Road
Ann Arbor, MI. 48105
(734) 929-9091

College for Creative Studies: Art & Design
201 East Kirby
Detroit, MI. 48202
(313) 664-7680
<http://www.collegeforcreativestudies.edu/>

Concordia University
4090 Geddes Rd.
Ann Arbor, MI. 48105
(734) 995-7300
<http://www.cuaa.edu/>

Cornerstone University-Grand Rapids
1001 East Beltline Avenue NE
Grand Rapids Charter Township, MI. 49525
(855) 781-9517
<http://www.cornerstone.edu/home>

Cornerstone University-Kalamazoo
1080 10th Street N.
Kalamazoo, MI. 49009
(855) 781-9517

Cornerstone University-Lansing
6452 Millennium Drive #180
Lansing, MI. 48917
(855) 781-9517

Cornerstone University-Lakeshore
440 S State Street
Zeeland, MI. 49464
(616) 748-2091

Cranbrook Academy of Art
652 Cranbrook Rd.
Bloomfield Hills, MI. 48304
(248) 645-3300
www.cranbrook.edu

Davenport University
Battle Creek Campus
200 West Van Buren St.
Battle Creek, MI. 49017
(269) 968-6105
<http://www.davenport.edu/campus/battle-creek-campus>

Davenport University
Flint Campus
4318 Miller Road
Flint, MI. 48507
(810) 732-9977
<http://www.davenport.edu/campus/flint-campus>

Davenport University
Peter C. Cook Center
45 Ottawa NW
Grand Rapids, MI. 49503
(616) 223-2588
<http://www.davenport.edu/campus/peter-c-cook-center>

Davenport University
W.A. Lettinga Main Campus
6191 Kraft Ave S.E.
Grand Rapids, MI. 49512
(616) 698-7111
<http://www.davenport.edu/campus/wa-lettinga-main-campus>

Davenport University
Holland Campus
643 S. Waverly Road
Holland, MI. 49423
(616) 395-4600
<http://www.davenport.edu/campus/holland-campus>

Davenport University
Kalamazoo Campus
4123 West Main St.
Kalamazoo, MI. 49006
(269) 382-2835
<http://www.davenport.edu/campus/kalamazoo-campus>

Davenport University
Lansing Campus
200 S. Grand Ave.
Lansing, MI. 48933
(517) 484-2600
<http://www.davenport.edu/campus/lansing-campus>

Davenport University
Livonia Campus
19499 Victor Parkway
Livonia, MI. 48152
(734) 943-2800
<http://www.davenport.edu/campus/livonia-campus>

Davenport University
Midland Campus
3555 E. Patrick Road
Midland, MI. 48642
(616) 698-7111
<http://www.davenport.edu/campus/midland-campus>

Davenport University
Saginaw Campus
5300 Bay Road
Saginaw, MI. 48604
(989) 799-7800
<http://www.davenport.edu/campus/saginaw-campus>

Davenport University
Traverse City Campus
2200 Dendrinos Drive, Ste. 104
Traverse City, MI. 49684
(231) 995-1740
<http://www.davenport.edu/campus/traverse-city-campus>

Davenport University
Warren Campus
27650 Dequindre Road
Warren, MI. 48092
(586) 558-8700
<http://www.davenport.edu/campus/warren-campus>

Delta College Planetarium and Learning Center
100 Center Ave.
Bay City, MI. 48708
(989) 667-2260
www.delta.edu

Delta College
4605 Webber St.
Saginaw, MI. 48601
(989) 752-7500
www.delta.edu

Delta College-Main
1961 Delta Road
University Center, MI. 48710
(989) 686-9794
<http://www.delta.edu/home.aspx>

DeVry University
26999 Central Park Blvd.
Southfield, MI. 48076
(248) 213-1610
<http://www.devry.edu/>

Eastern Michigan University
300 W Michigan Ave.
Ypsilanti, MI. 48197
(734) 487-1849
<http://www.emich.edu/>

Ecumenical Theological Seminary
2930 Woodward Avenue
Detroit, MI. 48201
(313) 831-5200
<http://www.etseminary.edu/>

Everest Institute-Dearborn
23400 Michigan Avenue, Suite 200
Dearborn, MI. 48124
(313) 562-4228
www.everest.edu

Everest Institute-Detroit
300 River Place Drive, Ste 1000
Detroit, MI. 48207
(313) 567-5350

Everest Institute-Grand Rapids
1750 Woodworth Street, NE
Grand Rapids, MI. 49525
(616) 364-8464

Everest Institute-Kalamazoo
5177 W. Main Street
Kalamazoo, MI. 49009
(269) 381-9616

Everest Institute-Southfield
21107 Lasher Road
Southfield, MI. 48033
(248) 799-9933

Ferris State University
1201 S. State Street
Big Rapids, MI. 49307
(231) 591-2000
<http://www.ferris.edu/>

**College Awareness Transitions Support (CATS)
for high school juniors and/or seniors with
Asperger's Syndrome (AS) and/or High
Functioning Autism (HFA).

Ferris State University
151 Fountain St Ne
Grand Rapids, MI. 49503
(616) 451-4777

Ferris State University
1401 E Court St # Mmb1008
Flint, MI. 48503
(810) 762-0461

Finlandia University
601 Quincy Street
Hancock, MI. 49930
(800) 682-7604
<http://www.finlandia.edu/>

Glen Oaks Community College
62249 Shimmel Road
Centreville MI. 49032
(269) 467-9945
<http://www.glenoaks.edu/Pages/default.aspx>

Gogebic Community College
E 4946 Jackson Road
Ironwood MI. 49938
(800) 682-5910
<http://www.gogebic.edu/>

Grace Bible College
1011 Aldon St SW
Grand Rapids, MI. 49509
(616) 538-2330
<http://www.gbcol.edu/>

Grand Rapids Community College
143 Bostwick Avenue NE
Grand Rapids MI. 49503-3295
(616) 254-4000
<http://www.grcc.edu/>

Grand Valley State University
1 Campus Drive
Allendale, MI. 49401-9403
(616) 331-2025
<http://www.gvsu.edu/>

Great Lakes Christian College
6211 W. Willow Hwy
Lansing MI. 48917
(517) 321-0242
<http://www.glcc.edu/>

Henry Ford Community College
5101 Evergreen Road
Dearborn, MI. 48128
(313) 845-9600
<https://www.hfcc.edu/>

Hillsdale College
33 E College St.
Hillsdale, MI. 49242
(517) 437-7341
<http://www.hillsdale.edu/>

Hope College
PO Box 9000
Holland, MI. 49422
(616) 395-7585
<http://www.hope.edu/>

ITT Technical Institute-Canton
1905 S Haggerty Road
Canton, MI. 48188-2025
(866) 436-2010 (For all campuses)
http://itt-tech.edu/campus/school.cfm?lloc_num=59

ITT Technical Institute-Dearborn
19855 W. Outer Drive, Suite L10W
Dearborn, MI. 48124
www.ITT-tech.edu

ITT Technical Institute-Southfield
26700 Lahser Road, Suite 100
Southfield, MI. 48033
www.ITT-tech.edu

ITT Technical Institute-Swartz Creek
6359 Miller Road
Swartz Creek, MI. 48473
http://itt-tech.edu/campus/school.cfm?lloc_num=62

ITT Technical Institute-Troy
1522 East Big Beaver Road
Troy, MI. 48083-1905
http://itt-tech.edu/campus/school.cfm?lloc_num=20

ITT Technical Institute-Wyoming
1980 Metro Court S. W.
Wyoming, MI. 49519
http://www.itt-tech.edu/campus/school.cfm?lloc_num=36

Jackson Community College
Main Campus
2111 Emmons Road
Jackson, MI. 49201
(517) 787-0800
<http://www.jccmi.edu/>

Jackson College at LISD TECH
1376 N. Main Street
Adrian, MI. 49221
(517) 265-5515

JCC Clyde LeTarte Center-Hillsdale
3120 W. Carleton Road
Hillsdale, MI. 49242
(517) 437-3343

Jackson Flight Center
3610 Wildwood
Jackson, MI. 49202
(517)787-7012

W.J. Maher Campus
3000 Blake Road
Jackson, MI. 49201
(517) 768-7097

Kalamazoo College
1200 Academy Street
Kalamazoo, MI. 49006-3295
(269) 337-7000
<http://www.kzoo.edu/>

Kalamazoo Valley Community College
202 N Rose St.
Kalamazoo, MI. 49007
(269) 488-4400
<https://www.kvcc.edu/>

Kellogg Community College
450 North Avenue
Battle Creek, MI. 49017
(269) 965-3931
<http://www.kellogg.edu/>

Kendall College of Art and Design
17 Fountain St. NW
Grand Rapids, MI. 49503
(800) 676-2787
<http://www.kcad.edu/>

Kettering University
1700 University Ave.
Flint, MI. 48504
(800) 955-4464
<http://www.kettering.edu/>

Kirtland Community College
10775 N. St. Helen Road
Roscommon, MI. 48653
(989) 275-5000
<http://www.kirtland.edu/>

Kirtland-Gaylord M-TEC
60 Livingston Blvd.
Gaylord, MI. 49735
(989) 275-5000
www.kirtland.edu/mtec

Kuyper College
3333 East Beltline NE
Grand Rapids, MI. 49525
(616) 222-3000
<http://www.kuyper.edu/>

Lake Michigan College
Napier Avenue Campus
2755 E. Napier Ave.
Benton Harbor, MI. 49022
(800) 252-1562 (All campuses)
<http://www.lakemichigancollege.edu/>

Lake Michigan College
Bertrand Crossing Campus
1905 Foundation Dr.
Niles, MI. 49120

Lake Michigan College
South Haven Campus
125 Veterans Blvd.
South Haven, MI. 49090

M-TEC at Lake Michigan College
400 Klock Rd
Benton Harbor, MI. 49022

Lake Superior State University
650 W. Easterday Ave.
Sault Ste. Marie, MI. 49783
(906) 632-6841
<http://www.lssu.edu/>

Lansing Community College
422 N Washington Sq.
Lansing, MI. 48933
(517) 483-1358
<http://www.lcc.edu/>

Lawrence Technological
21000 West Ten Mile Road
Southfield, MI. 48075-1058
(248) 204-4000
<http://www.ltu.edu/>

Macomb Community College
14500 E Twelve Mile Rd.
Warren, MI. 48088
(586) 445-7999
<http://www.macomb.edu/>

Madonna University
36600 Schoolcraft Road
Livonia, MI. 48150
(734) 432-5300
<http://www.madonna.edu/>

Marygrove College
8425 W. McNichols
Detroit, MI. 48221
(313) 927-1200
<http://www.marygrove.edu/>

Michigan Jewish Institute
19900 W 9 Mile Rd Ste. 200
Southfield, MI. 48075
(248) 414-6900
<http://www.mji.edu/>

Michigan School of Professional Psychology
26811 Orchard Lake Rd.
Farmington Hills, MI. 48334
(248) 476-1122
<http://www.mispp.edu/>

Michigan State University
426 Auditorium Rd.
East Lansing, MI. 48824
(517) 355-1855
<http://www.msu.edu/>

**Project Venture Program 3-day transitional program.

Michigan State University College of Law
648 N. Shaw Lane
East Lansing, MI. 48824
(517) 432-6800
<http://www.law.msu.edu/>

*Off-Campus Course Locations for Michigan State University

Michigan State University
Seaholm High School
2436 West Lincoln Rd.
Birmingham, MI. 48009
(517) 353-8480
http://www.education.msu.edu/ead/k12/mak12/Birmingham_MA.asp

Michigan State University
Macomb Community College
University Center
44575 Garfield Rd.
Clinton Township, MI. 48038
(517) 353-7740
<http://www.macomb.edu/future-students/choose-program/university-center/michigan-state-university.html>

Michigan State University
North Farmington High School
32900 W. Thirteen Mile Rd.
Farmington Hills, MI. 48334
(248) 785-2005
<http://www.farmington.k12.mi.us/nfhs/>

Michigan State University College of Human Medicine
15 Michigan NE
Grand Rapids, MI. 49503
(616) 233-1678
<http://www.humanmedicine.msu.edu/>

Michigan State University
W.K. Kellogg Biological Station (KBS)
3700 East Gulf Lake Drive
Hickory Corners, MI. 49060
(269) 671-5117
<http://www.kbs.msu.edu/>

Michigan State University
NMC Dendrinis Drive
Traverse City, MI. 49684
(231) 995-1719
<https://www.nmc.edu/uc/>

Michigan State University
MSU Management Education Center
811 W. Square Lake Rd.
Troy, MI. 48098
(248) 879-2456
<http://www.mectroy.com/>

Michigan Technological University
1400 Townsend Drive
Houghton, MI. 49931-1295
(906) 487-2212
<http://www.mtu.edu/>

Michigan Theological Seminary
41550 E Ann Arbor Tr.
Plymouth, MI. 48170
(734) 207-9581
http://www.edref.com/school_list/michigan-theological-seminary

Mid Michigan Community College
1375 S. Clare Ave.
Harrison, MI. 48625
(989) 386-6622
<http://www.midmich.edu/>

Monroe County Community College
Main Campus
1555 S. Raisinville Rd.
Monroe, MI. 48161
(734) 242-7300
<http://www.monroecc.edu/>

Monroe County Community College
Whitman Center
7777 Lewis Avenue
Temperance, MI. 48182
(734) 847-0559

Montcalm Community College
2800 College Drive
Sidney, MI. 48885
(989) 328-2111
<http://www.montcalm.edu/>

Mott Community College
1401 East Court St.
Flint, MI. 48503
(810) 762-0200
<http://www.mcc.edu/>

Muskegon Community College
221 S. Quarterline Road
Muskegon, MI. 49442
(231) 777-0404
<http://www.muskegoncc.edu/pages/1.asp>

North Central Michigan College
1515 Howard Street
Petoskey, MI. 49770
(231) 348-6621
<http://www.ncmich.edu/>

Northern Michigan University
1401 Presque Isle Ave.
Marquette, MI. 49855-5301
(906) 227-1000
<http://www.nmu.edu/>

Northwestern Michigan College
1701 E Front St.
Traverse City, MI. 49686
(231) 995-1000
<https://www.nmc.edu/>

Northwood University-Alpena
665 Johnson St.
Alpena, MI. 49707
(989) 358-7302
www.northwood.edu

Northwood University-Bay City
4228 Two Mile Road
Bay City, MI. 48706
(989) 671-9405

Northwood University-Flint
3487 S. Linden Road
Flint, MI. 48507
(810) 720-9250

Northwood University-Gaylord
80 Livingston Blvd.
Gaylord, MI. 49735
(989) 705-3710

Northwood University-Grand Rapids
515 Michigan St., NE Suite 100
Grand Rapids, MI. 49503
(616) 363-2600

Northwood University-Lansing
210 W. Shiawassee St.
Lansing, MI. 48933
(517) 483-9725

Northwood University-Livonia
Vista Tech Center VT-446
18600 Haggerty Road
Livonia, MI. 48152
(734) 462-4400 ext. 5893

Northwood University-Macomb
44575 Garfield Rd., Uc-1 228
Clinton Township, MI. 48038
(586) 226-4733

Northwood University-Midland
4000 Whiting Dr,
Midland, MI. 48640
(800) 622-9000

Northwood University-Saginaw
5815 Bay Road, Suite 500
Saginaw, MI. 48604
(989) 791-8000

Northwood University-Selfridge (Military)
P.O. Box 450016
Selfridge ANGB, MI. 48045
(586) 463-2495

Northwood University-Troy
1500 W. Big Beaver, Suite 103
Troy, MI. 48084
(248) 649-5111

Oakland Community College
Auburn Hills Campus
2900 Featherstone Road
Auburn Hills, MI. 48326-2845
(248) 232-4100
<https://www.oaklandcc.edu/Campuses/AH.aspx>

Oakland Community College
Highland Lakes Campus
7350 Cooley Lake Road
Waterford, MI. 48327-4187
(248) 942-3100

Oakland Community College
Orchard Ridge Campus
27055 Orchard Lake Road
Farmington Hills, MI. 48334-4579
(248) 522-3400

Oakland Community College
Royal Oak Campus
739 South Washington
Royal Oak, MI. 48067-3898
(248) 246-2400

Oakland Community College
Southfield Campus
22322 Rutland Drive
Southfield, MI. 48075-4793
(248) 233-2700

Oakland University
2200 N. Squirrel Road
2200 N. Squirrel Road
Rochester, MI. 48309
(248) 370-3266
<http://www.oakland.edu/>

****Peer Transition Assistance Program (PTAP) for
pre-selected freshmen with Autism Spectrum
Disorder (ASD)**

Olivet College
320 South Main Street
Olivet, MI. 49076
(800) 456-7189
<http://www.olivetcollege.edu/>

Robert B. Miller College
450 North Ave.
Battle Creek, MI. 49017
(269) 660-8021
<http://www.millercollege.edu/>

Rochester College
800 W Avon Rd.
Rochester Hills, MI. 48307
(800) 521-6010
<http://www.rc.edu/>

Sacred Heart Major Seminary
2701 Chicago Blvd.
Detroit, MI. 48206
(313) 883-8500
<http://www.shms.edu/>

Saginaw Chippewa Tribal College
2274 Enterprise Drive
Mount Pleasant, MI. 48858
(989) 775-4123
<http://www.sagchip.edu/>

Saginaw Valley State University
7400 Bay Rd.
University Center, MI. 48710
(989) 964-4000
<http://www.svsu.edu/>

Schoolcraft College
18600 Haggerty Road
Livonia, MI. 48152
(734) 462-4400
<http://schoolcraft.edu/>

Siena Heights University-Main Campus
1247 E. Siena Heights Dr.
Adrian, MI. 49221
(800) 521-0009
<http://www.sienaheights.edu/>

Siena Heights University-Battle Creek
Kellogg Community College Campus
450 North Avenue
Lane Thomas Bldg., Room 304
Battle Creek, MI. 49017
(269) 965-3931

Siena Heights University-Benton Harbor
Lake Michigan Community College Campus
2755 East Napier Avenue
Office #C-204
Benton Harbor, MI. 49022
(269) 927-6711

Siena Heights University-Dearborn
Henry Ford College
5101 Evergreen Road, W125
Dearborn, MI. 48128
(313) 317-9450

Siena Heights University-Jackson
Jackson College Campus
2111 Emmons Road
McDivitt Hall #127
Jackson, MI. 49201
(517) 796-8672

Siena Heights University-Lansing
Lansing Community College
210 W. Shiawassee Street
P.O. Box 40010, Mail Code
Lansing, MI. 48901
(517) 483-9726

Siena Heights University-Monroe
Monroe Community College Campus
1555 South Raisinville Road
Life Sciences Bldg., Room No. L-2221
Monroe, MI. 48162
(734) 384-4133

Siena Heights University-Metro Detroit
Metropolitan Detroit Campus
19675 W. 10 Mile Road
Suite 400
Detroit, MI. 48236
(248) 799-5490

Southwestern Michigan College
58900 Cherry Grove Road
Dowagiac, MI. 49047
(800) 456-8675
<http://www.swmich.edu/>

Southwestern Michigan College
Niles Area Campus
33890 U.S. Hwy. 12
Niles, MI. 49120
(800) 456-8675

Spring Arbor University
106 East Main Street
Spring Arbor, MI. 49283
(800) 968-0011
<http://www.arbor.edu/>

St. Clair County Community College
323 Erie Street
Port Huron, MI. 48061
(810) 984-3881
<http://www.sc4.edu/>

The Art Institute of Michigan
28125 Cabot Drive, Suite 120
Novi, MI. 48377
(888) 411-7731
<http://www.artinstitutes.edu/detroit/>

Thomas M. Cooley Law School
Ann Arbor Campus
3475 Plymouth Road
Ann Arbor, MI. 48105
(734) 372-4900 ext.8974
<http://www.cooley.edu/>

Thomas M. Cooley Law School
Auburn Hills Campus
2630 Featherstone
Auburn Hills, MI. 48326
(248) 751-7800 ext. 7732

Thomas M. Cooley Law School
Grand Rapids Campus
111 Commerce Avenue, SW
Grand Rapids, MI. 49503
(616) 301-6800 ext. 6709

Thomas M. Cooley Law School
Lansing Campus
300 S Capitol Ave.
P.O. Box 13038
Lansing, MI. 48901
(517) 371-5140

University of Detroit Mercy
4001 W McNichols Rd.
Detroit, MI. 48221
(800) 635-5020
<http://www.udmercy.edu/>

University of Michigan-Ann Arbor
503 Thompson Street
Ann Arbor, MI. 48109
(734) 764-1817
<http://umich.edu/>

University of Michigan-Dearborn
4901 Evergreen Road
Dearborn, MI. 48128
(313) 593-5000
<http://www.umd.umich.edu/>

University of Michigan-Flint
303 E Kearsley
Flint, MI. 48502
(810) 762-3300
<http://www.umflint.edu/>

University of Phoenix-Ann Arbor
315 E. Eisenhower
Ann Arbor, MI. 48108
(734) 994-0816
www.phoenix.edu

University of Phoenix-Clinton Township
Macomb Learning Center
19176 Hall Rd.
Clinton Township, MI. 48038
(586) 840-2100

University of Phoenix-Downtown Detroit
1001 Woodward Ave.
Detroit, MI. 48226
(313) 324-3900

University of Phoenix-Flint
3341 S. Linden Road
Flint, MI. 48507
(810) 223-9100

University of Phoenix-Lansing
3100 West Road
East Lansing, MI. 48823
(517) 333-8293

University of Phoenix-Portage
950 Trade Centre Way
Suite 120
Portage, MI. 49002
(269) 567-4000

University of Phoenix-Main Campus
 26261 Evergreen Road
 Southfield, MI. 48076-4400
 (248) 675-3700

University of Phoenix-West Michigan Campus
 318 River Ridge Drive NW
 Walker, MI. 49544-1683
 (616) 647-5100

Walsh College of Accountancy and Business
 3838 Livernois
 Troy, MI. 48083
<http://www.walshcollege.edu/>

Washtenaw Community College
 4800 East Huron River Dr,
 Ann Arbor, MI. 48105
 (734) 973-3300
<http://www.wccnet.edu/>

Wayne County Community College District
 801 West Fort Street
 Detroit, MI. 48226
 (313) 496-2600
<http://www.wcccd.edu/>

Wayne State University
 42. W. Warren Ave.
 Detroit, MI. 48202
 (313) 577-2424
<http://wayne.edu/>

West Shore Community College
 3000 N Stiles Rd.
 Scottville, MI. 49454
 (231) 845-6211
<http://www.westshore.edu/>

Western Michigan University
 1903 West Michigan Avenue
 Kalamazoo, MI. 49008
 (269) 387-1000
<http://www.wmich.edu>

** The Center for Disability Services operates as a community service under the auspices of the College of Health and Human Services. At Western University the range of services to both children and adults includes: Skill Building Assistance,

Supports Coordination, Supported Living, and Senior Adult Day Programs for individuals with Alzheimer's or other dementia. They also provide the Creative Ability Arts Studio.

Western Theological Seminary
101 E 13th St.
Holland, MI. 49423
(800) 392-8554
<http://www.westernsem.edu/>

Yeshiva Gedolah of Greater Detroit
15751 Lincoln Drive
Southfield, MI. 48076
(248) 968-3360
<http://www.campusexplorer.com/colleges/34A8BEEC/Michigan/Southfield/Yeshiva-Gedolah-of-Greater-Detroit/>

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Section 7

Statewide Campuses



COLLEGE OF REFERENCE: Baker College <http://www.baker.edu/>

LOCATION OF CAMPUSES:

North West Campus

Baker College of Cadillac
9600 E 13th Street
Cadillac, MI. 49601
(231) 876-3100

South East Campuses

Baker College of Jackson
2800 Springport Road
Jackson, MI. 49202
(517) 788-7800

Baker College of Auburn Hills
1500 University Drive
Auburn Hills, MI. 48326
(248) 340-0600

Baker College of Allen Park
4500 Enterprise Drive
Allen Park, MI. 48101
(313) 425-3700

Baker College of Clinton Township
34401 South Gratiot Avenue
Clinton Township, MI. 48035
(586) 791-3000

South West Campus

Baker College of Coldwater
370 East Chicago Street
Suite 380
Coldwater, MI. 49036
(517) 781-4484

West Central Campuses

Baker College of Culinary
1903 Marquette Ave.
Muskegon, MI. 49440
(231) 777-5200

Newaygo County
Educational Service Center
4747 West 48th Street
Fremont, MI. 49412
(231) 924-8850

Baker College Auto/Diesel Institute
1020 S Washington Street
Owosso, MI. 48867
(989) 729-3350

East Central Campuses

Baker College of Flint
1050 W Bristol Road
Flint, MI. 48507
(810) 766-4000

Baker College of Cass City
6667 Main Street
Cass City, MI. 48726
(989) 872-6000

Baker College of Port Huron
3403 Lapeer Road
Port Huron, MI. 48060
(810) 985-7000

PROGRAMS AND SERVICES:

Baker College has the same admission requirements and available programs of study for all students. All students must meet the criteria for courses in order to be admitted. In compliance with Section 504 of the Rehabilitation Act of 1973, as amended, and with the Americans with Disabilities Act of 1990 (ADA), **Baker College** recognizes that qualified students who have been diagnosed or identified as having a learning, physical, or emotional disability are entitled to reasonable accommodations. **Baker College** is committed to making every effort to providing reasonable accommodations. The Disability Services Coordinator (DSC) and the student will work together to ensure appropriate accommodations.

Following is all of the information that students with disabilities would need in order to attend **Baker College** with success such as:

- Disability Services Procedures
- Disability Services Request Form
- Disability Services Rights and Responsibilities
- List of Individuals and Offices per campus regarding disability services

- Authorization to Release Information

This information can be accessed by going to <http://www.baker.edu/student-services/academics/#special-needs-services>.

COLLEGE OF REFERENCE: Cornerstone University www.cornerstone.edu

LOCATION OF CAMPUSES:

West Central Campuses

Cornerstone University-Grand Rapids
1001 East Beltline Avenue NE
Grand Rapids, MI. 49525
(855)781-9517

Cornerstone University-Lakeshore
440 S. State Street
Zeeland, MI. 49464
(616) 748-2091

South West Campus

Cornerstone University-Kalamazoo
1080 10th Street N.
Kalamazoo, MI. 49009
(855) 781-9517

South East Campus

Cornerstone University-Lansing
6452 Millennium Drive #180
Lansing, MI. 48917
(855) 781-9517

PROGRAMS AND SERVICES:

Cornerstone University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 in the provision of academic accommodations for students with disabilities. The registration and admission process is the same for all students.

The process for registering with the Learning Center to receive academic or housing accommodations is as follows:

1. Submit the [Student Application for Disability Services](#).
2. Submit appropriate documentation of disability. Please see [Guidelines for Documentation](#) for specific documentation requirements.

3. Once the Application for Disability Services and documentation have been received by the Learning Center, the file is reviewed by the Accommodations Officer.
4. The file is presented to the Accommodations Review Committee, which approves accommodations based on recommendations within the file and available resources. An Individualized Student Accommodation Plan (ISAP) is created.
5. The student will be notified of approval for accommodations by the Director of the Learning Center, and will meet with the Director to discuss the ISAP and learn how to access accommodations at **Cornerstone**.

Additional information regarding accommodations for students with disabilities:

- They recommend registering with the Learning Center immediately upon enrolling at **Cornerstone**.
- Use of accommodations is completely at the discretion of the student. Registration with the Learning Center does not require a student to use accommodations.
- The ISAP is effective for the entire time a student is enrolled at **Cornerstone**.
Though students have the ability to review the ISAP at any time, students will not need to reapply for accommodations during their time at **Cornerstone**.

Student Disability Services Policy

The **Cornerstone University** Learning Center is responsible for providing students with disabilities equal access to their education and related experiences. To receive academic or housing accommodations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, students with disabilities at

Cornerstone University must register with the **Cornerstone** Learning Center. Upon registration, students must provide documentation from an appropriately trained and credentialed professional evaluator indicating that they have a “substantially limiting” condition as defined by federal legislation noted above.

Federal law requires that students with disabilities be considered on an individual case-by-case basis. To provide each individual with appropriate accommodations, the Learning Center requires documentation that not only confirms the presence and severity of the disability, but also provides adequate information about the functional limitations for the student. In other words, the documentation must be comprehensive enough to address specific symptoms and specific information as to how the disability impacts the person’s everyday life functioning.

Specific recommendations for academic or housing accommodations/services should also be outlined in a written report, provided to the student who, in turn, will need to sign and release the information to the Learning Center for review. By providing the information outlined below, the evaluator will assist them in being able to serve the student effectively by enabling them to assess the appropriateness of the student’s request for academic or housing accommodations.

Given that the manifestations and severity of a student’s disability may change over time, the evaluation must reflect the student’s current status. Their policy is that documentation must typically be no more than five years old. In other words, there should be no more than five years’ time between the date of the evaluation report and the date of application for services at **Cornerstone University**.

Further, a full psychological, medical or psychoeducational report is preferable over IEP paperwork only. For incoming freshman at **Cornerstone University**, an evaluation report from the student's high school is acceptable documentation; applications that do not meet these criteria will be evaluated on a case-by-case basis. In cases where documentation is deemed to be insufficient or outdated, students may be asked to provide an up-to-date evaluation report to support the application for services.

While **Cornerstone University** does not provide assessment services, they are happy to provide referrals for a local professional who can provide quality assessment and documentation services. Students and families should be aware that insurance typically does not cover assessment and diagnostic services of this type, and such costs are left to the responsibility and sole discretion of the family.

Please be aware that having a comprehensive assessment completed does not automatically translate into qualification for services. For a student to qualify for disability-related accommodations and services, the assessing professional must certify the presence of a diagnosable and significantly limiting condition and provide specific and relevant recommendations.

Guide lines for documentation are that specific, appropriate and acceptable documentation must be current, comprehensive and include the following:

- The evaluator's name, address, telephone number (in the event our office needs to contact the evaluator), and professional credential relevant to the diagnosis. (i.e., M.D., Ph.D., LSSP).
- The documentation must be on professional letterhead, typed, dated, and signed.

- Documentation must relate to assessment conducted no longer than five years from the date upon which SDS services are being requested. If a student submits documentation that is more than five years old, he or she may be asked to seek an updated assessment and documentation of disability. Applications that do not meet these criteria will be evaluated on a case-by-case basis. Any additional assessments needed to support the student's application are the sole cost and discretion of the student and/or the family.
 - A specific diagnosis, if applicable, including level of severity; diagnosis should adhere to a widely recognized diagnostic system such as the DSM-IV-TR. If no diagnosis is rendered, that should also be clearly documented in the written report.
 - The specific findings in support of this diagnosis including relevant history, observations of the individual, tests administered, test results and the evaluator's interpretation of those test results.
 - For a diagnosis of a Specific Learning Disability or ADHD, a comprehensive neuropsychological examination or psychoeducational evaluation is required to determine eligibility for services as a student with a disability. Objective evidence of a substantial limitation must be provided.

Depending on the specific nature of the diagnosis, such assessment should, in most cases, include some combination of the following:
- Cognitive/intelligence assessment (required for LD diagnosis; highly recommended for ADHD diagnosis).

- Academic achievement assessment (required for LD diagnosis; highly recommended for ADHD diagnosis; Note: The WRAT instruments are not appropriate for LD diagnosis)
- Behavioral Checklists
- Continuous Performance Tests
- Personality assessment
- Social-emotional assessment
- Adaptive functioning assessment
- A description of the student's functional limitations as they are directly related to the stated disabilities and necessitate any accommodations.
- Specific academic recommendations (recommendations related to social and/or residential situations are also appropriate and helpful for some disabilities)

Appropriate Diagnostic Professionals

The professional making the diagnosis of a disability should be an appropriately trained evaluator, such as a physician, psychologist, psychiatrist or educational diagnostician. For example, an audiologist would diagnose a hearing impairment, while a psychiatrist, psychologist or clinical social worker would diagnose a psychological disability such as a learning disability or ADHD. In general, when a student is suspected of a diagnosis that is primarily psychological in nature, an assessment from a physician who is not trained in psychology or psychiatry is not sufficient and should be accompanied by an evaluation from a credentialed mental health professional. Documentation from a family member or family friend is not acceptable.

The **Cornerstone University** Learning Center reserves the right to request additional information or evaluation. Additional Grand Rapids area referrals are available from Dr. Nicole McDonald upon request. Contact her during the academic year via email or telephone (616.949.5300, ext. 1909).

COLLEGE OF REFERENCE: Davenport**University** <http://www.davenport.edu/campus-life/student-access>**LOCATION OF CAMPUSES:****West Central Campuses**

Davenport University
 Peter C. Cook Center
 45 Ottawa NW
 Grand Rapids, MI. 49503
 (616) 223-2588

Davenport University
 W.A. Lettinga Main Campus
 6191 Kraft Ave. S.E.
 Grand Rapids, MI. 49512
 (616) 698-7111

East Central Campuses

Davenport University
 Flint Campus
 4318 Miller Road
 Flint, MI. 48507
 (810) 732-9977

Davenport University
 Midland Campus
 3555 E. Patrick Road
 Midland, MI. 48642
 (616) 698-7111

Davenport University
 Saginaw Campus
 5300 Bay Road
 Saginaw, MI. 48604
 (989) 799-7800

South East Campuses

Davenport University
 Livonia Campus
 19499 Victor Parkway
 Livonia, MI. 48152
 (734) 943-2800

Davenport University
 Warren Campus
 27650 Dequindre Road
 Warren, MI. 48092
 (586) 558-8700

Davenport University
 Lansing Campus
 200 S. Grand Ave.
 Lansing, MI. 48933
 (517) 484-2600

South West Campuses

Davenport University
 Kalamazoo Campus
 4123 West Main St.
 Kalamazoo, MI. 49006
 (269) 382-2835

Davenport University
 Holland Campus
 643 S. Waverly Road
 Holland, MI. 49423
 (616) 395-4600

Davenport University
 Battle Creek Campus
 200 West Van Buren St.
 Battle Creek, MI. 49017
 (269) 968-6105

North West Campus

Davenport University
 Traverse City Campus
 2200 Dendrin Drive, Ste. 104
 Traverse City, MI 49684
 (231) 995-1740

PROGRAMS AND SERVICES:

Davenport University is committed to serving all students with disabilities both in and out of the classroom. Any student with a documented disability is eligible to request services through Student Access. A Student Access Coordinator has been assigned at each campus. Each student has the responsibility to notify his/her Student Access Coordinator should they seek accommodations with the University and complete all documentation to begin this process. Once approved, individualized accommodation plans are developed for each student. After receiving his/her individualized accommodation plan, each student is responsible for notifying his or her faculty member for each class in which they choose to utilize accommodations.

How to Get the Help You Need**To receive assistance from Davenport Student Access:**

- Complete an Accommodations Request Form at least six weeks before enrollment.
- Complete Verification of Disabilities Form(s).
- Email or mail forms and supporting documentation to the Student Access Coordinator for your campus. (A list is provided at the end of this document).
- Student Access will review your forms and documentation.
- The Student Access Coordinator will meet with you to discuss any outstanding items and approval status.
- Once approved, you will be given a Provisional Accommodation Letter (PAL) that outlines all accommodations for which you are eligible. By signing the PAL, you acknowledge that you approve this accommodation plan.
- After signing the PAL, you will receive your Instructor's Documentation of Accommodation (IDA). The IDA is an official document that outlines the testing and classroom accommodations applicable to each individual student.
- Each student is responsible for distributing her/his IDA to each instructor - for every class and in every semester for which s/he wishes to receive accommodations.
- Students should not contact faculty or request accommodations without providing an IDA to the instructor.

- You will be responsible for any costs associated with getting the supporting documentation about your condition. If you need help obtaining documentation or finding a local physician, contact the Student Access Coordinator for your campus.

NOTE: Paperwork must be submitted at least **six weeks before class starts** so that they will have time to implement your accommodation(s) before classes start. Without proper notice, they cannot guarantee that your needs will be able to be met by the time classes begin. Accommodations cannot be made retroactively.

If a student has a temporary condition and/or is in the process of collecting documentation, s/he may be eligible for temporary accommodations. Please contact the Student Access Coordinator below at your campus for further details.

Student Access Coordinators			
Campus	Contact	Phone	Email
Battle Creek	Kathy Stewart	(269) 552-3310	kathy.stewart@davenport.edu
Flint	Jim Bass	(810) 396-3639	jim.bass@davenport.edu
Grand Rapids- WA Lettinga Main Campus	Joseph Bishop	(616) 554-5687	joseph.bishop@davenport.edu
Holland	Linda Hood	(616) 395-4662	Linda.Hood@davenport.edu
Kalamazoo	Kathy Stewart	(269) 552-3310	kathy.stewart@davenport.edu
Lansing	Jenny Thurber	(517) 367-8201	lajthurber@davenport.edu
Livonia	Angel Vianueva	(734) 943-2818	dbaavian@davenport.edu
Midland	Kristy Nelson	(989) 794-1916	kristy.nelson@davenport.edu

Saginaw	Rachel Hahn	(989) 393-2614	rachel.hahn@davenport.edu
Traverse City	Jackie Anderson	(616) 808-3718	jackie.anderson@davenport.edu
Warren	Jessica Cheriez	(586) 620-4031	wajcheriez@davenport.edu
Assistant Director of Student Access	Joseph Bishop	(616) 554-5687	Joseph.Bishop@davenport.edu

COLLEGE OF REFERENCE: Everest Institute www.everest.edu

LOCATION OF CAMPUSES:

West Central Campus

Everest Institute-Grand Rapids
1750 Woodworth Street, NE
Grand Rapids, MI. 49525
(616) 364-8464

South West Campus

Everest Institute-Kalamazoo
5177 W. Main Street
Kalamazoo, MI. 49009
(269) 381-9616

South East Campuses

Everest Institute-Dearborn
23400 Michigan Avenue, Suite 200
Dearborn, MI. 48124
(313) 562-4228

Everest Institute-Detroit
300 River Place Drive, Ste 1000
Detroit, MI. 48207
(313) 567-5350

Everest Institute-Southfield
21107 Lahser Road
Southfield, MI. 48033
(248) 799-9933

PROGRAMS AND SERVICES:

Everest Institute has the same admission requirements as for students with and without disabilities. They do not have any specific programs or services for students with disabilities. **Everest Institute** offers their students:

Instructors with real-world experience. They recruit qualified professionals with industry-specific expertise. So you get the benefit of real-world knowledge and gain the kind of practical insights that can't be learned from a textbook.

Practical hands-on career training.

They think it's important to practice what you're learning. That's why they incorporate hands-on training into all their programs. You'll learn better and quicker by doing the work than you will just sitting in a lecture room.

Help with your search for financial aid.

They know how important it is to have the right financial support. That's why they have trained Student Finance Planners to help you get the financial aid you need.*

Provide short-term career training.

Many of their career programs can be completed in nine months, which means you could be working in your new career in less than a year.

Help graduates find jobs after graduation.

At **Everest**, training you for a career doesn't stop at graduation. Each campus has a Career Placement Office staffed with dedicated Career Placement Representatives who can assist you with everything from interviewing skills to improving your resume.

Employers recognize the quality of their graduates.

Employers hire **Everest** graduates because they recognize the quality of training they provide. They understand that their graduates have the kind of career training it takes to succeed in their chosen profession.

These are just a few of the reasons why students choose **Everest**.

COLLEGE OF REFERENCE: **Ferris State University** www.ferris.edu

LOCATION OF CAMPUSES:

West Central Campuses

Ferris State University
1201 S. State Street
Big Rapids, MI 49307
(231) 591-2000

Ferris State University
151 Fountain St Ne
Grand Rapids, MI 49503
(616) 451-4777

East Central Campus

Ferris State University
1401 E Court St # Mmb1008
Flint, MI 48503
(810) 762-0461

PROGRAMS AND SERVICES:

Ferris State University offers all students the same opportunity for registration and all students must meet the requirements for the programs they select. Students are invited to contact Ferris State University's Admissions Office at (231) 591-2100 or visit their Web site at www.ferris.edu/admissions for information on admission requirements.

If a student is otherwise qualified, that student may request accommodations once admitted. Requesting accommodations includes filling out a Services Request Form, Student Questionnaire, and submitting appropriate documentation from a qualified professional. More information can be found on their website at:

<http://www.ferris.edu/HTMLS/colleges/university/disability/student/prospective/>.

Accommodations vary depending on the nature of the disability and how it affects the student.

Disabilities Services understands that there are many factors involved in making an informed college choice. Their staff is available to help you with your decision. Once the student has officially accepted an offer of admission to the University, they are happy to answer general questions about Disabilities Services and campus resources at anytime. Their staff works with students currently enrolled at the University as well as with students who have recently decided to come to the University.

Once the student has accepted an offer of admission from the University, they may formally apply for services from Disabilities Services. To start the process, the Request for Services and Documentation Review must be sent to their office. This form can be found at <http://www.ferris.edu/HTMLS/colleges/university/disability/forms/>. In order to qualify for services, a student must send them general information as well as disability documentation from a healthcare professional. They will also need information about your disability from your healthcare provider. For further information about this process, see Professional Documentation Guidelines at <http://www.ferris.edu/HTMLS/colleges/university/disability/documentation-guidelines/>.

These materials provide their staff with information about your experiences, needs, and previous academic accommodations. A Disabilities Services counselor will review your file to determine eligibility for services and send you a letter to let you know if you are eligible for services. Information provided to their office is considered confidential. It will only be released with the signed consent of the student or the

student's legal guardian. On rare occasions when the welfare of the student or another individual is concerned, a counselor may elect to disclose information without consent.

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Their counselors and staff make every effort to follow federal guidelines designed to protect student privacy.

Students with disabilities will need to contact Disability Services located within the Educational Counseling and Disabilities Services department. The purpose of Disability Services is to serve and advocate for students with disabilities, empowering them for self-reliance and independence while promoting equal access to educational opportunities and programs. Information, reasonable accommodation, assistive technology and counseling are offered to students. Professional development is offered to Ferris faculty and staff. Informational packets for high school counselors are also available through their office. Information for parents to aid students in transitioning into the **FSU** culture is also available.

Disability Services is located within the Educational Counseling and Disabilities Services department. The ECDS is located on the 3rd floor of the Starr building, STR 313. Counselors in ECDS are available by appointment or on a walk-in basis. You can contact us by calling 1-800-4-FERRIS (1-800-433-7747) and ask for ext. 3057, or by calling (231) 591-3057, or by emailing ecds@ferris.edu.

Ferris State University also offers students with Asperger's Syndrome (AS) or High Functioning Autism (HFA) the opportunity to participate in the College Awareness & Transition Supports (CATS) program. This program is operated by Dr. Christine Conley-Sowels. She can be contacted by email at conleyc@ferris.edu. This program is

designed for transitional support of high school junior and/or seniors with AS and/or HFA.

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The belief of CATS is that many students with Asperger's Syndrome (AS) and High Functioning Autism (HFA) will benefit greatly from college, and they believe that students who can benefit from higher education should have the opportunity to do so. This program is free to parents and students. The high school junior and/or seniors will participate in these activities:

1. Exploring careers
2. Visiting college campus
3. Locating support systems within the University
4. Reviewing executive function and skills
5. Understanding of disability-strengths and difficulties
6. Developing social interaction strategies
7. Networking with other students
8. Recognizing safety issues

A participant Application for College Awareness Transitions Support for Students (CATS) with Asperger's Syndrome and or High Functioning Autism must be filled out and sent in to Dr. Christine Conley-Sowels.

COLLEGE OF REFERENCE: Michigan State University www.msu.edu

LOCATION OF CAMPUSES:

South Central Campuses

Michigan State University
426 Auditorium Rd.
East Lansing, MI. 48824
(517) 355-1855

Michigan State University College of Law
648 N. Shaw Lane
East Lansing, MI. 48824
(517) 432-6800

West Central Campus

Michigan State University College of Human Medicine
15 Michigan NE
Grand Rapids, MI. 49503
(616) 233-1678

North West Campus

Michigan State University
NMC Dendrinis Drive
Traverse City, MI. 49684
(231) 995-1719

South West Campus

Michigan State University
W.K. Kellogg Biological Station (KBS)
3700 East Gulf Lake Drive
Hickory Corners, MI. 49060
(269) 671-5117

South East Campuses

Michigan State University
Seaholm High School
2436 West Lincoln Rd.
Birmingham, MI. 48009
(517) 353-8480

Michigan State University
North Farmington High School
32900 W. Thirteen Mile Rd.
Farmington Hills, MI. 48334
(248) 785-2005

Michigan State University
Macomb Community College

Michigan State University
MSU Management Education Center

University Center
44575 Garfield Rd.
Clinton Township, MI. 48038
(517) 353-7740

811 W. Square Lake Rd.
Troy, MI. 48098
(248) 879-2456

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PROGRAMS AND SERVICES:

Michigan State University invests in students, faculty and staff with disabilities through the Resource Center for Persons with Disabilities (RCPD). In order to meet the needs of these individuals, RCPD has identified nine broad categories listed below to represent a spectrum of disabilities. It is important to Identify and Register a Disability to receive individual needs assessments, services and accommodations from RCPD.

Students may contact the RCDP office at:

Bessey Hall
434 Farm Lane, #120
Michigan State University
East Lansing, MI 48824-1033
Phone: (517) 884-RCPD (4-7273)

Categories

- [Autism Spectrum Disorders](#)
- [Blindness and Visual Impairment](#)
- [Brain Injury](#)
- [Chronic Health Disabilities](#)
- [Deaf/Hard of Hearing](#)
- [Learning Disabilities and Attention Deficit](#)
 - [Attention Deficit/Hyperactivity Disorder](#)
 - [Learning Disabilities](#)

- [Mobility Disabilities](#)
- [Psychiatric Disabilities](#)
- [Temporary Conditions](#)

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- [Other Disabilities](#)

After documentation of a disability has been provided and a needs assessment is completed, reasonable accommodations are determined. RCPD will provide a verification letter that includes: (a) verification of disability and registration status with the RCPD (b) an outline of reasonable accommodations. These items become a VISA for students, or a SEAD for employees.

- [Verified Individualized Services and Accommodations \(VISA\)](#)
- [Statement of Employee Accommodation Determination \(SEAD\)](#)

Documentation

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights of equal access to programs and services. Documentation establishing the presence of a disability and explaining the nature and degree to which the disability affects major life activities including learning is essential for RCPD staff to accurately assess a condition and determine what accommodations would most effectively facilitate student learning. Students with disabilities must therefore provide medical/psychological documentation indicating the presence of a disability that substantially limits a major life activity. A medical or osteopathic doctor or other qualified health professional must document

mobility, hearing, and visual and chronic health conditions. A dated and signed report on letterhead indicating the following is generally sufficient:

- The current impact of (or limitations imposed by) the condition

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- Treatments, medications, devices or services currently prescribed or used to minimize the impact of the condition
- The expected duration, stability or progression of the condition

An audiogram is required in the case of deafness or hearing loss while a visual acuity and fields report is essential for understanding visual impairments. A licensed psychologist or psychiatrist must document psychiatric disabilities. For learning disabilities a complete copy of the most recent psychological assessment plus a copy of the last IEP report is required. Specific guidelines are available on the web describing expectations for documenting learning disabilities (www.msu.edu/~rcpd). A verification form is available at the same web site or by mail for students with attention deficit disorders.

The provision of all reasonable accommodations and services is based upon assessment of the impact of the individual's disabilities on academic or job performance at a given time. Therefore, RCPD requires recent documentation relevant to the individual's learning/living environment. Information regarding disability is confidential and is available on an as-needed basis to those directly involved in the accommodation process.

After documentation of a disability has been provided and a needs assessment is completed, reasonable accommodations are determined. RCPD will provide a verification letter that includes: (a) verification of disability and registration status with the RCPD (b) an outline of reasonable accommodations.

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Log on to the [MyProfile](#) page with your MSUNetID and password to register with RCPD, request a contact from a specialist, complete accommodation requests, access the University's [Employee Accommodation Request Policy](#) and print documentation for medical forms.

Identifying and Registering a Disability

The Resource Center for Persons with Disabilities (RCPD) assists students, faculty, and staff by maximizing ability and opportunity for full participation at MSU. If you are a student or employee at MSU, and you have a disability that substantially limits a major life activity, you can register with the RCPD and you may be eligible to receive accommodations. Please note this information is kept strictly confidential. ***Self-identification is voluntary.*** However, if you have a disability, not registering with the RCPD may delay or compromise the availability of accommodations. The following steps should be taken to expedite the requesting accommodations process.

1. Formally identify as a student or employee with a physical, sensory, cognitive or psychological disability via secure/confidential web registration at MyProfile.rcpd.msu.edu.

2. Upon receipt of a request to register from MyProfile, an RCPD Disability Specialist will contact the student or employee through their MSU email account to request documentation of their disability.

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3. Once sufficient documentation is received, the specialist will contact the student or employee to set up a needs assessment to fully discuss accommodation requests.

For additional information regarding registration and documentation for your disability, visit your [Disability Services](#) web page.

As each disability is unique, an RCPD specialist provides details on what constitutes appropriate documentation for a particular disability. At a minimum, documentation of a disability must appear on official letterhead from a licensed medical, diagnostic or psychological professional and include a diagnosis, scope or degree of involvement, and summary of related functional limitations. As many reasonable accommodations require significant pre-planning, registration with the RCPD *prior to situations requiring accommodations is essential.*

Requesting Accommodations

If you are a student or employee at **MSU**, and you have a disability that substantially limits a major life activity, you can register with the RCPD and you may be eligible to receive accommodations. RCPD recognizes that accommodations may be required in order to assist individuals in maximizing their educational and workplace

experience. While the university provides reasonable accommodations, they do not change essential academic requirements or job functions. Accommodation determinations are based on documentation and individualized needs assessment.

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Before requesting accommodations, students and employees must identify and register as a person with a disability. Log on to [MyProfile](#) to register with the Resource Center for Persons with Disabilities. MyProfile provides online forms and initiates communication with a Disability Specialist. For assistance with the accommodations request process, contact a Disability Specialist.

Model Statements

RCPD has provided Model Statements for requesting accommodations to help students, faculty and staff be more inclusive at **MSU**. In order to include students in all course activities, professors are strongly encouraged to use the suggested model statement in course syllabi. A model statement for programs at **MSU** is also available for reference and use in printed materials prior to an event. Contact an RCPD Staff member for assistance with program accommodations.

Signature Programs

Michigan State University demonstrates international leadership in providing the latest disability technology, resources and services through its Signature Programs at the Resource Center for Persons with Disabilities. These programs, made possible with the

support of dedicated staff, generous donors and committed volunteers, exemplify their mission to maximize ability and opportunity for students, faculty and staff.

[Accessible Textbooks/Media](#)

- Policy and guidelines for accessing alternative format materials
- Braille, tactile images and electronic textbook production
- Video captioning services

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- Complimentary services for eligible students
- Cost recovery production for other institutions

[Alternative Testing](#)

- Procedure, eligibility and alternative testing formats

[Assistive Technology](#)

- Technological advancements for students with disabilities
- Assistive Technology Center

[Awards and Appreciation Reception](#)

- An inspirational celebration of ability and accomplishment
- Nominate an outstanding professor, staff person or alumnus
- Apply for scholarships

[Building Opportunities for Networking and Discovery \(BOND\)](#)

- Offers extensive opportunities for social and communication development for students with ASDs
- Creates opportunities to connect with other students through social outings, workshops and mentoring

Carlson Accessible Media Program (CAMP)

- Endowed program established by Richard and Kathleen Carlson
- Advancing **MSU** leadership in accessible textbooks and other educational media

Careers & Employment

- Guidance on career and employment issues
- Job search websites and disability accommodation resources

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Emerging Opportunities Endowment

- Established in 2009 by Dr. Thomas and Ellen Maleck in honor of RCPD leadership
- Addresses emerging needs for students, employees and families with disabilities
- Veterans with service-related disabilities are among the first beneficiaries

Engineering Design Day Partnership

- Accessibility demonstration projects that address disability challenges and raise awareness
- Collaborative partnership between The **MSU** RCPD and College of Engineering with corporate and donor support

Persons with Disabilities Empowerment Fund

- History and future innovations

Project Venture

- 3-day transition program for high school students with disabilities
- Offers students the chance to “try on” university life through an interactive experience here at **Michigan State University**

[Sign Language Interpreting and Real-Time Captioning](#)

- Commitment to inclusive communication for deaf/hard of hearing individuals
- Requesting services

[STATE Program](#)

- Endowed program established by Mickey and Debbie Stern to support students with learning disabilities

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- Provides a structured seminar, peer mentoring, and tutoring

[State Vocational Rehabilitation](#)

- Support from state vocational agencies

[Study Abroad](#)

- Advantages of studying abroad
- Tips for traveling with a disability
- Arranging accommodations
- Disability in a Diverse Society

[Tower Guard](#)

- Sophomore honorary organization building leadership, service, scholarship and character
- **MSU's** oldest campus-based organization

[TRIO Student Support Services Program](#)

- Support services program working to ensure equal educational opportunity for students

[Veterans with Disabilities](#)

- Honoring service to country with resources that maximize ability and opportunity
- Enhancing the Disabled Veterans Assistance Program

[Welcome Orientation Workshop for New Students](#)

- Welcomes new students and provides linkages for success

[Wochholz Endowment for Persons with Disabilities](#)

- Endowed program established by Harold F. and Phyllis N. Wochholz

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- Increasing awareness and opportunity for students with disabilities

COLLEGE OF REFERENCE: Northwood University www.northwood.edu

LOCATION OF CAMPUSES:

North East Campuses

Northwood University-Alpena
665 Johnson St.
Alpena, MI. 49707
(989) 358-7302

Northwood University-Gaylord
80 Livingston Blvd.
Gaylord, MI. 49735
(989) 705-3710

East Central Campuses

Northwood University-Bay City
4228 Two Mile Road
Bay City, MI. 48706
(989) 671-9405

Northwood University-Flint
3487 S. Linden Road
Flint, MI. 48507
(810) 7209250

Northwood University-Midland
4000 Whiting Dr.
Midland, MI. 48640
(800) 622-9000

Northwood University-Saginaw
5815 Bay Road, Suite 500
Saginaw, MI. 48604
(989) 791-8000

South East Campuses

Northwood University-Livonia
Vista Tech Center VT-446
18600 Haggerty Road
Livonia, MI. 48152
(734) 462-4400 ext. 5893

Northwood University-Macomb
44575 Garfield Rd., Ue-1 228
Clinton Township, MI. 48038
(586) 226-4733

Northwood University-Selfridge (Military)
P.O. Box 450016
Selfridge ANGB, MI. 48045

Northwood University-Troy
1500 W. Big Beaver, Suite 103
Troy, MI. 48084

(586) 463-2495

(248) 649-5111

Northwood University-Lansing
210 W. Shiawassee St.
Lansing, MI. 48933
(517) 483-9725

West Central Campus

Northwood University-Grand Rapids
515 Michigan St., NE Suite 100
Grand Rapids, MI. 49503
(616) 363-2600

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PROGRAMS AND SERVICES:

Northwood University is committed to providing reasonable accommodations to students with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.*

Based on these laws and University policy, the University:

- does not engage in discrimination based on student disabilities
- does not impose eligibility criteria that will screen out disabled students
- reasonably accommodates students through an interactive process

Here are some answers to questions about how Disability Services on your campus can help you.

What services do you offer?

The Learning Resource Center (LRC) has a variety of accommodations for eligible students. These include:

- Testing in a quiet room with reduced distractions
- Testing with extra time
- Having quizzes, tests, and exams read through Kurzweil software

- Having a classmate serve as a volunteer note taker
- Using audio versions of texts on Kurzweil
- Using Dragon Naturally Speaking for dictating.

Who is eligible for accommodations?

Enrolled students who present appropriate documentation for disabilities that affect learning or access to learning are eligible for accommodations.

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What documentation is required, and how do I provide it?

In general, students need to provide documentation from:

- A physician, psychologist or other qualified specialist or
- An Individual Education Plan (IEP) provided by the student's high school

Content must be current within the last twelve months, and should include:

- Onset, history, diagnosis, treatment and prognosis of disability and related symptoms, and the last date of physician contact.
- A practical but detailed description of how the disability currently affects learning or access to learning, including functional and behavioral limitations and special considerations such as the side effects of medicine.
- Description of accommodations and services used in the past and recommendations or a range of recommendations for academic accommodations going forward.

The University may require additional information or an independent evaluation or diagnostic interview, in addition to the information listed above.

Documentation should be mailed or faxed to the LRC Director. The student may also bring the documentation to his/her first visit with the LRC Director.

How do I obtain accommodations?

All students who need accommodations must meet with an academic advisor either during the first week of classes or at least two weeks before the accommodations are required. At the first meeting, you and your advisor will discuss your situation. Then, the advisor will begin to determine the accommodations for which you are eligible. You will

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also receive specific procedures for requesting accommodations during your studies at **Northwood**. Finally, you will sign a waiver allowing the advisor to make arrangements for your accommodations.

What are some of the limits on accommodations?

Northwood University is not required to provide accommodations that would: (i) fundamentally alter the nature of educational services; (ii) result in major program modifications; (iii) decrease academic or grading standards; (iv) disregard core course requirements or materially compromise the standards of the curriculum; (v) provide personal health care assistants or devices; or (vi) impose an undue financial or administrative burden on the Department or the University. In general, whether and when these limits apply are unique to each case.

Importantly, students should be aware that the need for disability accommodations does not exempt any student from compliance with student conduct policies or from appropriate discipline for violations of such policies, and in particular, conduct

requirements that are essential to University operations and the programs in which the student is involved.

What other academic help is available?

Any **Northwood** student may participate in free programs offered through the Learning Resource Center. These include:

- Tutoring in accounting, writing, and mathematics during scheduled lab hours
- Learning software on reading, writing, mathematics, and English as a second language

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- Guidance on study, time management, college reading, and test-taking skills through:
 - Success Workshops on specific topics
 - Individual Academic Support sessions by appointment

Where do I go for more information?

If you have any questions about our disability services, want to send documentation, or would like to arrange for accommodations, please contact us anytime.

**Northwood University is not required to provide accommodations which would compromise the standards of the curriculum or which would pose an undue financial or administrative burden to the department or university. Northwood University is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, gender, color, religion, creed, national origin or ancestry, age, marital status, disability or veteran status. The University is also committed to compliance with all applicable laws regarding nondiscrimination.*

COLLEGE OF REFERENCE: Thomas M. Cooley Law School www.cooley.edu

LOCATION OF CAMPUSES:

West Central Campus

Thomas M. Cooley Law School
Grand Rapids Campus
111 Commerce Avenue, SW
Grand Rapids, MI. 49503
(616) 301-6800 ext. 6709

South East Campuses

Thomas M. Cooley Law School
Ann Arbor Campus
3475 Plymouth Road
Ann Arbor, MI. 48105
(734) 372-4900 ext.8974

Thomas M. Cooley Law School
Auburn Hills Campus
2630 Featherstone
Auburn Hills, MI. 48326
(248) 751-7800 ext. 7732

Thomas M. Cooley Law School
Lansing Campus
300 S. Capitol Ave.
P.O. Box 13038
Lansing, MI. 48901
(517) 371-5140

PROGRAMS AND SERVICES:

POLICIES PERTAINING TO DISABLED STUDENTS SEEKING ACCOMMODATIONS

Section B 1.01. General Statement. **Cooley** provides reasonable accommodations in conformity with state and federal law for students qualified to pursue a law degree.

Cooley is not required by law, however, to provide accommodations that are unduly burdensome or which fundamentally alter the Law School's educational program. For more information on how to establish student eligibility to receive an accommodation for a disability (physical, emotional or mental disability, attention deficit

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disorder/hyperactivity disorder, or learning disability), the specific documentation the School requires to verify the disability, and the criteria the School uses to evaluate the documentation provided to it, contact the Enrollment and Student Services Office.

Section B 1.02. Accommodations in the Admissions Process.

A. LSAT Requirement. In the admissions process, because extensive accommodations are provided for taking the Law School Admissions Test (LSAT), waiver of the LSAT requirement is unlikely to be granted. An indication on the LSDAS report that an applicant took an accommodated test will not affect the admissions decision.

B. Disclosure of Disability. Applicants are not asked to indicate on the application whether they have a disability but may do so for purposes of accommodation. Disclosure of a disability during the application stage is purely voluntary and will not be a factor in the admission decision.

Section B 1.03. Accommodations for Enrolled Students with Disabilities. **Cooley** provides appropriate academic adjustments, auxiliary aids and services, and exam modifications (which the School commonly calls "accommodations") to qualified

students with disabilities as determined on a case-by-case basis through a meaningful interactive process that includes input from the student and that gives appropriate consideration to the student's request. The purpose of this process is to ensure that the consideration of accommodations for students with disabilities is raised, evaluated, and determined in a manner consistent with Section 504 of the Rehabilitation Act of 1973, which is designed to eliminate discrimination on the basis of handicap in any program or activity receiving federal financial assistance, with the Americans With Disabilities Act

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(ADA) as may be applicable, and with the Michigan's Persons with Disabilities Civil Rights Act.

A. Privacy. Students need not make their disabilities known unless they want to request an accommodation.

B. Student Must Make Request. If seeking an accommodation, the student has the affirmative duty to inform the School of the disability and request the accommodation according to the procedures below.

C. Confidentiality. The information about a student's disability is treated as confidential to the extent possible under applicable federal and state laws and Law School policies. This information is provided only to individuals who are privileged to receive such information on a need-to-know basis. Faculty members who are informed of a student's disability are advised that this information is confidential.

Section B 1.04 General Procedures for Requesting an Accommodation. Students with a disability may request an accommodation under the procedures set forth here.

A. Submit Forms. To request an accommodation, students must complete and submit the accommodation request forms and other required documentation to a campus Enrollment and Student Services Office Enrollment Coordinator:

Lansing, 2nd floor of the Cooley Center

Ann Arbor, first floor

Auburn Hills, second floor

Grand Rapids, second floor

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B. Schedule Appointment. Students must also schedule an appointment to meet with the Enrollment and Student Services representative at their campus before the stated deadline so their needs can be adequately discussed. Mere submission of students' medical documentation to the Enrollment and Student Services office at their campus does not constitute a request for accommodation, because **Cooley** does not know from medical documentation alone what type of accommodation the student desires. Once the need for an accommodation is properly raised by the student by submitting the necessary accommodation request forms, the School engages with that student in an interactive process to evaluate the need, review appropriate supporting documentation, identify and assess the range of academic accommodations, and determine what accommodation, if any, will be provided. The decision on a student's request for accommodation will be made by the Disability Services Committee in consultation with the student pursuant to the provisions of this chapter of the Student Policy Manual.

Section B 1.05. Deadlines and Procedures. A student seeking an accommodation for a disability should request the accommodation as soon as possible. The Law School will need adequate time for evaluating documentation, working out the specific accommodation, arranging scheduling in barrier-free classrooms, making arrangements for auxiliary aids or services, and arranging accommodations for Orientation. The School may not be able to satisfy last-minute requests for some accommodations.

A. Exam Accommodations. Exam modifications may include allowing additional time to take the exam, allowing time for rest breaks, using a reader or amanuensis, being

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allowed to eat, or taking the exam at a time other than the regularly scheduled time.

Certain exam modifications may depend on the format of the exam. For example, if the student has difficulty writing, but does not have difficulty reading, the need for additional time would be affected by whether the exam was to be in a multiple choice format or an essay format.

(1) First Request for Exam Accommodations. Students who are making their first request for course exam accommodations must do so no later than Friday of week 4 of the semester. Likewise, requests for midterm exams, Advanced Writing quiz, and the Intro to Law quiz must be made by Friday of week 4. Requests for the Research and Writing quiz must be made by Friday of week 10.

(2) Renewing Requests for Exam Accommodations. Students seeking to renew a course exam accommodation must do so each semester by Friday of week 10 of the semester. Depending on the nature of the disability, new or updated documentation may be required. As set forth previously, the School will need adequate time for evaluating

documentation, working out the specific accommodation, arranging scheduling in exam classrooms, and making arrangements for examination auxiliary aids or services.

B. Accommodations in Academic Procedures: Academic Adjustments.

Academic adjustments may include reducing course-loads, extending the amount of time for graduation, and tape-recording lectures. However, only adjustments that do not fundamentally alter the nature of the program and that are not unduly burdensome financially or administratively are required by law. While the School must provide justification for refusing to allow a reasonable requested accommodation, higher

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education institutions are given substantial deference in establishing their academic requirements. Students who seek accommodations or alterations in standard academic procedures because of a physical, learning, emotional, or mental disability must contact an Enrollment Coordinator at the campus Enrollment and Student Services Office as soon as possible after enrollment at the School, but before the end of week 2. In appropriate cases, the adjustment will be made in consultation with faculty or other administrators. In some cases where only minor accommodations are required (such as requesting to sit in the front row because of a visual or hearing impairment), the student can make a request of the faculty member but must also notify the Enrollment and Student Services Office in writing of that request.

C. Auxiliary Aids and Services. Auxiliary aids and services may include interpreters, note takers, readers, assistance with photocopying and library retrieval, provision of special equipment (such as Kurzweil reading machine or an image enlarger) to be used at

Cooley, and other support services in connection with the academic program. Services for personal use are not provided.

For certain services such as interpreters, readers, and note-takers, the Enrollment and Student Services Office may request that the student seek eligibility for such services from the appropriate state agencies, private agencies, or other low-cost or no-cost services. The Enrollment and Student Services Office will work with, and will request the cooperation of, the student in obtaining such services. Because obtaining these services can be time consuming and costly to the School or the providing agency, students are urged to seek assistance as early as possible after enrollment.

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Occasional assistance in the library may be obtained by making a request to the library staff. Students who require more extensive assistance or assistance on a regular basis must request it by filing the appropriate accommodation request forms with the Enrollment and Student Services Office as soon as possible. Classmates may volunteer to provide this help. The Enrollment and Student Services Office will work with the Law Library staff to facilitate appropriate assistance.

D. Service Animals. **Cooley** follows ADA standards and permits people with disabilities to bring their service animals into all areas of the facility where public access is permitted. Service animals are animals that are individually trained to perform tasks for people with disabilities and are therefore working animals, not pets. Animals whose sole function is to provide comfort or emotional support do not qualify as service animals. The student who uses the animal's service is responsible for the care and supervision of the service animal. The student must maintain control of the animal at all times. The

student may be required to remove the animal if it is disruptive (e.g. barking, wandering, displaying aggressive behavior) and the behavior is outside the duties of the service animal. Students with a disability who wish to utilize a service animal in the school must register with the Enrollment and Student Services Office at their respective campuses.

E. Late Requests. The School will respond on a case-by-case basis to late requests. The School may not be able to satisfy late requests for some accommodations.

F. Changes to Accommodations. After a student's accommodation request has been granted, it is the student's responsibility to request any needed change in the accommodation.

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Section B 1.06. Documentation Policy. The Law School requires appropriate and specific documentation of disabilities whenever a student requests an accommodation. Accommodation requests must be submitted to the Enrollment and Student Services Office with a health care provider's statement. The statement must be detailed and must describe the disability, the limitations that the disability poses for the student, the expected duration of the disabling condition, results of any tests performed, and the suggested accommodation or range of accommodations. Medical documentation provided for the student's disability will not be accepted if prepared by a member of the student's family.

A. Incomplete Documentation. If the initial verification is incomplete or inadequate to determine the present extent of the disability and appropriate accommodations, the School may require supplemental documentation of the disability. The cost of obtaining the supplemental documentation is to be borne by the student.

B. Second Opinion. If the School requires an additional assessment for the purposes of obtaining a second professional opinion, the School will bear the cost of obtaining that second opinion.

Section B 1.07. Appealing the Accommodation Decision.

A. Disability Coordinator. Applicable federal law requires the School to designate as a Disability Coordinator the person or persons who hold the responsibility to coordinate the School's efforts to comply with the requirements of Section 504 of the Rehabilitation Act. The Disability Coordinator for **Cooley** students is the Associate Dean of Enrollment and Student Services, whose office is located at the Lansing campus in the **Cooley**

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Center. The Disability Services Committee makes the decision to grant, deny in whole or in part, or modify a student's request for disability accommodation. Students who disagree with the accommodation offered by the Enrollment Coordinator may appeal that decision under section B below.

B. Accommodation Decision and Appeal. Because informal resolution of disagreements over accommodations is preferable to formal process, students who disagree with the accommodation offered by the Disability Services Committee should first discuss the accommodation decision with the campus Enrollment Coordinator as part of the interactive process. If informal resolution is not reached through discussions or is not practicable, a student who disagrees with the accommodation offered may formally appeal that decision to the Associate Dean of Enrollment and Student Services, whose office is located on the 8th Floor of the **Cooley** Center in Lansing. The appeal must be in writing and submitted within ten business days after the accommodation decision is

issued. This 10-day deadline may be waived by **Cooley** for good cause. The appeal should be as specific as possible regarding the facts and circumstances surrounding the accommodation request and the support for it, the decision under appeal, and the remedy sought. The Associate Dean of Enrollment and Student Services will review the matter and will issue a written decision, which decision is final.

Section B 1.08. Accommodation Files. School files that contain documentation from health care professionals who diagnose a student with a disability that results in an accommodation, accommodation forms, and any other documentation deemed relevant are kept separate from the general student file. This confidential paper file will be kept

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for 10 years from the time the student first receives an accommodation. After 10 years the file will be destroyed. An electronic file will be kept identifying the diagnosed disability and the accommodation received.

APPENDIX C

PROCEDURES FOR COMPLAINING OF ALLEGED DISCRIMINATION BASED ON DISABILITY

Section C 1.01. Purpose of Complaint Procedures. Applicable federal law requires the School to adopt grievance procedures for the prompt and equitable resolution of complaints alleging disability discrimination or other action prohibited by Section 504 of the Rehabilitation Act of 1973. Any complaints that students, employees, or qualified members of the public may wish to submit regarding any aspect of their rights under Section 504 are to be brought pursuant to these procedures. Students who seek review of a decision, action, and inaction of **Cooley** other than an accommodation decision may do

so by following the grievance procedure set forth here. The purpose of these procedures is to ensure that all complaints of discrimination based on disability are thoroughly and fairly investigated by the relevant departments at **Cooley**. **Cooley** will conduct a fair and impartial investigation of all allegations of discrimination, with due regard for the rights of all parties. Retaliation against any individual who has filed a complaint of discrimination, or who has cooperated in the investigation of such a complaint, is unlawful and in violation of **Cooley** policy. For more information on the procedures for claiming discrimination based on disability, contact the Office of Enrollment and Student Services.

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Section C 1.02. Informal Resolution Process. Persons who believe they are aggrieved on account of discrimination based on disability should first seek resolution of the matter through informal discussion with the appropriate **Cooley** official who is responsible for the decision, action, or inaction at issue. **Cooley** designates three offices as a resource to advise students, employees, and qualified members of the public as to who is the appropriate official to contact to address the problem:

Associate Dean of Enrollment and Student Services, whose office is located on the 8th floor of the **Cooley** Center in Lansing;

Director of Human Resources, whose office is located on the 2nd floor of the **Cooley** Center in Lansing; and

Executive Assistant to the President and Corporate Secretary, whose office is located on the 10th floor of the **Cooley** Center in Lansing.

Once the appropriate official to contact has been identified, persons who believe they are aggrieved should contact that person, provide the facts, discuss the matter, and request a specific remedy. The official may grant the relief requested, offer some other relief, or offer no relief.

Section C 1.03 Complaint Process. If after informal discussions a student, employee, or qualified member of the public is unable to achieve a resolution of the matter and believes that he or she has been discriminated against on the basis of disability, he or she may file a written statement constituting a formal complaint.

A. Contents of Complaint. The statement should be as specific as possible regarding the decision, action, or inaction that precipitated the complaint, including the date, place,

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persons involved, circumstances, efforts made to resolve the matter informally, and the specific relief sought.

B. Where to File Complaint.

(1) Students. Students should submit the complaint to the Associate Dean of Enrollment and Student Services, whose office is located on the 8th floor of the **Cooley** Center in Lansing.

(2) Employees. Employees should submit the complaint to the Director of Human Resources, whose office is located on the 2nd floor of the **Cooley** Center in Lansing.

(3) Members of Public. Qualified members of the public should submit the complaint to the Executive Assistant to the President and Corporate Secretary, whose office is located on the 10th floor of the **Cooley** Center in Lansing.

(4) Alternate Filing. Complaints specifically involving one of these three offices may be submitted to either of the other two offices. Complaints incorrectly submitted to one office will be transferred to the appropriate office. For instance, if the complaint comes from a student who is also a **Cooley** employee and the complaint pertains to the student's role as an employee rather than as a student, the complaint will be submitted to the Director of Human Resources.

C. Investigation. Once received, the complaint will be referred to the appropriate **Cooley** official, who will investigate and decide the matter in writing. The **Cooley** official may meet with the complainant and others involved and review relevant documents, facilities, or things to determine the merits of the grievance and decide whether the school will grant the relief requested, grant some other relief, or grant no relief. In conducting this

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investigation, the **Cooley** official may forward a copy of the complaint to other persons who are the subject of or relate to the grievance, interview witnesses, meet with concerned parties, consult with experts, receive oral or written statements, inspect facilities, review documents, and make other appropriate inquiries.

D. Decision. After completing the investigation and deciding the matter in writing, the **Cooley** official will forward a copy of the decision to the complainant and to the referring office, which will see that the complaint, decision, and other materials as warranted are placed into the appropriate student or employee file, or other file, as the case may be. As a guideline, the decision should be rendered within 45 days of the filing of the grievance, if possible. If a decision or other resolution is not possible within 45 days, the **Cooley** official will inform the complainant of the status of the investigation.

Section C 1.04. Appeal of Decision. If after receiving the decision the complainant still believes he or she is aggrieved on account of discrimination based upon disability, the complainant may appeal the decision. The appeal must be in written form and should be submitted to the office to which the complaint was submitted. That office will refer the matter to the original decision maker's supervisor or to another appropriate **Cooley** official as warranted under the circumstances. The appeal should set forth as specifically as possible the reason the decision below was incorrect and the specific relief sought.

A. Investigation. The official deciding the appeal will investigate by reviewing the original complaint and the decision below and conducting such other investigation as deemed appropriate, which, as with the initial investigation below, may include meeting

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with the complainant or other persons, reviewing documents and facilities, and consulting with experts.

B. Decision. After completing the investigation, the official to whom the appeal is assigned will decide in writing whether the school will grant the relief requested, grant some other relief, or grant no relief. The **Cooley** official will forward a copy of the decision to the complainant and to the referring office, which, as before, will see that the appeal, decision, and other materials as warranted are placed into the appropriate student or employee file, or other file, as the case may be.

C. Implementation of Decision. The **Cooley** official who renders the final decision will forward a copy of the decision to the appropriate office at **Cooley** for implementation of the decision as warranted.

Section C 1.05. Questions About Grievance Procedure; Exceptions to

Procedure. Questions about this grievance procedure should be addressed to the Associate Dean of Enrollment and Student Services, the Director of Human Resources, or the Executive Assistant to the President and Corporate Secretary. Exceptions to these procedures may be granted by the School's President or the General Counsel.

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COLLEGE OF REFERENCE: [Siena Heights University www.siennaheights.edu](http://www.siennaheights.edu)

LOCATION OF CAMPUSES:

South East Campuses

Siena Heights University-Lansing
Lansing Community College
210 W. Shiawassee Street
P.O. Box 40010, Mail Code
Lansing, MI. 48901
(517) 483-9726

Siena Heights University-Metro Detroit
Metropolitan Detroit Campus
19675 W. 10 Mile Road
Suite 400
Detroit, MI. 48236
(248) 799-5490

Siena Heights University-Main Campus
1247 E. Siena Heights Dr.
Adrian, MI. 49221
(800) 521-0009

Siena Heights University-Jackson
Jackson College Campus
2111 Emmons Road
McDivitt Hall #127
Jackson, MI. 49201
(517) 796-8672

Siena Heights University-Dearborn
Henry Ford College
5101 Evergreen Road, W125
Dearborn, MI. 48128

Siena Heights University-Monroe
Monroe Community College Campus
1555 South Raisinville Road
Life Sciences Bldg., Room No. L-2221

(313) 317-9450

Monroe, MI. 48162
(734) 384-4133

South West Campuses

Siena Heights University-Benton Harbor
Lake Michigan Community College Campus
2755 East Napier Avenue
Office #C-204
Benton Harbor, MI. 49022
(269) 927-6711

Siena Heights University-Battle Creek
Kellogg Community College Campus
450 North Avenue
Lane Thomas Bldg., Room 304
Battle Creek, MI. 49017
(269) 965-3931

PROGRAMS AND SERVICES:

Siena Heights University's Office of Disability Resources is committed to providing appropriate auxiliary aids and services to afford qualified students with disabilities equal opportunity to participate in, and enjoy the benefits of University services, programs, and activities. A qualified student with a disability is a student with a

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disability who meets the academic and technical standards requisite for admission or participation in the institution's educational program or activities.

The process for providing auxiliary aids and services is student-driven. The student contacts the Office of Disability Resources (ODR) and provides information and documentation regarding his/her disability in a confidential setting. Contact Laurie Lyall at (517) 264-7683 or by email at lyall@sienaheights.edu. A medical diagnosis of an illness/disability does not automatically mean a student can receive services under Section 504. The illness/disability must cause a substantial limitation on the student's ability to learn or another major life activity including walking, standing, breathing, thinking, concentrating, speaking, communicating, seeing, hearing, working and caring for oneself.

Once it is determined that there is an eligibility under Section 504 or the ADA, then appropriate accommodations (based on the disability and course requirements) are

communicated through letters delivered by the student to the student's instructors. **Siena Heights** is not required to make adjustments or provide aids or services that would result in a fundamental alteration of a program or impose an undue burden.

Disability Categories

- Visual Impairment: blindness or visual loss severe enough to impede the educational process (i.e. legally blind or blind)
- Communication Impairment: impairment in speech which indicates a need for accommodation.

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- Mobility Impairment: impairment in movement or motor functions which indicates a need for an accommodation.
- Learning Disability: learning disorders are diagnosed when an individual's performance on a standardized test in listening comprehension, oral expression, reading, mathematics, or written expression is substantially below the expected achievement. The learning problems must significantly interfere with academic achievement or activities of daily living that require language, reading, mathematical and writing skills.
- Functional limitations: any medical or emotional condition which impedes the educational process—such as cardiovascular disease, lupus, cancer diabetes, ADHD, PTSD.

- Deafness: severe or profound hearing loss requiring communication facilitation in the educational process.

Procedure for Requesting Accommodations

As early in the semester as possible, or before the start of the school year, the student should initiate contact with the Office of Disability Resources to register and request accommodations. At this time, the student should provide the ODR with the most current documentation regarding a disability. The documentation must meet the guidelines established by the university and must explain how the disability substantially limits the student.

The student should plan on meeting with the Coordinator of the ODR to review how the disability substantially limits the student and determine what reasonable

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accommodations would be appropriate. Recommendations from the documentation and consultation with the student are both used to determine the accommodations. Final determination of accommodations rests with the Office of Disability Resources.

If a student is determined to be eligible for accommodations the Confidential Notification of Accommodations letter is processed for each course in which the student may need accommodations. The process for the student to self-disclose the information to the faculty is then reviewed.

It is the student's responsibility to request a meeting during office hours with the appropriate professors, and meet with them privately. The purpose of this meeting is to discuss the student's strengths and disability, and to work out the logistics of providing the approved accommodations. This self-disclosure should be done with

the rights of the student and faculty member kept in mind. The process for determining eligibility and appropriate accommodations can take 2 weeks (or more if additional documentation is needed). It is strongly recommended that students initiate the process as early in the semester as possible, before they experience difficulty or failure. ACCOMMODATIONS ARE NOT RETROACTIVE. Accommodations are meant to give students with disabilities equal access /opportunity in academics and activities. They are not meant to ensure that a student receives a passing grade. The student is responsible for advocating for himself/herself, participating in classes, fulfilling course requirements and earning grades.

General Accommodations

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The following accommodations are available to students who have provided documentation of their disability:

- Special testing and exam conditions such as; extended time, distraction free locations, oral exams, scribe support
- Tape record lectures and discussions
- Use of a calculator on tests
- Use of a university computer for tests
- Alternative texts (enlarged, audio)

Confidentiality

All information submitted to the ODR will be handled in a confidential manner. Student records that are presented to the ODR will be kept in a locked file in the coordinator's office. Information contained in the students' files are considered part of

their educational records and are protected by The Family Rights and Privacy Act (FERPA-1974). Information from these record may be released under the following circumstances:

1. Court order
2. In an emergency situation involving the student
3. To university personnel who have a legitimate educational interest
4. To those individuals listed on the student's release of information form.

The ODR Release of Information form completed and signed by the student will be the vehicle used to determine the information to be released to the designated individuals and organizations. The ODR will adhere to all state and federal laws governing release of

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student information. The guiding principles in the release of confidential student information will be both protection from discrimination and for the purpose of respecting personal dignity and privacy.

Grievance Procedure

The Americans with Disabilities Act of 1990 was enacted to protect individuals with disabilities from discrimination in several critical areas including education. Students with disabilities are responsible for contacting the ODR if reasonable accommodations are not implemented in a timely and effective manner. The ODR will work with university personnel to resolve the issue. If no effective resolution to the complaint can be reached, the student then has the option to file a formal complaint with the ADA compliance officer. The student will secure and complete the "Formal Grievance" form that is available from the coordinator of the ODR or from the university

compliance officer. The form should be completed, signed, dated and delivered to the university ADA compliance officer: the director of Human Resources.

If the student believes the grievance has not yet been resolved to his or her satisfaction, he/she may appeal the decision to the office of the dean of the College of Arts and Sciences.

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COLLEGE OF REFERENCE: **University of Phoenix** www.phoenix.edu

LOCATION OF CAMPUSES:

South East Campuses

University of Phoenix-Lansing
3100 West Road
East Lansing, MI. 48823
(517) 333-8293

University of Phoenix-Clinton Township
Macomb Learning Center
19176 Hall Rd.
Clinton Township, MI. 48038
(586) 840-2100

University of Phoenix-Ann Arbor
315 E. Eisenhower
Ann Arbor, MI. 48108
(734) 994-0816

University of Phoenix-Main Campus
26261 Evergreen Road
Southfield, MI. 48076
(248) 675-3700

University of Phoenix-Downtown Detroit
1001 Woodward Ave.
Detroit, MI. 48226
(313) 324-3900

East Central Campus

University of Phoenix-Flint
3341 S. Linden Road

Flint, MI. 48507
(810) 223-9100

South West Campus

University of Phoenix-Portage
950 Trade Centre Way
Suite 120
Portage, MI. 49002
(269) 567-4000

West Central Campus

University of Phoenix-West Michigan
318 River Ridge Drive NW
Walker, MI. 49544
(616) 647-5100

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PROGRAMS AND SERVICES:

University of Phoenix has the same admission requirements as for students with and without disabilities. They do not have any specific programs or services for students with disabilities. To enter an associate or bachelor's degree program, you must:

- Have earned an acceptable high school diploma, GED® equivalent, California High School Proficiency Examination certificate or foreign secondary school equivalent. If you currently don't meet this requirement, you can arrange to take the GED through your state's [GED administrator's office](#) or search for the nearest [GED testing center](#).
- Be at least 16 years of age at the time of application if applying to an associate degree program.
- Meet work experience requirements or have access to an organizational environment, depending on your selected degree program, in order to successfully

complete program objectives and apply concepts you learn in their courses. Please contact an Enrollment Advisor to learn if your program has such a requirement.

- Be a citizen or permanent resident of the United States or hold an approved, valid visa if residing in the United States.
- Not have been expelled from a previous institution.
- Complete all required forms for admission as well as submit official test scores and official transcripts from all colleges and universities you've attended.

State/territory-specific requirements

In addition to meeting the requirements above, residents of:

- Massachusetts and New Jersey must provide health insurance information.
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- Oklahoma, Hawaii, Connecticut and Tennessee must submit immunization documentation if enrolling in a campus-based program.
 - Puerto Rico must meet English Language Proficiency requirements if enrolling in a campus-based program.
 - Tennessee, Nevada and South Carolina must submit high school graduation documentation.

International applicants

Applicants without appropriate previous academic experience in an English language environment must pass the Test of English as a Foreign Language (TOEFL®), the Test of English as an International Communication (TOEIC®), the Berlitz® Online Proficiency Test, the Pearson Test of English Academic or the International English

Language Testing System (IELTS®). Please contact an Enrollment Advisor to learn more about this requirement if you are a non-native speaker of English.

Transfer credit

As part of your admission, and depending on your grades and/or scores, prior coursework from regionally accredited or nationally accredited degree-granting institutions, or the credit earned through a national testing program such as the College-Level Examination Program (CLEP)®, DANTES or Advanced Placement, may be evaluated and considered for academic credit. If you have had professional training or served in the military, you may be able to convert your training into academic credits.

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Section 8

Upper Peninsula Campuses



COLLEGE OF REFERENCE: Bay College www.baycollege.edu

LOCATION OF CAMPUS:

Bay College
 West Campus
 1401 Carpenter Ave.
 Iron Mountain, MI. 49801
 (906) 774-8547

M-TEC at Bay College
 2000 North 30th Street
 Escanaba, MI. 49829
 (906) 789-6902

Bay College

Main Campus
2001 N. Lincoln Road
Escanaba, MI. 49829
(906) 786-5802

PROGRAMS AND SERVICES:

Bay College has an open enrollment policy for all students. Students must meet the requirements of the college in order to be accepted. The Student Success Office (SSO) is the first stop for information and assistance to support students with disabilities, as well as providing tutoring services. They can be contacted by calling Chris Fries, Director, LRC Room 819, at (906) 217-4017 or the Iron Mountain Campus, Kari Divine, Academic Support Services, Room 221, at (906) 302-3004.

The SSO at **Bay College** strives to reduce the impact of a disability on a student's opportunity to learn and participate in campus life by providing accommodations to eligible students at **Bay College**. A student has to request support services. This is not automatically provided.

Individuals with disabilities have a right to:

- Request accommodations

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- Receive accommodations appropriate to their disability in order to fully participate in, or benefit from, **Bay College's** programs, services, and activities in a non-discriminatory, integrated manner.

Typical Services Offered

- Specialized testing including extended time for tests and/or access to distraction reduced testing environment
- Classroom note-taker

- Reader and/or scribe
- Alternative format textbooks
- The use of a recorder for academic needs
- Interpreter for the deaf
- Temporary use of a motorized scooter

SSO also offers Tutoring Services in Occupational Courses.

Additional information on services for wounded Veterans may be available - National Resource Directory.

Americans with Disabilities Act

These federal laws promote:

Eliminating barriers to independence because of a person's disability

Prohibiting discrimination for a qualified student because of their disability

Providing a student with a disability reasonable and effective accommodations

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Inquiries related to the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap, should be directed to the Director of Human Resources 906-217-4049.

COLLEGE OF REFERENCE: Bay Mills Community College www.bmcc.edu

LOCATION OF CAMPUS:

Bay Mills Community College
12214 W Lakeshore Drive
Brimley, MI 49715
(906) 248-2432

PROGRAMS AND SERVICES:

Bay Mills Community College has an open enrollment policy for all students.

Bay Mills Community College provides a number of student services designed to assist students in succeeding in a college environment. The student support services staff is available to assist students in achieving their academic goals and personal/cultural development.

The Student Support Services has access to a number of programs and agencies, which can assist students attending **BMCC**. The following is a list of some of the services, activities, and referrals available:

- traditional guidance/teachings
- utilization of Native American spiritual advisors
- talking circles
- annual ceremonials
- native workshops/gatherings
- personal/family/group counseling referrals
- peer tutoring assistance
- advocacy

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- faculty/student liaison
- student/health care agency liaison
- career development/assistance
- GED scheduling/assistance
- college transfer information/assistance
- student leadership development

- resource materials
- student council advisors
- disability student services

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COLLEGE OF REFERENCE: **Finlandia University** www.finlandia.edu

LOCATION OF CAMPUS:

Finlandia University
601 Quincy Street
Hancock, MI. 49930
(800) 682-7604

PROGRAMS AND SERVICES:

Finlandia University does not discriminate on the basis of race, color, national origin, sex/gender, age, disability, religion, veteran status, familial status, height, weight, socio-economic status, sexual orientation, genetic information, or any other category protected by applicable law in admissions, employment, athletics, programs, and activities.

ADA Compliance

Americans with Disabilities Act - **Finlandia University** complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Any student requesting accommodations must have documentation of a specific disability on file with Disability Student Services (DSS). With proper documentation on file, a student will then receive a Disability Verification Memo for the course(s) that identifies the accommodation(s). The office of the Director of Disability Student Services and 504 Coordinator is Mannerheim 101. Phone (906) 487-7258.

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COLLEGE OF REFERENCE: Gogebic Community College www.gogebic.edu

LOCATION OF CAMPUS:

Gogebic Community College
E 4946 Jackson Road
Ironwood, MI. 49938
(800) 682-5910

PROGRAMS AND SERVICES:

Gogebic Community College offers a liberal "open door" admissions policy. In general, all high school graduates are considered for admission. Adult students may also be admitted after successfully passing a high school equivalency examination (such as the General Education Development Test). Adult students who have not graduated from high school and do not meet regular admission requirements but show ability to benefit from instructional offerings of the college may be admitted as special students upon the approval of the Dean of Student Services and the Admissions Committee.

APPLYING FOR ADMISSION

Applicants for admission must complete an Application for Admission form and submit the following:

- Official transcript of high school grades, as well as any previous colleges attended, must be on file before final admission is granted to a degree or certificate program. Students taking individual courses for personal enrichment or upgrade of job skills are exempt from the transcript requirement.

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- A \$10 non-refundable application fee will be charged to all applicants and is a one-time only charge. The application fee does not guarantee admission to the college. The Dean of Students may, upon receipt of written request, waive the application fee for students with financial hardship.

The MI Department of Education requires proof of residency for ALL students. Please provide a copy of a valid driver's license or dated voter's registration card or one of the following documents: a canceled rent check, property tax receipt, or a rental agreement. Admission to specific courses and programs of study within the college will depend upon the student's preparation and readiness to succeed as determined by the Admissions Committee.

The college reserves the right to deny admission to any applicant who does not meet entrance requirements.

How to apply?

Complete the application form online. Request official transcripts from all colleges attended and an official copy of your high school records. If you have previously attended **GCC** but have been attending another college and wish to reenter **GCC**, it is necessary for you to request an official transcript to be sent to **Gogebic Community College**.

The ACT test is highly recommended for all beginning full-time freshmen and degree-seeking part-time students.

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A \$10.00 NON-REFUNDABLE application fee is due to complete your application process. You can pay this fee using a credit card upon submission of this application or you can mail the \$10.00 application fee to the address above.

State Department of Education **requires** proof of residency for ALL students.

Please provide a copy of **one** of the following documents:

- Valid driver's license
- Dated voter's registration card
- State issued ID

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COLLEGE OF REFERENCE: Lake Superior State University <http://www.lssu.edu>

LOCATION OF CAMPUS:

Lake Superior State University
650 W. Easterday Ave.
Sault Ste. Marie, MI. 49783

(906) 632-6841

PROGRAMS AND SERVICES:

Lake Superior State University has the same admission requirements for all students with disabilities and without. The prime factors used to determine admission are cumulative grade point average (GPA), high school course curriculum, and ACT or SAT results. **LSSU** recommends that students follow a college preparatory curriculum the Michigan Merit Curriculum. The middle fifty percent of their entering freshman class have high school GPA's ranging from 2.9 to 3.6 and ACT scores ranging from 22-25. Students should feel free to submit any additional materials which may aid the Admissions Office in reviewing unusual circumstances which may have impacted high school performance. ACT or SAT scores will not be used in the admissions process if you graduated from high school two or more years ago.

Disability Services and **Lake Superior State University** is committed to making individuals with disabilities full participants in its programs, services and activities. It is **LSSU's** policy that no otherwise qualified individual with a disability shall be denied access to, or participation in, any program, service, or activity offered by the university.

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LSSU supports equal educational opportunities for all students. Students are entitled to accessible, accommodating, and supportive teaching and learning environments.

ADAAA (Americans with Disabilities Act Amendments Act of 2008):

- All students who identify themselves to faculty as having a disability or suspect that they have a disability are encouraged to contact Disability Services (DS).
- Faculty is not obligated to provide accommodations without proper notification from the DS Office. Students may also contact DS staff by telephone to make an intake appointment at 906-635-2355.

In pursuit of their mission they will:

- Help students develop self-advocacy, empowerment, responsibility, independence, personal growth, and develop and use compensatory skills.
- Assure that services **LSSU** provides to students with disabilities are in compliance with legal mandates.
- Provide timely, efficient, and equitable accommodations and services.
- Promote awareness of services and accommodations available through DS to students, prospective students, community, and **LSSU**: by contacting incoming freshman and transfer students; by presenting informational workshops; by providing informational materials.
- Maintain academic integrity of **LSSU** degrees: by monitoring substitutions and accommodations made for students with disabilities; by assuring substitutions and accommodations are being used responsibly.

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- Act as liaison between students, faculty, staff, and others by assisting in negotiation of accommodations, promoting effective educational experiences, and providing services to enable students to have equal access to **LSSU**.

- Educate community, faculty, staff, and students about disabilities and prepare each to make use of feedback regarding the quality of educational accommodations each provides.
- Ensure appropriate documentation indicating the specific accommodations is provided by each student.
- Keep current regarding trends and issues related to disabilities and inform relevant faculty and staff.
- Refer students to appropriate organizations when necessary.

A sampling of services offered

- Extra testing time
- Test readers or scribes
- Access to distraction reduced testing environment
- Assistance with class assignments
- Alternative testing formats
- Request digital or audio textbooks ([request form](#))
- Classroom audio taping
- Note-taking services
- Assistive technology
- Alternative seating in classrooms

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COLLEGE OF REFERENCE: **Michigan Tech-Michigan Technological University**
<http://www.mtu.edu/>

LOCATION OF CAMPUS:

Michigan Technological University
1400 Townsend Drive
Houghton, MI. 49931-1295
(906) 487-2212

PROGRAMS AND SERVICES:

Michigan Technological University has one application process for all students. All students must meet the criteria for courses in order to be admitted. If a student with a disability is accepted to study at **Michigan Technological University** they must self-identify in order to receive services. The student with disabilities will work with the Coordinator of Student Disability Services in order to accommodate and locate the needs of the student.

Student Disability Services provide services which make the educational environment accessible. Services are provided on a case-by-case basis. Some services include:

- Extended testing time
- Non-distracting testing environments
- CART services (real time closed captioning of lectures) for students that may be hearing disabled.

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COLLEGE OF REFERENCE: Northern Michigan University www.nmu.edu

LOCATION OF CAMPUS:

Northern Michigan University
1401 Presque Isle Ave.
Marquette, MI. 49855
(906) 227-1000

PROGRAMS AND SERVICES:

New students to **Northern Michigan University** need to meet with the Coordinator of Disability Services prior to requesting accommodations. Continuing **Northern** students can request accommodations online using the Accommodation Request Form or in the Disability Services Office. The Accommodation Request Form must be filled out each semester the student wants to request accommodations. Disability Services provides assistance for students who qualify under the Americans with Disabilities Act (ADA) to receive accommodations.

Disability Services Contact Information

2001 C.B. Hedgcock
1401 Presque Isle Avenue
Marquette, MI 49855
Phone: 906-227-1700 Fax: 906-227-1714 E-mail: disserv@nmu.edu
Disability Services:

- Provide services and reasonable accommodations to students with disabilities so they may have an equal educational opportunity.
- Collaborate with students and review documentation to determine eligibility of appropriate and reasonable accommodations at a post-secondary level.
- Assist in arranging course, classroom and testing accommodations.

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- Help students develop self-advocacy skills and confidence to take responsibility for their academic success.
- Facilitate university compliance with federal legislation.

- Promote campus awareness regarding disability issues

Disability Law

The two primary laws which are related to disability in higher education are Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Both of these laws protect the rights of individuals with disabilities.

The ADA protects individuals with disabilities from discrimination and guarantees protection of equal access to programs and services.

Section 504 provides specific information for post-secondary institutions and requires that reasonable accommodations be provided so that students with disabilities have an equal access to education.

A reasonable accommodation is a modification or adjustment which allows a qualified student with a disability to benefit from all educational opportunities, programs and activities. Reasonable accommodations do not include alterations to academic programs, providing equipment or services of a personal nature, or any adjustment that would impose an undue burden on the institution.

Documentation

The process of determining whether a student is eligible for accommodations is a collaborative one. Students are encouraged to submit documentation which describes the current impact of their condition and its relevance to an academic setting.

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All students requesting accommodations for the first time must meet with the Coordinator of Disability Services to begin a discussion regarding what accommodations would be appropriate and reasonable for the individual and the institution.

Accommodations

Disability Services provides appropriate and reasonable accommodations to students with disabilities so they may have an equal educational opportunity. Service and assistance is provided to enrolled students who are permanently or temporarily disabled.

Types of Accommodations

The following are considered typical accommodations in a university setting. Please remember that educational goals and objectives differ for post-secondary education under the Americans with Disabilities Act (ADA). Therefore, students may receive accommodations in high school that cannot be provided in a university setting. Unlike high school, in a university setting the institution is responsible for providing access, not ensuring success.

Extended Quiz/Test Time

This is uninterrupted testing time that is typically 1.5x the time allotted on the quiz or test. If the test is 50 minutes, a person receiving 1.5x would have 75 minutes for the testing process.

Alternate Testing Site

This is a distraction free environment with a proctor for the duration of the test.

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Test Reader

The test proctor will read the test items as often as the student needs within the allotted test period. The proctor will only read the test and may not offer any clarification of the test.

Test Scribe

The test proctor writes or types what the student dictates are the answers to the test. The student is still responsible for any corrections to grammar, spelling and structure.

Note Taker

This is typically a class mate who provides copies of their own notes to the student who has been approved for a note taker. These notes are a supplement to the student's own notes. The student receiving notes must attend class and be actively engaged in the lecture, taking their own notes.

Assistive Technology

Some examples include: alternative text formats, assistive listening devices, and adaptive computer access.

Animals as Disability Accommodations

Background

With limited exceptions, **Northern Michigan University** prohibits animals [1] in University buildings, including University housing.

Exception:

Northern Michigan University seeks to accommodate persons with disabilities who prove they need an animal's presence in a University building (including housing) to

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accommodate a physical or mental/emotional disability. However, as the University is

also responsible for protecting the general University community's health and safety interests, this Policy is intended to fairly address all parties' concerns.

The University's Disability Services Office is responsible for implementing this Policy. Success requires the cooperation of all students, staff and faculty.

"Disability" means a medically diagnosable physical or mental condition or impairment that substantially limits one or more major life activities, such as walking, seeing, hearing, speaking, breathing, working and/or learning.

"Service" animals are legally defined (Americans With Disabilities Act of 1990) as animals trained and/or certified to meet the physical disability-related needs of their handlers who have disabilities. A disabled individual may be accompanied by his/her service animal in public places and in most areas posted "no pet/no animal." Examples are seeing-eye dogs, animals which alert a hearing impaired person to the presence of people or sound, an animal which retrieves dropped items or otherwise aids a physically disabled person in accomplishing manual tasks, etc. Service animals are not pets; rather, they are an auxiliary aid similar to a cane, crutches, wheelchair, etc.

Process for Requesting Accommodation

A disabled individual who as an accommodation wishes to have an animal in University buildings, including University housing, must register with and submit a written request to the Disability Services Office. If possible, your written request should be submitted at least thirty (30) calendar days prior to when you will need access to the University building. As part of the written request you are required to submit a signed letter from

your licensed health care or mental health provider (the letter must be verifiable; e.g. professional letterhead, etc.) with the following information:

- Nature of your disabling condition or impairment
- A comprehensive list of your restrictions
- The provider's professional opinion that you need the requested animal to lessen the effects of your disability and to utilize **NMU's** facilities and/or services
- The animal's function

Disability Services will notify the requesting person if additional information is required. Once satisfactory and adequate information is received, Disability Services will validate the disability, determine if alternative accommodations would be reasonable, determine if the animal's presence on campus would cause an undue hardship to **NMU** and/or its students, residents, staff, or visitors, and will notify the requesting person of Disability Services' preliminary conditional decision. If the animal's presence is approved, such approval will be conditioned on verification the animal is healthy, immunized, can be properly handled by the requesting party, etc. Following such verification, Disability Services will issue a tag to be worn by the animal whenever the animal is on campus in a place accessible to the general public.

For more information regarding registering and submitting a request with Disability Services, refer to <http://www.nmu.edu> disability or call (906) 227-1737.

Your Responsibilities If Your Request is Approved

The disabled person ("handler") requesting an exception is solely responsible for the care, control, and supervision of the animal. The handler must at all times maintain

complete control of the animal (e.g. leashed [leashes must be no more than 6 feet long], caged, etc.) whenever the animal is on campus in a place accessible to the general public.

An animal that is not properly cared for, controlled or supervised may be excluded not only from University buildings, but from the entire campus. Infractions and consequences will be handled on a case-by-case basis.

Injuries caused by an animal must be immediately reported to Public Safety.

Vaccinations: The animal must be seen at least annually by a licensed Veterinarian, who must give the animal a “clean bill of health.” The animal must also remain up-to-date regarding all immunizations recommended by the animal’s Veterinarian, which at a minimum must protect against diseases/medical conditions common to the type of animal. Upon request by the University, the handler must immediately produce written verification of the annual Veterinarian visit and all immunizations. The University has continuing authority to direct and require that an animal receive veterinary attention at the handler’s expense.

You (the “handler”) are financially responsible for all personal and/or property damage caused by your animal while on **NMU** property.

Licensing: All legally required licenses unique to the type of animal must be current. For example, the State of Michigan requires all dogs be licensed by the time they reach 4 months of age [MCL Act 339, 287.266]). Dog guides, hearing dogs and dogs serving mobility-impaired persons receive the license at no cost [Act No. 112, PA of 1984].

Records: The handler's name and information must appear on all documents related to the animal's care and supervision, such as veterinary records, licenses, service animal identification tags/cards, housing agreements, etc.

Animal's Behavior

Animals must be controlled so as not to frighten, disrupt, disturb or interfere with others who work, study, visit, or live on campus or in University housing.

Animals are not permitted on *any* University furniture, including furniture in fully or partially furnished residence hall rooms and/or apartments.

Handlers are responsible for cleaning up after their animal. You must immediately clean up animal waste deposited anywhere on University property, clean up any mess your animal makes on campus or in a University building, vacuum regularly if you live in University housing, etc.

Animals must not be cleaned/groomed in University rest rooms, including showers or bathrooms in **NMU** housing.

Areas Off-Limits to All Animals

Mechanical Rooms/Custodial Closets: boiler rooms, facility equipment rooms, electrical closets, elevator control rooms, custodial storage closets. The machinery and/or chemicals in these rooms may be harmful to animals.

Areas with health or safety restrictions. Areas where protective clothing is required/necessary (e.g. chemical laboratories, research/medical laboratories, wood shops, metal/machine shops, electrical shops, photography dark rooms, etc.). Areas

where the animal could be injured (e.g. rooms with sharp objects, hot materials, moving machinery, etc.), and areas where research animals are present.

Exception:

An exception may be requested through the Coordinator of Disability Services. The Coordinator will discuss the requested exception with the appropriate instructor or administrator. Exceptions may be granted on a case-by-case basis.

Public Etiquette for Interaction with Animals

Persons with proven disabilities who have been approved for an exception by **NMU's** Disabilities Services Office should be permitted to have the approved animal with them when on campus and/or in University buildings (provided the animal is not disruptive or disturbing others) *except* in areas where animals are specifically prohibited (i.e. usually for safety or sanitary reasons), and unless the person has obtained an exception (See, "Areas Off-Limits to All Animals").

As the handler is potentially liable if you are harmed, do not approach, feed, etc., a handler's animal unless you have asked and received the handler's permission.

As you might be liable for any harm that ensues, do not deliberately startle a handler's animal or attempt to separate a handler from his/her animal.

Appeals

You may appeal Disability Services' or **NMU's** decisions, such as decisions denying your requested accommodation, denying your animal access to a building/classroom/lab, ordering your animal's removal from campus housing, etc., by written submission to the Disability Services Coordinator. Appeals should be submitted within ten (10) calendar

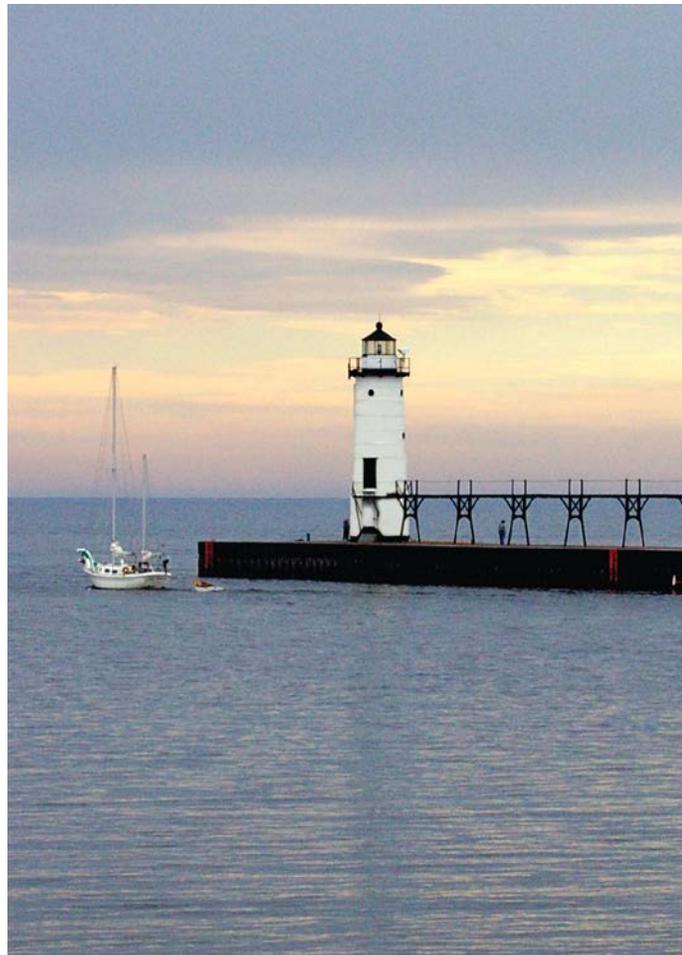
days of the decision/action being appealed. All appeals will be considered by the Accommodation Review Committee. The Accommodation Review Committee will issue a written decision within fourteen (14) calendar days after receiving a written appeal.

[1] Animals utilized by an instructor for teaching, instruction, research or other academic purposes are not covered by the University's general prohibition or this Policy.

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Section 9

North West Campuses



COLLEGE OF REFERENCE: Mid Michigan Community College
<http://www.midmich.edu/>

LOCATION OF CAMPUS:

Mid Michigan Community College
1375 S. Clare Ave.
Harrison, MI. 48625
(989) 386-6622

PROGRAMS AND SERVICES:

Mid Michigan Community College recognizes the importance of encouraging and assisting each student in reaching his or her full potential. In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, they ensure that admission, services, activities, facilities and academic programs are accessible to and usable by qualified students with disabilities. It is expected that students will make requests for accommodations well in advance of the start of the semester (a minimum of two months in advance is recommended).

Examples of Impairments That May Make a Student Eligible for Accommodations:

- Attention Deficit or Hyperactivity Disorder (ADD/HD)
- Learning Disabilities (Dyslexia, Dyscalculia, etc.)
- Mobility and Injury-Related Disabilities
- Psychiatric Disabilities (Major Depression, Bipolar Disorder, Anxiety Disorder, etc.)
- Sensory Impairments (Audio, Visual, etc.)

Examples of Accommodations That May Be Available:

- Assistive technology like scanning, reading, and voice dictation software.
- Readers and scribes for students with visual impairments.
- Notetakers are usually recruited from the student's classes. Funds may be available to compensate notetakers for students with hearing/visual impairments. Notetaking paper (NCR) is provided by **MMCC** and is available in the Counseling office (Harrison) or in the ASC (Pickard).
- Interpreters including sign language & other services for the deaf and hearing impaired. An appointment to discuss this service should be scheduled well in advance.
- Taped textbooks for students with visual impairments through Access Text. Additional taping, such as course syllabi and handouts, should be arranged through the Special Populations Counselor a minimum of two weeks in advance.
- Testing accommodations such as extended time, quiet environments for testing are scheduled through the Special Populations Counselor a minimum of one week in advance. Other requests may include readers and/or scribes, access to a computer and/or calculator, etc.
- Tutoring through the Academic Support Center (ASC) requested as early as possible. Emphasis will be on developing strategies for learning based on the student's strengths and abilities.

- Additional services as deemed necessary and appropriate.

What Type of Documentation is Necessary to Acquire Accommodations?

No services or accommodations can be provided for a student who doesn't provide the necessary documentation which is written documentation from a doctor, high school counselor, or community service provider (such as Community Mental Health, Michigan Rehabilitation Services, Michigan Commission for the Blind, etcetera). Individualized Education Plans (IEPs) or 504 plans are insufficient, but are helpful when provided along with other documentation. Any and all information received regarding disability is strictly confidential.

What Steps Should I Take to Acquire Accommodations?

- **Apply for admission to MMCC.**
- **Complete orientation & placement testing.**
- **Submit documentation of disability** to Carol J. Santini, Special Populations Counselor. She can be contacted by calling (989) 386-6636.
- **Schedule an appointment with Carol J. Santini** to discuss documentation, placement scores, academic goals, reasonable accommodations, and request services.
- **Meet with each of your instructors** during the first week of classes to discuss your accommodation needs.

- **Be aware that all services are arranged individually on an as-needed basis.** The nature and extent of accommodations may vary from course to course, instructor to instructor, and semester to semester.
- **Be aware that services beyond those approved by the college and sponsoring community support agency must be arranged and paid for by the individual.**

College can be confusing when you first get started. They put together an easy list to help you start successfully. You may want to print this for future reference.

- **Step 1: Applying for Admissions** - [Apply online](#) or at any **MMCC** location. If you apply online, you'll be directed to a page like this of next steps. One of these steps includes having [transcripts from other higher educational institutions, AP scores, and CLEP scores sent to us ASAP](#). Once your application is processed, whether it was submitted online or in person, you'll be postal mailed an Admissions packet explaining how to [set up your College account](#). Once you set up your account, you'll be directed to a page explaining our online services, such as your College email account and our portal.
- **Step 2: Applying for Financial Aid** - If you'd like to see if you're eligible for federal student aid, [apply online](#) ASAP. Their school code is 006768. Once the federal government processes your application, they will postal mail you an award letter, but be sure to monitor your College email account just in case they need more information from you to get that processed. You can also fill out the [loan](#)

[paperwork](#) if you're pretty sure that you'll be asking for a student loan as part of your aid package.

- **Step 3: Completing Placement Testing** - They need to know where to place you in classes for your success. They recommend you schedule [Accuplacer placement testing](#) at your earliest convenience. You can also get your Student ID when you attend placement testing.
- **Step 4: Attending Advising & Getting Registered** - Once they know where to place you, an advisor can help you set up an academic plan and get registered. Returning or transfer students may be eligible for online registration through the [Portal](#) if they have more than 12 registered credits on their **MMCC** transcript.
- **Step 5: Paying Tuition & Getting Course Materials** - Watch tuition due dates on the [academic calendar](#). Your tuition must be paid in full (or being paid via payment plan) by that date or you'll be dropped. You can set up a payment plan on their [Cashier's page](#). Purchase textbooks at Harrison, Doan, or at www.midmich.edu/bookstore. Financial Aid textbook vouchers are usually available the week before classes begin.
- **Step 6: Attending Class & Getting Involved** - Mark course days & times on your calendar! Find out more ways to get involved on our [Student Activities](#) page.

COLLEGE OF REFERENCE: North Central Michigan College
<http://www.ncmich.edu/>

LOCATION OF CAMPUS:

North Central Michigan College
1515 Howard Street
Petoskey, MI. 49770
(231) 348-6621

PROGRAMS AND SERVICES:

North Central Michigan College provides the same programs of study to all students as long as they have the skills to “benefit” from college. Students with disabilities would use the COMPASS test to determine college readiness if the ACT/SAT scores are not available. They do offer some skill building courses for Math and English to better prepare students if they are not quite at skill level. Students who take these courses do not get college “credit” for them.

Learning Support Services (LSS) provides reasonable accommodations for students with documented disabilities on a case-by-case basis. Learning Support Services can be contacted at (231) 348-6817 or by email at iss@ncmich.edu and they are located in room #533 in the Student Community Resource Center on campus. The following information is provided by North Central Michigan College as to the entire process for registration and what students with disabilities need to do in order to receive services and accommodations:

- Learning Support Services Intake Information Questionnaire
- Registration Steps
- Guidelines for Disability Services

- Disability Services Policies and Procedures
- Accommodations and Definitions

COLLEGE OF REFERENCE: **Northwestern Michigan College** www.nmc.edu

LOCATION OF CAMPUS:

Northwestern Michigan College
1701 E Front St.
Traverse City, MI. 49686
(231) 995-1000

PROGRAMS AND SERVICES:

Northwestern Michigan College has open admission to all high school graduates, or those who have satisfactorily completed the General Education Development (GED) test or individuals 18 or older. Students who have not earned a high school diploma or GED will not be able to pursue a degree and will not qualify for federal financial aid until they can produce a GED or high school diploma. But, those students are welcome to take the placement test and register for classes based on the results of the placement test and what they can afford.

If a student has disabilities and meets the requirements for admission they should contact the office of Disability Support Services. They can be contacted at: Osterlin Building-main level (in the Advising Center), 1701 E. Front St., Traverse City, MI. 49686. Phone: (231) 995-1929 or Fax: (231) 995-1253. The Disability Support Services specialist is seen by appointment. Please schedule an appointment to discuss specific needs and to request accommodations **prior to each semester** you will be enrolled.

What you'll need

A student requesting support services must:

- Submit proper documentation supporting the disability

- Complete an Accommodations Request Form
- Provide a copy of your class schedule

All documents must be submitted at least two weeks before the start of the semester to allow plenty of time for the ordering of textbooks in alternative format, scheduling of notetakers, distribution of equipment, scheduling of interpreters and scheduling of testing accommodations.

Documentation requirements

- All documentation must be administered within the last three years.
- All documentation must be on file before services are provided.
- All students must be registered for classes before services are provided.
- All documentation requires the physician or other qualified professional to provide the following:
 - a. Present a clear statement of diagnosis;
 - b. Present the symptoms that the student displays that meet the criteria for the diagnosis;
 - c. Identify the status of the student's condition (static or changing);
 - d. A summary of assessment procedures;
 - e. The academic impact of the disability on the student;
 - f. Suggested reasonable accommodations which are supported by the diagnosis;

- g. Statement must be typed on the professional's letterhead, signed, and contain the professional's title and credentials.

Disability Support Services contributes to a positive learning environment for students and ensures equal access to education so that students with disabilities can freely and actively participate in college learning. They also promote community awareness of the needs and potential of individuals with disabilities. They offer a wide range of services for those who have disabilities and/or need accommodations in order to achieve academic goals. With the appropriate documentation, services may include, but are not limited to:

- Notetakers
- Readers
- Scribes
- Sign language interpreters
- Brailled materials
- Books in alternative format
- Extended time for exams
- Quiet space for exams
- Adaptive equipment:

Dragon Naturally Speaking

Natural Point TrackIR

JAWS screen reader software

Ergonomic keyboard

Track Ball Mouse

Kurzweil 1000/3000

COLLEGE OF REFERENCE: **West Shore Community College**
www.westshore.edu

LOCATION OF CAMPUS:

West Shore Community College
3000 N. Stiles Rd.
Scottsville, MI. 49454
(231) 845-6211

PROGRAMS AND SERVICES:

West Shore Community College offers students with disabilities the STaRS program. Students with disabilities can be successful at **West Shore Community College**. The profile of a successful student includes one who regularly attends classes, spends appropriate time studying, understands his or her strengths and weaknesses, is willing to self-advocate, accesses campus resources as needed, and develops relationships with professors and staff.

STaRS offers assistance to individuals with disabilities who identify themselves as needing special services while attending **West Shore**. STaRS staff provides support services by using an individualized approach and works cooperatively with students as they:

- Build effective study skills
- Learn self-advocacy skills
- Become more independent learners
- Create a network of resources on campus and in the community

- Meet academic requirements

STaRS Goals:

- To provide effective services, materials, and resources to enable students with disabilities to participate as fully as possible in the educational opportunities at the college
- To coach students creatively
- To promote inclusiveness and successful experiences
- To ensure compliance with college policies and federal guidelines

Students requiring more information should contact Diann Neil Engblade, Ext 5906, or stop by STaRS in Suite 761 in the upper level of the Schoenherr Campus Center.

Americans with Disabilities Act - Amendments Act of 2008 (ADA AA) and Section 504 of the Rehabilitation Act: Legal Rights and Responsibilities

What is the Americans with Disabilities Act- Amendments Act?

The Americans with Disabilities Act Amendments Act (ADA AA) is a civil rights law that was originally passed by Congress in 1990 (as the Americans with Disabilities Act-ADA) and protects individuals with disabilities from discrimination in the workplace, as well as school and other settings. The ADA was amended in 2008 and became effective January 1, 2009. The law does not provide funding for services or accommodations.

ADA AA mandates that reasonable accommodations must be provided to students

with disabilities. STaRS staff will coordinate services with faculty in order to provide students with disabilities academic adjustments that will help them fully participate in the educational opportunities at **West Shore**.

What is Section 504 of the Rehabilitation Act of 1973?

Section 504 of the Rehabilitation Act of 1973 protects the rights of persons with handicaps in programs and activities that receive Federal financial assistance. Section 504 protects the rights of not only individuals with visible disabilities but also those with disabilities that may not be apparent.

Section 504 provides that: *"No otherwise qualified individual with handicaps in the United States . . . shall, solely by reason of her or his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...."*

Section 504 regulations defines a qualified individual with handicaps for postsecondary educational programs as a person with a handicap who meets the academic and technical standards requisite for admission to, or participation in, the college's education program or activity.

Who is eligible?

The law defines a person as disabled if he or she has a physical or mental impairment which substantially limits one or more major life activities;

- has a record of such an impairment;
- is regarded as having such impairment.

Under the law, learning, reading, thinking, concentrating, walking, hearing, and manual tasks are all considered major life activities. Individuals with disabilities who desire special services should contact STaRS for more information.

Is documentation of a disability required in order to receive accommodation or to use adaptive software or equipment?

Documentation of a disability is especially helpful when assessing a student's unique needs with the goal of helping the student achieve academic, personal, or career success. The requested documentation may include the results of medical, psychological, or emotional diagnostic tests, or other professional evaluations, including an Individualized Educational Plan (IEP) or Student Action Plan (SAP).

Is West Shore responsible for identifying students with disabilities?

At the postsecondary level, it is the student's responsibility to make his or her handicapping condition known and to request academic adjustments. To inquire about services for a disability, students at **West Shore** must contact the Director of Special Populations via telephone at (231) 843-5906 or email at dlnelengblade@westshore.edu or come directly to STaRS, which is located in Suite 761 on the 2nd floor of the Schoenherr Campus Center. A student may also choose to make his or her needs known to a college administrator, advisor, or professor on an individual basis. However, if accommodations are needed, the Director of Special Populations, in coordination with **WSSC** faculty, must determine those accommodations.

How does West Shore assure that the needs of students with disabilities are being met?

Students with disabilities are eligible for reasonable accommodations per Section 504 of the Rehabilitation Act of 1973 and the ADA of 1990/ADA AA of 2009. STaRS staff works collaboratively with students, faculty, and staff to create an inclusive educational environment. What is deemed a reasonable accommodation will vary on a case-by-case basis depending on how the disability affects various aspects of the student's college experience. How accommodations are carried out differs from one situation to another because both the environment and student variables must be considered.

Accommodations Agreement

Students desiring accommodations for a disability must confer with the Director of Special Populations, in order to create an Accommodations Agreement. An Accommodations Agreement lists the accommodations required in each of the student's classes as well as any other accommodations that may be required in order to enable the student to have full access to all of the college's programs and facilities. It must be signed by each professor, the student, and the Director of Special Populations and is valid only for the current semester in which the student is enrolled.

What are Reasonable Accommodations?

Reasonable accommodations provide equal opportunity for students with disabilities to obtain the same level of achievement as all other students while maintaining the standards of excellence of the college. More information about common accommodations can be found in the Assistive Technology Available and Common Accommodations section of this document. Professors and instructors have the right to challenge any accommodation if he or she believes that it would fundamentally alter the nature and standards of the course.

Assistive Technology Offered and Common Accommodations

Receiving accommodations should not be regarded as giving a student special privileges, but rather as minimizing the impact of a disability to the greatest extent possible. It is important to remember that the professor expects the same academic performance from students with disabilities as he or she does from non-disabled students. The intent of the ADA and Section 504 is not that professors pass students because of their disability. The intent is to assure that each student with a disability receives the academic adjustments, also known as accommodations, needed to assure that he or she has the same access to college programs, classes, and facilities as all other students.

In providing an academic adjustment, the college is not required to (1) lower or effect substantial modifications to essential class or program requirements or, (2) make modifications that would alter the nature of a service, program, or activity, or (3) provide services that would result in undue financial or administrative

burdens.

Following are common academic adjustments and a listing of assistive technology that is available through STaRS.

Common Academic Adjustments

- Modified Testing: e.g.; extended testing time in a proctored setting - (generally time and a half), a verbatim text reader (either human or computer), a scribe, alternatives to scantron testing, use of a calculator in advanced math courses
- Student Note-taker
- Use of an Alpha Smart solely for purposes of taking notes
- Ability to record lectures
- Preferential seating
- Assistive technology
- Handouts in enlarged font size
- Books in alternative formats, including audio, enlarged, and electronic files
- Alternative format handouts
- American Sign Language Interpreters
- Liaison service with community agencies, including Michigan Rehabilitation Services
- Other specialized services as deemed necessary following an assessment of the student's special needs.

Assistive Technology

- Kurzweil Reader software (text to voice) both within STaRS and to loan
- Dragon Naturally software (voice to text)
- JAWSS for Windows (screen reader)
- An institutional membership in Learning Ally
- Loan of equipment to access audio books
- Electronic text files for required books and for elective books whenever possible
- Raised Line Drawing Kit
- Reading Pens
- Hand-held spell checker
- Amplified stethoscopes
- CD players for books on tape
- TDD telephone
- Williams Sound System – FM Listening System
- Alpha Smart players
- Language Translators for students whose primary language is not English
- Headphones with microphones
- Ear plugs
- Hand-held Magnifiers

- Optional full-spectrum lighting or low level lighting in tutoring/testing rooms
- Accessible computers throughout STaRS
- Irlen Colored Overlays
- Other equipment and software based on each student's needs

What if disagreements arise regarding disability concerns or accommodations?

If disagreements arise regarding disability concerns or accommodations, students are required to use the grievance procedure outlined in the College's catalog and in the STaRS Student Handbook.

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Section 10

South West Campuses



COLLEGE OF REFERENCE: **Albion College** <http://www.albion.edu/>

LOCATION OF CAMPUS:

Albion College
6611 Porter Street
Albion, MI. 49224
(517) 629-1000

PROGRAMS AND SERVICES:

Albion College is committed to equality of opportunity for persons with disabilities. In keeping with the College's mission to providing opportunities for students to optimize their personal and academic growth, the Learning Support Center (LSC) facilitates accommodations and support services for students with disabilities.

Albion College is committed to providing equal access and reasonable accommodations to students with disabilities as defined under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and strives to make programs and facilities accessible to individuals with disabilities.

The Learning Support Center is located in Room 311 of the Seeley Mudd Library and is open during regular business hours throughout the school year. The main phone is 517/629-0825; Fax 517/629-0504; Adaptive Technology office 517/629-0411. The decision of whether to disclose your disability during the application process is one that each student must decide. **Albion College** does not have a separate application process for students with disabilities. The admissions office reviews each application on its own merits. Students with disabilities need to meet the same standards as all other applicants.

However, because the application process is personalized, individual circumstances are taken into consideration. If you believe that your situation could be

better understood by explaining the nature of your disability and how you have learned to deal with your challenges, it may prove useful to include a personal statement with your application.

If you choose to write a personal statement, include specifics on how you were able to succeed in High School and how your experiences have prepared you for college. Include information on whether you used accommodations or other resources. You may also want to include some ideas on the steps you plan to take to be successful in college.

The Learning Support Staff will be happy to provide information regarding the services available to their students. Please be aware that the LSC staff is not involved in any part application process or giving recommendations based on interviews. Students requesting accommodations and/or services on the basis of a disability must first submit documentation of the disability which meets the college requirements.

The second part of the process involves an individualized review of the documentation by the Director or Assistant Director of the Learning Support Center (LSC). A meeting with the student to discuss the documentation, history of accommodations and preferences regarding accommodations and services is a critical part of this review.

In the following semesters, after the student determines which accommodations/services to request for each class they only need to submit a Request for Accommodations Form. Copies of a confirmation letter are then sent from the Director of the LSC to the identified faculty. A copy is also sent to the student.

The quality and completeness of the disability documentation provides the staff of the LSC with information to both determine the student's eligibility for accommodations and plan appropriate academic accommodations and services. College academic requirements can require a different scope of services than the student received in high school. Courses will provide different challenges. As a result, information that is current is crucial to appropriate planning.

Appropriate documentation is required which includes a report prepared by an appropriate licensed professional that clearly diagnoses a disability. Documentation requirements are similar to those adopted by the Educational Testing Service and the Association for Higher Education and Disabilities. Documentation on file must:

Clearly state the diagnosed disability.

The diagnosis must be specific. For example, terms such as "learning styles", "learning problems" do not constitute appropriate diagnosis of a learning disability.

Be current, generally within the past five years for LD, last 6 months for psychiatric disabilities, or last 3 years for all other disabilities.

The Center director reserves the right to request an updated or more extensive evaluation. Students who are considering obtaining an evaluation may wish to refer to the Educational Testing Service guidelines at www.ets.org/disability. Specific guidelines are given for various disabilities that include recommendations in selecting a qualified professional and understanding the testing process.

Include complete educational, developmental and medical history relevant to the disability.

Scores for educational and psychological tests used in the assessment should be included.

Include a copy of the most recent report or evaluation containing the actual scores used to diagnose the presence of the learning disability.

Diagnosis of a learning disorder is based on test scores. Copies of a student's IEP or 504 plan may be useful but not sufficient without the actual test scores.

Provide specific information on how the disability interferes with college life and educational performance.

The examiner should support recommendations for accommodations with specific test results or clinical observations.

Diagnostic reports must include the names and titles of the examiner as well as the dates of testing.

Forms are available to provide verification of conditions other than LD. You can give the appropriate form to your health care provider. These provide a useful format to follow in providing the necessary information. Copies of psychological and educational reports may be sufficient if completed within the appropriate time frame.

Classroom and Exam Accommodations

1. At the beginning of each semester students who have completed the initial process for Requesting Academic Accommodations services must submit a request for the accommodations and/or services they require for that term. Students may request only the accommodations and services agreed upon in the initial planning

meeting. Students who may wish additional accommodations and serves during a semester should contact the Learning Support Center (LSC) and request a meeting to discuss this additional assistance.

You can find the form to request accommodations attached to this document or by visiting the Request Accommodations page.

2. Once a letter is sent to faculty regarding in class accommodations, the student is expected to meet with the faculty member to discuss the implementation of the accommodations. For example, if a student is allowed extended time for an exam and a distraction free environment, the student and faculty member should discuss in advance how this can be provided. In addition, the faculty member may have questions that can be raised at this time. Developing the best plan for providing in class assistance to students is a collaborative process and one that should be ongoing over the course of the semester.

3. Students requesting **extra time** for in class exams must consider whether this will result in missing portions of other class periods. Arrangements should be made to either begin the exam earlier or to take it at a later point in the day. Please check if you have a class immediately after one for which you are requesting extra time on exams. Discuss your options with your professor well in advance of the first exam day.

Exam Proctoring by the Learning Support Center

1. If the student and faculty member decide to request the LSC to proctor an exam, the following web based form must be completed and submitted to the LSC Coordinator at least 24 hours in advance:
2. The time listed for beginning of the exam will be used for determining the accommodated exam time period.
3. **IMPORTANT:** The time period for a proctored exam begins at the time stated in the web form. If you show up late you will not be able to have your exam time period readjusted to reflect the later starting time.

Notetaker Services

1. Notetakers are peer volunteers from the student's class who are willing to share their notes. Volunteer notetakers are provided with a notebook containing numbered carbonless paper. The notetaker gives the student the copy at the end of the class period.
2. If a student misses a class, they may not be given the class notes from the notetaker. The notetaker will send the notes to the LSC through Campus mail. The student will have to come to the Learning Support Center to request the notes.
3. The faculty member for the course will not be involved in the notetaker process. This includes decisions regarding notes for missed class periods.

Alternative Format Materials

1. Students requesting electronic format for academic texts must sign an electronic text distribution agreement. This stipulates that the student must purchase a copy of any textbook received in alternative format, and that the electronic text will not be shared with any other person.
2. The LSC coordinator will meet with students requiring electronic text format each semester to review current course needs. Students are advised to inform the coordinator as soon as possible of course changes.
3. Students may stipulate a preference for the Alternative Text Format (electronic text, mp3, RB&D). While the coordinator will attempt to provide the preferred format, it may not always be efficient or possible to do so. Other formats may be substituted as required.

Assistance for Low-Vision

1. Students with low-vision can request scribes who will sit beside them in class and take down notes from the board in large print.

2. A CCTV which provides visual enlargement of materials can be requested for classroom use. This equipment is generally used with a microscope for lab use in science classes. Students who wish to use this equipment should inform the LSC coordinator at the beginning of the semester.

Additional Services

Individualized Academic Support

1. LSC staff members are available to work with students on a variety of academic issues. Individual plans can be developed to suit a student's current needs.
2. Weekly academic coaching program is available to students. The appropriateness of this program for a particular student can be discussed in a meeting with the LSC Director. The coaching program addresses issues of planning, time management as well as procrastination.
3. Extended absence from class due to disability

LSC staff members can assist student and faculty with communication and planning during and absences. Medical conditions that may require prolonged absences from class can be anticipated and accommodations worked out with faculty in advance.

Secondary Advising

LSC staff can meet with students and provide supplementary advising regarding course selection that is specific to the student's disability and accommodations.

Writing Competency Exam

Students requiring accommodations for this exam should contact Scott Hendrix when they sign up to take the exam. The same accommodations approved for classroom examinations will apply to this exam.

Study Abroad

Students planning on studying abroad should contact the program and make them aware of any disability needs. The Host Institution generally requires verification by the LSC of disability documentation and approved accommodations.

COLLEGE OF REFERENCE: Andrews University <http://www.andrews.edu/index.html>

LOCATION OF CAMPUS:

Andrews University
8975 U.S. 31
Berrien Springs, MI. 49104
(800) 253-2874

PROGRAMS AND SERVICES:

At **Andrews University** all students must meet the admission requirements and maintain the academic requirements. Students with disabilities are more than welcomed to attend **Andrews University**. A disability is a physical or mental impairment that substantially limits one or more of the major life activities (walking, standing, learning, seeing, speaking, hearing, breathing, or taking care of oneself).

Accommodations are defined as adjustments made to equalize a student's access to the activities of the university while maintaining the integrity of the academic program. Examples of accommodations include moving a class to an accessible building, providing extended time for testing, or making textbooks available in alternate formats. Accommodations will not fundamentally alter the requirements of any course of study.

Requesting Accommodations at Andrews University:

Andrews University students who require accommodations should bring documentation of their disability to the Student Success office at 100 Nethery Hall, or contact Student Success at 269-471-6096. In some cases, you may need to pick up a

specific form to be filled out.

Andrews University does not provide personal assistance such as care attendants or personal equipment such as computers or transportation as accommodations. Accommodations at the college level are intended to give students with disabilities access to the university's programs. Students should not expect requirements for successful completion of classes and programs to be significantly changed or reduced.

COLLEGE OF REFERENCE: Hope College www.hope.edu

LOCATION OF CAMPUS:

Hope College
PO Box 9000
Holland, MI. 49422
(616) 395-7585

PROGRAMS AND SERVICES:

Hope College values all individuals and celebrates life and abilities in the Christian context. Hope College seeks to provide an inclusive and accepting environment for all persons on campus. To uphold this commitment the College has two primary resources: the Office of Disability Services, and the Academic Support Center. Their goal is to support, provide resources, and purposeful engagement to benefit students and enhance students' overall Hope College experience.

Should you have questions, please feel free to contact the Office of Disability Services or the Academic Support Center.

Resources for Students with Disabilities

Office of Disability Services

Louise Shumaker, MA
Director of Disability Services

Office of Student Development

(616) 395-7800

shumaker@hope.edu

Academic Support Center

Jeanne Lindell, LMSW
Coordinator of Academic
Accommodations

Academic Support Center

(616) 395-7830

lindell@hope.edu

Resources:**Campus Accessibility**

- **Housing Accommodations (form required)**

- **Campus Orientation**
- **Priority Snow Removal**
- **Reserved Parking**
- **Emergency Evacuation Procedures**

Advocacy

- **Advocacy for Campus Accessibility**
- **Advocate with Rehabilitation Counselors**

- **Develop Students' Advocacy Skills**

Support Services

- **Support Group**
- **ADD Life Skills Coaching**

Resources:**Academic Accommodations**

(based on appropriate documentation - see [ASC](#) website)

- **Priority Registration**
- **Note Takers**
- **Readers/Scribes for Tests**
- **Testing Accommodations**

Academic Coaching

- **Time Management**
- **Organizational Strategies**
- **Test Taking Strategies**
- **Study Skills**
- **ADD Academic Coaching**
- **Peer Tutors**

- **Adaptive Physical Education**
- **Available in Most 100 & 200 Level Courses**

Additional Resources

Counseling and Psychological Services

Director Dr. Kristen Gray, PsyD, LP

--To schedule an appointment, please call (616) 395-7945

Health Clinic

Associate Director Cindy Sabo, RN-C, BSN

--To schedule an appointment, please call (616) 395-7585

What is a Disability?

According to the Americans with Disabilities Act, a person with a disability is one who:

1. Has a physical or mental impairment which substantially limits a major life activity;
2. Has a record or history of such an impairment; or
3. Is regarded as having such impairment.

Major life activities include, but are not limited to, walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.

These impairments may be present among people with learning disabilities, emotional disturbances, chronic health impairments, attention deficit disorder, diabetes, asthma, physical disabilities, vision, speech, or hearing impairments, or other conditions.

When does an illness or temporary physical problem become a disability?

Each case is considered individually, but generally, a chronic health condition that fits the above definition would be considered for disability status. Physical problems expected to last more than five weeks may be considered disabilities. Regardless, it must create a substantial limitation in ability to function as a student to qualify as a disability.

COLLEGE OF REFERENCE: **Kalamazoo College** www.kzoo.edu

LOCATION OF CAMPUS:

Kalamazoo College
1200 Academy Street
Kalamazoo, MI. 49006-3295
(269) 337-7000

PROGRAMS AND SERVICES:

Kalamazoo College recognizes that qualified students who have diagnosed or identified learning, physical and emotional disabilities are entitled to the same benefits from the educational programs of the college. **Kalamazoo College** is committed to making every effort to providing reasonable accommodations, unless that imposes an undue hardship or burden.

The Associate Dean of Students and the student will work together to negotiate and ensure appropriate accommodations that will work for the student. Cost associated with diagnosis, evaluation, and testing is the responsibility of the student, except in cases of severe financial need demonstrated to, and upon recommendation of, the Associate Dean of Students. The office also makes assistance available to students experiencing short-term illness or physical injury.

Disabled students are responsible for certain actions that will assure the effectiveness of these accommodations, facilitate current academic success, and provide the foundation for success in post-graduate life. These responsibilities include initiating contact with appropriate staff to make arrangements for approved accommodations; carrying their part in implementing the accommodation; and initiating and continuing

participation in activities that lessen the impact of the learning disability on academic performance.

They believe that teaching within a course can be modified to address particular disabilities by providing reasonable accommodations. In most cases, students, regardless of their disability, can successfully master the material of courses and meet graduation requirements. Please direct questions to the Associate Dean of Students Office, (269) 337-7209.

In compliance with section 504 of the Rehabilitation Act of 1973, as Amended, and with the Americans with Disabilities Act of 1990 (ADA), **Kalamazoo College** recognizes that qualified students who have diagnosed or identified learning, physical, or emotional disabilities are entitled to the same benefits from the educational programs of the college as non-disabled students. **Kalamazoo College** is committed to providing reasonable accommodations to qualified students with disabilities, unless that accommodation imposes undue hardship or burden or would not alleviate a direct threat to the student or others.

The Associate Dean of Students and the student will work together to negotiate and ensure appropriate accommodations that will work for the student. Cost associated with diagnosis, evaluation, and testing is the responsibility of the student, except in cases of severe financial need demonstrated to, and upon recommendation of, the Associate Dean of Students. The office also makes assistance available to students experiencing short-term illness or physical injury.

Kalamazoo College has the right to:

- Deny a request for accommodations, academic adjustments, and/or auxiliary aids and services if the documentation demonstrates that the request is not warranted, or if the individual fails to provide appropriate documentation.

Procedure

1. Upon enrollment or upon receiving an assessment that verifies a disability, a student must make an appointment with the Associate Dean of Students/Disability Services Coordinator to discuss the disability and the process for receiving accommodations. It will be imperative to bring or send ahead the medical verification of the disability.
2. You must provide a copy of the medical documentation and any recommendations about necessary accommodations that are included. If the assessment does not provide the necessary information with which to determine accommodations or if the assessment is more than three years old, the Associate Dean of Students may ask the student for additional assessment.
3. The Associate Dean of Students/Disability Services Coordinator will review the assessment. The student and Associate Dean of Students will then enter into negotiations to determine appropriate accommodations. One should not assume that specific accommodations offered in high school would necessarily be offered by the College.

4. The Associate Dean of Students/Disability Services Coordinator will communicate in writing to the student the approved accommodations.
5. Each quarter, the Associate Dean of Students/Disability Services Coordinator will send a letter about the disability and accommodations to the faculty of courses in which the student is registered unless the student requests that this step not be taken.
6. If the accommodations do not seem to be working, the student shall contact the Associate Dean of Students/Disability services Coordinator and they will work together to discover why the accommodations are not working and to develop additional or different accommodations if that becomes necessary.

As **Kalamazoo College** is obligated to make accommodations to lessen the impact of learning disabilities on academic performance, so is the student obligated to certain actions that will assure the effectiveness of these accommodations. Acting on these "responsibilities of the learning-disabled student" will not only facilitate current academic success, but also provide the foundation for success in post-graduate life.

Student is responsible for initiating contact with appropriate staff to make arrangements for approved accommodations. This could include the following:

- a. Meet with the Associate Dean of Students, to determine the appropriate accommodations.
- b. Seek help from the professor, and or the Associate Dean of Students.

Student is responsible for carrying their part in implementing the accommodation. This could include the following:

- a. Set up meetings with a professor to discuss and arrange for the specific accommodations.
- b. Provide an assessment that is not more than three years old.
- c. Be prompt and prepared for alternative testing.
- d. Tape lectures or discussions.
- e. Procure and copy notes from a note-taker.
- f. Ask for the accommodation(s) as specified.

Student is responsible for initiating and continuing activities that treat the symptoms of the learning disability or dysfunctional ramifications of the learning disability, such as: depression, anxiety, substance abuse and procrastination. This might include the appropriate use of medication and initiation or continuation of counseling.

Student is responsible for initiating and continuing participation in activities that lessen the impact of the learning disability on academic performance. This could include the following:

- Attend all labs and class sessions.
- Spend an appropriate amount of time studying and preparing for the course, usually this is more than the recommended average time for Kalamazoo College students.
- Use spell and grammar checks and proofreaders.
- Order taped texts (based on availability).

- Make use of campus support systems such as: Supplemental Instruction, Counseling, Academic Resource Center, Kalamazoo Disability Learning Organization.
- Use organizational calendars and time-management skills.
- Find study places that reduce distractions.
- Arrange for tutors to help with studying.

Kalamazoo College uses several assistive technologies to help disabled students and staff access resources in classrooms and in the Library.

Resources for the Visually Impaired:

- There are two Optelec Clear View 300 document stations for the enlargement of text. Both are located in the Upjohn Library Media Viewing rooms A (212) and B (217). They can be moved to classrooms as needed.
- There are document cameras from Sony and Elmo that attach to 27-inch monitors for laboratory experiments. This allows a student to zoom in or out on an object and focus to their liking.

Resources for the Hearing Impaired:

- All television monitors mounted in classrooms have closed captioning capabilities.

- Several mounted Data projectors in classrooms have closed captioning capabilities.

Audio and PA

The Audio Studio is located behind the main staircase in the Upjohn Library. It features Avid Pro Tools recording hardware and software. Appointments can be made for recording or training by contacting audiostudio@kzoo.edu.

Audio Transfers and Duplication

Media Services has equipment to make audio recording transfers from reel to reel, vinyl, audio cassette, to compact disc or mp3 or other specified digital format. Duplication of audio cassette or compact disc is also available. These services are limited to academic use only and must comply with current copyright law and policy. Please contact kmedia@kzoo.edu or call the Media desk (337-7138)

Public Address Systems

Information Services maintains and operates portable public address systems for special events at various locations on campus. Contact Media Services at kmedia@kzoo.edu or extension **7138**.

COLLEGE OF REFERENCE: [Kalamazoo Valley Community College](http://www.kvcc.edu)
www.kvcc.edu

LOCATION OF CAMPUS:

Kalamazoo Valley Community College
202 N Rose St.
Kalamazoo, MI. 49007
(269) 488-4400

PROGRAMS AND SERVICES:

[Kalamazoo Valley Community College](http://www.kvcc.edu) offers Special Services located in the Learning Center Room 2220. They can be contacted at (269) 488-4358. The First Steps are as follows:

Make an appointment

It is your choice to self-identify. When you enter college, administrators, faculty, staff and students do NOT know who you are. College is a new experience. If you choose to disclose your disability or impairment to the Special Services Office, your information is PRIVATE AND CONFIDENTIAL.

Your first appointment with Special Services which is called an *Intake Appointment* you will need to:

- Bring any questions you have about college and accommodations
- Provide documentation stating your diagnosis

The Special Services Staff will:

- Evaluate your documentation and inform you about the accommodations you are eligible for
- Explain how the Special Services Department works
- Explain how to utilize accommodations
- Get you connected to your Advisor/Advocate

Eligibility

If you are a disabled student who qualifies, we offer:

- Equal access to educational and co-curricular programs, services, and activities throughout the college
- Reasonable and effective accommodations based on documented disability
- Advocacy with faculty and staff
- Assistance with academic scheduling and planning educational and career goals

They may also provide the following resources:

- Advising
- Advocacy
- Adaptive equipment
- Assistance with registration and scheduling
- Assistance with organizational and study skills

- Connections with outside agencies
- Counseling and referrals
- Electronic text
- Interpreter services
- Note-taking assistance
- Tutoring

Advocacy

The Special Services Advisor/Advocate provides student centered support which aides in the student's transition to college with the intent that he or she will develop or strengthen their self-advocacy skills.

Faculty Advocacy

- Faculty advocacy and support
- Reinforces class policies and procedures
- Offer an additional line of communication for student

Student Advocacy

- Successful transition into college
- Point person on Campus
- Make appropriate referrals

Weekly appointments are strongly encouraged, however if your schedule does not permit this kind of regularity please consider these times of the year to meet with your Advisor/Advocate

- 2-4 weeks before the semester begins (check in, general questions, getting set with a reoccurring appointment for the semester)
- The first week of school before the drop-add period ends (in case schedule changes need to be made, accommodations,)
- The midpoint of a semester
- The end of the semester

What do YOU need to do?

In order to receive services and accommodations, students must identify themselves and provide documentation of their disability by:

- Knowing what their disability is and what their needs might be
- Making an appointment with the Special Services Office to get more information
- Providing documentation from an appropriate professional verifying the nature of the disability, functional limitations, and rationale for requesting specific accommodations
- Making accommodation requests in a timely manner

How to be successful

SUCCESS STRATEGIES

The First Day

- Take a tour and locate your classrooms before the semester begins.
- Make sure to attend the first class.
- Be sure to read the course outline syllabus thoroughly and learn your instructor's policies regarding grading, absences, office hours, etc.
- Have a three ring binder for each class. Put the course outline in the very front and refer to it often!

Before Class

- Read any assigned chapters in your text prior to class.
- Take notes from your reading and outline important concepts.
- Make a vocabulary list of definitions from your reading.

In Class

- Go to every class session!
- Take detailed notes.
- Ask questions when you don't understand a concept or assignment.
- Participate in classroom activities

Test Taking Study Skills

- Study for your test a little bit each day (Do not cram the night before).
- Re-read all of your class notes and your text notes several times.
- Make flashcards of vocabulary lists.
- Go to a tutoring session to get any questions answered before the test.
- Study with someone from your class.

During the test

- Eat a piece of chocolate beforehand to stimulate your memory/concentration!
- Take a deep breath and be confident.
- Quickly preview the test to see how much time you will have for each question.
- Do not leave any questions blank.
- After you finish the test, go back and visit questions you were unsure about-but don't second guess yourself.
- If you have severe testing anxiety, check with your instructor to see if you can take it in the testing center.
- When you get your test back, look carefully at what you missed. Check to see if the instructor made any mistakes in grading and clarify why you missed what you did.

If you have to miss a class

- Have at least two names and #'s of classmates from whom you can get notes and missed assignments.
- Email or call your instructor to let him/her know you will be gone (check course outline to see what your instructor prefers).
- If you are gone for a medical reason, be sure to get documentation from your doctor and bring it to your instructor.
- If you know you are going to be gone during a test or quiz, ask your instructor if you can take it early in the testing center.

Grades

- Establish a goal for your GPA.
- Read your course outline to determine the points you need to reach your goal.
- Do all assignments and turn them in on time.
- Record on a Grading Sheet what points you earn for each assignment.
- Do not miss any tests or quizzes.
- Check with your instructors to see if there is any extra credit and/or what you can do to improve your grade.

Assignments

- Complete assignments on time.
- Make a plan for when and where you can best complete the assignment.
- Consider the Learning Center/Library.
- Take papers to the Writing Center for review before turning them in.

My Valley

My Valley is the central location for all of **KVCC's** web services.

My Valley is where you

- Register for classes, find out your latest financial aid information, get your college email, grades, program information and much more.

How do I get to MyValley?

- Go to www.kvcc.edu and click on the MyValley link.

How to log in to MyValley

- Your user name is the first letter of your first name, up to 10 characters of your last name and the last four digits of your V-number. Example: psmith2345

What is my initial password?

Your initial password is your six-digit birth date. Example: Feb. 13, 1995 is 021395

Moodle

Moodle is located on your MyValley homepage and is **KVCC's** online learning management system. Moodle is where:

You can email your instructors or get access to their websites.

Instructors may post their lectures, syllabus, grading system and many other helpful tools for your class to use.

Some instructors give quizzes and tests via this route.

Announcements about classes being cancelled, assignments changing or comments by classmates may be posted.

Check every semester to see to what extent your instructors are using Moodle for your classes.

Helpful Links

[Grade Tracking Form](#)

[Time Management Worksheet](#)

[Abracadabra](#) - more tips

Helpful Websites

www.lib.umn.edu/help/calculator

www.collegeboard.com

www.kvcc.edu

www.fafsa.ed.gov

COLLEGE OF REFERENCE: Kellogg Community College www.kellogg.edu

LOCATION OF CAMPUS:

Kellogg Community College
450 North Avenue
Battle Creek, MI. 49017
(517) 629-1000

PROGRAMS AND SERVICES:

Disability Terms & Definitions

To help you understand the language used in relation to **Kellogg Community College's** disability services offerings, this area contains definitions of disability-related terms commonly used by **KCC's** Support Services staff. For more information, contact the College's Support Services office at 269-965-4150 or supportservices@kellogg.edu.

Accommodation

This is a broad term that refers to auxiliary aids and/or services that students with disabilities can receive upon approval by our office. Possible accommodations may include the following:

Adjustable lighting

Sound amplification

A note taker

ASL interpretation

Speech to text interpretation

Use of a computer for exams and writing assignments

A quiet setting, whenever possible, for exams

Extended time for exams

Alternative book formats

Accommodations are tailored to an individual student's situation and documentation that has been received. They take into account the nature of the disability, prior experience with specific accommodations, the learning environment and course content. All accommodations must be approved by their office as reasonable before they can be made available to the student and require that documentation of the disability be submitted to and evaluated by Support Services before a decision can be made.

Americans with Disabilities Act of 1990 (ADA)

The Americans with Disabilities Act of 1990 (ADA) is the law that prohibits, under certain circumstances, discrimination based on disability. In the context of higher education, ADA provides a civil right for college students with disabilities not to be discriminated in, or excluded from access to, educational opportunities and activities conducted or sponsored by the college. Section 202 of ADA states:

“No qualified individual with a disability shall, by reason of such disability, be excluded from the participation in or be denied the benefits of the services, programs, or activities of any public entity, or be subject to discrimination by any such entity.”

To achieve equal access to educational opportunities, reasonable accommodations may be provided to students to minimize the effect of the disability on the individual student's access to educational services, programs, and/or activities. However, the intent of such accommodations is only to "level the playing field," not to change the requirements to complete assignments, a course, or a program of study. This stands in sharp contrast to the requirements of IDEA for K-12 institutions to make significant modifications to the curriculum, so that students with disabilities can receive a high school diploma.

Assistive Technology/Equipment

Any mechanical device, electronic device (hardware), or computer program (software) that is used as an approved reasonable accommodation for a disability. Assistive technology may include:

Tape recorders

Magnifiers

Calculators

Screen reader software (such as JAWS)

Voice recognition software (such as Dragon Naturally Speaking or iSpeak)

Reading pens

Electronic dictionaries

Confidentiality

KCC Support Services strictly observes student confidentiality in all matters, especially concerning disability information. According to the Family Educational Rights and Privacy Act (FERPA), the college may not disclose information about students, except what is considered “directory information” (such as name, address, status as freshman or sophomore, etc.). However, it is a long-standing policy of **KCC** not to disclose any information without student permission, unless this disclosure is to a law enforcement agency or a court in situations defined by law.

Sometimes this might mean that their staff cannot share any information with a parent if the information pertains personally to a student with a disability who is served by their department (even if the student is a dependent minor). While they understand parents’ or family members’ desire to help their **KCC** student by finding out vital information, they always need the student’s permission to disclose any personal information. Such permission may be verbal or written.

Decision

When Support Services has received and reviewed all required documentation for a student with disabilities, a determination is made as to which accommodations are reasonable for the student. This determination is based on the documentation and best practices at **KCC** and by other colleges.

Occasionally students find out that they were not approved for the accommodation they received in K-12 or at another college. Different colleges may have slightly different

standards, so some differences should be expected. Please contact their office if you have any questions or concerns about your accommodations.

Diagnosis

A diagnosis is provided in documentation from a qualified professional and includes: how the disability substantially limits the individual's ability to perform a major life activity and how the diagnosis was determined. While they are not looking for specific "key words," the above components are required for Support Services to be able to make a decision about what reasonable accommodations the student may receive. Please note that a diagnosis of an illness or impairment by itself may not entitle you to any accommodations if the physical or mental condition diagnosed does not impose a functional limitation on one or more of the major life activities.

Disability

Federal law defines a disability as a physical or mental impairment that substantially limits or restricts the conditions, manner, or duration under which an average person in the general population can perform a major life activity. Disabilities don't always impair the individual student's performance but may require the individual to seek alternate methods of carrying out a given task. An impairment or diagnosis, in and of itself, does not constitute a disability: it must "substantially limit" activities of daily living.

Documentation

KCC Support Services needs the student to provide documentation of his/her disability to take advantage of any accommodations or services he/she may qualify for as a result of the disability. Without documentation, their department will conclude that sufficient evidence of a disability does not exist. The following guidelines apply to documentation of disabilities:

The documentation must be produced by a professional who is qualified or licensed to diagnose the particular impairment in question.

The documentation must state the diagnosis and how it relates to limiting a major life activity

The method of diagnosis must be stated and supported by additional documentation (such as results from examinations—psychological testing, eye exam, hearing exam, etc.).

Recommendations for specific accommodations in a college setting must be given that relate directly to the functional limitations.

The date that the information was provided must be clearly stated (Only information that is less than 5 years old will be considered).

Documentation can be dropped off in person in Support Services, mailed to their address, or faxed to them by the student, the professional, or a third party on behalf of the student.

Support Services will review any documentation received and determine what, if any, accommodations are reasonable for the student.

Effective Accommodations

While reasonable accommodations may be approved for a student's disability, this doesn't necessarily mean they really "work" for the individual. Effective accommodations are ones that actually "work" and make the student's access to educational opportunities equal to all other students. Therefore it is up to the student to communicate to Support Services if his/her accommodations are not "effective"—that is, don't work for him or her.

The final responsibility to determine what accommodations will be provided rests with Support Services. Sometimes a student may disagree with their determination, and they are always happy to hear from students and discuss concerns.

Extended Time (on tests)

Some students with disabilities are allowed extended time on tests and quizzes. At **KCC**, "extended time" is defined as one and one-half times the normally allowed testing time in class. This accommodation can be arranged directly with the instructor or through Support Services. If the instructor does not set a time limit on the test, Support Services uses one class time as the "normally allowed" time for regular classes (meeting 2-3 times per week) or one-half of the number of credit hours if the class does not follow a typical schedule. This accommodation may frequently be combined with a quiet setting.

As with any reasonable accommodation, this must be approved by Support Services ahead of time based on student documentation.

Functional Limitation

A disability must limit functioning in school before one can receive an accommodation. A college-level educational institution, such as **KCC**, defines “functional limitation” as the impact of the disability on the student’s ability to have access to a program of study. A diagnosis of an illness or impairment, in and of itself, does not necessarily require accommodation. There must be a logical link between the functional limitation stemming from the diagnosis and the accommodation provided.

Individualized Education Plan (IEP)

The IEP (Individualized Education Plan) is a personalized curriculum that is put together for a student with a disability in a K-12 public school by a team consisting of school officials and the student’s parents. The IEP usually includes information about any accommodations or services the student may have received during his/her time in the school.

While this information, along with a recent psychological report (for learning disabilities) is very helpful to Support Services for determining reasonable accommodations, the accommodations and services received in the K-12 institution do not automatically “transfer” to a college. A decision will be made by Support Services Director based on documentation submitted.

Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) legislation only applies to opportunities that must be available to students enrolled in Kindergarten through 12th Grade. The K-12 school maintains responsibility for determining which students need special education. The school must identify students who need help, through testing and observation. Schools are responsible for diagnosing the specific problem. Public schools are responsible for providing an appropriate education for each student, based on an evaluation and an Individualized Education Plan (IEP). In K-12, parents and teachers advocate for the academic needs of students. For more information, please visit the For high school staff section of their website.

Instructor Notification

When reasonable accommodations have been approved for a student, Support Services sends notifications to instructors at the beginning of every semester. The notifications contain the following information:

Student name

Which course the student is taking with this instructor

General information about disability services procedures

Which accommodations have been approved for this student by Support Services

No information identifying the student's actual disability or diagnosis is ever sent to instructors. The student may choose to share this information with the instructors—and in fact, they encourage such sharing to take place, so that greater understanding can

develop. Whether or not to share this information and the extent of information shared is up to the student.

Learning Disability

A group of disorders that affect a broad range of academic and functional skills including the ability to speak, listen, read, write, spell, reason and organize information.

A learning disability is not indicative of low intelligence. People with learning disabilities have difficulty achieving to their intellectual ability because of a deficit in one or more of the ways the brain processes information.

Licensed Professional

An individual who has a license to practice in his/her area of medicine, psychiatry, or psychology by a state, board, or other licensing or credentialing body. In the context of disability services, a licensed professional is one who would be qualified to make a diagnosis of a disability related to his/her area of practice.

Please note that, for disability documentation, a licensed professional is qualified to make a diagnosis and/or recommendations only when the disability diagnosis is within his/her area of licensure.

Major Life Activity

Government regulations define “major life activities” as “functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.” This list is not an exhaustive one—that is, the listed activities are

examples, but other activities may also be considered “major life activities.” An impairment or diagnosis, in and of itself, does not constitute a disability: it must “substantially limit” activities of daily living.

Note Taker

Note takers are used as an accommodation for a number of physical and learning disabilities. One of the student’s classmates usually serves as a note taker. Note takers can work as volunteers, or they can become student employees and be paid for their services. Note takers will only share notes with the student with disabilities if the student is present for the class session. The student should contact Support Services at the beginning of the semester if note taker services are requested.

As with any reasonable accommodation, this must be approved by Support Services ahead of time based on student documentation.

Proctor

A **KCC** staff member or student employee who monitors the test-taking environment. A proctor must be used if Support Services have approved a student to receive testing accommodations such as extended time or a quiet setting. The course instructor may serve as the proctor, or you can arrange for a proctor through Support Services.

As with any reasonable accommodation, this must be approved by Support Services ahead of time based on student documentation.

Qualified Professional

A medical doctor (general practitioner or specialist), psychologist, or psychiatrist who has appropriate credentials to make a diagnosis of a disability in his/her field of practice. Usually qualified professionals are also licensed by a state board or another credentialing body.

Please note that, for disability documentation, a professional is qualified to make a diagnosis and/or recommendations only when the disability diagnosis is within his/her area of licensure or practice.

Quiet Setting (for test taking)

Some students with disabilities are allowed to take their tests and quizzes in a setting away from the classroom, where the number of possible distractions is reduced (a “quiet setting”). At **KCC**, a separate classroom, the Testing and Assessment Center, a testing room at one of the **KCC** regional centers or a separate study room in the **KCC** library, among others. If the instructor does not set a time limit on the test, Support Services uses one class time as the “normally allowed” time for regular classes (meeting 2-3 times per week) or one-half of the number of credit hours if the class does not follow a typical schedule.

As with any reasonable accommodation, this must be approved by Support Services ahead of time based on student documentation. What is “reasonable” in a given situation is to be determined by the college and may vary from college to college.

Recommendations for Accommodations

When a qualified professional provides documentation of a disability, he or she is asked by Support Services to recommend specific accommodations that would be appropriate. Support Services uses these recommendations to determine which accommodations are reasonable and effective. Even though an accommodation is recommended, Support Services may or may not approve it based on a careful review of the documentation that is provided to their office. Certain accommodations are also not appropriate because they would alter the essential requirements of a degree program or place an undue hardship on the college.

Requesting Accommodations

Please follow these steps if you are requesting reasonable accommodations for your disability for the first time.

1. Disclose your disability to the Support Services department. To do this, you will need to:

- Fill out the [Intake Form](#) and
- Provide documentation of your disability to Support Services:
 - Documentation must be signed and dated by a qualified health professional;
 - Documentation must be no more than five years old and must include
 - A clearly stated diagnosis of the disability;

- The methods or tests used for the diagnosis; and
 - Specific recommendations for accommodations in a higher education environment;
- Print the Health Professional letter (in PDF format) and take it to your health professional to request this information;
 - The documentation can be mailed or faxed by the professional to Support Services; you could also bring it in person if you have it in your possession.

2. Support Services will evaluate your documentation. If the documentation is not sufficient, our office will notify you that additional documentation will be needed to establish that you qualify for disability services.

3. Support Services will notify you what reasonable accommodations you are eligible to receive. They will also notify your instructors of the reasonable accommodations you may be provided if you are currently registered for classes.

4. Please note: At the beginning of each semester, Support Services will automatically notify your instructors that you have a disability for which you are receiving reasonable accommodations and list the reasonable accommodations you are eligible to receive.

Receiving Accommodations

Even though you have completed the process of requesting accommodation for your disability, and your instructors are automatically notified of your accommodations, you will not automatically receive accommodations! For each course each semester, you need to speak with your instructor and/or with Support Services to take advantage of the accommodations you for which qualify.

Please follow these steps if you wish to receive reasonable accommodations for your disability for a specific course:

1. Disclose your disability to the course instructor. While they cannot require you to share details of your disability with your instructor, they encourage you to speak honestly about your disability and needs. (Instructors receive notification of your accommodations, but not of your diagnosis or disability.)
2. Contact Support Services to ask for accommodations for the specific class. (In some instances, your instructor may be able to supply you directly with your approved accommodations.) If your request involves alternative text formats or assistive technology, there may be a waiting period while they procure the item you need—plan accordingly and contact them early!

Review of Documentation

Once Support Services receives your disability documentation, their review includes the following:

Verification of professional credentials

Verification that the diagnosis methods were appropriate to diagnose the stated disability

Review the diagnosis and recommendations for accommodations made by the professional

Make a decision on which accommodations are reasonable and would likely be effective based on the documentation

Once they have reviewed the documentation and made a decision on your reasonable accommodations, they will notify you about our decision and record your accommodations, if any, in their computer system. If you are currently enrolled in classes, they will send Instructor Notifications to your instructors.

Screen Reader

Software for students with print disabilities that reads the contents of the computer screen. Support Services may provide this software by request of students who have screen reader software as part of their accommodations. Please contact their office for more information about this software or fill out the Disability Services Request form if you have been approved for a screen reader as an accommodation.

Scribe (for test taking)

A **KCC** staff member or student employee who records student responses to test questions. Please note: a scribe cannot assist the student with reading the test or answering questions on the test. The scribe also cannot comment on test questions or student answers. Scribes must be approved by Support Services to assist a student who

may also receive testing accommodations such as extended time or a quiet setting. The course instructor can be a scribe for students approved to receive this accommodation.

As with any reasonable accommodation, this must be approved by Support Services ahead of time based on student documentation.

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 is a civil rights law designed to eliminate discrimination on the basis of disability in any program or activity receiving Federal financial assistance. Section 504 guarantees certain rights to individuals with disabilities. In the context of higher education, Section 504 requires the provision of appropriate educational services; services that are designed to meet the individual needs of qualified students to the same extent that the needs of students without a disability are met. Section 504 was designed to enable full participation in educational opportunities and activities conducted or sponsored by the college for individuals with disabilities. Section 504 states:

“No otherwise qualified individual with a disability as defined (herein) shall, solely by reason of his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

To achieve equal access to educational opportunities, reasonable accommodations may be provided to students to minimize the effect of the disability on the individual student's access to educational services, programs, and/or activities. However, the intent of such

accommodations is only to “level the playing field” for a course or a program of study. This stands in sharp contrast to the requirements of IDEA for K-12 institutions to make significant modifications to the curriculum, so that students with disabilities can receive a high school diploma.

Self-Disclosure

Support Services strongly urges you to share an appropriate amount of information about your disability with your instructors. This type of self-disclosure (or self-advocacy) is not required to receive accommodations or assistance, but usually helps your instructors to better understand the difficulties you face and fosters communication between you, the instructor, and their office to allow them to better assist you.

Special Education

The general term used in the K-12 school system to refer to programs and assistance given to students with disabilities. Identifying students with disabilities in the K-12 system is the responsibility of the school, curriculum is modified for those students with special needs and specific disabilities, and the goal of Special Ed is to ensure student success (that is, student graduation with a diploma).

In colleges and universities, it is the student’s responsibility to self-identify, disclose his or her disability, and provide documentation. At postsecondary level, accommodations or modifications can only be made if they do not change the essential requirements of a course or degree program. Only reasonable accommodations for a disability that allow a

student to fulfill the same requirements as any other student are utilized at the postsecondary level.

Undue Hardship

The ADA and Section 504 of the Rehabilitation Act ensure that individuals (including students) with disabilities are provided reasonable accommodations for their documented disabilities. A student with a disability for which he or she has documentation has the right to request and receive accommodations for his disability. However, the college does not have to provide a particular accommodation if it imposes an “undue hardship” on the college, where “undue hardship” means significant difficulty or expense in, or resulting from, the provision of the accommodation. The following are used to help make this determination:

Size of the program/class

Financial resources

Cost of accommodation

Alteration or change in the course requirements

Disruption of other students

Any claims of “undue hardship” to the college are considered or initiated by Support Services, and a decision is made whether to approve or deny a request for accommodations.

COLLEGE OF REFERENCE: Lake Michigan College
www.lakemichigancollege.edu

LOCATION OF CAMPUSES:

Lake Michigan College
 Napier Avenue Campus
 2755 E. Napier Ave.
 Benton Harbor, MI. 49022
 (800) 252-1562 (All campuses)

M-TEC at Lake Michigan College
 400 Klock Road
 Benton Harbor, MI. 49022

Lake Michigan College
 Bertrand Crossing Campus
 1905 Foundation Dr.
 Niles, MI. 49120

Lake Michigan College
 South Haven Campus
 125 Veterans Blvd.
 South Haven, MI. 49090

PROGRAMS AND SERVICES:

Student Resource Center

This office serves those career and technical students who are having difficulty being successful in their academic program. Students are often times referred by faculty or college staff in an effort to assist the student with being successful. This office was formerly known as Special Populations, which is a term utilized by the Federal Perkins Grant that the college receives.

This grant requires that students be from one of the following six demographic groups:

1. economically disadvantaged,
2. individual with a disability,

3. non-traditional training by gender,
4. single parent, including pregnant women,
5. displaced homemaker,
6. individual with limited English proficiency.

Students that need additional services and activities as allowed under the grant, and that are a Career and Technical Occupation major should schedule an appointment for an initial interview with the Student Resource Center. Services and activities are designed to assist the student with their academic success. Services and activities may include: tutoring, vocational testing, classroom modifications, note-taking, counseling, vocational guidance and career development activities, labor market information, coordination with Michigan Rehabilitation Services, and attendance costs. Please call (269) 927-8866 to schedule an appointment. The office is located in A-218 on the Napier Avenue Campus.

Monetary awards, known as attendance cost funds, may be available, and are based on financial need and program enrollment. Please call, (269) 927-8866 for more information.

Disability Resources

Lake Michigan College extends opportunities to students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act 1990, As Amended. The college ensures that its physical facilities, programs, and

services are accessible to students with disabilities. Reasonable accommodations will be made for students with documented disabilities.

Students have a right to either disclose or not disclose a disability. If a student desires to receive academic accommodations, they must contact the **Lake Michigan College** Student Resource Center, located in room A-218 on the Napier Avenue Campus. It is recommended they register with the Student Resource Center 45 days prior to the start of classes, or as soon as possible. With this disclosure, a student has the responsibility to provide relevant and current documentation of disability describing how it impacts their educational learning. The College is not required to fund the disability documentation process. Accommodations are discussed with the student and result in the development of a Plan of Accommodation. The student will be given copies of the Plan of Accommodation and will be responsible for discussing their accommodations with their individual course instructors. Documentation of disability materials are maintained in a secure area.

In the event that any student with a disability feels that he or she has not received adequate academic accommodations or they find their instructors are resistant to the implementation of the accommodations, they should contact the Director of the Student Resource Center located in room A-218 or call (269) 927-8866. In the event that any student with a disability feels that they have been discriminated against or has generally been treated unfavorably based on their disability, that student should also contact the Director of the Student Resource Center.

Other Available Programs

Non-Traditional Program

Consider a non-traditional career. Enter a Career & Technical Education program not traditionally chosen by those of your gender. Funds may be available to non-traditional students for tuition, books, supplies and required equipment/tools.

Determination for qualifications are based on Michigan Department of Education State Board approved Career & Technical Education programs in which men or women are less than 25% of the program enrollment in the chosen field.

Student Support Services

Student Support Services (SSS) helps students stay in college, graduate from **Lake Michigan College**, and transfer to four-year colleges or universities.

Student Support Services include:

- Academic/Transfer Advising
- Study Skills Workshops
- Educational Development Plan
- "Early Alert" Progress Reports
- Transfer Campus Visits
- Career Connection
- Laptop Computer Lending
- Social/Cultural Activities
- Academic Incentive Scholarships
- [Assistance with Financial Aid](#)
- Service Learning

- [Financial Literacy - SALTMONEY](#)

Student Support Services is a federally funded TRiO academic program that offers additional support services to first generation, low-income, or students with a disability to assist in the successful completion of an associate's degree and/or transfer to a four-year college or university.

For additional information about the TRiO Student Support Services program, please contact (269) 927-8603 or email [Nancy Johnson, Director of Student Support Services](#).

TRiO Computer Lab

The TRiO Computer Lab is a place where students come to work on assignments, write papers, access the internet/e-mail, and relax with friends. The lab is located in C-201 on the Napier Avenue Campus.

Inside This Section:

- [Student Support Services Application](#)
- [Frequently Asked Questions](#)
- [SSS Academic Support](#)
- [SSS Newsletters](#)

Student Support Services Academic Support

Areas of Study:

- [Study Skills](#)
- [Math](#)
- [English/Writing](#)
- [History](#)
- [Chemistry](#)
- [Learning Styles](#)
- [Political Science](#)
- [Additional Resources](#)

Study Skills

- [General Tips](#)
- **Note Taking**
 - [Cornell Method](#)
 - [Mind Maps](#)
 - [Editing Lecture Notes](#)
- **Listening Skills**
 - [Effective Listening](#)

- **Test Taking**
[General Test Taking Tips](#)

- **Time Management**
Where Does My Time Go? (PowerPoint)
[O-PATSM: A Self-Management System](#)
[Procrastination and Time Management](#)
[Study Groups](#)
[Time Management Obstacles](#)

- **Stress Management**
[The Anxiety Network](#)
[Test Anxiety](#)
[Stress Management](#)

- **Improving Memory**
[Memory](#)

- **Critical Thinking**

- **Reading Comprehension**
[SQ4R Reading Technique](#)

- **Self-Assessment**
[Learning Styles](#)
[Self-Management](#)
- **[Study Many Subjects](#)**

Math

- **Basic Math and Algebra**
[Just Math Tutorials - Algebra](#)
[Algebra Lessons](#)
[Purplemath Forums](#)
- **Geometry**
[Euclid's Elements](#)
[WolframMathWorld](#)
- **Trigonometry**
[WolframMathWorld](#)

English/Writing

- **Writing & Grammar Resources**
[The Purdue Online Writing Lab \(OWL\)](#)
[Grammar Girl - Tips for Better Writing](#)
[Grammar Instruction with Attitude](#)

- **Citations**

- [APA - The Original Source](#)

[MLA, APA, Chicago, & Turabian Styles for all sources](#)

[Guides to Citation Styles](#)

History

- [HistoryNet](#)
- [Library of Congress](#)
- [National Geographic](#)
- [History.com](#)
- [PBS - History](#)
- [History Buff](#)
- [Virtual Library](#)

Chemistry

- [General Chemistry](#)
- [Chemistry Lecture Notes](#)
- [Chemistry - General](#)

- [Chemistry for Kids!](#)

Learning Styles

- [VARK](#)
- [Keirseey.com](#)

Political Science

- **U.S. History**

[Reform Movements](#)

[Biography of America](#)

[Biographies of Famous People](#)

[America's Story](#)

[Practice U.S History and Government Quizzes](#)

[The New American Democracy](#)

[American History Study Note Cards](#)

- **Government**

[U.S Government](#)

[Library of Congress](#)

[Thomas - Library of Congress](#)

[U.S. House of Representatives 108th Congress, 1st Session](#)

[U.S. Senate](#)

[Yahoo! Directory Government](#)

- **Michigan Specific Sites**

[Michigan Legislature](#)

[U.S. Democracy](#)

[Michigan Facts and History](#)

- **International Politics**

[Richard Kimber's Political Science Resources](#)

Additional Resources

- [Michigan Test For Teacher Certification \(MTTC\) Study Guide](#)

- **General**

[Free Application for Federal Student Aid \(FAFSA\)](#)

[Occupational Work Ethic Inventory](#)

[Employability Skills Assessment](#)

- **Cognitive/Physical Disability Resources**

[Jasper/Goldberg Adult ADD Questionnaire](#)

[Information About ADHD](#)

[Captioned Media Program \(CMP\) Hearing Impaired](#)

COLLEGE OF REFERENCE: Olivet College www.olivetcollege.edu

LOCATION OF CAMPUS:

Olivet College
320 South Main Street
Olivet, MI. 49076
(800)456-7189

PROGRAMS AND SERVICES:

Olivet College does not offer any specific student disability services. The admission requirements are based on a student's academic preparedness in terms of high school grade point average, ACT/SAT scores, participation in curricular and co-curricular activities, community service and personal character. The college admits students regardless of race, religion, creed, gender or national origin.

As a general rule, first-year students should have:

- ▶ graduated from an accredited high school or equivalent
- ▶ taken the ACT or SAT test and submitted the score to Olivet
- ▶ taken a concentration of study in college preparatory courses

Admissions Process

You are encouraged to apply early in fall of your senior year of high school. Apply using the **Olivet College** Online Application.

In addition to the completed application, you must also submit:

- ▶ Official high school transcript
- ▶ Official ACT or SAT scores

This information should be sent to:

Admissions Office

Olivet College

320 S. Main St.

Olivet, MI 49076

If you have not yet taken the ACT or SAT, you are encouraged to apply and send those scores at a later date. Olivet's ACT reporting code is #2042 and SAT reporting code is #1595.

Once the Admissions Office receives all the above-listed information, your application materials will be reviewed. You will be notified via letter regarding your admission status. If you are accepted for admission to **Olivet College**, your letter will contain information regarding submitting the required confirmation deposit and completing the Business Office form.

You may submit an online application for admission to **Olivet College**. The \$25 application fee will be waived if you submit your application online.

COLLEGE OF REFERENCE: Robert B. Miller College www.millercollege.edu

LOCATION OF CAMPUS:

Robert B. Miller College
450 North Ave.
Battle Creek, MI. 49017
(269) 660-8021

PROGRAMS AND SERVICES:

Robert B. Miller College does not offer any specific programs or services for students with disabilities. The **Robert B. Miller College** is a private, independent, nonprofit, degree-granting institution offering quality education at the undergraduate level. The College meets the educational needs of a diverse student population by allowing them to complete their educational programs in a variety of learning formats. The mission is to graduate students who exhibit a high level of competence in their area of study and demonstrate service to the community. The College values student learning, critical thinking, oral and written communication skills, and an understanding of a globally-oriented world.

COLLEGE OF REFERENCE: Southwestern Michigan College

<http://www.swmich.edu/>

LOCATION OF CAMPUS:

Southwestern Michigan College
58900 Cherry Grove Road
Dowagiac, MI. 49047
(800) 456-8675

Southwestern Michigan College
Niles Area Campus
33890 U.S. Hwy. 12
Niles, MI. 49120
(800) 456-8675

PROGRAMS AND SERVICES:

Southwestern Michigan College is an equal opportunity, equal access college with an open-door admission policy. Students are eligible for admission if:

- You have a high school diploma, a high school certificate of completion, GED or have completed a certified home-school program.
- You are still in high school and have the written permission of your high school principal or guidance counselor to attend classes at **SMC**. Students under age 16 must also have the written permission of a parent or legal guardian and the Coordinator of Student Affairs.
- You are a citizen of another country and you meet all U.S. laws and **SMC** requirements pertaining to college attendance by non-immigrants.

All programs of study are available to students with disabilities and there are not different admission requirements for students with disabilities than for typical students. Students are not required to disclose their disabilities on an Application for Admission. Students with disabilities must request services for the Special Populations Office. The attached information can also be found on the **SMC** Student Web site, **WIRED-Disability**

Services at SMC. You can also go to the College at www.swmich.edu, click on the tab (green-Academics) and then select **Student Services**, and then **Disability Services**.

It is also recommended that students and parents/caregivers look at the Web site that is listed as **Disability Services for High School and College** and the link (blue) Explore More-Effective College Planning.

The following information by **Southwestern Michigan College** is helpful in the admissions process:

- Disability Services at **Southwestern Michigan College** information steps packet
- Disability Services Process Packet

COLLEGE OF REFERENCE: **Western Michigan University** www.wmich.edu

LOCATION OF CAMPUS:

Western Michigan University
1903 West Michigan University
Kalamazoo, MI. 49008
(269) 387-1000

PROGRAMS AND SERVICES:

Western Michigan University provides student with disabilities the Center for Disability Services. For over 30 years, the Center for Disability Services has been providing quality services to people with disabilities. Today, the center is a multi-service agency that provides more than two hundred thousand hours of service annually to over 250 individuals. The range of services to both children and adults include Community Connections and Skill Building Assistance, Supports Coordination, Community Living Services including Supported Living and specialized services for individuals with Alzheimer's Disease and other dementias. They are particularly proud of their experience and orientation toward respecting the individual, and promoting their well-being. The Center for Disability Services also provides **WMU** students with an opportunity for innovative learning and discovery in the field of disabilities.

The Center for Disability Services operates as a community service under the auspices of the College of Health and Human Services at **Western Michigan University**.

Typically, adults and children who receive their services have an intellectual disability or other developmental disability or condition such that they require assistance with

personal-care, require mobility assistance, and use alternative communication strategies. Their services focus on improving functioning and participation—understanding and communicating with the world (cognition) moving and getting around (mobility) self-care (attending to one's hygiene, dressing, eating and staying alone) getting along with people (interpersonal interactions) life activities (domestic responsibilities, leisure, and work) and participation in society (joining in community activities).

Skill Building Assistance

Their mission is to help people live life fully

Their vision is to make it possible for all people to become valued members of society

Their values are that of community inclusion:

- All people have gifts and abilities
- All people need friendships and relationships
- Every person has a voice and a right to be heard
- The community can benefit from embracing diversity

Committed to the philosophy of community inclusion

As part of the College of Health and Human Services, their emphasis is on improving the health of the whole person, be it physical, emotional or intellectual. In our commitment to a safe and healthy environment, they provide a high staff to participant ratio (one staff to three consumers).

A Safe, supportive environment

WMU Center for Disability Services' Community Connections program helps people who need personal, physical and cognitive assistance by providing:

- A welcoming, caring environment
- A secure place for people to work toward increasing their independence
- A schedule of activities chosen by the person
- A fun, stimulating environment to increase a person's chance of success
- Connection to **Western Michigan University** (located on the Oakland Drive campus)
- Benefits from the expertise of students, interns and faculty of various **WMU** departments along with access to **WMU** resources
- Rich educational and clinical experiences for students in the allied health professions

Menu of activities

- Ensure people have a sense of belonging in their community
- Provide people with opportunities to be productive, contributing members of the community
- Offer people volunteer opportunities

Caring and qualified staff

- Supervisors with over 20 years experience in the disability field
- Direct support professionals trained in supporting adults with disabilities
- **WMU** student interns: nursing, occupational therapy, music therapy, integrated health and social work
- Student employees from **WMU**
- Student volunteers from the Allied Health professions
- Dedicated staff members provide ethical, quality services.

Get started today

For more information about their program or to schedule a tour, please contact the coordinator at 269.387.7414. A referral form will need to be completed to begin an intake process.

Supports Coordination

Supports Coordination services include planning, linking, advocating, coordinating and monitoring to assist consumers in gaining access to needed services, financial assistance, housing, employment, education, social services, and other services and supports identified through the person centered planning process.

The Center for Disability Services desires to promote self-determination for individuals through supported arrangements in order to provide greater control and direction over

their services. The supports coordinator offers each individual the opportunity to have an individual budget and self-directed supported arrangements.

Who They Are?

The Center for Disability Services is administered through the College of Health and Human Services at **Western Michigan University**. WMU/CDS offers rich educational and clinical training for students in the allied health professions.

Who Can Benefit?

Any adult individual with a developmental disability receiving services through Community Mental Health has the opportunity to access services through the **WMU** Center for Disability Services.

What Can They Do?

CDS provides a holistic approach to supports coordination by:

- Assuring the provision of person centered planning
- Providing linkages to community resources for financial services, housing, employment, education and social services
- Coordinating services and supports
- Assisting individuals with maintaining and maximizing sources of financial support including: Supplemental Security Income, Social Security Disability Insurance, home help and food assistance

- Addressing health and safety issues
- Monitoring of public benefits

Special Services

The supports coordinator can assist individuals with accessing accredited providers from the Community Mental Health panel or assist with choosing and hiring providers and services.

Community Living Services

Services for adults that provide teaching and assistance with:

- Bathing, dressing and medication
- Leisure and social activities
- Scheduling and attending appointments and monitoring medical issues
- Staff from 15 hours a week to 24 hours a day

Qualified and compassionate staff

- Supervisors with over 20 years experience in the disability field
- Direct support professionals trained in supporting adults with disabilities
- **WMU** student interns in the areas of: nursing, occupational therapy, music therapy, integrated health and social work
- Student employees from **WMU**

- Dedicated staff members who provide ethical, quality services

Get started today

For more information about their services, please contact the coordinator at (269) 387-7414. A referral form will need to be completed to begin an intake process.

Supported Living Services

Supported Living Services are provided to individuals residing in their own home and apartments. Individuals may receive a few hours a day to 24 hours a day support.

Supports are provided to the person based on their needs.

CDS strives to assist the individual with creating a home environment that is theirs with support staff to make it a reality.

CDS does not own homes or apartments, but can provide services within your residence.

Services include assistance with:

- Menu planning and shopping
- Leisure time activities in the home and in the community
- Laundry, shopping and arranging transportation
- Medication management and attending appointments
- All activities of daily living identified in the person's plan of service

Qualified and Compassionate Staff

- Direct support professionals who assist you with meeting your defined goals
- **WMU** student employees
- Dedicated staff members who provide ethical, quality services

Get Started Today

For more information about their services, please contact the coordinator at (269) 387-7414. A referral form will need to be completed to begin the process.

Senior Day Services

Senior Day Services is an adult day program designed to serve individuals who are diagnosed with Alzheimer's disease or other forms of dementia. Alliance also serves seniors who require supervision during the day due to health reasons or cognitive impairments.

A Safe, Supportive Environment

The Senior Day Services day program is designed to:

- Increase social interactions among seniors
- Provide ongoing learning and positive growth experiences for seniors
- Prevent, delay onset or slow the effects of age-related problems
- Offer respite to caregivers who need time to meet their own needs

Connection to **WMU**

- Participants benefit from the expertise of students, interns, and faculty of various **WMU** departments along with access to **WMU** resources
- They offer rich educational and clinical experiences for students in the allied health professions

Services that Support Well-Being

- A structured program of activities designed to enhance physical and cognitive function
- Dignified assistance with personal care
- Health monitoring by a Registered Nurse and trained staff members

Caring and Qualified Staff

- Registered Nurse on staff
- Occupational Therapist on staff
- Program assistants trained in dementia care
- **WMU** student interns: Nursing, Occupational Therapy, Music Therapy, Integrated Health Services, Social Work
- Dedicated staff members provide ethical, quality services

Get Started Today

For more information about their program or to schedule a tour, please contact the coordinator at 269.553.3370. An intake assessment will need to be scheduled before admission to the program will be granted.

The Senior Day Services is accredited by the Commission on Accreditation of Rehabilitation Agencies for Adult Day Services

Contracting with

- Kalamazoo Community Mental Health Services
- Senior Services, Inc.
- Burnham Brook/Community Choice Options
- Department of Veterans' Affairs
- Area Agency on Aging IIIA

With support from

- Greater Kalamazoo United Way

Creative Ability Arts Studio

About the studio

Since 2003, the Creative Abilities Art Studio in the Center for Disability Services has assisted adults with disabilities and afforded them the opportunity to create and sell their artwork during the Community Connections art therapy program. During this time, the College of Health and Human Services has sponsored and showcased exhibits by the

center's day program consumers in an effort to showcase their talents and generate income.

About the artists

Center participants—some verbal, some nonverbal—use art to communicate and make their unique mark on the world. Art at the center is a positive alternative to anger or aggression and a means of coping with anxiety and sadness. For some, the rhythmic motion of painting is therapeutic. For others, the benefit comes from the physicality of molding, shaping or pounding out various materials. Artists also gain confidence and build self-esteem by displaying and selling their art on site, at various festivals and in the online store. Proceeds from sales go to recover some of the costs of materials and provide artists with spending money for outings and activities they enjoy.

Staff

The Creative Abilities Art Studio is staffed by an art therapist, interns, part time staff and volunteers.

Online store

They invite you to explore their online store which features unique artworks created by adults with disabilities. If you reside in Kalamazoo County, there is no delivery charge. They accept Visa, MasterCard and Discover.

Services

CDS has a variety of services available to fit your individual needs. As part of the College of Health and Human Services they have access to University departments and with that new technologies and best practices in the fields of Allied Health.

They host Occupational Therapy clinics each semester where a faculty and O.T. students work directly with individuals on their individual needs.

They believe in a culture of gentleness and emphasize people feeling safe and loved in all of CDS services. Please contact them and schedule a tour of their facilities when you are looking for services for adults and/or children.

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Section 11

West Central Campuses



COLLEGE OF REFERENCE: **Alma College** <http://www.alma.edu>

LOCATION OF CAMPUS:

Alma College
614 W. Superior Street
Alma, MI. 49224
(989) 463-7111

PROGRAMS AND SERVICES:

Alma College is committed to complying with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 by providing access to campus facilities and reasonable accommodations in programs, services and classroom activities. **Alma College** is committed to ensuring that all students have access to the educational, social, and cultural opportunities that are a part of the **Alma** experience. Classroom accommodations, housing accommodations, assistive technologies, and advocacy and support are all part of the services they provide to students who self-identify as having a disability and provide the required documentation.

In college, it is up to each student to decide whether to disclose his or her disability. However, if a student would like to receive classroom accommodations at **Alma** he or she must register with the Disability Services Coordinator in the Center for Student Opportunity and provide the appropriate documentation. The documentation is kept confidential and it does not become part of a student's educational record.

Documentation requirements

The documentation must come from a licensed or credentialed professional qualified to diagnose the stated disability and it must include:

- A clear diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition.
- A description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results.
- Information on how the condition currently impacts the individual and a description of any expected changes in the functional impact of the disability.
- A description of current and past accommodations, services and/or medications.
- Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services.

Undiagnosed disabilities

If you suspect you may have an undiagnosed disability, you should schedule an appointment with Nate Payovich to discuss options and resources that are available.

If you have questions or wish to schedule an appointment, contact Nate Payovich at (989) 463-7247 or payovichn@alma.edu.

Alma will provide reasonable classroom accommodations to students with disabilities. Accommodations are individually determined based upon discussions between the student and the Disability Services Coordinator, a review of the

documentation, and input from relevant faculty/staff members (while maintaining confidentiality).

Classroom accommodations at the college level may differ from modifications that were available in high school. Accommodations may not alter an essential component of a course. Some common examples of accommodations that may be approved include:

- Extended time on tests or exams,
- Testing in a separate room,
- Use of adaptive technology,
- Note taking services,
- Alternative format textbooks, and/or
- Advance copies of an instructor's notes/outlines.

Requesting accommodations

1. A student who is registered with Disability Support Services (see Registration/Documentation) will meet with the Disability Services Coordinator at the beginning of each term and complete the Accommodation Letter Request.
2. The Disability Services Coordinator will draft a letter to each of the student's instructors listing the approved accommodations.
3. The student will be notified that the letters are completed and ready to be picked up at the Center for Student Opportunity.

It is up to the student to distribute the letters to the instructors. This is important in order to protect confidentiality and to promote self-advocacy and independence. A student is encouraged to talk with his or her instructor about the letter and the reasons for the accommodations, but it is not required.

Faculty members are aware of the policies and procedures surrounding accommodations in the classroom. If a student feels comfortable talking about his or her needs, an instructor might be able to offer suggestions specific to his or her course and style of teaching that may be more effective than the accommodations alone. Students who are apprehensive about presenting an Accommodation Letter to one or more instructors can talk with Nate Payovich for assistance with this task.

COLLEGE OF REFERENCE: Aquinas College <http://www.aquinas.edu/>

LOCATION OF CAMPUS:

Aquinas College
1607 Robinson Road S.E.
Grand Rapids, MI. 49506
(616) 632-8900

PROGRAMS AND SERVICES:

The mission of Disability Services at **Aquinas College** is to provide services to students with disabilities that ensure equal access to academic and non-academic programs and services. **Aquinas College** is committed to inclusivity in its campus community. Thus, they are proud to work to ensure an accessible environment for all students. In their efforts to maintain an inclusive environment, Disability Services provides accommodations for those students with documented disabilities.

Requesting Accommodations

Students who are interested in receiving accommodations must contact Disability Services to schedule an appointment. Disability Services can be contacted at (616) 632-2165. Students must submit documentation as provided by a licensed professional and must include the following criteria:

- professional's credentials on typed letterhead, signed, and dated
- disability diagnostic statement and methodology
- current functional limitations **and** impact on major life activity in an academic environment

- severity and/or progression of disability
- recent and past accommodations
- recommendations for reasonable accommodations in a postsecondary setting

Implementing Accommodations

Upon determination of appropriate and reasonable accommodations, students will receive a letter of accommodations. It is the responsibility of the student to share the letter with faculty members. Students are encouraged to meet with professors and discuss accommodations as soon as possible. Please be mindful that postsecondary institutions do not make modifications that would fundamentally alter a course and/or program.

Also, please be aware that accommodations are determined case by case.

Appeals

If a student disagrees with the outcome of an accommodations determination meeting, he/she may appeal the decision to the Associate Dean of Student Affairs, Dr. Jennifer Dawson, at (616) 632-2171 or Room 107 Academic Building.

COLLEGE OF REFERENCE: Calvin College www.calvin.edu

LOCATION OF CAMPUS:

Calvin College
3201 Burton SE
Grand Rapids, MI. 49546
(616) 526-6000

PROGRAMS AND SERVICES:

Calvin College is committed to complying with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 by providing access to campus facilities and reasonable accommodations in programs, services and classroom activities. **Calvin College** serves over 500 students with disabilities. Student Academic Services is committed to serving students with disabilities and their goal is to ensure that every student who has a disability is provided with access to the needed services that will ensure equity of opportunity.

They provide assistance to students with visual impairments, learning disabilities, mobility impairments, hearing impairments, chronic health conditions (including allergies), psychological disabilities, and temporary disabilities so they may enjoy a complete range of academic and non-academic opportunities. You can find out more by going to <http://www.calvin.edu/academic/services/disability/>. At this site, they provide the complete:

- A Guidebook for Faculty and Staff-Accommodating Students with Disabilities from Student Academic Services

- Form for requesting services
- All disability verification forms needed

COLLEGE OF REFERENCE: Calvin Theological Seminary
www.calvinseminary.edu

LOCATION OF CAMPUS:

Calvin Theological Seminary
3233 Burton St. SE
Grand Rapids, MI. 49546
(616) 957-8621

PROGRAMS AND SERVICES:

At **Calvin Theological Seminary** they are sensitive to the various needs of all of their students. Students with disabilities have the same admission requirements as those students with without disabilities. Students with disabilities are offered additional support. Some of these supports are as follows:

- Extended time given on tests if needed, provided note takers, tape-recording of lectures, proofreaders to assist in test taking, enlarged print materials, oral exams if necessary, reserved front row seating, distraction-free settings for test taking.
- Ramps, elevators, and handicap parking.
- Provided referrals to local counselors that partner with **Calvin Theological Seminary**.

For more information the Associate Dean of Students can be contacted by calling (616) 957-6015 or by email at sc038@calvinseminary.edu.

COLLEGE OF REFERENCE: **Central Michigan University** www.cmich.edu

LOCATION OF CAMPUS:

Central Michigan University
1200 S. Franklin Street
Mount Pleasant, MI. 48859
(989) 774-4000

PROGRAMS AND SERVICES:

Central Michigan University is committed to providing students with disabilities the academic accommodations and auxiliary aids necessary to ensure access to all university services, programs and activities. In addition to the university's campus wide efforts to promote access and inclusion, students with disabilities are further accommodated based on specific individual needs. The Office of Student Disability Services is responsible for determining these accommodations. They provide services and assistance to enrolled students who are either permanently or temporarily disabled.

The Office of Student Disability Services can be contacted by calling (989) 774-3018 or by email at sds@cmich.edu. The registration process is a complex and lengthy one (4-6 weeks). Steps to Register as a Student with a Disability:

1. Complete the online Student Disability Request for Services form online.
2. Print a copy of the Documentation Guidelines for YOUR disability. Give the guidelines to your appropriate medical provider. The guidelines will assist the provider in writing your documentation. Once you have your documentation, submit it to the Office of Student Disability Services. You may submit the documentation by mail, fax,

or by bringing it to their office. *What does "documentation" mean? It is very important that you view the Documentation Guidelines and print them for your medical provider. Many students assume that "documentation" means medical records, but it does not. Documentation usually consists of a medical doctor's letter and/or a psychoeducational evaluation, but may vary by category of disability.

3. Once the Student Disability Request for Services form has been completed AND they have received your documentation, they will review the material and mail you a letter updating you on the status of your application. In some cases additional documentation will be needed.

4. If your application is complete and your status as a documented student with a disability has been confirmed, you will be asked to stop into their office the first week of classes to review your accommodations, pick up your "Notification to Instructor" letters of introduction for you to present to your professors, and to discuss accommodation procedures.

When requesting documentation from an appropriate healthcare professional, a release of information form is often completed. This form states that the Individual (the student) is giving the healthcare provider permission to communicate and/or send certain information about the disability to our office. The Disability Verification Form (DVF) is a release of information form that is to be filled out by a licensed healthcare provider and documents physical disabilities. This form can also be used to verify a learning disability.

Two other forms are used when a student would like to give the SDS staff permission to share information with their healthcare professionals, parents or spouses. These forms are used for communication purposes only. They are available online in PDF format to be printed and completed or may be picked up in person at their office.

- Document Verification Form
- Release of Information - Parents/Spouse
- Release of Information - Professional

CMU has many services for students, offered by various offices. Although decisions regarding disability specific accommodations are made on a case by case basis, view the Accommodations page on their website or within this document for information on services most often provided, in general, for each type of disability. All accommodations and adjustments are determined on an individual one-on-one basis. Students may qualify for an accommodation early in their collegiate career but may no longer need that accommodation as they mature and learn to self-accommodate and build relationships with their faculty members.

Accommodations may include but are not limited to:

Learning Disabilities are documented disabilities that may affect reading, processing information, remembering, calculating, and spatial abilities. Examples of possible accommodations for students who have specific learning disabilities include:

- Use of personal audio recorder in class
- Extra exam time, alternative testing arrangements.

- Computer with speech output, spellchecker, and grammar checker.

Mobility Impairments may make walking, sitting, bending, carrying, or using fingers, hands, or arms difficult or impossible. Mobility impairments result from many causes, including amputation, polio, club foot, scoliosis, spinal cord injury, and cerebral palsy. Examples of possible accommodations for students with mobility impairments include:

- Use of personal audio recorder in class
- Lab assistant, group lab assignments.
- Classrooms, labs, and field trips in accessible locations.
- Adjustable tables, lab equipment located within reach.
- Class assignments made available in electronic format.
- Computer equipped with special input device (e.g., speech input, alternative input devices).

Transportation is provided on campus for all students regardless of disability status. Please contact the disabilities office for further information or visit the Isabella County Transportation Commission web site for more details.

CMU does not issue Disability Parking Placards. In order to park on campus, ALL vehicles must have a valid **CMU** Parking permit, regardless of Disability status. In addition, in order to utilize accessible parking on campus a valid state-issued disability placard or plate must also be properly displayed or you WILL be ticketed. All inquiries

in obtaining a disability placard should be referred to the vehicle licensing bureau of your home state.

Health Impairments affect daily living and involve the lungs, kidneys, heart, muscles, liver, intestines, immune systems, and other body parts (e.g., conditions such as cancer, kidney failure, AIDS). Examples of possible accommodations for students who have health impairments include:

- Flexible attendance requirements.
- Extra exam time.
- Assignments made available in electronic format.
- Use of email to facilitate communication.

Mental Illness includes mental health and psychiatric disorders that affect daily living. Examples of possible accommodations for students with these conditions include:

- Use of personal audio recorder in class
- Extended time on assignments and tests.
- A non-distracting, quiet setting for assignments and tests.

Hearing Impairments make it difficult or impossible to hear lecturers, access multimedia materials, and participate in discussions. Examples of possible accommodations for students who are deaf or hard of hearing include:

- Sign language interpreter (request at least six weeks prior to need)
- FM amplification system.

- Captioned films.
- Use of visual aids.
- Written assignments, lab instructions, demonstration summaries.
- Visual warning system for lab emergencies.
- Use of electronic mail for class and private discussions.

Blindness refers to the disability of students who cannot read printed text, even when enlarged. Examples of possible accommodations include:

- Use of personal audio recorder in class
- Alternative media
- Verbal descriptions of visual aids.
- Raised-line drawings and tactile models of graphic materials.
- Braille lab signs and equipment labels.
- Auditory lab warning signals.
- Adaptive lab equipment (e.g., talking thermometers and calculators, light probes, and tactile timers).
- Access to computer with optical character reader, speech output and/or Braille embosser.

Low Vision refers to students who have some usable vision, but cannot read standard-size text, have field deficits (for example, cannot see peripherally or centrally

but can see well in other ranges), or other visual impairments. Examples of possible accommodations include:

- Use of personal audio recorder in class
- Seating near front of class.
- Large print handouts, lab signs, and equipment labels.
- TV monitor connected to microscope to enlarge images.
- Class assignments made available in electronic format.
- Computer equipped to enlarge screen characters and images.

COLLEGE OF REFERENCE: **Grace Bible College** www.gbcol.edu

LOCATION OF CAMPUS:

Grace Bible College
1011 Aldon St SW
Grand Rapids, MI. 49509
(616) 538-2330

PROGRAMS AND SERVICES:

The **Grace Bible College** does not offer any services for specifically for students with disabilities. Their Adult & Online program is designed for busy adults. Earn your degree online or one night a week at the Grand Rapids campus. Their admissions process is streamlined for adults, and they have enrollment counselors standing by to assist you. Welcome to Grace Bible College. Are you ready to start your extraordinary story? It all starts by simply filling out the form online. When they receive the form from you they can get more information about **Grace Bible College** to you.

COLLEGE OF REFERENCE: Grand Rapids Community College www.grcc.edu

LOCATION OF CAMPUS:

Grand Rapids Community College
143 Bostwick Avenue NE
Grand Rapids, MI. 49503-3295
(616) 254-4000

PROGRAMS AND SERVICES:

Grand Rapids Community College's Disability Support Services provides academic support to qualified students with documented disabilities. Any student requesting an academic accommodation must schedule a meeting with Disability Support Services, provide documentation of disability, and complete the appropriate paperwork. The Disability Support Services office can be contacted by calling (616) 234-4140 or by emailing disability@grcc.edu. The mission of Disability Support Services (DSS) is to ensure equal access for students with disabilities to all curricular and co-curricular opportunities offered by the institution.

Prospective Students

Academic Advising

Program participants will receive advice on what classes they need and should take each semester.

Priority Registration

Program participants have the opportunity to register the first day registration open.

Sign Language Interpreting

The services of a qualified sign language interpreter are available to hearing impaired and deaf students. To insure that interpreting arrangements can be made in a timely manner, we ask that requests for this service be made as early as possible. Two or more weeks in advance would be optimal. Because of the shortage of qualified/certified interpreters, it may be necessary for students in need of an interpreter to be flexible in scheduling classes to maximize the services of the interpreters.

In addition to classroom interpreting, students may request interpreting services for tutoring sessions and college sponsored special events and occasions.

When students have to be absent from class they must notify DSS staff as early as possible, and the particular interpreter whenever practical.

All students will be evaluated on their use of such services. If a student is not using this service responsibly, a conference will be held with the student at which time written recommendations for improvement will be made. Should a second conference with the student be necessary, modification and/or reduction in interpreting services may result.

Tutoring

Individualized peer tutoring may be requested through the [Academic Support Center](#) by all **GRCC** students and is based on tutor availability.

Students are encouraged to take advantage of [GRCC Tutorial Labs](#) that provide drop-in assistance.

Alternative Text

Students who provide documentation for alternative textbooks should request alternative text immediately after registering for classes. After obtaining the list a request can be made by completing the [alternativetextbookrequestform](#) on line.

Please contact textbook Coordinator Becky Allington right away if you make adjustments to your schedule.

Disability Testing Services

[dsstestrequestformforgrandrapids-campus](#)

Note Taking

Notetaking services to supplement classroom notes are provide to qualified students. The note taker is a binder that holds paper that is carbonized to produce a duplicate. The binder and paper are provided without cost to the student.

Each student enlists another student in the class to take notes using system. If necessary, a recommendation may be sought from the instructor as to selection of a student note taker. Students who act as note takers do so on a volunteer basis.

Employment Preparation

Student will be directed to the Student Employment Office for assistance with employment preparation. Throughout the job search process, direction and advice from the Disability Support Service counselor/advisor will be available.

Transportation Information

A State of Michigan Handicapped Parking Permit entitles students access to designated handicapped parking areas.

Students can also utilize public transportation through the Interurban Transit Partnership (ITP) or "The Rapid" including the use of GO-Bus Rapid's special lift equipped transportation vehicle, which offers door-to-door service.

Community Agency Referrals

Referrals may be made to area organizations who may provide additional support. Organizations include: private counseling and support groups, Michigan Rehabilitation Services, Social Service Agencies, as well as other college services such as the Career Development Services, Financial Aid and Counseling, Advising, and Retention Department.

Accessible Furniture Requests

Any student who requires a certain type of furniture to make the learning environment more accessible for them due to a disability need to register with Disability Support Services. After registration, the student needs to fill out the [Accessible Request Form](#) at

least 14 days before the first day of class in which the accessible furniture will be needed. This form will allow your Disability Support Counselor/Advisor to work with the Facilities Department to place the necessary furniture. Please indicate if there is a classroom that you don't need the accessible furniture placed.

Steps for Registration

1. Review Documentation Guidelines
2. Get Documents to DSS
3. Schedule an intake appointment by calling DSS 616-234-4140
4. Meet with an Advisor/Counselor to request accommodations and review services available to them.
5. Sign Accommodations Agreement with Advisor/Counselor.

COLLEGE OF REFERENCE: Grand Valley State University

<http://www.gvsu.edu/>

LOCATION OF CAMPUS:

Grand Valley State University
1 Campus Drive
Allendale, MI. 49401-9403
(616) 331-2025

PROGRAMS AND SERVICES:

Grand Valley State University is an affirmative action/equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. It is committed to protecting the constitutional and statutory civil rights of persons connected with the university. All students must meet the admission requirements and maintain the academic requirements. Students with disabilities should contact the Disability Support Resources office. The mission of Disability Support Resources (DSR) is to provide support services and accommodations that enhance the environment for persons with disabilities and to help educate the university community on disability issues.

Disability Support Resources (DSR) provides assistance to students, faculty and staff who have disabilities. Registration with DSR has four main components:

- 1) Completing the DSR application at <http://www.gvsu.edu/dsr/accommodations-login.htm>

- 2) Submitting appropriate medical or psycho-educational documentation.
- 3) Engaging in the interactive process by scheduling an appointment to discuss your accommodation needs with a DSR advisor. Registration with DSR prior to situations requiring accommodations is essential.
- 4) Sharing the appropriate accommodation memo/letter with other university personnel as appropriate.

If you need assistance with obtaining sufficient documentation, please review the relevant guidelines for documentation along with verification forms. These forms can be downloaded from their website or picked up from our office. The DSR can be reached at 616.331.2490. Completed paperwork can be faxed to 616.331.3880, emailed to dsrgvsu@gvsu.edu, or brought to their office at 200 Student Services.

Documentation of a disability must appear on official letterhead from a licensed physician, psychiatrist, social worker, or other mental health professional and include:

1. A specific statement of the diagnosis
2. A summary of related functional limitations
3. Recommendations for accommodations

Documentation requirements for specific disabilities are:

Attention Deficit Hyperactivity Disorder (ADHD): You will need your testing/report that was generated regarding your impairment/diagnosis; ideally we would like a psycho-educational and/or a neuropsychological test that was completed within the last 5 years (using adult testing measures only). If you do not have a psychological evaluation, your treatment provider will need to fill out our <ADHD Verification Form>.

Autism Spectrum Disorder (ASD): Documentation must provide current evidence of impairment in whatever domain the person is seeking accommodations. If the main impairment is cognitive, a neuropsychological test completed within the last 5 years (using adult testing measures only) is warranted.

Acquired/Traumatic Brain Injury: If the primary impairment is cognitive, e.g. learning, attention, memory, etc., then a psychological evaluation is warranted. If the primary impairment is chronic health, e.g. seizure disorder, then a verification form for a Chronic Health Condition must be completed. If the primary impairment is mental health, e.g. anxiety, depression, etc., then you will need to have a certified professional fill out a verification form for a Mental Health Condition.

Chronic Health Condition: A <verification form for a Chronic Health Condition> must be completed. Once our office receives the paperwork, DSR will contact you to set up an appointment.

Deaf or Hard of Hearing: Please send in your audiology test/report (within the last three years) and/or all documentation related to your diagnosis. Once the paperwork is received, DSR will contact you to set up an appointment.

Learning Disability (LD): You must have a current neuropsychological test (within the last 5 years or after 16 years of age using adult testing measures only). See the Guidelines for Learning Disability Criteria.

Mental Health Condition: For anxiety, depression, bipolar disorder, or other mental health related condition, you need to have a certified professional fill out a <Verification form for a Mental Health Condition>.

Mobility Impairments (Temporary or Permanent): Send a report pertaining to your diagnosis, if your condition is not obvious. Once the paperwork is received, DSR will contact you to set up an appointment.

Visual Impairments: Send a report (within the last three years) and/or all documentation related to your diagnosis. Once the paperwork is received, DSR will contact you to set up an appointment.

Special note regarding documentation for service and emotional support animals: Disability Support Resources may require documentation regarding your service/emotional support animal to ensure that it falls under the protections of federal and state laws. Most individuals who have the benefit of using a service animal will not

be required to submit documentation unless the student/employee is going to live in university housing. Emotional support animals are considered part of a therapeutic intervention; therefore, documentation should include a diagnosis of the disability and its nexus to the intervention. Please see the Guidelines for Emotional Support Animals.

For any disability not listed above please contact the DSR Office at 616-331-2490.

COLLEGE OF REFERENCE: **Kendall College of Art and Design** www.kead.edu

LOCATION OF CAMPUS:

Kendall College of Art and Design
17 Fountain St. NW
Grand Rapids, MI. 49503
(800) 676-2787

PROGRAMS AND SERVICES:

It is the policy of **Kendall College of Art and Design** to comply with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and other applicable federal and state laws that prohibit discrimination on the basis of disability. **Kendall College** will provide reasonable accommodation to qualified individuals with disabilities. It is the responsibility of the student to make their disability status and subsequent need for an accommodation known to the Disability Office. They can be contacted by calling (616) 451-2787.

Who has a Disability?

According to the Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act of 1990 a person with a disability is anyone who:

- Has a physical or mental impairment which substantially limits one or more major life activities
- Has a history of such an impairment

- Is regarded as having such an impairment

A qualified individual with a disability is one who meets the essential functions or requirements of a program with or without reasonable accommodations.

Request for Accommodation

Students who wish to request accommodations or auxiliary aids may do so by following a few simple steps. To qualify for accommodations, the following must be submitted to the Office of Disability Services:

- Present documentation. The Disability Office will review documentation to determine if you are eligible for accommodations.
- Complete the New Student Assessment form and present it to the Disability Services Office.
- Schedule an intake assessment with the staff of the Disability Services Office. Be prepared to discuss your functional limitations and how it impacts your learning. A plan for the semester will be generated.
- Accommodation memos will be sent via email and a hard copy will be put in the faculty mailboxes. Be sure to hold conversations with your instructors about your accommodation needs.

Accommodations will start one week following the completion of the four steps above. Assistive technology and interpreters may require more notice than two weeks in order for arrangements to be made.

Required Documentation

A student who believes that he/she is eligible for services as a student with a disability must provide documentation that he/she meets the eligibility requirements as defined by the ADA and the Rehabilitation Act of 1973.

What must be included in the Documentation?

Documentation of a disability to support eligibility for services must meet the following criteria:

- Must be recent (within the past 3 years) and sufficient to document the current status of the impairment and its impact on the student's ability to perform major life activities necessary for the academic program.
- Must include a clear diagnosis identifying the disability. This should describe how the condition was diagnosed, provide information on the functional impact, and detail the typical progression or prognosis of the condition.
- Must include a description of the diagnostic methodology used. Include a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative.

- Must include the credentials of the evaluator indicating that the person is appropriately licensed or certified to make the diagnostic statement for the disability.
- Must include recommendations for accommodations and academic adjustments that may be appropriate in the student's program. It is most helpful when recommended accommodations and strategies are logically related to functional limitations. While the post-secondary institution has no obligation to provide or adopt recommendations made by outside entities, those that are congruent with programs and services offered by the college or program will be considered.

Disclosure of a Disability

Kendall College of Art and Design does not discriminate against students with disabilities in its admission process. Students with disabilities must meet the same admission standards as students without disabilities. SAT and ACT scores taken under special conditions are not identified as such to the admissions office. Students with disabilities do NOT need to disclose the disability on any document submitted to the college prior to acceptance.

Submitting Documentation To ensure that services are in place and support is provided at the time the student begins his/her college experience, students are encouraged to inform the Disability Services Office as soon as possible after admission. Documentation

of a disability should not be sent to the admissions office. All documentation should be submitted to the Disability Services office after notification of admission to the college.

Test Proctoring

Policies and procedures for testing accommodations

The primary goal is to assist faculty in their efforts to provide testing accommodations for students with disabilities. The Activities and Resource Center (ARC) will also proctor tests for students with special circumstances such as excused absences. The ARC cannot proctor tests for entire classes and test proctoring is by appointment only.

Testing Location: Activities and Resource Center, 1st Floor Kendall Building, two testing rooms available.

Testing Center Hours for Fall, Spring and Summer Semesters: Monday – Friday from 8:30am – 5:00pm (exams must be finished by 5:00pm)

Student Responsibilities

- Schedule an exam time at least one week before the exam as there are limited times and rooms available
- Give the Test Proctoring Form to faculty for completion one week before the exam and discuss specific test proctoring needs and plans
- Must show student I.D. at the testing site prior to taking exam

- Must abide by Kendall College of Art and Design's Academic Code of Conduct
- Only approved instruments/materials allowed in testing area. No coats, backpack, purses, cellular phones or other electronic devices are allowed in the testing rooms. Items not allowed in the testing room can be left at the front desk of the Activities and Resource Center. Please note this is not a secured area and the Activities and Resource Center is not responsible for items left at the front desk. It is advised to not bring any personal belongings.
- Must be on time for test. Tests will not be administered if arrival time is 30 minutes after the instructor's stated start time. If a student is within the 30 minute window, the late time will be deducted from the total time allowed for the test. If a student is 15-30 minutes late, the professor will receive a notification of tardiness with the exam.

Faculty Responsibilities

- Discuss with the student specific test proctoring/accommodation needs and plans.
- Complete Test Proctoring Form, including specific accommodation needs and test routing procedures
- At least 24 hours prior to date of the test, hand deliver, fax (616.451.9867), or email (darcystorms@ferris.edu) the test and the Test Proctoring Form to the Activities and Resource Center

- Digital images can be emailed or put on a flash drive. Flash drives will be returned to the instructor upon completion of the exam.

Make-up Policy

- Tests are returned to professor with notation that student missed the test when the student fails to arrive within 30 minutes of scheduled start time
- Professor will be asked to apply his/her own make-up policy
- The Activities and Resource Center will provide make-up tests if space/staff are available

COLLEGE OF REFERENCE: **Kuyper College** www.kuyper.edu

LOCATION OF CAMPUS:

Kuyper College
3333 East Beltline NE
Grand Rapids, MI. 49525
(616) 222-3000

PROGRAMS AND SERVICES:

At **Kuyper College**, students find one of the most outstanding values in Christian higher education today. The best of academic and spiritual education is combined with a passion for awakening students to the need of possessing a solid biblical worldview. Within a welcoming community, **Kuyper** students develop professional skills and acquire experience that equips them for service to God and His kingdom.

Kuyper College is a welcoming community of students, staff, and faculty who care for one another. This is a great environment for students who are coming to college for the first time. As a first year student, you will be cared for, encouraged, and challenged as you continue to grow into who God has created you to be. **Kuyper College** does not offer any special services for students with disabilities.

Admission Requirements

- GPA of 2.25 or higher (on 4.0 scale) (Canadian: 63% or above)
- High school diploma or passing GED

- Christian commitment to academic, spiritual, social and physical development
- Composite ACT score of 18 or combined SAT critical reading and math score of 870

Student Health Forms

Students are required to turn in the following health forms at the beginning of their first semester:

Health History

Immunization History

TB Self-Screening

Authorization to Treat

COLLEGE OF REFERENCE: Montcalm Community College www.montcalm.edu

LOCATION OF CAMPUS:

Montcalm Community College
2800 College Drive
Sidney, MI. 48885
(989) 328-2111

PROGRAMS AND SERVICES:

Montcalm Community College's Accessibility Services assists students in overcoming barriers so that they can focus on their education.

Students with disabilities often face significant challenges. Thus, reasonable accommodations offer opportunities to succeed in classes similar to the opportunities that students free from disabilities can take for granted. A reasonable academic accommodation ensures equal access and equal opportunity to participate in **MCC's** courses, services, activities, and facilities. **MCC** is not obligated to provide an accommodation that requires a substantial change in the curriculum or alteration of any essential elements or functions of a program.

MCC adheres to the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendment (ADAAA) of 2008, and Section 504 of the Rehabilitation Act of 1973, which prohibit discrimination on the basis of disability and require **Montcalm Community College** to make reasonable accommodations for those otherwise qualified individuals with a disability who request accommodations.

- Intake Form
- Medical Information Form

Location

Inside **MCC's** Student Success Center in room D318 in the Beatrice E. Doser Building on the college's Sidney campus.

Contact Information

E-mail studentsuccess@montcalm.edu

Call 989-328-1264

Please schedule an appointment by e-mailing, calling, or stopping in to the Student Success Center's Educational Assistance Office.

Establishing Eligibility

Accessibility services are available to all students with a disability who have been accepted at **Montcalm Community College** and have completed the COMPASS placement test. Students needing services should apply and register for classes early. To establish eligibility, the student must contact Accessibility Services to:

- i. Complete and submit the registration form
- ii. Submit appropriate documentation outlining suggested accommodations
- iii. Make an appointment to meet with the Student Success Counselor

- iv. Meet with the Student Success Counselor to determine appropriate accommodations

Receiving Accommodations

Accommodations are evaluated on a case-by-case basis and re-evaluated every semester. To receive accommodations in a timely manner, students must meet with the Student Success Counselor and register for classes early. To receive accommodations for the semester, the student must:

- i. Register for classes early
- ii. Meet with the Student Success Counselor to determine services and accommodations. The proposed/suggested accommodations are assessed based on the documentation the student provides, including, but not limited to, any of the following:
 - i. Alternative texts
 - ii. Extended time on tests (up to 1.5 times the initial time allotted)
 - iii. Tutoring
 - iv. Note-takers
 - v. Readers
 - vi. Scribes

- iii. Take a memo outlining qualifying accommodations provided by the Student Success Counselor to the faculty member(s) teaching the class (es). This memo will only include information about reasonable accommodations – it will not include information on the student’s disability or any other clinical information about the student, as it is the student’s right to keep this information confidential.
- iv. Meet with each individual faculty member to establish the accommodations for the class.

Documentation Guidelines

Documentation establishes the obstacles a student may face and the accommodations the student needs to focus on learning. Documentation must be:

- i. Recent. For most disabilities, not older than five years; for psychological and/or emotional health issues, not older than one year.
- i. From a licensed professional in an appropriate field. Acceptable professionals include, but are not limited to the following:
 - i. Psychologist
 - ii. Psychiatrist
 - iii. Licensed Professional Counselor
 - iv. Clinical Social Worker
 - v. Medical Doctor
 - vi. Ophthalmologist

- vii. Optometrist
- viii. Audiologist
- ix. Speech Pathologist
- i. Comprehensive. While IEPs, 504 plans, SOPs and similar documentation can be helpful, they may not establish appropriate services. The documentation should include information on the following:
 - i. The credentials of the evaluators
 - ii. A statement indicating the diagnosis
 - iii. The methodology used to clinically evaluate the student, including test scores if applicable
 - iv. Any functional limitations of the student
 - v. The expected progression of the disability
 - vi. Any current and past treatments and accommodations, including prescribed medications, educational and occupational accommodations, and other supportive services
 - vii. Suggestions for services and accommodations, including assistive technology and assistive services.

Due to the individual nature of disabilities, exceptions may be made to the documentation requirements. Decisions on accommodations are always made in collaboration with students, and students are encouraged to register for services even if

the available documentation does not meet the above guidelines. If the documentation is found to be insufficient, the student will be asked to provide additional documentation.

Student Success Center

MCC's Student Success Center expands the college's services by creating a full-service center geared toward curriculum support for students.

Student Success Center services include:

- Academic Skills Assessment (COMPASS) to help students determine their readiness for college-level courses.
- Academic counseling.
- Services for students needing accommodations including note-takers, interpreters and books on tape.
- Free tutoring, from both professionals and peers, to help students through difficult classes.
- HelpMe, an online (HelpMe@montcalm.edu) and drop-in student success tutor.
- Supplemental instruction, which partners student mentors with small groups of students.
- Credit courses in college reading, writing, basic math, and study skills.

- A Testing Center where instructors can send students to take proctored make-up and online exams.
- Proctored testing for MVLC Students.
- Work-Keys® - Job Skills assessment for those seeking National Career Readiness Certification.

COLLEGE OF REFERENCE: **Muskegon Community College**
<http://www.muskegoncc.edu/pages/1.asp>

LOCATION OF CAMPUS:

Muskegon Community College
221 S. Quarterline Road
Muskegon, MI. 49442
(231) 777-0404

PROGRAMS AND SERVICES:

In order to seek admission into **Muskegon Community College (MCC)** students must submit proof of high school graduation or successful completion of the General Educational Development tests (G.E.D.), A Compass Placement Test may be required. To get more information on registration students can visit www.muskegoncc.edu or call (231) 777-0394. Students with disabilities must meet the same requirements as other students in order to be admitted.

Colleges differ from high schools regarding the first step of providing academic accommodations. When a person with a disability needs an academic accommodation in high school, a team of people is assigned to that student to discuss classroom instructional accommodations. This is not the case with colleges and universities. The legislation states that to receive services from a college or university, a person with a disability must first disclose their disability to the institution. In most cases, the person should disclose this to the Special Services Office. The Director for Special Services will ask you to bring in documentation regarding your disability. The cost of the documentation is the responsibility of the student. If the initial documentation is

incomplete or inadequate to determine the extent of the disability and reasonable accommodations, the Special Services Office has the discretion to require additional documentation. The Special Services Office reserves the right to deny services or accommodations pending receipt of documentation.

Special Services is an important part of the broad range of services offered at Muskegon Community College. Their goal is to provide effective services, materials, and resources which enable students who are members of Special Populations to be successful.

SPECIAL POPULATIONS

- Individual with a disability;
- Individuals from economically disadvantaged families, including foster children;
- Nontraditional training and employment participants;
- Single parents, including single pregnant women;
- Displaced homemakers;
- Individuals with other barriers to educational achievement, including individuals with limited English proficiency.

SUPPORT SERVICES

- Personal counseling
- Academic advising
- Assistance with testing

- Classroom accommodations
- Sign language interpreters
- Attendance costs
- Peer tutorial and/or Professional Instructional assistance
- Note taker services when needed
- Readers
- Writers
- Assistance with accessing books on tape
- Liaison services with community agencies, including Michigan Rehabilitation Services
- Other specialized support services as deemed necessary following an assessment of the student's special needs
- Some of the tools available include Kurzweil Reader, an institutional membership for Recording for the Blind and Dyslexia, TDD telephone, ZoomText software, Jaws, Dragon, Naturally Speaking, and Scan and Read software

RESOURCES FOR SPECIAL POPULATIONS

- **College Success Center** -- Get help with Math, Writing, and Reading.
- **Career Resource Center** -- What are you good at? Get help with choosing your career.

- **Counseling Services** -- Work out your class schedules with the experts.

For more information regarding services, or to schedule an appointment, call (231)777-0404 or 777-0309. VOICE: (231)777-0410 TDD.

COLLEGE OF REFERENCE: Saginaw Chippewa Tribal College
<http://www.sagchip.edu/>

LOCATION OF CAMPUS:

Saginaw Chippewa Tribal College
2274 Enterprise Drive
Mount Pleasant, MI. 48858
(989) 775-4123

PROGRAMS AND SERVICES:

Saginaw Chippewa Tribal College (SCTC) is a small institution that provides equal access to the services afforded to all students on **SCTC's** campus. **Saginaw Chippewa Tribal College** will make reasonable accommodations for students with documented disabilities, and observes the Americans with Disabilities Act of 1990 and Section 504 of the rehabilitation Act of 1973 to define eligibility. **SCTC** requires that students seeking accommodation provide documentation of their disability.

Requirements of students wishing to seek admission are:

- Completion of an **SCTC** admissions questionnaire
- Proof of graduation from an accredited high school, or proof of GED completion
- Transcripts from all colleges previously attended
- Copies of a driver's license of State I.D. and social security card

Once admitted, they require all students to take placement tests in mathematics, reading and writing. They offer a number of developmental courses for students whose

testing scores indicate that they would benefit from supplemental instruction, or for those individuals who feel more comfortable reviewing primary material ahead of taking college-level coursework. It is the charge of the Dean of Students to work with individuals requiring accommodation to see that disability-related needs are understood and met. The Dean will meet individually with students and student prospects at the student's request to ascertain the appropriate level of consideration, and make the necessary arrangements.

SCTC is also a participant in the MACRAO (Michigan Association of Collegiate Registrars and Admissions Officers) agreement, and the subsequent Michigan Transfer agreement. By providence of their accredited status and participation in these agreements, credits taken at **SCTC** will transfer to any participating Michigan College University. The cost per credit hour is comparably low, presently \$60.00 per credit hour. Many students find this an advantageous price at which to fulfill their General Education requirements before transferring to another institution.

SCTC also has a relatively intimate class size and their courses are often smaller which facilitates greater exchange between students and teacher, more individual instruction, and ease of getting to know one's peers. The most recent audit showed an 8:1 average student to instructor ratio. The instructors endeavor to know each one of their students personally.

COLLEGE OF REFERENCE: Western Theological Seminary
www.westernsem.edu

LOCATION OF CAMPUS:

Western Theological Seminary
101 E. 13th St.
Holland, MI. 49423
(800) 392-8554

PROGRAMS AND SERVICES:

Western Theological Seminary does not offer any services of programs for students with disabilities. They maintain the same admission requirements for students with disabilities as those without.

- **How Do You Begin the Application Process?**
 1. Explore the website
 2. Submit an inquiry form
 3. Contact their Admissions Department (1-800-392-8554 or 1-616-392-8555 - ask for Mark Poppen, CJ Grier or Jill English)
 4. Schedule a campus visit on a day convenient for you
 5. Arrange vocational conversations with your ministry leaders, campus chaplains, pastors and their admissions staff

6. Complete and application for admission either on-line, or download an application and mail. *For scholarship consideration for fall semester, applications are due April 1 (In-residence) and April 15 (Distance Learning and Newbiggin House of Studies)*
 7. Look at application checklist
- Once admitted, begin your academic journey at **Western Theological Seminary!**

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Section 12

North East Campuses



COLLEGE OF REFERENCE: **Alpena Community College**
<http://discover.alpenacc.edu/>

LOCATION OF CAMPUSES:

Alpena Community College
 Main Campus
 665 Johnson Street
 Alpena, MI. 49707
 (989) 356-9021

Alpena Community College
 Huron Shores Campus
 5800 Skeel Avenue
 Oscoda, MI. 48750

PROGRAMS AND SERVICES:

Alpena Community College policies and practices for admission, employment and activities comply with requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973 as amended, the Age Discrimination Act of 1975, and Title II of the Americans with Disability Act of 1990; **ACC** does not discriminate on the basis of race, color, national origin, gender, age or disability. For more information, contact the Title IX, Section 504, the Age Discrimination Act and Title II coordinator: Carolyn Daoust, VLH 102, (989) 358-7211.

In reference to requesting disability services, it is important to understand that in the post-secondary learning environment, a potential student must establish that they are otherwise qualified by meeting the academic and technical standards required for admission. Services to accommodate a disability cannot alter the content of a class. Prior to requesting Disability Services at **Alpena Community College (ACC)**, an individual must:

- Be officially admitted to **ACC**

- Complete placement-testing requirements

After completing the above requirements, an individual requesting Disability Services must:

- Make their disability known. An interview may be scheduled by contacting the Associate Vice President of Academic and Student Services;
- Provide disability documentation that meets standards set by **Alpena Community College**.

More detailed information about **ACC's** Disability Services policies and procedures is available in the Access for Students with Disabilities publication.

Documentation has two main purposes: to establish that an individual has a disability and to describe and document the functional impact of the disability for use in establishing the need for, and design of, accommodations.

Guidelines

Disability documentation is necessary to evaluate requests for reasonable accommodations and/or auxiliary aids. The evaluation process includes the impact of the documentation on the goals and standards of the program, course, and/or activity.

As appropriate to the disability, the documentation should include the following six elements:

1. A diagnostic statement identifying the disability, date of the current diagnostic evaluation, and the date of the original diagnosis
2. A description of the diagnostic criteria and/or diagnostic test used

3. A description of the current functional impact of the disability, including specific test results and the examiner's narrative interpretation
4. Treatments, medications, and/or assistive devices/services currently prescribed or in use
5. A description of the expected progression or stability of the impact of the disability over time, particularly the next few years
6. The credentials of the diagnosing professional(s), if not clear from the letterhead or other documentation.

Beyond these six elements, professionals may consider including recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services. The Student Services Center offers quality tutoring on an individual or group basis. To request an appointment, come to the Student Services Center in Van Lare Hall Room 101, or call 989-358-7270 or for the Huron Shores campus call 989-358-7445.

The tutors can assist you with coursework as well as:

- Study skills
- Note-taking tips
- Problem solving strategies
- Test review and preparation

- Writing skills
- Time management
- Referrals to other services on campus

COLLEGE OF REFERENCE: **Kirtland Community College** <http://www.kirtland.edu/>

LOCATION OF CAMPUSES:

Kirtland Community College 10775 N. St. Helen Road Roscommon, MI. 48653 (989) 275-5000	Kirtland-Gaylord M-TEC 60 Livingston Blvd. Gaylord, MI. 49735
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PROGRAMS AND SERVICES:

Kirtland Community College has one application process for all students. All students must meet the criteria for courses in order to be admitted. If a student with a disability is accepted to study at **Kirtland Community College** they must self-identify in order to receive services. Documentation for the student's disability must be presented in order to receive accommodations. The student must contact the Student Support Services/Academic Advisor at (989) 275-500 Extension 252 if they are in need of services for their disability.

The student with disabilities will work the Student Support Services/Academic Advisor in order to accommodate and locate the needs of the student. Some services and accommodations provided by the Student Support Services/Academic Advisor include:

- Extended testing time
- Non-distracting testing environments
- Audio books
- Sign language interpreters
- Free tutoring services

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Section 13

South East Campuses



COLLEGE OF REFERENCE: ADRIAN COLLEGE <http://adrian.edu/>

LOCATION OF CAMPUS:

Adrian College
110 S Madison Street
Adrian, MI. 49221
(517) 265-5161

PROGRAMS AND SERVICES:

ADRIAN COLLEGE, a liberal arts College in the United Methodist tradition, is committed to the pursuit of truth and to the dignity of all people. Through active and creative learning in a supportive community, students are challenged to achieve excellence in their academic, personal, and professional lives, and to contribute to a more socially just society.

Adrian College welcomes qualified students regardless of age, disability, ethnicity, gender, physical characteristics, race, religion, sexual orientation; further it does not discriminate on the basis of these characteristics in the administration of educational policies, scholarship and loan programs, athletic or other College-administered programs or activities (Adrian College 2010-2012 Academic Catalog, p.1).

The Americans with Disabilities Act of 1990 (ADA), a federal civil rights law (P.L. 101-336), was patterned after Section 504 of the Rehabilitation Act of 1973. The ADA is intended to protect qualified persons with disabilities from discrimination in employment, government services and programs, transportation, public accommodations, and

telecommunications. Institutions of higher education like Adrian College are covered by Title I and Title III of the ADA.

Rights and Responsibilities

The civil rights nature of the ADA promises full participation in the post-secondary experience for qualified students with disabilities. Students are entitled to enjoy all the benefits, privileges, and obligations that are related to that opportunity. Students with disabilities have both rights and responsibilities under the law. Part of that responsibility is to meet the same academic standards as are expected of any other student. The ADA does not require the institution to lower its standard for a given student simply because the student has a disability.

Students with disabilities at Adrian College have the right to:

- full and equal participation in the services and activities of the College;
- reasonable support services;
- privacy and limited access regarding confidential information.

Students with disabilities at Adrian College have the responsibility to:

- document how the disability limits participation in courses or programs, services, jobs and activities;
- identify as an individual with a disability when support service is needed;
- follow published procedures for obtaining reasonable academic accommodations;
- meet qualifications and maintain essential standards for course and programs, services, jobs, and activities.

Adrian College has the right to:

- establish essential functions, skills, knowledge and standards for courses, programs, and degrees;
- evaluate students based on the established functions, skills, knowledge and standards;
- have confirmed disability status through relevant documentation that supports requests for academic services;
- deny a request for a support service if the documentation does not support the request or if the documentation is not submitted at least one week prior to the service;
- select among equally effective services for students with disabilities.

Adrian College has the responsibility to:

- maintain confidentiality of records;
- respond to students in a timely manner;
- arrange appropriate and reasonable support services.

[Frank Hribar, Admissions House, (1-800)877-2246, fhribar@adrian.edu]

Admission to Adrian College is based on high school grade point average and ACT/SAT scores. Scores from standardized tests administered under special conditions are acceptable. An applicant is not required to disclose a disability in order to apply to Adrian College. Additional information related to a disability from a counselor, physician, and/or consultant may be sent with an application. If an applicant voluntarily reports a disability, she/he will receive information about available support services.

The College has no obligation to accept or retain a student with a disability unless the student is “otherwise qualified”, i.e. capable of meeting the academic standards of the college and program, with or without reasonable accommodation. Students are expected to inform faculty or an Academic Services staff member of academic program concerns. Students with disabilities are entitled, under both Section 504 and the ADA, to reasonable, effective and appropriate accommodation at no cost. Support services may be provided through Academic Services in Jones Hall or directly by faculty. Academic Services is open during the academic year from 8:30 A.M. to 5 P.M., Monday through Friday with evening hours Sunday through Thursday. Students should contact Danielle Ward at (517) 265-5161 x4094 or by email at dward@adroan.edu.

After a student has presented documentation of a current need for academic services to Academic Services, a plan is written based on the documentation provided and the student’s schedule. The services plan is reassessed often. Training in the use of appropriate technology is available. Reasonable accommodation is individualized and flexible based on the nature of the disability and academic environment. A request for support services must be received at least one week prior to the requested services.

Academic support services offered at Adrian College are:

- Alternate orientation placement testing arrangements for reading, mathematics, and modern languages;
- Support classes in mathematics, reading, study skills, and research paper writing;

- Peer tutoring; individual and small group;
- Skills center for writing;
- Skills center for mathematics;
- Note-taking service;
- *Kurzweil scanner, Braille capabilities, CCTV, ViaVoice;*
- Testing services;
- Mobility assistance.

Communication by the student with a disability with instructors and Academic Services staff is integral to a successful academic experience. It is important to address needs and concerns as they arise. The ACCESSability Academic Services Handbook for students with disabilities and their families, as well as, the policy on service animals can be found at <http://adrian.edu/academics/academic-services/access-program>.

COLLEGE OF REFERENCE: Cleary University www.cleary.edu

LOCATION OF CAMPUSES:

Cleary University
Livingston Campus
3750 Cleary Drive
Howell, MI. 48843
(517) 548-3670

Cleary University
Washtenaw Campus
3601 Plymouth Road
Ann Arbor, MI. 48105
(734) 929-9091

PROGRAMS AND SERVICES:

Cleary University is a college of business and admits students of any race, color, religion, sexual orientation, and national and ethnic origin, to all programs and activities, and grants equal rights and privileges to all students of the University. Standard admission to an undergraduate degree program may be granted by meeting the following requirements which have been developed in accordance with Federal Ability-to-Benefit Regulations. Please note that admission to the University does not guarantee admission to programs which have specific entry requirements.

Traditional Students (students entering directly from high school)

1. Submit a completed online application with a nonrefundable \$35.00 application fee
2. Submit a high school transcript indicating graduation with a minimum grade point average of 2.5 on a 4.0 scale and a minimum ACT score of 19**

Honors Track: Submit a high school transcript indicating graduation with a minimum grade point average of 3.2 on a 4.0 scale and a minimum ACT score of 23.

COLLEGE OF REFERENCE: **College for Creative Studies**
<http://www.collegeforcreativestudies.edu>

LOCATION OF CAMPUS:

College for Creative Studies: Art & Design
201 East Kirby
Detroit, MI. 48202
(313) 664-7680

PROGRAMS AND SERVICES:

College for Creative Studies offers many services to students with disabilities. They are members of the MI-AHEAD (Association on Higher Education and Disability). Students with disabilities must meet the requirements of the college which included a portfolio, high-school GPA and ACT/SAT scores and each student must meet the technical and academic standards of the college.

All students are encouraged to disclose disabilities that they feel may affect their academic success. In order to request accommodations a student must first schedule an appointment with the appropriate office. **College for Creative Studies** harbors three distinct offices for students with disabilities. The first is the Student Success Center. The Student Success Center is geared towards those students with learning disabilities but it is accessible to ALL students. They are a valuable resource providing time management strategies, study techniques, one-on-one tutoring and writing assistance.

The Student Service Center also works with and provides individualized support for students with learning challenges or disabilities. Students with a documented learning disability may receive advocacy assistance to ensure accommodation requirements are met. They can be contacted by calling (313) 664-7680.

The second of these offices is Personal Counseling and Wellness Services. The Wellness Center is designed to provide a variety of support services that enhance a student's overall health and wellbeing. This office is geared towards those students that may have psychological and emotional disabilities. They provide professional support for private issues that may or may not be related to academic concerns.

Students dealing with emotional or psychological issues can receive individualized assistance based on their particular needs. Students with documented psychological disabilities may receive advocacy assistance to ensure accommodation requirements are met. Should more intensive counseling be desired or recommended, referrals to outside agencies or private practitioners will be made. They also offer group support and health services. The Personal Counseling and Wellness Services office can be reached at (313) 664-7879.

The third office is that of the Director and Dean of Student Life. This office handles physical accommodations for those students with physical disabilities. Student Life coordinates a variety of campus services including housing, student government and student activities as well as addressing other student concerns. Students with permanent or temporary physical disabilities may also come to Student Life to receive assistance. These disabilities can be physical, hearing or visual impairments or a chronic illness. Student Life provides accommodations to reduce or eliminate physical barriers on campus. Student Life can be contacted at (313) 664-7879.

COLLEGE OF REFERENCE: **Concordia University** www.cuaa.edu

LOCATION OF CAMPUSES:

Concordia University
4090 Geddes Rd.
Ann Arbor, MI. 48105
(734) 995-7300

PROGRAMS AND SERVICES:

Concordia University is a Christian based university and has the same admission requirements and available programs of study for all students. All students must meet the criteria for courses in order to be admitted. Whether you studied Biology or pursued a Graphic Design degree, it is crucial that you seek advice on kick starting your career. One of the most important factors in determining whether or not you get a job after graduation is your preparation. Are you prepared and equipped with the knowledge you need to pursue a job opportunity?

When you graduate from **Concordia University** Ann Arbor, your success may heavily depend on not only your education, but your presentation. Building a strong resume allows you to present yourself in the best light, creating a strong impression. At their Ann Arbor University, they are here to help you achieve the career God has set aside for you.

Their staff can assist you with pursuing a wide variety of career options, such as jobs for the following:

- Law
- Music

- Journalism
- Child & Family Studies
- Biological Sciences
- Counseling
- Religious Studies
- Social Work
- Public Administration
- Sports Management
- Finance
- Athletics & Sports
- Advertising

If you are interested in obtaining a career in your major or field of study, they are here to guide you through the process. Contact them today at (734) 995-7300 if you would like to discuss your career options.

COLLEGE OF REFERENCE: Cranbrook Academy of Art www.cranbrook.edu

LOCATION OF CAMPUS:

Cranbrook Academy of Art
652 Cranbrook Rd.
Bloomfield Hills, MI. 48304
(248) 645-3300

PROGRAMS AND SERVICES:

Cranbrook Academy of Art offers a studio program based upon individual study and research, and the actual creation of art, design, and architectural projects. Specific classes are not offered and traditional grades are not awarded; satisfactory academic progress is evaluated subjectively on a pass/fail basis by the department head. Students whose work is judged satisfactory earn 15 credit hours in a semester. Credits are recorded on permanent transcripts. A total of sixty (60) credit hours, the presentation of a satisfactory written thesis, and a museum exhibition of completed projects are required for graduation.

Disability Services

Students with disabilities may contact the Assistant Registrar and Student Services Coordinator or the Registrar, Financial Aid & Admissions Manager in the Academy Office to discuss their individual needs (248-645-3300). The Academy will seek to assist students to the extent possible given building, staffing and monetary restrictions and will comply with federal and state law as required.

The studios at **Cranbrook** afford an opportunity for students to make intense, personal investigations into the practice and philosophy of the fine arts. This research comprises approximately 40 percent of the academic program.

The course consists of the following:

1. **Studio Work and Research.** Working in individual studios, students complete self-initiated studio work by researching and creating actual works. Working with the department head, students set forth a plan of study based on personal interests. The department head acts as mentor and advisor in monitoring the student's academic progress. Individual critiques, both group and one-on-one with the Artist-in-Residence, are included in studio requirements. All students prepare for annual formal reviews by faculty from other departments, as well as for their degree exhibition and Master's Statement. Students document the finished works through photography and/or video media.
2. **Assigned Projects.** On infrequent occasions, a department head will assign projects to his/her student(s) as part of the particular department curriculum. These may take the form of seminars, written reports, and exhibitions on or off campus, or projects undertaken with other departments.
3. **Reading and Discussion.** The department head assigns readings and holds seminars on works relevant to studio activity. Students are expected to read widely about timely issues within the field and to make appropriate presentations from their research.
4. **Visiting Artists.** The program is supplemented by visiting artists and critics who lecture and offer critiques on students' work.

5. Critical Studies Program. This program brings a Critical Studies Fellow to campus each fall to serve as a catalyst for discussion around ideas art criticism, theory, and critical writing. The program offers reading and discussion groups, studio visits, and critique, as well as special changing projects.

6. Humanities Series. Meant as a counterpoint to the studio investigation, the Academy presents the Humanities Series yearly. The Series consists of presentations, public discussions lectures, and/or performances dealing with social issues affecting architects artists, and designers.

7. Museum, Gallery, and Field Trips. Departments frequently travel to other cities, and, in some cases, other countries, to view significant exhibitions and study art of other cultures. These experiences contribute to the ongoing critical dialog in the department and provide a broader context for student's ideas and studio work.

8. Reviews. Formal reviews of student work are conducted twice for each student during their course of study in the second and third semesters. Students present finished and in-progress work for review by 4-5 individual faculty members for a one-on-one situation. These reviews for all ten departments take place over 5 days each in the winter and early spring. The outcome of Reviews is linked to Satisfactory Academic Progress.

9. Degree Show and Master's Statement. Students petitioning to graduate must mount a show of recent work in the **Cranbrook** Art Museum and complete a written Master's Statement. Both efforts must be reviewed and approved by the department head. The Statement represents the culmination of a deliberate, well-rounded course of study and comprehensive research performed by the student in his chosen field.

The program can be undertaken only on a full-time basis for the prescribed two years.

Part-time involvement or credit earned away from campus is not permitted.

Academic Requirements

Academic Progress and Attendance Requirements

All students are required to attend full time. Students must meet a minimum of 45 clock hours comprised of studio work, research, lecture and discussion as specified by their department head (see credit distribution below). Credits are awarded by the department head based on an evaluation of the student's academic and artistic progress. A student is in good standing by earning fifteen credit hours per semester in the following ways:

Studio Work and Research:

12 credits per semester; one semester credit hour equals 45 hours of work in the studio.

A minimum of 36 clock hours per week of independent studio work is expected.

Lecture and Discussion:

3 credits per semester; 3 clock hours of participation in a formal setting plus 6 clock hours of individual work and preparation outside of the formal setting, for a minimum of 9 clock hours per week, are expected.

Electives (optional):

1 credit per semester; at least 3 clock hours per week of formal participation and/or studio work and preparation is expected for students in an Elective.

Grading System

For official transcripts, the Academy employs a “pass-fail” grading system. Successful completion of a semester is recorded as “Pass” or “Pass with Distinction.” Failure is recorded as “No Credit,” and no credits are accumulated. “Incomplete” and “Withdrew” are recorded as appropriate. Students who receive “Incomplete” must resolve it within the next semester or a permanent grade of “No Credit” is recorded for the term.

Reports of passing grades are issued only by student request. Students will receive written notice whenever a grade other than “Pass” is awarded for the term.

Electives

With permission from the respective department heads, students may enroll for an elective in another department. Students will establish the criteria for credit with the elective department head, which will include attendance at critiques and lectures and individual meetings with the department head. If successfully completed, electives carry one hour of credit per semester. The evaluation process is the same as for the student’s major department. A student may enroll in only one elective per semester.

Evaluations

The department head and student peers evaluate student work and academic progress. Department heads conduct two reviews each semester. The midterm review is advisory; the final review determines a student’s grade for the semester. More formal review of the student’s work is conducted both in the second and fourth semester of study. Students put their work up for discussion and review by the Director, Assistant Director for Academic Programs, a selection of the Artists-in-Residence, and all

Academy constituents. Students are expected to be able to articulate objectives and ideas, discuss sources and technical explorations, and describe the relevance and originality of the ideas expressed in the work. The reviews are structured to provide students the opportunity for feedback from a variety of perspectives.

Academic and Conduct Requirements

Students who fail to satisfy Academy attendance and progress requirements are notified in writing by the Dean of Admissions. A student whose performance is unsatisfactory, or whose conduct is deemed detrimental to the **Cranbrook** community, may be dismissed. **Cranbrook** expects students to conduct their personal and professional lives responsibly, ethically, and in a manner that respects the integrity of each individual and the community. The Academy publishes the Student Handbook that provides specifics on reasonable social behavior in studios and residences. Criminal or disruptive conduct, harassment, or insubordination is considered grounds for dismissal.

Probation and Dismissal

An “Unsatisfactory” midterm evaluation places the student on probation for the remainder of the semester. Probation is removed if the student’s performance has returned to “Satisfactory” at the close of the term, and a “Pass” grade is recorded for the semester. A “No Credit” grade at the end of a semester places the student on probation in the coming semester, if readmitted, until midterm. If the student has satisfied the requirements for successful completion of the previous semester, the “No Credit” grade will be changed to “Pass,” and the requisite 15 hours of credit will be awarded. Dismissal will occur if the student’s progress remains unsatisfactory.

A dismissed student may be readmitted, upon recommendation of the faculty, after the student has taken a semester off, provided the conditions resulting in the dismissal have been adjusted. If the student has been dismissed for lack of achievement, the student must show significant improvement during the time away from the Academy before readmission is granted. Dismissal appeal procedures are published in the Student Handbook, and are available from the Dean of Admissions.

Graduation Requirements

Candidates for the **Cranbrook Academy of Art** Master's degree must:

1. Earn at least sixty semester hours of credit. All credits must be earned in residence. The Academy does not accept transfer credits.
2. Present a written Master's Statement for faculty approval.
3. Prepare a degree exhibition.
4. Present the Library with a set of slides and CV documenting the two years of graduate work at the Academy.

All requirements for degrees must be completed within five calendar years of the date of matriculation. The date of matriculation is the beginning of the student's first semester in residence. Degrees are conferred in December and May. Diplomas are issued in May at commencement. Degree requirements completed prior to May commencement can be verified by the Dean of Admissions.

Admission to the Academy does not guarantee graduation or the awarding of a degree. Students may be dropped from enrollment or asked to remain at the Academy

beyond the customary two years if their work does not meet the Academy's standards of quality and quantity. These decisions are made at the discretion of the faculty and administration.

Non-Discrimination Policy

Cranbrook Academy of Art admits students without regard to race, sex, creed, national origin, status or political belief. The rights, privileges, programs, and activities of the Academy are available to all Academy students. The Academy does not discriminate in the administration of its educational policies, employment policies, admission policies, financial aid programs, and any other programs administered by the Academy. The non-discrimination policy also applies to disabled persons and persons with AIDS or communicable diseases, who are otherwise qualified. Questions regarding accessibility should be addressed to the Dean of Admissions.

Policy on Web Changes

Cranbrook Academy of Art makes every effort to ensure the timeliness and accuracy of the information provided on the Web site. However, the Academy reserves the right to change or adjust policies or information provided in the catalog or on the Web site at any time and without prior notice.

Transfer Credit Policy

Cranbrook Academy of Art does not accept transfer credit from any other institution. All students are required to complete their entire program of studies at the Academy.

Accreditation and Licensure

Cranbrook Academy of Art is accredited by the Higher Learning Commission North Central Association (HLC-NCA) and the National Association of Schools of Art and Design. The Architecture program is not professionally accredited. Any person may review documents describing the Academy's accreditation and licensing by contacting Judy Dyki, Chief Librarian Registrar (248-645-3333), or Leslie Tobakos, Financial Aid & Admissions Manager (249-645-3360).

Penalties and Institutional Policies on Copyright Infringement

Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students to civil and criminal liabilities. A summary of penalties for violation of federal copyright laws, as well as details of the Academy's policies with respect to peer-to-peer file sharing (including disciplinary actions taken against students who engage in illegal downloading or unauthorized distribution of copyrighted materials using the Academy's information technology system) may be obtained by contacting the Assistant Registrar and Student Services Coordinator or the Registrar, Financial Aid & Admissions Manager (248-645-3300).

The MusicUnited web site provides links to many legal music pages where students can locate MP3s and other forms of digital music that are provided for free or at a small charge. WheretoWatch.org links to several online services where students can legally download and watch TV shows and movies ranging from major feature films to independent short subjects. In addition, the following websites provide legal alternatives to downloading media: <http://www.educause.edu/legalcontent>; <http://www.mpa.org/contentprotection/get-movies-tv-shows>.

COLLEGE OF REFERENCE: DeVry University www.devry.edu

LOCATION OF CAMPUS:

DeVry University-Southfield
26999 Central Park Blvd.
Southfield, MI. 48076
(248) 213-1610

PROGRAMS AND SERVICES:

DeVry University's goal is to create an environment free from harassment, discrimination or retaliation based on disability, in which students with disabilities are welcomed to engage in an open dialogue with the school about appropriate accommodation options and **DeVry University's** campus and online programs, activities, and facilities are accessible to students with disabilities.

In service of its mission to help students reach their educational goals, **DeVry University** will provide appropriate reasonable accommodations to qualified individuals with documented disabilities in compliance with the Americans with Disabilities Act and all applicable federal, state, or local laws that provide for non-discrimination against qualified individuals with disabilities. **DeVry University** makes no assumptions concerning any individual's abilities or disabilities and will make an individual assessment in response to each request to determine if the needs of the student can be met in his or her program of choice.

Process

The accommodation process begins when a student or applicant discloses a disability and requests an accommodation. A student seeking accommodations should

first contact the Office of Student Disability Services. You may reach the office by calling 877-496-9050 option 3 or by emailing adaofficer@devry.edu. Students or applicants who self-disclose a disability to an instructor, campus administrator, admissions advisor, or student services representative and request an accommodation will be referred to the Office of Student Disability Services and appropriate Accommodation Coordinator, who will work directly with the student regarding the request.

The Accommodation Coordinator will ask the student to complete an accommodation request form specifying his or her impairment and the requested accommodation. The student must provide recent (generally no more than five years old) certification and/or documentation from a qualified medical or educational professional that (a) provides a specific diagnosis; and (b) recommends specific accommodations that might be helpful to the student in an academic setting based on the diagnosis.

The Accommodation Coordinator will evaluate the student's request and supporting documentation and request or obtain any additional input, including additional supporting documentation as appropriate to determine whether the student's request should be granted or denied. If the student's request is granted, the Accommodation Coordinator will work with the student and any school personnel (e.g., instructors, test administrators) who will help implement the approved accommodation(s). If the student's request is denied, the Accommodation Coordinator will engage in a dialog with the student to explore any alternative reasonable accommodation options, if appropriate.

Once accommodations have been implemented, the student should continue to work with the Accommodation Coordinator and Office of Student Disability Services on

any accommodation-related needs. If the student experiences difficulty in implementing or obtaining approved accommodations, the student must notify the

Accommodation Coordinator for assistance in rectifying the situation as appropriate. Accommodations are granted on a campus-by-campus basis because different resources may be available depending on the campus location. While the same accommodations may well be available, adjustments may be necessary due to the new location or modality. A student with accommodations who transfers to a new campus location or begins to take classes online must request accommodations through the Office of Student Disability Services using the process described above. Requests for additional or modified accommodations must be submitted in writing to the Accommodation Coordinator and Office of Student Disability Services using the same process described above.

A student who believes that he or she has been discriminated against due to a disability should contact the Office of Student Disability Services to address the immediate situation. If the Accommodation Coordinator is unable to resolve the student's issue, the student may lodge a complaint or grievance as outlined in the DeVry University student handbook.

COLLEGE OF REFERENCE: **Eastern Michigan University** www.emich.edu

LOCATION OF CAMPUS:

Eastern Michigan University
300 W. Michigan Ave.
Ypsilanti, MI. 48197
(734) 487-1849

PROGRAMS AND SERVICES:

Eastern Michigan University is host to the Disability Resource Center (DRC). The Disability Resource center (DRC) views disabilities as an integral part of the rich diversity at **Eastern Michigan University**. To that end, they work collaboratively with students, faculty, and staff to create an inclusive educational environment for students.

The DRC acknowledges that classroom and campus accessibility needs and considerations is expanding as more classes and campus experiences incorporate online and technological components. They are happy to discuss any course or campus barriers that may be preventing access to education and an equitable campus experience for students.

For an overview of the accommodation process, please review the short video at: <http://vimeo.com/emudrc/speaking-with-professors>. All information to learn more about the DRC's resources and processes is included in this document.

They can be reached at (734) 487-2470 or by email at drc@emich.edu. Staff email addresses are available under the "Contact Us" section online. If it is not convenient for you to meet with them on campus, they are able to schedule meetings with Facetime (iPad) or Skype. Please inquire when scheduling an appointment if interested.

Accommodations

The purpose of this section is to provide a basic, baseline understanding behind the classroom accommodations typically available as outlined by the DRC. Based on the accommodations listed on the Accommodation Letter, students and course instructors should use this appendix information to gain knowledge of accommodation definitions, processes and boundaries. DRC Advisors will use this information as a starting point for any conversations pertaining to specific situations.

To determine a reasonable outcome based on the environmental variables and the student situation may require consideration and input from the student, the instructor and the DRC. Timely coordination of reasonable accommodations is required from the day the student requests accommodations (letter plus communication) to her/his course instructor and forward. Any course events (tests, assignment deadlines, etc.) eligible for accommodation that took place prior to the instructor receiving the accommodation letter need not receive retroactive accommodation consideration. Rare exceptions for retroactive accommodations may apply on cases of unusual and extreme hardships (such as hospitalization) that impeded with the student timely addressing his/her needs. The DRC will carefully review those cases, as applicable.

Accommodation letter adjustments are the minimum level of accommodations that need to be considered and coordinated when reasonable. Additional adjustments to presentation methods (such as closed captioned videos or providing copies of Power Points notes to all students prior to class) may benefit all students. Instructors and others are encouraged to consider specific adjustments that go above and beyond those provided

on this list as long as the student understands that any additional adjustments are at the instructor's or other's discretion based on what would be considered reasonable for the specific course or situation in question. Furthermore, what happens in one situation does not automatically carry over to another situation, as each circumstance is unique.

These accommodations are basic environmental adjustments that must be coordinated in most instances upon student request so long as the student has followed the reasonable and appropriate policies and procedures required to coordinate the accommodations as established by the DRC, the CATE Lab Testing Center, the academic department and the academic course in question. Instructor and others uphold the **EMU's** commitment to equal access by coordinating these accommodations as appropriate.

Test-Taking Accommodations:

[50% or 100% additional time on traditional tests](#)

[Quiet location for testing](#)

[Computer test reader](#)

[Dragon Naturally Speaking as a test writing resource](#)

[Use of computer to type essay exams](#)

[Adaptive technology for exams or for course work \(coordinated at the CATE Lab Testing Center\)](#)

[Spelling and punctuation considerations on exams](#)

Classroom Accommodations:

[Notes or course notes](#)

[Permission to record the course lecture](#)

[Preferential seating](#)

[Course handouts in an enlarged font](#)

[Course handouts in an electronic format](#)

[Sign language or transcriptionist service provider will be present in the classroom](#)

[Use of service animal in the classroom](#)

Approved Accommodations Requiring Discussion and Reasonable Consideration

Accommodations on the following list often require assessment of the environment (course written policies, course goals and objectives, possible physical variables, and other considerations) to determine the extent to which an accommodation is reasonable. As a result, implementation of these accommodations cannot always be defined outright by the DRC but rather warrants additional consideration that will vary from one course to another based on its essential components. The role of the DRC is to both ensure that the student maintains a voice in this process while also facilitating course instructor input in order to identify an equal access outcome.

Through discussion, consideration and reasonable implementation as appropriate, **EMU** upholds its commitment to equal access. Decisions made in one course do not

automatically carry over to other courses. If the student and the instructor cannot agree on what constitutes an appropriate academic adjustment that would not drastically alter the course as it is designed, the student and the instructor have a mutual responsibility to contact their office for assistance to ensure that **EMU's** equal access commitment is sustained.

Please note these accommodations are not optional. However, there is not a standard means of implementation. These accommodations require assessment of a reasonable outcome and there are times when a reasonable adjustment is not possible beyond that already in place for all students.

[Attendance accommodation guidelines](#) (separate page)

[Consideration of tardiness](#)

[Opportunity to leave the classroom on occasion for short periods of time](#)

[Possible Extended Time on Assignments](#) (separate page)

[Opportunity to use a calculator for exams involving math and math-related skills](#)
(Statistics, Physics, Chemistry, etc.)

[Opportunity to use laptop computer during classes for note-taking purposes](#)

[Individual considerations for science/hands-on lab courses](#)

[Possible assistance in developing emergency evacuation plans](#)

[Possible use of reference cards for exams](#)

Alternate methods of assessing student in place of in-class presentations

The purpose of providing college academic accommodations to students with diagnosed disabilities is to ensure that a student has equal access and is not discriminated against because of the disability. The manner in which an environment is designed (lecture and assessment style, policies and procedures, and the physical layout of a space, for example) often determines the extent a person feels the impact of a disability. As a result, the focus of the Disability Resource Center (DRC) is to advocate for an accessible educational experience.

In some situations, the DRC may recommend or require that university community members and departments incorporate modifications in order for the educational experience to be accessible for the student. In other situations, the DRC may confirm that the environment is accessible or equitable as it is and inform the student the requested accommodations are unreasonable. Each situation is evaluated on a case-by-case basis.

The DRC works collaboratively with students, faculty, and staff to create an inclusive educational environment. DRC staff can facilitate dialogue with all relevant parties until a reasonable outcome is achieved. What is deemed a reasonable accommodation will vary on a case-by-case basis depending on how the disability impacts various aspects of the student's college experience. How accommodations are carried out differs from one situation to another because both the environment and student variables must be considered.

Documentation Guidelines

The DRC encourages students to meet with an advisor without the need for external documentation in hand at the time of the first conversation. No student should delay meeting with the DRC out of concern for not having the appropriate paperwork. Determinations on individual documentation needs will be made during the initial meeting with the student, which may or may not involve the need to provide additional documentation. Their first priority is to get to know each student individually.

With that said, any documentation information students can readily share during the first meeting, such as IEP/504 Plans, recent evaluations, letters from doctors or psychologists, hospital reports, etc., is helpful. They will use all information they can obtain through conversation and paperwork to coordinate reasonable accommodations with the student. Providing as much information as possible during the first meeting can save the need for repeat trips to the DRC.

The purpose of the third party documentation is to add to the advisor's pool of information so that a reasonable outcome, including acceptance or denial of a request, can be identified. Third party documentation supports or builds on the conversation with the student and the advisor's assessment and related variables rather than directing the conversation and the outcome. Certain accommodations, such as course substitutions, are more likely to require documentation for consideration of the request. Ultimately, documentation is seen as a bridge between what the student reports and the advisor's professional assessment. When there is a gap in understanding, third-party documentation is very often needed to determine reasonable accommodations.

Please note that reasonable accommodations do not and should not:

- substantially alter the educational standards or mission of **Eastern Michigan University**;
- fundamentally alter the nature of the program, course, service, activity, and/or practice/policy as written and applied;
- allow access to a program when a student is not otherwise qualified (with or without accommodations) to meet the academic and technical standards required for admission or participation in an education program, course, service and/or activity;
- cause undue financial or administrative hardship (college-wide);
- be of a personal service in nature (personal aid, study coach, individually paid tutor, etc.)
- pose a direct threat to the health or safety of the student with a disability or others as a result of accommodation implementation.

Accommodation requests that appear reasonable and logical based on a diagnosis/condition but fall under one of the categories listed above will often be denied. The decision of whether or not an accommodation request falls under one of the above categories will be made by the DRC, often with input from relevant university staff and faculty.

Subsequent meetings with the student may require a need for additional documentation above what was determined necessary during the initial meeting as

dictated by evolving personal and environmental variables. The advisor's role is always to work with the student to determine what accommodations, if any, would be reasonable given each situation presented.

It should be noted that documentation policies differ from one institution to another. The Disability Resource Center documentation policy is designed to fit the **Eastern Michigan University** campus climate and does not consider documentation requirements external to **Eastern Michigan University**. If a student will attend another institution after attending **Eastern Michigan University** or take a standardized test (GRE, MCAT, etc.) administered by an outside agency, the student is responsible for researching those documentation policies and should investigate requirements at least six months prior to an anticipated start date or test date.

Due to these documentation differences and depending on the student's documentation on file with the Disability Resource Center, it may not be appropriate for Disability Resource Center staff to complete the required supporting paperwork to certify eligibility for standardized testing. In such cases, the staff member will explain the reasons why completing the supporting paperwork is not appropriate.

DRC Forms

[Initial Individual Assessment Form - DRC 100](#)

[Renewal Letter Form - DRC 101](#)

[Documentation for Medical and Psychological Conditions Form - DRC 102](#)

[C.A.T.E. and Testing Center Assessment Form - DRC 103](#)

[Waiver of Confidentiality Form - DRC 106](#)

[Special Housing, Meal Plan or Related Request - DRC 114](#)

[Peer Coach Application Form](#)

COLLEGE OF REFERENCE: Ecumenical Theological Seminary
www.etsseminary.edu

LOCATION OF CAMPUS:

Ecumenical Theological Seminary
2030 Woodward Avenue
Detroit, MI. 48201
(313) 831-5200

PROGRAMS AND SERVICES:

Ecumenical Theological Seminary does not offer any specific disability services for students. **ETS** is a fully accredited ecumenical seminary committed to providing the best theological education in southeastern Michigan while remaining rooted in Detroit. They offer several degree programs in ministry as well as a certificate program theological studies and an urban ministry diploma. They are committed to embracing the diversity found in their city and suburbs and to transcend the boundaries typical in such a setting in order to overcome alienation and help build bridges between their city and its suburbs.

What they do:

They train students to become effective church and lay leaders for the 21st century church, through a course of study which emphasizes the centrality of Christian ethics and social justice ideals. **ETS** encourages students to begin their training with a course in church and society, whose purpose is to examine how social position provides the foundations for beliefs and values. They provide opportunities for students to

practice their beliefs within urban ministry settings, and to work with an outstanding faculty of academic and church leaders who serve as mentors for the journey.

How they do it:

They combine the education of professional pastoral skills with the intentionally multi-cultural, multi-ethnic environment of our students. They use dialogue as the method to transcend the boundaries, overcome the alienation, and impart the wisdom that empowers church leaders to proclaim God's message of undivided love, healing, and hope while ministering to their congregations. They integrate their feeding program with their Ministry Practicum curriculum affording students the opportunity to witness first hand, the practice of pastoral leadership in an urban setting.

Why they do it:

There is an alarming shortage of ordained ministers to lead southeastern Michigan's churches. At the same time, the future of their churches depends not only on increasing the number of leaders, but also upon the *quality* of leaders who will be available. They need women and men of vision whose knowledge, wisdom, and skills have been shaped by the very best theological educators, but who are also prepared to meet the spiritual challenges inherent in the divisions of race, creed, gender, and economics that plague us as a society.

When they do it:

Their Urban Ministry and Master level classes most often are held Monday through Thursday evenings on a 10-week quarter system. Their Doctor of Ministry program meets twice per year for Emergent Weeks and then monthly in breakout groups.

COLLEGE OF REFERENCE: **Glen Oaks Community College** www.glenoaks.edu

LOCATION OF CAMPUS:

Glen Oaks Community College
62249 Shimmel Road
Centreville, MI. 49032
(269) 467-9945

PROGRAMS AND SERVICES:

Admission to **Glen Oaks** does not necessarily guarantee admittance to a specific course or program of study. A person desiring admission to **Glen Oaks Community College** must submit a completed application to the Admissions Office.

A minor student under the age of 18 who has provided evidence they have completed the required coursework to obtain a graduation diploma or GED, may be admitted as a new student. It is essential to have a signed consent by a parent or guardian; each applicant will be handled on a case-by-case basis.

An official high school transcript or GED score report, mailed directly from the high school to the Admissions Office, must be submitted within six weeks of application. The request for a high school transcript applies only to students who have graduated within the last 10 years, unless special circumstances require a transcript on file.

Accepted students are expected to meet with a college counselor or advisor to plan their academic program. New students may need to participate in the Course Placement Evaluation, unless other conditions are met. All new students are strongly encouraged to attend a college orientation session.

The staff of Student Services at **Glen Oaks** is pleased to welcome you. They offer a variety of services designed to help you reach your academic dreams and goals. They know that some of you are here preparing to transfer to a four year institution, while others are here to pursue a Certificate or two-year program degree. Still others just want to take a class or two for personal growth. The Student Services Department is here to help whatever your reason for choosing **Glen Oaks**. The links below will take you to other Divisions in Student Services, and to information that is important to all students. Please take the time to take a look at them online. The information specific for TRiO Student Support Services is further discussed in this document.

- [Admissions](#)
- [Financial Aid](#)
- [Academic Advising/Counseling](#)
- [New Student Orientation](#)
- [Student Clubs/Organizations](#)
- [Student Catalog](#)
- [Registration/Records](#)
- [TRiO Student Support Services](#)

The TRiO Student Support Services (SSS) program supports **GOCC** students by providing individualized assistance to eligible students who are either first-generation college students, meet income eligibility requirements, or who have a documented disability.

Based on each student's needs and aspirations, SSS provides supportive services to help participants reach their personal, academic, and career goals and to provide the social and cultural enrichment that are inherently part of a well-rounded college education. Their aim is to help students recognize their strengths, develop their skills, and achieve their academic goals.

TRiO Student Services is all about student achievement and success. As an SSS scholar you'll learn to...

- Implement effective success strategies
- Identify and access resources to support your success
- Set and pursue individual goals
- Develop a professional network of support

TRiO Student Services can be contacted by phone at (269) 294-4324 and by email at sssprogram@glenoaks.edu. In support of our nation's call to provide educational opportunity for all Americans regardless of ethnic background or economic circumstances, the United States Congress established a series of academic support programs to help low-income Americans enter college and graduate. These seven

programs, referred to as the TRiO Programs (initially there were just three) are funded under Title IV of the Higher Education Act of 1965. Student Support Services is one of those programs and has been providing academic and personal support for students at **Glen Oaks Community College** since September 2010.

What are the perks of being an SSS participant? TRiO Student Support Services helps students adjust to and succeed in college by providing comprehensive assistance through the following FREE services and programs:

- **Individualized Academic Advising & Planning:** Advising is provided to help students focus and direct academic efforts toward their chosen area of interest as well as potential career goals. This advising includes:
 - Development of an Individual Education Plan to cultivate the most effective path toward graduation and transfer
 - Assistance with planning each semester's class schedules based on student's degree requirements and interests
 - Online registration instruction
 - Strategies for maintaining and improving grade point average (GPA)
- **Priority Registration:** Priority registration allows SSS participants to register for classes ahead of the general **GOCC** population in an attempt to allow you to develop the best possible schedule for success.

- **Educational Workshops:** TRiO SSS holds on-campus workshops on a variety of topics including time management, test and note-taking skills, transfer planning, job search skills, stress management, budgeting and financial literacy. Some workshops are also available online.
- **Activities and Events:** Participants will have the opportunity to take advantage of a variety of social activities, cultural events, and student development programs. Examples include:
 - **College Visits:** Visit area four-year colleges and universities with a group of your SSS peers and staff to learn about the transfer process, academic programs, admissions requirements, transfer scholarships and more.
 - **Social Activities:** volunteering opportunities, open houses, TRiO events, etc.
 - **Cultural Events:** plays/musicals, concerts, museum visits, etc.
 - **Student Leadership:** attend state and regional TRiO student leadership conferences with fellow SSS students from across the state and the country!
 - **Student Development:** seminars/workshops on time management, stress reduction, test-taking, transfer planning, job search skills, budgeting and financial literacy
 - **Scholarships:** Student Support Services will award several scholarships to active participants each year. Visit the [Scholarship](#) webpage for more details.

- **Transfer Advising:** Through discussion with a knowledgeable SSS staff person, learn about research tools that can be used to identify four-year colleges and universities offering the programs you're interested in, determine which **GOCC** courses will transfer, and develop a plan to transfer smoothly.
- **Career Counseling:** Staff will explore with each student trends in employment, areas of interest, students' skills, and prospective career paths and help develop a plan to reach each student's career goals. SSS students will complete the Career Dimensions Planning System.
- **Personal Counseling:** SSS Students will have access to a Licensed Professional Counselor for emotional support and guidance. Students will have a safe, accepting place to discuss options, opportunities, and possibilities.
- **Resource Referral:** SSS staff are knowledgeable about [area social services](#) (for needs like food assistance, shelter, child care, mental healthcare, etc. and can provide appropriate referrals and contact information. Below are a few services available right at **Glen Oaks**:
 - *Individualized Tutoring: SSS participants are eligible for free one-on-one or small group tutoring in a variety of academic disciplines through the [Glen Oaks Tutoring and Testing Center](#). The tutoring staff consists of trained **GOCC** students who have successfully completed the courses for which they are tutoring.*

- Childcare/Transportation Stipends: Up to \$15,000 in childcare/transportation stipends via the [Occupational Student Success Program](#) are available to eligible participants pursuing degrees in Applied Science in Business, Applied Science in Technology, Applied Science in Allied Health, and Applied Science in Nursing. The funding is an allocation from annual funds issued to **Glen Oaks** through the Carl D. Perkins Vocational and Technical Education Act.
- Assistance for students with disabilities: Through partnership with [Disability Support Services](#), SSS staff will work with students to determine the need for academic accommodations due to a documented disability.

TRiO Student Support Services programs are designed to serve college students who meet specific program requirements. To be eligible for admission to **GOCC's** SSS program, students must be a U.S. citizen or meet residency requirements for federal student financial assistance, be accepted to **GOCC**, and have a need for academic support. Additionally, students must meet at least one of the following criteria:

1. **Income Eligibility**: Each year, the U.S. Department of Education publishes guidelines which define students' income status based on family size and taxable income. Check with the program to see if you are eligible.

2. **First Generation College Student:** First generation college students are defined as students whose natural or adoptive parents did not receive a 4-year college degree
3. **Disability:** Disability refers to students with a physical or mental impairment which limits a major life activity. This includes learning disabilities. To qualify for the SSS program under this criterion, you must have documentation of your disability.

The purpose of **GOCC's** TRiO Student Support Services program is to provide support to you throughout your college career. This means that SSS can only be successful with a full commitment from you. Being a member of the program does not require a huge time commitment, but the more time you put in, the more you will get out of the program. As an SSS participant, you would be expected to:

- Meet with assigned SSS staff person (face-to-face) a minimum of two (2) times per semester of attendance
- Have one (1) of the face-to-face meetings per semester be for academic advising prior to class registration and maintain regular contact with **GOCC's** SSS staff and keep them accurately informed about your academic status
- Have one (1) additional contact with the program per year - this can include contact via email or phone, attendance at an SSS workshop or event, meeting with your advisor, etc.

- Maintain a minimum 2.0 cumulative GPA
- Notify program staff of any plans to leave the institution
- Be a positive role model for **GOCC** and the TRiO SSS program

The foundation of the TRiO Student Support Services Program rests on the ongoing contact between students and staff and the supportive relationship that results from that contact.

How do I become a part of **GOCC's TRiO Student Support Services program?**

You apply! They always accept new applications and take new students all year round. Each application is reviewed and the applicant notified of the decision via mail. By applying, you will be taking a giant step toward assuring your success at **Glen Oaks Community College**. An SSS Application follows this document. Make sure to completely fill out the application before turning it in to the TRiO office. They will not be able to process your application if it is incomplete.

If you are found eligible for the TRiO SSS Program, you will receive information in the mail about our TRiO SSS program orientation, TRiO Essentials. TRiO Essentials is required of all new TRiO SSS students in order to become an official member of the program and be able to take advantage of the wonderful services available to **Glen Oaks** students.

COLLEGE OF REFERENCE: Great Lakes Christian College <http://www.glcc.edu/>

LOCATION OF CAMPUS:

Great Lakes Christian College
6211 W. Willow Hwy
Lansing MI. 48917
(517) 321-0242

PROGRAMS AND SERVICES:

Great Lakes Christian College offers the same admission requirements for students with and without disabilities. All students must have: receipt of application, high school transcript or GED papers, AST or SAT test scores (if the test was taken) and 3 letters of recommendation. **Great Lakes Christian College** provides an Academic Success Program with tutors for students who come into the college below the minimum requirements (2.25 GPA or 16 on the ACT; 820 in two categories of the SAT) or who for some other reason needs extra assistance in their class (es).

All residence halls also accommodate physically challenged students by offering handicap accessible rooms and accessories as needed. **GLCC** recommends a campus visit and meeting with the Admissions Department to determine if the college can meet the student's physical as well as academic needs.

COLLEGE OF REFERENCE: HENRY FORD COMMUNITY COLLEGE
<https://www.hfcc.edu/>

LOCATION OF CAMPUS:

Henry Ford Community College
5101 Evergreen Road
Dearborn, MI. 48128
(313) 845-9600

PROGRAMS AND SERVICES:

HENRY FORD COMMUNITY COLLEGE provides the same admission requirements for all students. If you have a disability, are academically or economically disadvantaged, or have limited English proficiency, let **HENRY FORD COMMUNITY COLLEGE'S** Assisted Learning Services work with you so that you can have a successful college experience. Assisted Learning Services offers a variety of support services to assist students. Students should call (313) 845-9617 in order to make an appointment. At the appointment students will need to provide written documentation of the disability that is approved by professionals such as medical doctors, psychologists, social workers, educators, the Michigan Department of Career Development and rehabilitation agencies.

The Assisted Learning Services office offers services such as:

Administrative Assistance

- Determine eligibility for services
- Admission, registration and graduation information
- Career counseling

- Academic advising
- Pre-enrollment for classes
- Personal concerns counseling

Academic Assistance (if eligible)

- Special testing conditions
- Curricular or instructional modifications
- Textbooks in alternate format
- Specialized instructional equipment and tools
- Learning station modifications
- Reader/writer services for tests
- Notetaker assistance
- American Sign Language interpreters for the classroom
- Placement in developmental and ESL classes

Tutoring

- Small group or lab tutoring for Career and Technical Education classes

COLLEGE OF REFERENCE: **Hillsdale College** www.hillsdale.edu

LOCATION OF CAMPUS:

Hillsdale College
33 E College St.
Hillsdale, MI. 49242
(517) 437-7341

PROGRAMS AND SERVICES:

Hillsdale College is an independent, coeducational, residential liberal arts college located on a picturesque 400-acre campus in southern Michigan. Approximately 1,400 students from nearly every state in the Union study a rigorous academic core rooted in the enduring principles of the Western tradition and guided by an institutional mission purposed to "develop the minds and improve the hearts." A vibrant student life is supported by an honor code that challenges **Hillsdale** students to self-government.

Hillsdale does not offer any specific disability services.

Hillsdale College is an independent, nonsectarian institution of higher learning founded in 1844 by men and women "grateful to God for the inestimable blessings" resulting from civil and religious liberty and "believing that the diffusion of learning is essential to the perpetuity of these blessings." It pursues the stated object of the founders: "to furnish all persons who wish, irrespective of nation, color, or sex, a literary and scientific education" outstanding among American colleges "and to combine with this such moral and social instruction as will best develop the minds and improve the hearts of its pupils."

The College considers itself a trustee of modern man's intellectual and spiritual inheritance from the Judeo-Christian faith and Greco-Roman culture, a heritage finding its clearest expression in the American experiment of self-government under law.

By training the young in the liberal arts, **Hillsdale College** prepares students to become leaders worthy of that legacy. By encouraging the scholarship of its faculty, it contributes to the preservation of that legacy for future generations. By publicly defending that legacy, it enlists the aid of other friends of free civilization and thus secures the conditions of its own survival and independence.

Identity

Hillsdale is a selective, coeducational college of liberal arts for approximately 1,200 students. Fully accredited, it graduates students with the degree of Bachelor of Arts or Bachelor of Science and prepares them for graduate study, for professional schools, for teaching and for many vocational and cultural pursuits.

Hillsdale's founders opened the doors to all, regardless of race or religion, in 1844. It was the first college in Michigan, and the second in the United States, to admit women on par with men. Its cosmopolitan student body is assembled from homes in 44 states and 13 foreign countries.

Aims

Hillsdale College maintains its defense of the traditional liberal arts curriculum, convinced that it is the best preparation for meeting the challenges of modern life and that it offers to all people of all backgrounds not only an important body of knowledge, but also timeless truths about the human condition. The liberal arts are dedicated to

stimulating students' intellectual curiosity, to encouraging the critical, well-disciplined mind, and to fostering personal growth through academic challenge. They are a window on the past and a gateway to the future.

The College values the merit of each unique individual, rather than succumbing to the dehumanizing, discriminatory trend of so called "social justice" and "multicultural diversity," which judges individuals not as individuals, but as members of a group and which pits one group against other competing groups in divisive power struggles.

COLLEGE OF REFERENCE: Jackson Community College www.jccmi.edu

LOCATION OF CAMPUSES:

Jackson Community College-Main Campus
2111 Emmons Road
Jackson, MI. 49201
(517) 787-0800

JCC Letarte Center-Hillsdale
3120 W. Carleton Road
Hillsdale, MI. 49242
(517) 437-3343

Jackson College at LISD TECH
1376 N. Main Street
Adrian, MI. 49221
(517) 265-5515

Jackson Flight Center
3610 Wildwood
Jackson, MI. 49202
(517) 787-7012

W.J. Maher Campus
3000 Blake Road
Jackson, MI. 49201
(517) 768-7097

PROGRAMS AND SERVICES:

Jackson Community College provides an open enrollment policy for all students. Students with disabilities must meet the same enrollment requirements as other students, including taking Course Placement assessments for Reading, Writing, Math, and computer skills. The students that have a high enough ACT score may not have to take all of the Course Placement Assessments.

In order to be eligible for accommodations and services through **Jackson Community College (JCC)**, the disability must be documented through written verification within the last three to five years. The documentation must be signed and dated by a qualified professional who has diagnosed the disability. The documentation must be on file before accommodations and services for classes can be provided. It is

also a requirement to be registered at **JCC** in order to receive accommodations.

Information can be found at JCC@LISD TECH.

COLLEGE OF REFERENCE: LANSING COMMUNITY COLLEGE

www.lcc.edu

LOCATION OF CAMPUS:

Lansing Community College
422 N Washington Sq.
Lansing, MI. 48933
(517) 483-1358

PROGRAMS AND SERVICES:

LANSING COMMUNITY COLLEGE seeks to meet the needs of its local, surrounding community. The Office of Disability Support Services seeks to uphold the standards set forth by the ADA (Americans with Disabilities Act) and ensure appropriate accessibility to service and education within the college. **LCC** is an open enrollment, ability-to-benefit institution. Students who are interested in attending must complete a Computerized Placement Test (CPT) to establish math, reading, and writing levels.

The CPT is an online, untimed test of general knowledge. Depending on the scores, students may first be required to complete non-credit review courses before they can begin taking college-level courses. Students with disabilities can obtain a reader/scribe for the CPT and students diagnosed with math disabilities may also discuss the possibility of using a simple calculator on the CPT by contacting the Office of Disability Support Services (ODSS).

Students are referred to ODSS to seek out services after they have gained acceptance to the college. **LCC** engages interested students in an interactive intake process to review the student's disability diagnosis and discuss appropriate

accommodations which will enable the student to have a more level playing field with his or her non-disabled peers.

ODSS team members meet one-on-one with the student to discuss accessibility and accommodations. They engaged in interactive interview and review of documentation. **LLC** has chosen to align itself with the standards set forth by AHEAD (Association on High Education and Disability), so that there is some flexibility as to which forms of documentation they may request or require in order to extend services.

The most common accommodations at **LLC** are:

- Extended time for testing
- Quiet testing environment
- Reader/Scribe for tests
- Alternative textbooks (i.e., eBooks, Braille, etc.)
- Simple calculator usage
- Note-taking paper
- In-class assistance (i.e., reader/scribe, sign language interpreters, CART services, etc.)
- Ability to type answers for tests
- Preferential seating in classroom
- Understanding of more frequent breaks

COLLEGE OF REFERENCE: **Lawrence Technological University** www.ltu.edu

LOCATION OF CAMPUS:

Lawrence Technological University
21000 West Ten Mile Road
Southfield, MI. 48075
(248) 204-4000

PROGRAMS AND SERVICES:

Disability services

Welcome to Blue Devil Country!

They are proud to welcome all types of diversity, including those with disabilities.

Committed to providing the appropriate academic support and accommodations, they hope to provide students with full and equal access to a rewarding university education and experience.

Mission Statement:

The **Lawrence Technological University** mission is to provide superior undergraduate, graduate, and lifelong learning for professional achievement and civic excellence.

The University makes reasonable accommodations to permit students with disabilities to fulfill academic requirements and provides effective auxiliary aids to ensure that they are not excluded from programs because of their disabilities.

How to Contact Them:

Phone: 248.204.4100

Email: disability@ltu.edu

Location:

Office of the Dean of Students, Suite C405

A. Alfred Taubman Student Services Center, 4th floor

How to register**It's As Easy As These Couple Steps...**

1. **Intake appointment and forms:** Schedule an intake appointment with a staff representative from the Disability Services Office by calling (248) 204-4100 or emailing us at disability@LTU.edu. The Disability Services Student Intake Form, the Authorization to Disclosure Information Form, Disability Services Priority Registration Form* and the Disability Verification Form can all be filled out prior to your intake appointment.

**The physical, hard-copy version of the Disability Services Priority Registration Form must be turned into the Disability Services Office. Therefore, this form cannot be emailed, faxed, or scanned into their office.*

2. **Provide documentation of disability:** If you want to register with **LTU's** Disability Services Office, you must have sufficient documentation*. At a minimum, documentation of a disability must appear on official letterhead from a licensed medical, diagnostic or psychological professional and includes a diagnosis, scope or degree of involvement, and summary of related functional limitations. If you have documentation of your disability from your secondary education institution, such as an IEP (Individualized Education Plan), this could

also help in the way of determining your **LTU** academic accommodations. **However, it is encouraged that evaluators fill out the Disability Verification Form.** This would also be an appropriate time to bring any other medical documentation you already have.

**Additional information may be requested if the information provided is not sufficient for determining needed accommodations.*

3. **Meet with a Disability Services Representative:** At the intake appointment you will discuss the history of your disability with a Disability Services staff member. From here, appropriate and reasonable accommodations will be discussed and agreed upon by both parties. Accommodation memos will then be emailed to each of your professors detailing the class and/or examination accommodations you are approved for.

**As per their confidentiality policy, no information regarding the student's specific disability will be disclosed on the accommodation memos unless specified by student.*

4. **Schedule follow up appointments:** After your intake appointment, follow up appointments can be scheduled at any time with the Disability Services Office. It is requested that students follow up at least once each semester to review accommodation requests in relation to each class.
5. **Changes*:** You are tasked with notifying the Disability Services Office if circumstances change or additional needs arise. This can include some of the following:

- The dropping/adding of classes
- The decision to take a semester off
- Additional accommodations are needed

**Note: It is the student's responsibility to notify the Office of Disability Services of any schedule changes to assure the proper accommodations are made in a timely manner.*

Eligibility for service

Certifying Eligibility for Services

The Office of Disability Services at [Lawrence Technological University](#) determines eligibility on an individual basis. In order to be eligible, the student must provide disability-related documentation from the appropriate licensed and qualified professional to verify a student as having a disability and to determine reasonable accommodations.

For your convenience, they have provided a printable [Disability Services Verification Form](#). In addition, there are [information sheets](#) for evaluators pertaining to specific disabilities. These information sheets will assist your medical provider in supplying them with the appropriate documentation and are attached to this document. Please be aware that if the initial documentation is incomplete, or not sufficient to determine the needed accommodations, the Disability Services Office has the discretion to require additional information or documentation.

Once adequate and appropriate documentation is received, Disability Services will certify that a student has a disability. The student's documentation will remain confidential and be on file in the Disability Services Office.

Student responsibilities

Responsibilities for Students Utilizing the AAC for Testing

1. Students who need academic accommodations, such as extended time and a reduced distraction setting for quizzes/exams, must first be registered with the [Office of Disability Services](#).
2. Before contacting the AAC, talk to your instructor about when they plan to give your upcoming quiz or exam. It is up to you and your professor to both discuss, then agree, on a test time and day. Whether you both decide for you to take the quiz/exam at the same time as your scheduled class time (but in the AAC) or at a different time and date, that is between you and the instructor.
3. To use the AAC test-taking services, contact the AAC at least 48 hours in advance to schedule an appointment time to take your quiz/exam. Call the AAC even if it's less than 48 hours, they will try to accommodate you.
 - ***Important:*** *During the week of final examinations, the Academic Achievement Center proctors around 100 tests and as such cannot guarantee space to students that wait until the last minute to make their*

appointments. So, please make your appointments as soon as possible during that time.

4. Once an appointment has been made, inform your instructor of the date and time of your appointment. At this point, your professor will be responsible for their [duties](#) in relation to the AAC accommodation process.
5. Students may only take the exam during the time that they have scheduled. If the student misses an appointment, he or she must obtain permission from the faculty member to take the exam on a new date, reschedule the exam, and start the process all over again.
 - If a student misses an appointment the exam will be sent back to the professor the next business morning.

Please see the [Official AAC General Testing Policies](#) for more information.

COLLEGE OF REFERENCE: Macomb Community College www.macomb.com

LOCATION OF CAMPUS:

Macomb Community College
14500 E. Twelve Mile Rd.
Warren, MI. 48088
(517) 629-1000

PROGRAMS AND SERVICES:

Special Services

Special Services Counselors work with students who need assistance to succeed in college due to a physical disability, learning disability, insufficient academic skills, or language barrier. They will work with you to help identify career options and to develop a personalized education plan.

Their staff helps with all of the services available through Counseling and Advising, along with the following:

- Specialized counseling
- Evaluation of student interest and abilities
- Career awareness and exploration
- Networking within the college and agencies
- Referrals for tutoring to the [Learning Center](#)
- Alternative testing arrangements
- Coordination of services such as:
 - Captionists

- FM equipment
- Interpreters
- Note-takers

Services:

- Alternate format textbooks: Contact Special Services as soon as possible if you will need an alternate format of your textbook. It may take a month or more to obtain materials in alternate format.
- Public Communication Service: Macomb uses a Sorenson VRS Unit.

Campus Accessibility:

In compliance with Section 504 of the Rehabilitation Act of 1973 and the American Disability Act of 1991, academic accommodations will be provided to students who have a documented disability.

- Their buildings are equipped with special runways, elevators, handrails, and specially constructed facilities, to make student movement and use easier.
- Elevator keys are available through the College Police Department at both campuses.
- For access to Special Parking, please contact your local Secretary of State for a special parking sticker.

Acceptable Disability Documentation Policy

Disability documentation for the purpose of providing accommodations must both establish disability and provide adequate information on the functional impact of the disability so that effective accommodation(s) can be identified. All documentation is kept confidential.

- Clearly state the specific diagnosed disability (typed or printed on official letterhead and signed by the evaluator). For example, terms such as “learning styles” or “learning problems” do not constitute appropriate diagnosis of a learning disability.
- Documentation within the last 3 years is considered current. For psychiatric disabilities, documentation within the last 6 months is considered current.
- Include complete educational, developmental and medical history relevant to the disability.
- Provide current information on how the disability interferes with college life **and** educational performance. List the specific accommodations requested.
- Diagnostic reports must include the examiner’s name, title and date of testing.
- All documentation must be on file prior to any accommodations being provided.

Disability	Examples of Acceptable Documentation
Hearing Impairment	Statement of permanent hearing loss or speech and hearing evaluation provided by a physician or qualified hearing profession.
Visual Impairment	Statement of permanent visual loss provided by a physician or Commission for the Blind evaluation.
Physical/Mobility Impairment	Physician's statement indicating the condition as a long-term disability. Short-term injury may qualify for accommodations on a semester-by-semester basis.
Specific Learning Disability	Please review the Learning Disabilities Documentation Guidelines to learn more about documentation requirements.
Attention Deficit Disorder Attention Deficit Hyperactivity Disorder	Physician's statement of long-term disability or comprehensive evaluation report, which includes: a diagnosis, ADD/ADHD behavior rating or evaluation outcomes and accommodations (administered within three years by a physician. Information can be acquired by a Certified School Psychologist, Social Worker or Licensed Professional Counselor others qualified to administer the tests).
Psychiatric Disabilities	Physician's statement of long term disability or psychiatric evaluation administered within six months by a Psychiatrist, Licensed Psychologist, Social Worker or Licensed Professional Counselor others qualified to administer the tests.
Asperger's/Autism	Please see a special services counselor for examples of appropriate documentation.
Cognitive Impairment	Please see a special services counselor for examples of appropriate documentation.

Disability Documentation Information

Macomb Community College complies with the Americans with Disabilities Act and the Rehabilitation Act of 1973, Section 504 which states, "No otherwise qualified person with a disability in the United States... shall, solely on the basis of a disability, be denied access to, or the benefits of, or be subjected to discrimination under any program

or activity provided by any institution receiving federal financial assistance. Furthermore, The ADA Act of 1990 defines a disability as any of the following:

1. a physical or mental impairment that substantially limits one or more of the major life activities of the individual,"
2. a record of such impairment," or
3. being regarded as having such an impairment."

ADA protection for persons with disabilities entitles them to freedom from discrimination. The principle of equal opportunity is not meant to guarantee quality of results. Decisions with regard to the provision of accommodation services at **Macomb Community College** are made on a basis of individualized review of disability documentation and the prescriptive recommendation(s) for accommodation(s) contained in this document.

Recent and comprehensive documentation concerning the current functional impact of an impairment in an adult learning environment is required to: (1) determine whether a student is disabled as defined by law, (2) determine whether reasonable accommodations can be designed, and (3) determine which specific accommodations can be provided. **Macomb Community College** does not provide testing for disabilities. It is the responsibility of the person requesting accommodation services to provide documentation. All documentation will be evaluated on a case-by-case basis. Students may be required to submit additional documentation. Specific questions regarding documentation should be discussed with a Special Services Counselor.

Reasonable Accommodations, Auxiliary Aids and Services

Reasonable Accommodations: Any modification or adjustment that will assure equal opportunity to rights and privileges of all programs and services offered by a post-secondary institution. Reasonable accommodation does not necessarily mean preferred accommodation.

	Examples:
Reasonable Accommodation	<ul style="list-style-type: none"> • Academic Adjustments (extended time to complete tests) • Tape recording of classes • Taped textbooks, e-text, note taking assistance • Alternative testing and evaluation
Academic Adjustments NOT required.	<ul style="list-style-type: none"> • If it would fundamentally alter the nature of the program • When the academic requirements are essential to a program of study or to meet licensing requirements
Auxiliary Aids and Services	<ul style="list-style-type: none"> • Qualified Interpreters • Note takers • Real time transcription services • Assistive listening systems • Closed captioning decoders • TTY • Classroom seating modification (adjust chair/table arrangement)
Auxiliary Aids & Services NOT provided	<ul style="list-style-type: none"> • Personal attendants • Individually prescribed devices (glasses, canes, wheelchairs, hearing aids, computers, etc.) • Readers for personal use or study • Other devices of a personal nature

* Pursuant to an agreement with **Macomb Community College**, Michigan Rehabilitation Services or the Michigan Commission for the Blind will, as described in a student's Individualized Plan for Employment, provide services needed to enable the eligible student to benefit from training or other activities that lead to employment. Examples include, but are not limited to, rehabilitation counseling, tuition assistance, personal sensory aids, individually prescribed assistive technology for personal use, and interpreter services/real-time captioning in experiential, vocational learning activities outside the classroom. Such services shall be provided in whole or in part at the cost of Michigan Rehabilitation Services and/or the Michigan Commission for the Blind.

Verification Forms

Please complete the appropriate forms and submit them to your Special Services Counselor. .

- [ADD/ADHD Verification Form](#)
- [Chronic Health Disabilities Verification Form](#)
- [Learning Disabilities Verification Form](#)
- [Physical Disabilities Verification Form](#)
- [Psychiatric/Psychological Disability Verification Form](#)

COLLEGE OF REFERENCE: **Madonna University** <http://www.madonna.edu/>

LOCATION OF CAMPUS:

Madonna University
36600 Schoolcraft Road
Livonia, MI. 48150
(734) 432-5300

PROGRAMS AND SERVICES:

Madonna University currently does not have any specific programs of admission requirements for students with disabilities. Programs and requirements are the same for any student who attends. Generally, proper documentation will be through an independent evaluation by a professional familiar with the student's specific disability if the student would like to receive services through the Office of Disability Resources (O. D. R.). The Office of Disability Resources is responsible for providing reasonable accommodations to persons with disabilities in campus life.

The mission of **Madonna University**, a Catholic and Franciscan institution of higher learning, is to instill in its students Christian humanistic values, intellectual inquiry, a respect for diversity, and a commitment to serving others through a liberal arts education, integrated with career preparation and based on the truths and principles recognized with a Catholic tradition.

Since 1976, the Office of Disability Resources has been providing services for students with disabilities. **Madonna University**, faculty, staff and administration foster an integrated learning environment through cooperation and collaboration. The University community is committed to providing students a variety of opportunities to

develop their unique self and share in fulfilling college experience. They embrace and nurture a diverse academic community, where students discover and celebrate their individuality.

The main goals of the ODR include providing:

- students with disabilities access to educational opportunities
- an environment for better understanding between disabled and non-disabled people
- University opportunities for social, leadership and self-advocacy development

The quality and relevance of the services afforded to students with disabilities can influence their ability to fully participate in the educational experience. The following services are offered:

- In-class notetaking
- Sign language and oral interpretation
- Student-instructor liaison
- Tutoring\academic support services
- Counseling and advising
- Alternative testing accommodations
- Assistive listening devices
- Adaptive computer equipment
- Adaptive tables and chairs
- Sign language interpreters, experienced in educational interpreting

COLLEGE OF REFERENCE: **Marygrove College** www.marygrove.edu

LOCATION OF CAMPUS:

Marygrove College
8425 W. McNichols
Detroit, MI. 48221
(313) 927-1200

PROGRAMS AND SERVICES:

Marygrove College has the same admission requirements for all students. For those students who have disabilities they offer Student Support Services.

Student Support Services

Student Support Services (SSS) is a federally funded program that assists students in developing and strengthening the academic skills that are essential to success at **Marygrove**. Student Support Services offers comprehensive academic support programs including private tutoring, small group tutoring, supplemental instruction and subject area workshops, as well as a variety of referral services. Enrolment is open to **Marygrove** students who are low-income, first-generation college students, or students with disabilities who have experienced academic and/or economic setbacks.

Student Support Services Contact Information

Madame Cadillac bldg., Rm. 018
studentsupportservices@marygrove.edu

Phone: (313) 927-1423

Tutoring Services

Comprehensive tutoring services are available to students throughout the school year. Participants may register for individual or small group tutoring. Many of their tutors come highly recommended by **Marygrove** faculty. They are screened, interviewed and hired by the program's director. Once hired, tutors are trained in specific teaching methods to ensure quality instruction.

Computer Assisted Instruction

Computer Assisted Instruction (CAI) is an innovative tutoring technique which reinforces the skills and concepts taught by the classroom instructor. CAI is available in a number of subjects including biology, chemistry, physics, statistics, economics, accounting, algebra and calculus. CAI also provides training in study skills, test-taking skills, reading comprehension skills and grammar. Supplemental software tutoring programs also are available for math 051P, 100 and 105.

Student Workshops

The purposes of the student development workshops are to enhance the student's personal, academic, and professional life. A variety of issues that impact the life of a student are presented and discussed. Study Skills, Test Anxiety, Time Management, Master Student, Overcoming Procrastination and Emotional & Spiritual Intelligence are a few of the topics presented. The attendee also has an opportunity to participate, suggest future topics and receive timely and helpful hand-outs. Additionally, students can receive a mini-version of a workshop if they are not able to attend the posted workshops, simply

call (313) 927-1474 to schedule a meeting. All workshops are presented by Dr. Carolyn A. Roberts in room 115, Student Center Building.

Counselling

Confidential counselling is available to all **Marygrove** students who might need to talk to someone about a problem they might be having or any of the following issues:

- Physical or emotional abuse
- Constant stress
- Anxiety
- Depression
- Painful childhood memories
- Spiritual and emotional maturity
- Lack of life direction and purpose

Frequently counselling can assist a person in maintaining their academic goals. It is also a time to vent, problem solve, become more self-aware and increase one's level of emotional maturity. Contact Dr. Carolyn A. Roberts at (313) 927-1474 to schedule an appointment. Day and evening appointments are available. Her office is located in the Student Center Building, room SC103.

Wellness Services

Overview

Wellness Services provides health education, health promotion, and increased access to health care. With exciting new features and links to many companies and institutions, the new and improved **Marygrove College** health and wellness page is sure

to be a hit. With the addition of these new features, individual counselling is also available to those who have concerns about health and wellness issues. Health-related books, periodicals, videotapes and pamphlets are also available. The Director of Wellness Services maintains a list of health care providers offering free or sliding scale services. Additionally, workshops are presented throughout the year on various issues including reproductive health, AIDS, substance abuse, nutrition, and exercise. PARTICIPATION IN WELLNESS ACTIVITIES IS COMPLETELY VOLUNTARY.

Student Health

Services **Marygrove College** places the well-being of its students as priority, always. With this in mind, the College wants to ensure that each of its students has, or has access to, necessary medical coverage. **Marygrove College's** policy regarding student health insurance is that all residential students (those living in Florent Gillet Residence Hall) and international students must carry health insurance coverage. Commuter undergraduate and graduate students are highly encouraged to have adequate health insurance coverage and may purchase the plan voluntarily.

In cooperation with Specialty Risk Group International, Inc., they are pleased to make available a student health insurance plan designed specifically for **Marygrove College** students. Specialty Risk Group is a leading broker in student accident and sickness plans, providing coverage at a cost you can afford. The plan is underwritten by Combined Insurance Company of America and will provide coverage for a full 12 months when purchased in the fall.

All residential students taking three (3) or more credits will automatically be enrolled in the plan unless they sign a WAIVER FORM containing proof of comparable coverage by the published deadline. Waiver Forms are to be submitted to the College's Department of Athletics, Wellness & Recreation (MC 040) or to the Office of the Director of Residence Life, FG 101. The fee for purchasing the insurance can be applied to the student's account or the student can pay the insurance company directly.

Some benefits of the plan offered by the College and Specialty Risk Group include 80/20 deductibles, coverage of pre-existing conditions (read the policy plan for details), a PPOM Network (www.ppom.com), and options for prescription discounts. The plan's handbook is online at www.specrisk.com/marygrove. For more information on the plan available to **Marygrove College** students, please contact Specialty Risk Group International at (877) 581-2672 or contact **Marygrove's** Department of Athletics, Wellness and Recreation at (313) 927-1391.

COLLEGE OF REFERENCE: **Michigan Jewish Institute** <http://www.mji.edu/>

LOCATION OF CAMPUS:

Michigan Jewish Institute
19900 W. 9 Mile Rd. Ste. 200
Southfield, MI. 48075
(248) 414-6900

PROGRAMS AND SERVICES:

Michigan Jewish Institute offers no specific disability services or programs for students with disabilities. **MJI** Institute provides baccalaureate degree programs centered on career development. **MJI** graduates make a difference. They enter the work force focused, ready to meet the challenges of a rapidly changing world. Whether you're interested in a career in Technology, Business or Judaic Studies, **MJI** has the concentrated curriculum, state-of-the-art facilities, and experienced faculty you need to succeed. They also offer flexible classroom scheduling and online courses so you can pursue your degree without putting the rest of your life on hold.

Applications for Admission are forwarded to the Admissions Committee as soon as all information is received. Decisions of the Admissions Committee are based on an assessment of the candidate's probability to succeed in the academic programs and the candidate's potential for making a positive contribution to the **Michigan Jewish Institute**. Acceptance to **MJI** is contingent upon satisfactory completion of all work in progress at the time of acceptance.

An official Application for Admission, along with a \$50.00 non-refundable application fee, must be filed in the Admissions Office of the **Michigan Jewish Institute** before any consideration regarding admissions can begin. The Application for Admission can be obtained from the Institute or completed online.

To be considered for admission the following items must be submitted:

- Completed application
- Evidence or student affirmation of graduation from High School or equivalent
- \$50.00 non-refundable application fee (this fee is included in the Study Abroad Program fee)

COLLEGE OF REFERENCE: Michigan School of Professional Psychology
<http://www.mispp.edu/>

LOCATION OF CAMPUS:

Michigan School of Professional Psychology
26811 Orchard Lake Rd.
Farmington Hills, MI. 48334
(248) 476-1122

PROGRAMS AND SERVICES:

It is the policy of **Michigan School of Professional Psychology** to offer reasonable accommodations to qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. If a student with a documented disability wishes to receive accommodation in order to participate in the courses, programs, or activities offered by the school, the student must contact the Registrar/Student Advisor for the required forms and procedure. Upon the return all required documentation, the Registrar/Student Advisor will develop a reasonable accommodation plan and communicate, as appropriate, with the relevant faculty and/or personnel regarding accommodations. The use of these services is voluntary and confidential.

Admission requirements include:

- A bachelor's degree from an accredited institution
- A major in psychology, social work or counseling
- A minimum undergraduate GPA of 2.5 on a 4.0 scale

In addition, relevant field experience in mental health services is desirable.

COLLEGE OF REFERENCE: Michigan Theological Seminary
http://www.edref.com/school_list/michigan-theological-seminary

LOCATION OF CAMPUS:

Michigan Theological Seminary
 41550 E Ann Arbor Tr.
 Plymouth, MI. 48170
 (734) 207-9581

PROGRAMS AND SERVICES:

Michigan Theological Seminary does not have any specific programs or services for students with disabilities. The highest degree offered by the school is the Doctoral (and professional) degree. **Michigan Theological Seminary** is a private, for-profit school. In Fall 2002, the school had 183 (full-time equivalent) students. Minority enrollment included African-American (47) %, Hispanic (20) %, and Asian (2) %.

Degree levels include:

- Bachelor's Degree
- Certificate, Post-Bachelor's
- Master's Degree
- Doctor's Degree
- First-Professional Degree

Admission Requirements

Recommended (but not required):

- Years of college-level work prior to admission are recommended.

COLLEGE OF REFERENCE: **Monroe County Community College**
<http://www.monroeccc.edu/>

LOCATION OF CAMPUSES:

Monroe County Community College
 Main Campus
 1555 S. Raisinville Rd.
 Monroe, MI. 48161
 (734) 242-7300

Monroe County Community College
 Whitman Center
 7777 Lewis Avenue
 Temperance, MI. 48182
 (734) 847-0559

PROGRAMS AND SERVICES:

Monroe County Community College provides services to any student who has a documented disability on a case by case basis. The College maintains compliance with The Americans with Disabilities Act (1990), The American with Disabilities Amendments Act (2008) and Section 504 of the Rehabilitation Act (1973) that are designed to prevent discrimination against individuals with disabilities. **Monroe County Community College** is an equal opportunity institution and complies with all Federal and State laws and regulations prohibiting discrimination and sexual harassment. Students with disabilities are required to meet the same academic standards as all other students.

Students with disabilities must request accommodations. At least 10 business days prior to the start of the semester, the student should schedule an appointment with a disability services counselor. Eligibility for services will be determined by information gathered from the student interview and any documentation provided. The Disability Services Office is located in the Learning Assistance Lab (C-218 on the second floor of the Campbell Learning Resources Center). An elevator is accessible from the south entrance of the building. Campbell Learning Resources Center, Room C218. Monroe

County Community College offers a variety of assistive computer software and adaptive equipment. For more information about adaptive software and equipment or to request an accommodation, please contact Disability Services at (734) 384-4167.

Any documentation and information that the student can readily share during the initial appointment – such as accommodation history; educational or medical records; reports and assessments created by health care providers, school psychologists, teachers or an educational system – is helpful. Examples of documentation may include a psychological evaluation, 504 Plan, IEP (Individual Education Plan), SOP (Summary of Performance) or report of teacher observations. Providing current and relevant information during the initial appointment can save the need for repeat trips to the Disability Services Office.

The student interview will focus on how the condition impacts the student in the academic environment. This interactive process will enable the counselor to determine how the disability is connected to a barrier and if an accommodation would provide access. Information gathered during the initial interview will be reviewed by the Disability Services Review Committee. If recommendations are included in the documentation, they will be considered together with the total assessment, the specific program and class, and information provided by the student during the interview. Appropriate accommodations will be determined on an individual basis s one application process for all students.

Within 10 business days of the initial appointment, the student will be notified in writing of the outcome of their request either by mail or in person. It is the responsibility of the student receiving accommodation to:

- Notify or leave a message with Disability Services if he/she will not be attending class due to a disability-related absence by calling (734) 384-4167.
- Use the same procedure to notify Disability Services if he/she has difficulty with any accommodation (i.e. note taker, scribe, interpreter).

All accommodations are provided free of charge. Cooperative agreements through a third party (i.e. Michigan Rehabilitation Services, Bureau of Services for Blind Persons) will be considered. Any loaned equipment must be returned to the Disability Services Office within one week of the end of the semester. Failure to return equipment will result in a financial hold on the student's record. Accommodations are made on an individual basis each semester. Prior to each semester, students need to meet with a disability services counselor to review their accommodation status and complete appropriate paperwork.

Non-credit students seeking accommodation must meet with a disability services counselor each time they register for a class. Student confidentiality will be observed and no documentation or information will be released without the student's written consent. Reasonable attempts will be made to accommodate individual needs. However, this is not a guarantee that services will be provided exactly as requested.

Monroe County Community College provides many sources of Assistive Technology. Some of these are:

- Adaptive Seating
- Adjustable Tables
- Listening Devices-Listen LR-500 FM System
- Dragon Naturally Speaking
- Epson Scanner/Acrobat Reader
- Flipper
- Large Screen Monitors
- Livescribe, Smartpen
- Print Magnifier
- Simon Scanner
- Sound Amplification Stethoscope
- Window-Eyes

Additional resources and information can be found at www.monroeccc.edu by clicking on Student Services and then Disability Services.

COLLEGE OF REFERENCE: OAKLAND COMMUNITY COLLEGE
www.oakland.edu

LOCATION OF CAMPUSES: <https://www.oaklandcc.edu/Campuses/AH.aspx>

Auburn Hills Campus
 2900 Featherstone Road
 Auburn Hills, MI. 48326-2845
 (248) 232-4100

Highland Lakes Campus
 7350 Cooley Lake Road
 Waterford, MI. 48327-4187
 (248) 942-3100

Orchard Ridge Campus
 27055 Orchard Lake Road
 Farmington Hills, MI. 48334-4579
 (248) 522-3400

Royal Oak Campus
 739 South Washington
 Royal Oak, MI. 48067-3898
 (248) 246-2400

Southfield Campus
 22322 Rutland Drive
 Southfield, MI. 48075-4793
 (248) 233-2700

PROGRAMS AND SERVICES:

OAKLAND COMMUNITY COLLEGE has an open enrollment policy for all students. They offer students with disabilities a program specifically designed to empower students by providing resources that equalize their chances for success while promoting self-advocacy, self-direction and academic achievement.

Their disability services program is entitled ACCESS (Accessibility Compliance Center and Educational Support Services). ACCESS provides “reasonable accommodations” for each student with a disability, but with those accommodations, the student must be able to meet the technical standards of the classes/programs in which they are enrolled.

The ACCESS office handles disability and personal information with discretion and confidentiality. In order to get started in the ACCESS program the student must submit qualified documentation of their disability. This documentation must be signed by a licensed professional. Students must be “otherwise qualified” in order to participate in classes and programs at **OAKLAND COMMUNITY COLLEGE**. The Disability Support Services office can be reached at (248) 370-3266. They also offer the Peer Transition Assistance Program (PTAP) specifically designed to assist pre-selected freshmen with Autism Spectrum Disorder (ASD) in their transition from high school to higher education.

COLLEGE OF REFERENCE: Sacred Heart Major Seminary
<http://www.shms.edu/>

LOCATION OF CAMPUS:

Sacred Heart Major Seminary
2701 Chicago Blvd.
Detroit, MI. 48206
(313) 883-8500

PROGRAMS AND SERVICES:

At **Sacred Heart Major Seminary** there are no barriers to programs of study for students with disabilities. The admission requirements are the same as for students without disabilities. The programs of study offered and the admission requirements can be found on their website at www.shms.edu under the Future Students link.

Their institutional 2013-2014 Bulletin states, “students who may require accommodation to assist them in participating in a class, program, or activity because of a disability should contact the Assistant Dean of Studies at (313) 883-8717. The Assistant Dean of Studies will coordinate efforts to formulate an appropriate, effective accommodation program for the student.”

The Bulletin describes the nature of a disability which would make a student eligible for accommodations: “Disability includes physical and mental impairments and specified learning disabilities. Students seeking accommodation may be required to provide medical documentation regarding their limitations and their need for accommodation. Medical records regarding disability will be kept confidential. Such

information may be considered for formation purposes, consistent with the guidelines of confidentiality for formation.”

COLLEGE OF REFERENCE: **Rochester College** www.rc.edu

LOCATION OF CAMPUS:

Rochester College
800 W. Avon Road
Rochester Hills, MI. 48307
(800) 521-6010

PROGRAMS AND SERVICES:

Rochester College does not offer any specific programs or services for students with disabilities. At **Rochester College** students are part of a Christian academic community where their minds and spirits are called to meet exciting challenges through daily interactions with professors who have been educated at some of the finest institutions in the world. The challenging academic programs strive to educate the whole person, stressing instruction in literature, history, mathematics, great ideas, religious studies, natural and social sciences, and human communication.

What makes academics at **Rochester College** truly special is their dedication to integrate faith and learning. Students journey together with their highly qualified faculty to understand and carefully study all that the arts and sciences have to offer while placing that information within the context of their Christian faith and practice.

Top 10 Reasons to Attend RC

1. At **Rochester College**, the things that matter most in life matter most to them – right values lived within right relationships.
2. Academic excellence is pursued in every discipline.

3. Incoming freshmen receive an [Apple MacBook Pro 13-inch or an iPad](#) as their own and combine online learning with traditional educational models.
4. Within an Integrated Learning Model (ILM), students learn scholarly research methods, critical thinking, and effective communication skills.
5. Areas of concentration within the ILM prepare students to excel in both graduate and professional programs.
6. The four seasons of Michigan are experienced on a safe and beautiful wooded campus on the banks of the Clinton River.
7. Students have the option to travel and study abroad in such settings as [Africa](#), [Europe and Israel](#).
8. Classes are taught by well-qualified and experienced professionals who know and nurture their students.
9. Music, theater, nine athletic teams, and a variety of cultural events in an urban setting offer students a well-rounded educational environment.
10. Lives are changed, and friendships that will last a lifetime are formed on the campus of **Rochester College**.

COLLEGE OF REFERENCE: Sacred Heart Major Seminary
<http://www.shms.edu/>

LOCATION OF CAMPUS:

Sacred Heart Major Seminary
2701 Chicago Blvd.
Detroit, MI. 48206
(313) 883-8500

PROGRAMS AND SERVICES:

At **Sacred Heart Major Seminary** there are no barriers to programs of study for students with disabilities. The admission requirements are the same as for students without disabilities. The programs of study offered and the admission requirements can be found on their website at www.shms.edu under the Future Students link.

Their institutional 2013-2014 Bulletin states, “students who may require accommodation to assist them in participating in a class, program, or activity because of a disability should contact the Assistant Dean of Studies at (313) 883-8717. The Assistant Dean of Studies will coordinate efforts to formulate an appropriate, effective accommodation program for the student.”

The Bulletin describes the nature of a disability which would make a student eligible for accommodations: “Disability includes physical and mental impairments and specified learning disabilities. Students seeking accommodation may be required to provide medical documentation regarding their limitations and their need for accommodation. Medical records regarding disability will be kept confidential. Such information may be considered for formation purposes, consistent with the guidelines of confidentiality for formation.”

COLLEGE OF REFERENCE: **Schoolcraft College** www.schoolcraft.edu

LOCATION OF CAMPUS:

Schoolcraft College
18600 Haggerty Road
Livonia, MI. 48152
(734) 462-4400

PROGRAMS AND SERVICES:

Schoolcraft College strives to make all of its web resources accessible to individuals with disabilities. It is the policy of **Schoolcraft College** that no person shall, on the basis of race, color, national origin, gender, age, marital status, creed, or disability, be excluded from participation in, be denied benefits of, or be subjected to discrimination during any program or activity or in employment.

The Learning Assistance Center assists the College in ensuring equal access to programs and activities by facilitating accommodations and by providing encouragement and support for individuals with disabilities. Disability Support Services can be contacted at (734) 462-4421 or by email at dss@schoolcraft.edu.

What is a Disability?

According to the Americans with Disabilities Act of 1990 (ADA), a person with a disability is defined as anyone with a physical or emotional impairment that substantially limits one or more major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. In addition to those who have visible disabilities, the definition includes a wide range of invisible disabilities such as psychological problems, learning disabilities, and certain chronic

health impairments. A person is considered to be a person with a disability if he/she has a disability, has a record of a disability, or is regarded as having a disability.

Confidentiality of disability information is assured for individuals who are inquiring or receiving services. Documentation of a disability is required in order to receive classroom and/or testing accommodations.

Accommodations Overview

1. Accommodations are individually arranged through the Career and Transfer Center with Carl Monroe, Equal Access Counselor. Documentation of disability is required.
2. Memos are sent to instructors listing the accommodations that each student **may** need. Students should let their instructors know when they need a specific accommodation.
3. Additionally students must make specific arrangements for the following:
 - **Testing:** Ask the instructor to send the test to the Testing Center *one week* before the test date.
 - **Tape Recorder:** Bring to class and listen to tape after class, writing down important ideas.
 - **Note Taker:** Ask a fellow student to share notes or ask for assistance in finding a note taker. Review notes the same day several times.
 - **Private Room, Scribe or Reader for tests:** Contact the Testing Center at least *one week* before the test to make arrangements.

4. Accommodations are available for all future terms as long as the accommodations are directly tied to the current impact of the disability. (Updated documentation may be requested.)

Check Areas of Interest

- Need a job
- Financial needs
- Help for single parents
- Services for students with disabilities (LD, ADD, anxiety, depression, physical, etc.)
- Campus social organizations
- Campus religious organizations
- Athletics
- Services/organizations for international students
- Personal problem(s) support
- Career selection support
- Transfer issue(s) support
- Childcare
- Health insurance
- Divorce support group
- Women returning to the work force
- Academic support (tutoring, etc.)
- VA benefits

Books on CD

Books are available on CD. The CDs can be used with free software which will read the books aloud and show the text on a computer screen.

Procedures for using books on CD

1. Students must have documentation of their disability and the need for this accommodation.
2. Students must meet with Denise Schell, the Equal Access Counselor, and submit a list of all the textbooks (including author, publisher and edition) that they will need for the coming semester.
3. Students must purchase their books early and bring them to the Career and Transfer Center to be scanned onto a CD. This should be done as early as possible and no later than one week before classes begin.
4. Books will be returned to students in a binder, after scanning. Students will also be given access to free software which will read and display the books on their home computer or any other computer they use. (When using a computer on campus, you must use your own head phones.)

Readers or Scribes

In order to provide readers or scribes for students with disabilities, several things must be coordinated:

- Arranging private room
- Recording of the test

- Selecting convenient time for both the student and the person giving the service

To obtain the accommodation, students must:

- Ask the teacher one week before the test to send the test to the Testing Center.
- Contact either Gloria Butler at Livonia Testing Center or Sherry Bailey at Radcliff Testing Center one week before the test to make necessary arrangements.

If absolutely necessary to reschedule an exam, please contact the Testing Center, immediately.

Testing Accommodations

A memo from the Learning Assistance Center must be sent to the instructor giving permission to have the test sent to the testing center.

You must ask the instructor one week before the test to send the test to the Testing Center.

If you are entitled to a private room, reader, or scribe, you must make arrangements with the Testing Center at least one week prior to testing.

Notify the Testing Center to cancel or reschedule a reader or scribe.

Tutoring

Do you feel lost or confused about class or assignments? Do you score 75% or lower on tests or quizzes? Take advantage of our FREE tutor assistance!

1. **Drop-in tutoring** for students with occasional problems.

[View tutoring schedules](#)

2. **Assigned one-on-one tutoring** is occasionally offered for specific situations. Let Terri or Sherrye know if you have a disability.

Student Rights and Responsibilities

Student Rights

- Receive information in an accessible format
- Enjoy a hostile free environment
- Receive accommodations
- Receive the grade earned

Student Responsibilities

- Bring in documentation of the disability and register with disability service.
- Ask for the accommodations with the disability department — Accommodations Memo.
- Tell the instructor that accommodations are needed.
- Be on top of securing the accommodation.
- Meet the standard for classroom behavior and academic requirements.

COLLEGE OF REFERENCE: SPRING ARBOR UNIVERSITY

<http://www.arbor.edu/resources/offices/academic-student-connections/students-with-disabilities/>

LOCATION OF CAMPUS:

Spring Arbor University
106 East Main Street
Spring Arbor, MI. 49283
(800) 968-0011

PROGRAMS AND SERVICES:

SPRING ARBOR UNIVERSITY provides the same admission requirements for all students. All programs are available to students who are accepted to **SPRING ARBOR UNIVERSITY**. Disabled students that are interested in the University should first self-disclose their disability to the Academic Student Connections Office. This office provides services to make courses accessible for students with disabilities. Once the disability is verified and documented, the student will then meet with the disability specialist and decide on services and accommodations that will help the student be successful with their academic endeavor.

The student will then receive a VISA (Verified Individual Services and Accommodation) letter to give to their professors letting them know of their accommodations required for their courses. Some of the accommodations offered are:

- Interpreters
- Note takers
- Digitized/Audio texts
- Testing accommodations

- Accessibility to classrooms
- Physical space

COLLEGE OF REFERENCE: **The Art Institute of Michigan**
www.artinstitutes.edu/detroit

LOCATION OF CAMPUS:

The Art Institute of Michigan
28125 Cabot Drive, Suite 120
Novi, MI. 48377
(888) 411-7731

PROGRAMS AND SERVICES:

The Art Institute of Michigan is a private college is one of The Art Institutes, a system of more than 40 educational institutions located throughout North America, providing education in design, media arts, fashion and culinary arts. The Art Institutes system is a subsidiary of Education Management Corporation, which is headquartered in Pittsburgh, Pennsylvania. **The Art Institute of Michigan** does not offer any specific services or programs to students with disabilities and expects the same admission requirements as all students.

COLLEGE OF REFERENCE: University of Detroit Mercy www.udmercy.edu

LOCATION OF CAMPUS:

University of Detroit Mercy
4001 W. McNichols Rd.
Detroit, MI. 48221
(800) 635-5020

PROGRAMS AND SERVICES:

University of Detroit Mercy does not offer any specific programs or services for students with disabilities. **University of Detroit Mercy** offers students an excellent liberal arts education in the Jesuit and Mercy traditions, which underscore the power of education to change the world.

Students benefit from small classes — their student-to-teacher ratio is 14:1 — taught by innovative, award-winning faculty. But they also understand that education isn't limited to the four walls of a classroom. Their curriculum includes co-ops, internships, clinicals, research placements and service learning experiences that allow students to apply classroom knowledge to real-world situations.

COLLEGE OF REFERENCE: University of Michigan www.umich.edu

LOCATION OF CAMPUS:

University of Michigan-Ann Arbor
503 Thompson Street
Ann Arbor, MI. 48109
(734) 764-1817

University of Michigan-Dearborn
4901 Evergreen Road
Dearborn, MI. 48128
(313) 593-5000

University of Michigan-Flint
303 E Kearsley
Flint, MI. 48502
(810) 762-3300

PROGRAMS AND SERVICES:

University of Michigan provides students with disabilities services through the Services for Students with Disabilities office. Students wishing to receive accommodations must register with the SSD office. To do this you must first provide them with documentation of your impairment and then schedule an appointment with a Coordinator. Disability verification forms can be downloaded from their website.

Completed paperwork can be:

- Faxed to (734) 936-3947
- Emailed at ssdoffice@umich.edu
- Brought to their office at G-664 Haven Hall
- The documentation they are typically looking for is as follows:

- For **Attention Deficit Hyperactivity Disorder** (ADHD) you will need your testing/report that was generated regarding your impairment/diagnosis; ideally they would like a Psychoeducational and/or a Neuropsychological Test that was completed within the last 5 years (using adult testing measures only). If you do not have a psychological evaluation, your treatment provider will need to fill out the [verification form](#).
- For **Autistic Spectrum Disorder**, documentation must provide objective, current evidence of impairment in whatever domain the student is seeking accommodations. If the main impairment is cognitive a Neuropsychological Test completed within the last 5 years (using adult testing measures only) is warranted. If the main impairment is chronic health, then a [verification form for a Chronic Health Condition](#) must be completed. If the main impairment is mental health, then you will need to have a certified professional fill out a [verification form for a Mental Health Condition](#).
- For **Acquired/Traumatic Brain Injury**, if the primary impairment is cognitive, e.g. learning, attention, memory, etc., then a psychological evaluation is warranted. If the primary impairment is chronic health, e.g. seizure disorder, then a [verification form for a Chronic Health Condition](#) must be completed. If the primary impairment is mental health, e.g. anxiety, depression, etc., then you will need to have a certified professional fill out a [verification form for a Mental Health Condition](#).

- For a [Learning Disability](#) you must have a current (no more than five years old and done when the student was 16 years or older, using an Adult Normed test) psychological evaluation that minimally includes both an intelligence test (e.g. Wechsler Adult Intelligence Scale) and a broad based academic achievement test (e.g. Woodcock-Johnson or Wechsler Achievement). See the [Learning Disability Criteria](#).
- For a [Chronic Health Condition](#), a [verification form for a Chronic Health Condition](#) must be completed. Once their office receives the paperwork, you may call [Dan Measel](#) to set up an appointment.
- For a [Mental Health Condition](#) such as anxiety, depression, bipolar disorder, etc., you need to have a certified professional fill out a [verification form](#) and fax, email or bring the paperwork to their office.
- For [Deaf or Hard of Hearing](#), please send in your Audiology Test/Report (within the last three years) and/or all documentation related to your diagnosis. Once the paperwork is received, you may call [Jill Rice](#) to set up an appointment.
- For [Visual Impairments](#), please send in the report (within the last three years) and/or all documentation related to your diagnosis. Once the paperwork is received, you may call [Dan Measel](#) to set up an appointment.
- For [Mobility Impairments](#) (Temporary or Permanent) please send the report pertaining to your diagnosis. Once the paperwork is received, you may call [Dan Measel](#) to set up an appointment.

- For any disability not listed above please contact the SSD Office at (734) 763-3000.
1. Follow-up is necessary. Once the paperwork is received by the SSD Office you will need to call their office at (734) 763-3000 to set up an appointment and/or inform you if there is any additional paperwork needed.
 2. During the initial meeting with a Disability Coordinator the registration paperwork will be done. Your Coordinator will determine your eligibility for services and identify reasonable and appropriate academic accommodations.
 3. Please note that University Policy is two weeks' prior notice for any academic accommodation.

Accommodations on Placement Exams for Incoming Students

Incoming first year students who attend summer orientation do not need to have registered with the SSD office in advance to receive accommodations on placement exams.

Students need only to notify the Office of New Student Programs (ONSP) before their stay on campus that accommodations for their placement exams are desired.

Verified Individualized Services and Accommodations (VISA) Forms

Formal requests for accommodations will come to faculty members in a Verified Individualized Services and Accommodations (VISA) form authorized by SSD. The accommodations recommended in these forms are not meant to give students with disabilities an unfair advantage, but rather to give them an opportunity to demonstrate

mastery of course content. Although a student may request an academic adjustment at any time, the student should request it as early as possible.

The student should follow established procedures to ensure that the University has enough time to review the request and provide an appropriate academic adjustment. Also, SSD does not ask that instructors modify essential course requirements for the sake of the student. Any faculty member considering denying an accommodation because it modifies an essential course requirement should consult with SSD or the ADA Coordinator. If you have any questions or concerns regarding the VISA form, please contact the authorizing staff person whose name appears on the VISA form.

Accommodations

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

Please contact [Mary Reilly](#) at reillym@umich.edu or (734) 763-3035 to request assistance with this service.

Communication Access Realtime Translation (CART)-Some students may obtain access to the content of classes and campus events by using a court recording system called Communication Access Realtime 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.

E-Text-The SSD office is equipped to produce E-text for their students with print-related disabilities. E-text is by far the most versatile of alternative formats, and they have been encouraging students to use it as often as possible. Students who have visual impairments can use E-text with screen enlargement software, voice output software, or refreshable Braille displays. A book can be reproduced as E-text in two to three days (once the book has been acquired).

Please note that E-text does not work well with mathematics, many scientific textbooks, or course packs. These types of text will continue to be produced using audiotape.

Equipment and Material Loans

SSD can facilitate the loaning of equipment and materials including (but not limited to):

- FM amplification system
- Portable Transmitters
- Four-track cassette recorders
- Talking calculators
- Raised line drawing kit
- Brailed information
- Assistive Learning Devices
- Laptops for test taking

Large Print Format-The easiest way to find out whether a book is currently available is to contact the Media Center for the Visually Impaired in Lansing, Michigan, at (517) 334-1232. A phone at SSD is available to make these calls. The Media Center uses the American Printing House database on texts in alternative formats, and is connected to the state and national system of libraries for the blind and physically handicapped. It usually takes at least two to four weeks for books to be produced in these formats.

SSD may be able to assist the student in having individual texts produced in large print, as needed. In order to make such an arrangement, contact SSD staff as far in advance as possible, ideally at least three months before the start of the term.

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. For some students, using the closed circuit televisions (CCTVs) located in the Graduate and Undergraduate libraries are a good alternative when material does not exist in large print. E-text (books on computer disk) is quickly becoming an effective and efficient substitute. By using software loaded on a student's personal PC most students with a visual impairment can read a book on disk

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

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.

Sign Language Interpreters-The SSD office can provide sign language interpreters for academic purposes. For their classes and activities, students are responsible for making

these arrangements with them. For other functions such as award ceremonies and Commencement, the sponsoring unit contacts SSD directly and there is an interpreter charge for this service.

Please contact the SSD office to request assistance with these services.

COLLEGE OF REFERENCE: Washtenaw Community College www.wccnet.edu

LOCATION OF CAMPUS:

Washtenaw Community College
4800 East Huron River Dr,
Ann Arbor, MI. 48105
(734) 973-3300

PROGRAMS AND SERVICES:

Washtenaw Community College works with various college departments on behalf of students with disabilities. They provide assistance to those students who have disabilities that involve substantial limitations such as:

- Deaf or hearing impaired
- Emotional impairment
- Orthopedic impairment
- Speech impairment
- Blind or visual impairment
- Traumatic brain injury
- ADD/ADHD
- Specific learning disabilities

Documentation of the disability/condition is required. Specific guidelines are available on the LSS (Learning Support Services) Web site at www.wccnet.edu/learningsupport. Once there, click on Student Services and then Students with Disabilities link. Services provided to students include:

- Classroom accommodations

- Information sessions for new students on using support services
- Testing accommodations
- Academic advising and counseling
- Use of assistive technology-LSS offers an introduction to the equipment and program software by appointment. Examples of technology equipment available are: Tape recorders, Alphasmart keyboards for note taking, Kurzweil, Zoomtext, and JAWS software for the visually impaired.
- Free tutoring services for all students

Advising is arranged by appointment only through the LSS.

COLLEGE OF REFERENCE: Walsh College of Accountancy and Business
www.walshcollege.edu

LOCATION OF CAMPUS:

Walsh College of Accountancy and Business
3838 Livernois
Troy, MI. 48083
(312) 263-0456

PROGRAMS AND SERVICES:

Walsh College of Accountancy and Business offers the same admission requirements for students with or without disabilities. The Pearson Student Success program is a tutoring program founded by Walsh College graduate Richard Pearson. He wanted to provide additional assistance to students that needed help in their classes and give them the opportunity to be successful. The College is grateful for Richard Pearson's generosity and appreciates what he has provided to allow the program to grow and become successful.

The program offers free tutoring labs in Accounting, Communications, Statistics, and Quantitative Methods. Through the program students can receive assistance to improve their study, note, and test taking skills.

Peer Group Tutoring

Available for students looking for assistance in their coursework. Tutors are partially subsidized by the College to keep cost affordable for students. Tutoring is available in several subject areas and the following formats:

- Group tutoring (\$2.50 per hour)

- Online tutoring (\$10.00 per week)

Individual Tutoring

Also available for students looking for personalized assistance. Tutoring is available in several subject areas.

- Individual tutoring (\$4.00 per hour)

Find a Tutor

Select a tutor and access their contact information. **Walsh** may not always have a tutor available. However, they do their best to provide a tutor for those making a request.

The earlier you request, the better your chances of getting one.

Disability Services

They are committed to providing equal educational opportunities to everyone, regardless of disability. If you feel that you need assistance, please contact the Admissions and Academic Advising Office at 248-823-1610 or advising@walshcollege.edu.

- See more at: <http://www.walshcollege.edu/tutoringservices#sthash.2sF2YqNx.dpuf>

COLLEGE OF REFERENCE: Wayne County Community College District
www.wcccd.edu

LOCATION OF CAMPUS:

Wayne County Community College District
 801 West Fort Street
 Detroit, MI. 48226
 (313) 496-2600

PROGRAMS AND SERVICES:

Wayne County Community College District offers students with disabilities Student Support Services – ACCESS. This program provides supportive services to special need students enrolled in career and technical programs at **Wayne County Community College District**.

Resources are available according to individual needs and coordinators assessment and include services such as tutoring, visual aids, sign language interpreters, language interpreters and note takers, as well as special equipment often required to support academic success in college.

Instructors and advisors may refer students who need assistance. However, students are welcome to come and discuss individual concerns without referrals.

About This Program

Disability Support Services at **Wayne County Community College District (WCCCD)** strives to provide students with the necessary tools to help them accomplish their educational and career goals. It is the goal of Disability Support Services to:

- (1) Provide appropriate and reasonable accommodations and support services,
- (2) Provide referrals, information, resources to students to improve their academic and employability success,
- (3) Encourage and assist students with disabilities to become more independent,
- (4) Increase faculty understanding of the need of students with disabilities and
- (5) Work as an advocate for students.

To obtain services/accommodations:

Students should

- Be admitted to **WCCCD** through the regular admissions process,
- After being admitted visit the Disability Services/ACCESS department,
- Complete the intake and services/accommodation request forms,
- Submit sufficient evidence/documentation of a physical, emotional and or prior learning disability,
- Request reasonable accommodations during your meeting with the Disability Services Coordinator and
- Meet with an ACCESS advisor to plan services and or an educational plan of work.

Downriver Campus

(734) 374-3206 Voice/TDD

(734) 946-3500

Downtown Campus

(313) 496-2708 Voice/TDD

(313) 496-2758

Eastern Campus

(313) 579-6923 Voice/TDD

(313) 922-3311

Northwest Campus

(313) 943-4073 Voice/TDD

(313) 943-4000

Western Campus

(734) 374-3206 Voice/TDD

(734) 699-7008

*All campuses are located within the general vicinity of each other.

Participants in the ACCESS Program are offered special assistance with:

In addition to the support services that are available to other students, students in the ACCESS Program have the following services available:

Workshops

Note takers

Interpreters

Adaptive equipment

Program participants are also assisted with referrals to both internal and external support services.

External Referral Services

Support Groups

Community Mental Health

Diagnostic

Social Services Agencies

Michigan Rehabilitation Services

Michigan Commission for the Blind

COLLEGE OF REFERENCE: **Wayne State University** www.wayne.edu

LOCATION OF CAMPUS:

Wayne State University
42 W. Warren Ave.
Detroit, MI. 48202
(313) 577-2424

PROGRAMS AND SERVICES:

Wayne State University's office of Student Disability Services has made it their mission to ensure a university experience in which individuals with disabilities have equitable access to programs and to empower students to self-advocate in order to fulfill their academic goals.

Disability Services

The Americans with Disability Act (ADA) has a three-part definition of "disability." This definition, based on the definition under the Rehabilitation Act, reflects the specific types of discrimination experienced by people with disabilities. Accordingly, it is not the same as the definition of disability in other laws, such as state workers' compensation laws or other federal or state laws that provide benefits for people with disabilities and disabled veterans.

Under the ADA, an individual with a disability is a person who:

1. has a physical or mental impairment that substantially limits one or more major life activities;
2. has a record of such an impairment; or
3. is regarded as having such an impairment.

An “individual with a disability” is someone with a physical or mental impairment that substantially limits one or more major life activities. A person is considered to be a person with a disability, or is regarded as having a disability.

The Americans with Disabilities Act covers all persons with disabilities in the United States, whether or not they are citizens and without regard to racial or ethnic origin.

HOW TO REGISTER WITH STUDENT DISABILITY SERVICES (SDS)

1. **Admission to the university:** To register with SDS you must first be admitted as a student to **Wayne State University**.
2. **Intake appointment and form:** Schedule an intake appointment with a SDS disability specialist by calling 313-577-1851; TTY: 313-577-3365. The Student Disability Services [Intake form](#) can be filled out prior to your intake appointment.
3. **Provide documentation of disability:** If you are registering with SDS, you will need to read the Disability Documentation Guidelines that apply to everyone as well as the documentation guidelines for the specific disability you have. **In order to register with SDS you must have sufficient documentation.** Providing SDS with documentation in advance of your intake appointment will expedite the intake process. **You are strongly encouraged to submit your documentation prior to the intake.** Documentation can be faxed to SDS at 313-577-4898 or delivered in person. If it is not possible to provide documentation prior to your appointment, please bring the documentation to your intake appointment.
4. **Meeting with the disability specialist:** At the intake appointment you will discuss the history of your disability with the disability specialist. You should

have a good understanding of your disability and how it impacts your learning.

Appropriate and reasonable accommodations will be discussed and the disability specialist will issue accommodation letters that you will give to your professors.

Assistive technology needs will also be discussed and requests processed. **You**

must also provide the disability specialist with your current detailed class

schedule if you are registered for classes. After your intake is complete, follow

up appointments may be scheduled with your disability specialist.

CHECKLIST OF WHAT TO BRING TO YOUR INTAKE APPOINTMENT:

- Intake form completed
- Sufficient documentation of disability
- Current detailed class schedule

AS A REGISTERED STUDENT WITH SDS, YOU MAY:

- Use priority registration for classes
- Use SDS study rooms
- Engage in on-going support from your Disability Specialist throughout the semester

DOCUMENTATION GUIDELINES

General Documentation Policies That Apply to Everyone

In order to establish that an individual is covered under the guidelines of the ADA and ADAA, documentation must indicate that the disability substantially limits a major life activity. Examples of major life activities include walking, sitting, standing, seeing, hearing, speaking, breathing, learning, working, caring for oneself, communicating,

thinking, concentrating, and other similar activities. Quality disability documentation has the following essential elements:

- Testing should be recent, relevant and comprehensive, and, if appropriate, documentation must also contain test scores and interpretation (ex. learning disability report, audiogram, etc.)
- Documentation must show a substantial impact on one or more major life activities
- Indicate whether the impact is current and stable or fluctuating (fluctuations may require updated documentation of the condition)
- Documentation must effectively confirm the nature and extent of the disability based on current professional standards and techniques
- Documentation must effectively validate the need for accommodations
- Evaluation must be provided by a licensed clinical professional familiar with the history and functional implications of the impairment(s) and must **not** be member of the student's family
- Evaluation must show the official letterhead of the professional describing the disability with the name, title and professional credentials of the evaluator
- Report must be dated and signed by the evaluator
- Report should include all documentation for multiple disabilities disclosed

Incomplete or Insufficient Documentation of Disability

If a student submits incomplete or inadequate documentation for determining the extent of the disability or reasonable accommodations, Student Disability Services has the right

to request further documentation with the student bearing the cost of the evaluation. SDS does not do any diagnostic evaluation of disabilities but can provide students with testing resources.

GUIDELINES FOR SPECIFIC CONDITIONS

While it is not practical or desirable to create specific protocols for documenting every possible condition that might be considered a disability, documentation guidelines can be found for the more common conditions that are served by Student Disability Services.

In order to meet the needs of individuals with documented disabilities, Student Disability Services has identified the following categories of disabilities for which specific documentation is required in order to register with SDS:

[Attention Deficit/Hyperactivity Disorder \(ADHD and ADD\)](#)

Autism Spectrum Disorder (refer to Learning and Cognitive Disabilities)

[Blindness/Visual Impairment](#)

[Brain Injury](#)

[Medical Conditions](#)

[Deafness/Hard of Hearing](#)

[Learning and Cognitive Disabilities](#)

[Physical Dexterity/Mobility Disabilities](#)

[Psychiatric/Psychological Disabilities](#)

[Temporary Disabilities and Other Conditions](#)

Confidentiality

Student Disability Services (SDS) follows strict standards of confidentiality in the management of student disability information. SDS is the sole holder of disability documentation and this documentation is kept separate from other records such as the student's permanent educational record. Accommodations provided by Student Disability Services do not appear on the academic transcript and there is no marker on the transcript to indicate that a student is registered with SDS.

It is important to be aware of the responsibility that SDS bears in a "need-to-know" student case. In the case of disclosure of any information to a faculty or staff member, it is decided on a case-by-case basis. When students request accommodations, it may be necessary to discuss with a faculty or staff member the nature of the disability and the relationship of the disability to the course in order to implement the appropriate accommodations without making a full disclosure of the disability to the faculty or staff member.

To summarize:

1. Student Disability Services has an obligation to confirm disability status in order to issue appropriate accommodations.
2. Students have a right to privacy and not to have confidential information freely disseminated throughout the university.
3. When students register with SDS and sign the accommodation form, they are acknowledging that some level of disclosure to a faculty or staff member may be necessary in order to implement requested accommodations.

4. Disability documentation records are not shared directly with any faculty or staff member outside the Student Disability office.
5. In the event that a registered SDS student seeks a course waiver at the institution, it may be necessary for the student to submit documentation of the disability in the General Educational Adjustment request process to the Adjustment committee members. This General Educational Adjustment Committee is not part of the SDS office.
6. To assist in ensuring confidentiality, all accommodation letters faculty receive from a student in a given semester should be destroyed once the student has completed the course and a grade submitted or if the student officially withdraws from the course

DISABILITY SERVICES: Accommodations and Services

Accommodations and services are individualized and based upon the student's documentation. It is for this reason that students should insure that they have sufficient documentation that supports the need for appropriate and reasonable accommodations.

Accommodations and services cannot be guaranteed if students choose not to follow the procedures for registering with Student Disability Services in a timely manner.

Accommodations and services can be revisited as needed, but they are not retroactive and cannot be guaranteed if procedures are not followed with reasonable, advanced notice.

Some of the accommodations and services provided by SDS might include the following:

1. [Alternative testing](#)
2. [Interpreter/CART reporting](#)

3. [Alternative text format](#)
4. [Notetaking assistance](#)
5. [Assistive technology](#)
6. [Use of SDS exam/study rooms](#)

Students who receive accommodations need to:

- Communicate with instructors during the semester regarding accommodations and/or services
- Contact the instructor and SDS immediately if any significant course changes occur
- Inform the instructor and the SDS Disability Specialist immediately if any problems regarding accommodations and /or services occur

Student Disability Services does not provide personal attendants and personal adaptive equipment. It is not the responsibility of the university to provide these services.

Wayne State University strives to be an accessible campus for all individuals. Physical maintenance of all university buildings is a top priority. However, on occasion, students with disabilities encounter a physical barrier that impedes accessibility. To report an accessibility problem, click on the link "[Report Barriers](#)".

APPEAL PROCEDURE:

Accommodations are determined on an individual basis and students are encouraged to work closely with Student Disability Services throughout their involvement with the program. In the event a disagreement arises the student is encouraged to use the following process for dispute resolution and appeal.

Step 1:

The student discusses concern with assigned Disability Specialist and should be prepared to consider alternative solutions and perspectives. If satisfactory solution is not reached, student proceeds to second step, a written appeal to the Director of Student Disability Services.

Step 2:

The Director of Student Disability Services must receive typewritten appeal within 15 working days and include:

1. Description of the issue including significant dates
2. The basis for the appeal and any supporting documentation as necessary
3. The resolution requested

If student disagrees with findings or resolution offered by the Director, the student can appeal to the Committee on Students with Disabilities.

Step 3:

The committee convenes only when a student files an appeal. Decisions made by the Committee on Students with Disabilities are final, unless otherwise stated by the Committee.

Students dissatisfied with the appeals process or decision of the committee may contact the Office of Equal Opportunity, <http://www.deo.wayne.edu/>

Rights and Responsibilities

Students with disabilities have the right to:

- Full and equal participation in the services and activities of **Wayne State University**
- Reasonable and effective accommodations, academic adjustments and /or auxiliary aids as determined on a case-by-case basis
- Maintain confidentiality regarding disability information including the right to choose to whom the disclosure of disability is made except as required by law
- Information readily available in accessible formats as long as request deadlines to ensure availability are met

Students with disabilities have the responsibility to:

- Meet **Wayne State University's** qualifications including essential academic, technical, and institutional standards
- Identify as an individual with a disability and request accommodations in a timely manner and to seek information, counsel and assistance as necessary
- Provide documentation from an appropriate professional source verifying the nature of the disability, functional limitations, and the rationale for specific accommodations being recommended
- Follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids as outlined by disability services

The University, through faculty and staff, has the right to:

- Maintain the University academic standards, which include establishing essential functions, abilities, skills, knowledge and standards for courses, programs, services, jobs and activities or facilities and to evaluate students on this basis
- Confirm disability status and request and receive current, relevant documentation that supports requests for accommodations, academic adjustments and /or auxiliary aids and services
- Select among equally effective/appropriate accommodations, academic adjustments, and/or auxiliary aids and services
- Have appropriate staff discuss students and the nature of their disabilities given signed consent in order to implement requested accommodations, particularly instructional accommodations
- Deny requests for accommodations, academic adjustments, and/or auxiliary aids when disability documentation does not identify a specific disability, fails to verify the need for the requested services, or is not provided in a timely manner
- Deny requests for accommodations, adjustment, and/or auxiliary aids that are inappropriate or unreasonable based on disability documentation including any that:
 1. Pose a direct threat to the health and safety of others
 2. Constitute a substantial change or alteration of an essential course element or program standard
 3. Pose undue financial or administrative burden on the University

EXAM ACCOMMODATIONS POLICY and PROCEDURES

The Student Disability Services office is committed to maintaining the highest academic integrity standards possible when administering exams. In order to meet this goal, they ask that all students follow testing procedure in a timely manner. Their office utilizes a closed-circuit video monitoring system to proctor exams. The SDS office requires that all students present your **WSU** picture ID before taking exams and follow SDS posted alternate testing rules.

Students authorized for exam accommodations have 3 exam options:

1. Take exams with the class
2. Take exams with appropriate accommodations arranged by the instructor
3. Take exams in the exam/study rooms in Student Disability Services

Policy and Procedure for taking exams at SDS

- Students should obtain test permits when meeting with the disability specialist for accommodation letters for the semester. No test permits will be accepted without a current semester's accommodation letter on file.
- Students must complete the "Student" portion of the test permit. This test permit has an "Instructor" portion as well, and it must be completed by the instructor. Remember that when you present the test permit to the instructor, it provides an opportunity to discuss testing arrangements with the professor. You will need one test permit for each class.

- It is strongly advised, for your convenience, to include all test dates for the semester on one test permit, per class. When you include all test dates, the SDS office is then able to schedule your exams for the entire semester.
- Students must submit completed test permits at least one week prior to the scheduled exam. It is also your responsibility to remind your professor (email is effective) that you will be taking an exam in our office.
- When completing your test permit, remember to include all testing accommodations that you have been given on the student portion of the permit.
- If you need to reschedule your exam due to illness or other legitimate conflict, it is your responsibility to contact the professor and discuss rescheduling. The SDS office must receive confirmation of the rescheduled exam date and time from the professor. It is your responsibility to remind the professor to send us confirmation.
- If you drop a class, please inform Fran Marlowe and your disability specialist. Otherwise, we will continue to expect you in our office to take scheduled exams.
- Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interests to get your accommodation letters as early in the semester as possible. Important information for taking exams at SDS
- The Student Disability Services office expects you to be on time for your scheduled exams.

- If you are late for your exam, you will not be allowed to make up the time that is lost. A report will be sent to your instructor noting your lateness. If you are significantly late, you may choose to speak to your instructor about rescheduling the exam. Please be aware that an instructor may deny you this option. Taking an exam with less time may be less damaging to your overall performance than being denied the opportunity of taking the exam at all.
- Time limits will be enforced. Please check with SDS staff before the exam begins if you are unsure of your time limits.
- Once you start an exam, you are not allowed to leave the SDS testing area. There is a handicapped-accessible bathroom in the SDS office area if needed.
- Students are not permitted time to study during the scheduled exam time. If you arrive early, you may study prior to taking the exam, as long as a room is available.
- If you have difficulty working out a mutually agreeable exam time with your professor, please contact your SDS disability specialist.
- It will be necessary for you to arrange your exam time with your professor if you are enrolled in a class that meets at one of our satellite campuses, meets on Saturdays, or meets in the evening other than on SDS late nights (Mon. and Thurs.; Fall and Winter semesters only).
- No caps with brims are allowed and if a baseball cap is worn, the brim must be turned to the back of the neck.

- Food and drinks are not allowed in the computer and equipment area of the exam rooms. If you must bring in food or drink due to your disability or length of your exam, please make sure that you keep it on the table behind the equipment.
- All personal belongings such as books, coats, purses, brief cases, and school bags must be placed away from the exam table.
- Students are not allowed the use of any unauthorized aids during an exam. Aids such as calculators must be approved by the professor and written on the test instruction sheet.
- All cell phones and personal electronic devices must be turned off prior to the administration of an exam.
- As a **Wayne State University** student, you have a responsibility “to uphold academic honesty in all activities”. If you are caught cheating in any way, your testing will be terminated immediately and you will be asked to leave the SDS office. Your professor will be notified and any further action will be handled by the professor.
- SDS adheres to **WSU** final exam schedule.
- All exams are stopped and collected 10 minutes before SDS closing time.

KEYS POINTS TO REMEMBER:

- Student is responsible for bringing a completed test permit back to the SDS office.
- Professor is responsible for completing the: “Instructor” portion of the test permit and sending us the test along with test instructions.

COLLEGE OF REFERENCE: Yeshiva Gedolah of Greater Detroit

<http://www.campusexplorer.com/colleges/34A8BEEC/Michigan/Southfield/Yeshiva-Gedolah-of-Greater-Detroit/>

LOCATION OF CAMPUS:

Yeshiva Gedolah of Greater Detroit
15751 Lincoln Drive
Southfield, MI. 48076
(248) 968-3360

PROGRAMS AND SERVICES:

Yeshiva Gedolah of Greater Detroit does not have any specific programs or services for students with disabilities. They offer the same requirements for students with disabilities as for those without. **Yeshiva Gedolah of Greater Detroit**, or **Yeshiva Gedolah Rabbinical College**, offers Talmud instruction for Jewish students. **Yeshiva Gedolah of Greater Detroit**, located in the pleasant Oak Park/Southfield neighborhood of Southeast Michigan, is open to all men of the Jewish faith and has bachelors, masters and doctoral programs in rabbinical and Talmudic studies.

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Section 14

East Central Campuses



COLLEGE OF REFERENCE: Delta College www.delta.edu

LOCATION OF CAMPUSES:

Delta College-Main
1961 Delta Road
University Center, MI. 48710
(989) 686-9794

Delta College
4605 Webber St.
Saginaw, MI. 48601
(989) 752-7500

Delta College Planetarium and Learning Center
100 Center Ave.
Bay City, MI. 48708
(989) 667-2260

PROGRAMS AND SERVICES:

In accordance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, **Delta College** has pledged to provide equal access and equal opportunity to qualified students. The Office of Disability Resources is responsible for responding to accessibility issues and academic accommodation requests on behalf of the College. The Office serves both prospective and current students who have documented disabilities, and who request resources on the basis of a disabling condition or characteristic. The Office of Disability Resources can be contacted by emailing disabilityresources@delta.edu or calling (989) 686-9794.

The Office of Disability Resources is committed to ensuring nondiscrimination based on disability, as well as keeping all information regarding a student's disability confidential as required/permitted by law. All student files are kept confidential - only Disability Resource's staff has access to student files, which are kept separate from academic records. In order to ensure confidentiality, as well as limiting access to student

files, **all** disability related information must be filed with the Office of Disability Resources.

Students should not send or bring documentation to the College until they are prepared to register with an Intake Interview in the Office of Disability Resources. However, information in files may only be released to persons, agencies, other students, parents, or associates without permission from the student, except in certain cases:

- Legitimate/need-to-know basis only if there is compelling reason for disclosure
- A student states they intent to harm themselves or another person(s)
- Reports or describes any type of abuse (physical, neglect, sexual)
- Reports the use of illegal drugs for non-medical purposes
- Court order or subpoena

It is important for the student to complete a Release of Information form attached to this document, which is used to request documentation of a disability from a medical or counseling facility where the disability was diagnosed. This form also identifies the person(s) with whom the file information will be shared. If at any point the student would like to review his or her file information, the student may contact the Office of Disability Resources.

Documentation guidelines required by Disability Resources include:

1. A description of a current disabling condition (occurring or updated usually within the last 3 years).

1. A diagnosis by a "relevant" professional - someone with credentials and training qualified to ascribe a particular label to a disability characteristic or category.
2. A description of the specific limitations imposed by the disability (how functioning/learning is or might be hampered).
3. And a history of accommodations used, if feasible and clearly documented.

The professional findings and judgments making up proper documentation must be, at the least, provided on professional letterhead, in letter form, and signed by the professional. A second format can be past reports of tests, evaluations, and case notes. Either format is acceptable as long as the guidelines above are addressed as thoroughly as possible.

To constitute a "disability," a condition must be substantially limit a major life activity. Major life activities include such activities as caring for one's self, as well as the physical functions of walking, seeing, hearing, speaking, breathing, and learning.

(Source: Americans with Disabilities Act of 1990).

Some examples of disability conditions which may qualify a student for Disability Resources include:

- Learning Disability (broad term for many academic barriers)
- Deafness/Hearing Impairment
- Blindness/Visual Impairment
- Physical Impairment (broad term for many functions)
- Attention Deficit/Hyperactivity Disorder

- Autism (broad term for limitations/behaviors)
- Chronic Medical Conditions (broad term for many health-related issues)

A request for disability services is **not** the first step to entering **Delta College**.

Contacting the Office for information is always encouraged, and can be done at any time.

Oftentimes, a student may not know what accommodations are needed until a class schedule has been planned, or when classes actually begin.

See the Steps to Success. The next step is to contact the Office of Disability Resources.

5 Required Steps to Request Disability (Related) Services

1. Follow **Delta College's** application and admission procedures
2. Call Disability Resources to arrange an appointment for an Intake interview
3. Bring class schedule, as well as current and accurate documentation of the disability
4. Students are responsible for scheduling their test time and date with Disability Resource Staff at least 1 week prior to the test
5. Notify the office if accommodations are not received or are not adequate

Accommodations are provided based upon careful consideration of the documentation of the disability, as well as demonstrated need. Students experiencing a disability who come to **Delta College** are expected to meet the same standards of academic performance as other students. The goal of providing course accommodations is to make classroom adjustments or modify testing procedures in order to remove

barriers due to the functional limitations of the disability in the academic environment. Accommodations must be provided in such a way that the expectations and standards of the particular academic program involved are not compromised. Because students must be able to function as responsible and independent adults, the College can provide students with information and referral assistance. However, students may not always be accommodated through services and equipment.

Possible Accommodations

- Adjustable Tables
- Alternate Testing Arrangements and Testing Accommodations
(see also Process and Testing Options and ASSET Alternative)-All attached to this document
- Assistive Technology/Adaptive Aids –Attached to this document
- Helpful Resources in Delta College's Library (TL/C)
 - Text-to-Speech: [Kurzweil3000 \(PDF\)](#)
 - Speech-to-Text: [Dragon Naturally Speaking](#)
 - Free screen reader downloads - [Thunder](#) and [ReadPlease 2003 \(PDF\)](#)
- [Livescribe Pulse Pen \(PDF\)](#)
- [Note-Takers](#) (see more information on [formally hired note-takers \(PDF\)](#))
 - Sign Language Interpreters
 - Temporary Parking Permits
 - [Textbooks Alternative Format Information \(PDF\)](#)

Non-Accommodations

- Post-secondary education institutions need not provide personal services or devices to persons with disabilities. Examples of some, but not every, personal services and devices are listed below:
- Hearing Aids
- Personal Care Aid-Attached
- Scooters-Attached (Amigos)
- Transportation (except in cases of institution provided transportation for field trips)
- Personal, individualized tutoring (there is tutoring available to all Delta students at the Teaching Learning Center (TLC)-located in the Delta Library (TLC webpage: <http://www.delta.edu/llic/tlc.aspx>)
- Wheelchairs

COLLEGE OF REFERENCE: **Kettering University** www.kettering.edu

LOCATION OF CAMPUS:

Kettering University
1700 University Ave.
Flint, MI. 48504
(800) 955-4464

PROGRAMS AND SERVICES:

Kettering University provides disability services in compliance with the American with Disabilities Act (1990) and its amendments, along with state and local regulations regarding students, employees, and applicants with disabilities. Under these laws, no qualified individual with a disability shall be denied access to participation in services, programs, and/or activities at **Kettering University**. In carrying out **Kettering's** policy regarding disabled students, employees and applicants, they recognize mobility, sensory, medical, psychological, and learning disabilities. They attempt to provide reasonable accommodations for these disabilities for all students who meet the criteria described in the Americans with Disabilities Act.

Any **Kettering** student who has been diagnosed with a physical, medical, psychological, or learning disability, or suspects that s/he may have one, must contact the Wellness Center. The staff will evaluate the required documentation in support of the claim of disability and make an assessment of a student's needs on a case-by-case basis. The Wellness Center will then make recommendations for the appropriate services and accommodations necessary to meet the legal requirements as required by law. The Center will inform faculty and staff who may be responsible for providing the services

and/or accommodations. Each term, students must meet with each professor to arrange individual accommodations.

The Zelpha McKinnon Wellness Center engages in a collaborative relationship with students, faculty, and staff to create and implement programs and services that addresses the needs of the community. They encourage students to pursue their highest potential for well-being so they may fulfill their academic, professional, and personal aspirations. Their goals are:

- To help students maintain their health and avoid interruption of their educational experience so they may achieve their academic success and career goals.
- To provide access to affordable health care services so students may pursue their academic goals without interruption.
- To provide an educational health care environment in which students may learn to participate in self-care and make healthy lifestyle choices.

Contact Them:

1700 University Ave.

Flint, MI 48504

Phone: (810) 762-9650

Fax: (810) 762-9929

Email: wellness@kettering.edu

Staff

Interim Director: Cristina Reed, MA, LPC

Nurse: Catherine Zarkovi, L.P.N.

Wellness Coordinator: Prudence Croom-Larry, BHS, MHA/ED

Counselor, Student Assistance Program: Amanda Lambert, MA, LLPC

Hours and Contact Information

Office Hours

7:00 a.m. - 4:30 p.m. (M-F)

Phone: (810) 762-9650

Email: wellness@kettering.edu

Nurse Hours

8:00 a.m. - 4:30 p.m. (M - F)

Counselor Hours

Monday and Thursday: 9 a.m. - 2 p.m.

Tuesday and Wednesday: 11 a.m. - 4 p.m.

Prospective students in the admissions process should contact the Wellness Center as soon as possible to discuss appropriate documentation needed to verify a disability and to identify the type of services, accommodations, and adaptive equipment that may be necessary.

What documents do I need to provide?

An Individualized Educational Plan (IEP) or 504 Plan cannot serve as the stand alone documentation for accommodations and services at the university level. It is your responsibility to provide the appropriate documentation which identifies the nature of your disability, discusses how your disability will impact you in the learning environment, and outlines the necessary reasonable accommodations to be provided in

the classroom or on campus. Your documentation must be prepared by a person who is not a family member and by a person who is qualified by professional training and practice to diagnose and treat those impairments associated with your disability.

Documents must be typed and printed on the letterhead of the practitioner, agency, clinic, or hospital. The documentation must contain the name, title, professional credentials, licensure or certification information, original signature, and contact information of the professional. The university reserves the right to ask for more recent documentation or additional documentation for clarification as appropriate. Handwritten notes on prescription pads will not be accepted.

The following is a summary of the documentation you will need to provide based on your specific disability. For more detailed information, refer to the appropriate set of documentation guidelines found online.

Learning Disability

Students must provide a psycho-educational evaluation not more than three years old with qualifying cognitive and processing standardized test scores and a DSM IV diagnosis of a learning disorder. The documentation must also discuss the effect on the student's functioning in the academic environment, and include a discussion of the reasonable accommodations recommended. The evaluation must be completed by a licensed school psychologist or psychologist who diagnoses learning disabilities.

Attention Deficit and Hyperactivity Disorder

Students must provide a letter or report not more than three years old from a psychologist, psychiatrist, or M.D. qualified to diagnose the condition. The letter must be typed on letterhead and signed. The letter must identify the specific disability, the effect on the student's ability to function in the learning environment, and the reasonable accommodations recommended.

Psychological or Mental Disorder

Students must provide a letter or report not more than three years old from a psychologist, psychiatrist, or M.D. qualified to diagnose the condition. The letter must be typed on letterhead and signed. The letter must identify the specific DSM IV disability, the effect on the student's functioning in the learning environment, and the reasonable accommodations recommended.

Physical or Other Health Impairment

Students must provide a letter or report not more than three years old from a psychologist, psychiatrist, or M.D. qualified to diagnose the condition. The condition or its effects must be long term to permanent. The letter must be typed on letterhead and signed. The letter must identify the specific disability or health impairment, the effect on the student's functioning in the learning environment, and the reasonable accommodations recommended.

Hearing Impairment or Deafness

Students must provide an audiogram indicating level of hearing loss or letter on letterhead not more than three years old from an M.D. qualified to diagnose the condition. The condition or its effects must be long term to permanent. The letter

must identify the specific disability, the effect on the student's functioning in the academic environment, and the reasonable accommodations recommended.

Speech Impairment

Students must provide a report or letter on letterhead not more than three years old from a speech pathologist or an M.D. qualified to diagnose the condition. The condition or its effects must be long term to permanent. The letter must identify the specific disability, the effect on the student's functioning in the learning environment, and the reasonable accommodations recommended.

Visual Impairment or Blindness

Students must provide a letter or report not more than three years old from an M.D. qualified to diagnose the condition. The condition or its effects must be long term to permanent. The letter must be typed on letterhead and signed. The letter must identify the specific disability, the effect on the student's functioning in the learning environment, and the reasonable accommodations recommended.

Why can't I use my Individualized Educational Plan (IEP) or 504 Plan from High School?

An Individualized Educational Plan (IEP) or 504 Plan cannot serve as the stand alone documentation for accommodations and services at the university level. Records must contain information meeting the disability documentation requirements previously outlined (diagnosis, functional limitations, and recommendations). IEPs are primarily plans for education prepared by K-12 public school systems appropriate to assuring a

student with a disability has equal access to a free and appropriate education in accordance with the Individuals with Disabilities Education Act (IDEA).

Various educational records such as an IEP, a transcript, or other special-education records, however, may provide valuable information about what kinds of accommodations and services were effective in the past. The IEP is a useful tool to assist the disabilities specialist in identifying appropriate classroom accommodations and learning strategies that may have been effective in previous educational experiences. The office for Services for Student with Disabilities encourages students to provide a copy of their most recent IEP in addition to the required documentation.

Forms

Health and History Form

A completed Health and History form along with a proof of immunization record are required upon entrance to the University. Along with the immunization record should be proof of the mandatory TB screening. These forms are required in order to use the Wellness Center services, and students who do not provide these documents will be unable to pre-register for classes.

Release of Information

If you wish us to share healthcare or counseling information you must complete and submit to the Wellness Center a Release of Information. All information about a student is considered confidential and is to be released only to authorized personnel. They are not permitted by law to disclose any counseling information to a parent, guardian, or anyone else without the consent of the student unless the student is mentally

incapacitated or threatens to harm him/herself or someone else. This means that any information disclosed during your contact with **Kettering University** Wellness center will be kept strictly confidential as required by the FERPA and HIPAA Act, and by applicable ethical standards.

Counseling Intake Form

The following intake forms are to be filled out by all new counseling clients before the initial intake appointment. If you are unable to complete your intake forms ahead of time or forget to bring them, you will need to arrive 15-20 minutes early.

HIPAA Policy

In compliance with the Health Insurance Portability and Accountability Act of 1996 (Public Law 104-191 as amended) (“HIPAA”), Kettering University has adopted the following Health Insurance Portability and Accountability Act Policy to ensure reasonable protection of Protected Health Information (“PHI”), as defined by the Code of Federal Regulations 45 C.F.R. 160.103. It is the intent of this Policy to act as a supplement to, not a replacement for, other University Policies.

COLLEGE OF REFERENCE: MOTT COMMUNITY COLLEGE

<http://www.mcc.edu/>

LOCATION OF CAMPUS:

Mott Community College
1401 East Court St.
Flint, MI. 48503
(810) 762-0200

PROGRAMS AND SERVICES:

MOTT COMMUNITY COLLEGE is an open admission institution meaning that there are no admissions criteria for entry. However, if a student is planning to use Federal Financial Aid then they must possess with a GED or high school diploma. A student with a disability is able to enter any of the programs of study as long as they meet the essential program and course requirements. **MOTT COMMUNITY COLLEGE** provides students with services from the DisAbility Services office. DisAbility Services provides accommodations for students with disabilities in accordance with the Americans with Disabilities Act, as amended and Section 504 of the Rehabilitation Act. DisAbility Services can be contacted at (810) 232-9181 or by email at www.dsapply.mcc.edu.

Students that are interested in applying for services through DisAbility Services must first submit an application. Once the application is received, DisAbility Services will contact the student to setup an initial appointment. During that meeting, the staff and student will discuss services and accommodations. Accommodations are provided to students on a case-by-case basis. Students are required to provide documentation of their disability approved by a professional. DisAbility Services Specialist is available to help

students determine where to get documentation and can request it directly from the provider.

Once documentation is received and the student and staff have met to determine their needs, the student will be provided with instructor notification letters. It is the student's responsibility to give the letter to the instructor in classes where they want to use their accommodations. Students must get instructor notification letters for each semester in which they want to use their accommodations. Student checks-in with DisAbility Services Specialist if there are any problems or changes with their disability.

DisAbility Services Specialist supports the student by responding to questions and concerns and working with faculty member if there are difficulties implementing the student's accommodation plan.

COLLEGE OF REFERENCE: **Saginaw Valley State University** www.svsu.edu

LOCATION OF CAMPUS:

Saginaw Valley State University
7400 Bay Rd.
University Center, MI. 48710
(989) 964-4000

PROGRAMS AND SERVICES:

Saginaw Valley State University recognizes the importance of diversity and is dedicated to maintain an environment which fosters respect and offers equal opportunity. They focus on ability and develop opportunities for independence and growth.

Mission

- To ensure all students with disabilities can actively participate in all facets of University life.
- To coordinate support services that enable students with disabilities the opportunity to achieve intellectual and personal growth.
- To increase the level of awareness among all members of the University.

SVSU offers auxiliary aids and services to students who qualify. Once a student is accepted to **SVSU**, contact should be made with the office of Disability Services. **SVSU** is proud to be one of the few universities in Michigan that offer one-on-one training and assessments on assistive technology. Using the “right” software or special computer can be the catalyst to help students study more effective and efficiently and ultimately aid with independent learning. **SVSU** disability services can be contacted by calling (989) 964-7000 to set up an appointment.

Admissions

SVSU offers auxiliary aids and services to students with documented disabilities. All support services are individualized to meet the needs of students, and are based on an intake interview and proper documentation. There is no "program" that requires special admission and there are no fees for services.

Students are encouraged to self-identify as soon as they have been accepted for admission to **SVSU** so that documentation can be collected in a timely manner. **SVSU** does not discriminate against students with disabilities.

Documentation

Documentation from a qualified evaluator should be submitted to the Office of Disability Services. The information will be kept confidential to the fullest extent of the law.

All documentation should include:

1. The name, credentials, phone number, and signature of the evaluator.
2. A specific diagnosis.
3. A description of the functional impact of the disability in a higher education setting.
4. A description of the expected progression or stability of the disability.
5. Relevant medications prescribed and side effects currently experiencing.

For a learning disability, TBI or similar disability, **SVSU additionally requests:**

A full report from the individual who did the neuropsychological or psycho-educational evaluation, including the specific diagnosis, test scores and an interpretive summary is

requested. The evaluation should include a complete aptitude test, an academic achievement test and information processing evaluation.

For Special Housing Request:

Students with disabilities who qualify, and who request special housing can have their name moved to the top of the wait list as an accommodation. Conditions or impairments must rise to the level of a disability, must be documented and the disability must impact the ability to function in a regular room. Disability Services does not assign specific rooms. Requests should be submitted prior to room assignments, generally 3 months prior to move-in dates.

Key Information on Differences between High School and SVSU

- Students are responsible to find and hire personal aides or coaches. **SVSU** faculty and staff are not responsible or trained to cue students or take on added responsibilities, such as helping with time management or staying on task.
- Some students are eligible to receive extended time on tests, but not unlimited time.
- Students are responsible to complete all homework assignments, projects and term papers, etc. on time. Individual instructors may agree to an extension for extenuating circumstances, but this usually makes it difficult to meet the next assignment's due date.
- Students are responsible to complete the same assignments as everyone else in the course; assignments are not modified. Students are allowed to attend **SVSU** part time without penalty.

- Disability Services will not discuss student information with parents without a student signed release form.
- The typical college schedule demands very different time management skills compared to high school and very different study skills.
- All students with disabilities are mainstreamed. There is no resource room or special education class.
- Students are expected to become independent learners, test takers and use technology when appropriate. Contact Scott MacLeod for help on what type of assistive technology might be appropriate.
- Eligibility of services is based on diagnostic information and needs. IEP and 504 plans do not carry over into college.

Procedures for Requesting Services

1. Students must self-identify and provide adequate documentation of the disability. After an intake interview and reviewing the documentation, the director will discuss with the student the services she or he is eligible to receive.
2. Request for regular classroom services should be made three weeks in advance. Requests for Braille, sign language interpreters, and other services contracted out must be made at least six weeks in advance. Requests for books in electronic format and captions on videos should be made 3 months ahead of time.
3. The **Office of Disability Services** will provide most students with a letter indicating which auxiliary aids and services the student is eligible to receive. The

student takes the letter and meets with faculty to discuss how these can best be obtained.

4. Individuals may file complaints on matters related to disabilities. Initial contact should be made with the office of Disability Services, Curtiss Hall 112.

Services Available

The mission of the Office of Disability Services is to ensure all students with disabilities can actively participate in all facets of University life; to coordinate support services that enable students with disabilities the opportunity to achieve intellectual and personal growth and to increase the level of awareness among all members of the University.

All services are based on documentation and demonstrated need. Some of the services available, may include:

- Motorized wheelchairs for temporary use
- N.C.R.-Carbon less paper for note taking
- Alternate testing arrangements
- Access to all building through automatic doorways including the library; maps of automatic doors and elevators are available
- FM Assistive Device
- OCR-Optical Character Recognition software with scanners and screen readers.
- Sign language interpreters
- Printed material available in braille or electronic format
- Captioned videos

- Adjustable Tables

Transition Meetings for Students with Disabilities

Transition meetings are held in the spring for students and parents. These small group sessions provide valuable information for a successful start at **SVSU**. A panel discussion with current students with disabilities and a presentation on assistive technology are included. Offers a chance to meet staff and other students. Learn key strategies for a successful freshman year.

Proud member of:

- [Association on Higher Education and Disability](#)
- [Michigan AHEAD](#)

COLLEGE OF REFERENCE: St. Clair County Community College www.sc4.edu

LOCATION OF CAMPUS:

St. Clair County Community College
323 Erie Street
Port Huron, MI. 48061
(810) 984-3881

PROGRAMS AND SERVICES:

St. Clair Community College's admission requirements are the same for students with and without disabilities. **SC4** provides special support services, including:

- Braille translation
- Interpreter services
- Mobility assurance
- Note-taker services
- Reader services
- Referral services
- Specialized assistive equipment for students with physical disabilities
- Test-taking accommodations

SC4 also works closely with Michigan Rehabilitation Services - See more at:

<http://www.sc4.edu/Support-for-Success/#sthash.9agqiYSZ>

Contact support services at (810) 989-5759 for more information.

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Section 15

Conclusion



Conclusion

This guide was designed for distribution to students with disabilities so that they can view post-secondary education as a considerable reality. The information in this guide comes directly from the 184 private and public post-secondary campuses in the state of Michigan. All information in this guide is accurate as of August 1st, 2014 but services, programs, resources and names and/or places could change in the future. All inquiries and requests for this guide can be sent to considerablereality@gmail.com. This guide was designed to be an exceptional and comprehensive resource for students with disabilities and their families. You may also go to <http://classjump.com/t/transition123/> in order to obtain a copy of this guide and have access to much more information concerning transition from secondary to post-secondary education.

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