Due to necessary revisions, a saved or printed copy of the Student Handbook may become outdated. The official, current and most up-to-date version is available on the office’s website: http://www.utoledo.edu/offices/student-disability-services/index.html
This handbook is available in alternate formats upon request.
Welcome!

Dear Student;

Welcome to the University of Toledo and Student Disability Services. Our mission is to collaborate with and empower students who have disabilities in order to coordinate accommodations/adjustments and programs that enable equal access to education and university life. On behalf of the Student Disability Services staff, we look forward to working with you during your academic career at UT.

This handbook has been developed for you. It is important that you understand your role in the process of receiving accommodations/adjustments whether you are a student seeking accommodations/adjustments for the first time at UT or a student already approved for and receiving accommodations/adjustments. Please carefully review this handbook as I know that you will find it an important and helpful resource for accessing academic accommodations/adjustments.

In order to provide the best program possible, Student Disability Services periodically changes its policies and procedures. The Student Disability Services website will always offer the most current Student Handbook available since we update the website as changes are made.

We look forward to working with you!

Toni Howard, Director
Student Disability Services
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Student Disability Services Contact Information

Mailing address:  
University of Toledo  
2801 W. Bancroft Street  
Mail Stop 342  
Toledo, Ohio 43606

Physical location:  
Rocket Hall  
Room 1820  
1625 West Rocket Drive  
Toledo, Ohio 43606-3390

e-mail: studentdisabilitysvs@utoledo.edu

Office Hours: Monday-Friday 8:15am-5:00pm  
(The office is closed during University holidays)

Phone: 419.530.4981  
VP: 419.386.2189  
TTY: 419.530.2612  
Fax: 419.530.6137

All Student Disability Services telephone lines are switched to voicemail at close of business each day. Staff members can also be reached via email at addresses listed below.
Student Disability Services Staff

Toni Howard  
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Toni.Howard@utoledo.edu

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Accessibility Specialist  
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Janae.Welborn@utoledo.edu
SECTION 1: Students Rights and Responsibilities

Rights

Students with disabilities at The University of Toledo (UT) have the RIGHT to:

1. equal access to facilities, learning environments and participation in programs, activities and services offered by the University;

2. confidentiality of disability documentation;

3. accessible formats of information and means of communication;

4. express concerns or suggestions for accommodations/adjustments.

Responsibilities

Students with disabilities at UT have the RESPONSIBILITY to:

1. meet and maintain essential institutional qualifications and standards for courses, programs, services, and activities;

2. identify as an individual with a disability when an accommodation/adjustment is being requested, and to seek information, advocacy and assistance as necessary;

3. provide documentation from a qualified professional of the functional limitations of their disability and how this impacts them at UT;

4. participate in an interactive process with Student Disability Services, the diagnosing professional and current health care providers as needed to determine:
   o how the disability, or current medications impact academic performance,
   o academic accommodations/adjustments that would be most beneficial in various post-secondary academic situations;

5. follow Student Disability Services processes for requesting and accessing accommodations/adjustments;

6. adhere to the University Student Code of Conduct;

7. inform Student Disability Services of any difficulties in accessing academic accommodations/adjustments.

8. check your Rockets email account regularly as all correspondence will be directed through the Rocket email.
Confidentiality and Release of Information

1. Student Disability Services views all materials pertaining to a student's disability as confidential. This policy is based upon government mandates regarding the confidential treatment of disability-related information.

2. Any written material regarding a student’s disability obtained by the Student Disability Services is used to verify the disability and plan for appropriate academic accommodations/adjustments.

3. All disability-related information submitted to the Student Disability Services for students at the University is housed in the Student Disability Services. Each student has a separate file housed in a secure filing cabinet.

4. Disability documentation is considered an educational record and as such is governed by The Family Educational Rights and Privacy Act of 1974 (FERPA). For additional information on FERPA and Confidentiality, visit the University Registrar website.

5. Student Disability Services will participate with parents/guardians in a manner that protects the qualified status of otherwise qualified students with disabilities as defined by the Americans with Disabilities Act of 1990, as amended (ADA). In order to establish means of communication that protects student’s rights under FERPA and the ADA.

   Please Note: Parents cannot take the responsibility for requesting and/or managing their students’ academic accommodations/adjustments. The student must be the initiator and active participant in the accommodation/adjustment process. The ADA supports reasonable academic accommodations/adjustments for otherwise qualified students with disabilities. If institutions of higher learning allow parents to manage the accommodation/adjustment process for their student, it can bring into question the qualified status of the student.

6. Student Disability Services will retain all disability documentation per the University’s documentation retention policy.

SECTION 2: Admission to UT and Registering with Student Disability Services

Admission Requirements for Students with Disabilities
All students applying to UT are held to the same admission standards regardless of disability status. For additional information on admission requirements for your area of study please refer to the appropriate Admissions Office.
Be sure to review the technical standards of your program of study. At the post-secondary level, students must be considered an “otherwise qualified student” therefore it is important that you review and determine your ability to meet your program standards with or without academic accommodations/adjustments.

Registering with Student Disability Services
Student Disability Services strives to ensure equal access to post-secondary educational opportunities at UT in accordance with Section 504 of the Rehabilitation Act of 1973, the ADA. Student Disability Services coordinates academic accommodations/adjustments for students registered with Student Disability Services in order to provide equal access to educational opportunities.

Through an interactive process, a team including: Student Disability Services staff, instructors, college and department staff; and most importantly, you, the student; must work together to determine and implement the academic accommodations/adjustments that will be most effective for you. You are the most important member of this team!

Students with disabilities seeking accommodations/adjustments must register with Student Disability Services. It is recommended that you complete this registration at least 4-6 weeks before the start of your first semester at UT.

Registering with Student Disability Services is as easy as 1,2,3

1. Submit documentation from your health care providers or other professionals. Documentation should outline the functional limitations of your disability and how your disability impacts you in the academic arena.
2. Your input is also needed to assist in determining what academic adjustments or accommodations are the most appropriate.
3. If you are found eligible and have completed your intake appointment you can request your accommodations online.

More about providing documentation...
To learn more about you, you will complete a Student Disability Services Student Questionnaire prior to meeting with a Student Disability Services Accessibility Specialist. For additional information; or visit Student Disability Services website and select the “Forms” tab to print a Disability Verification Form that you can send to your health care provider(s) to complete prior to meeting with an Accessibility Specialist.

The Accessibility Specialist may need additional detailed information from the diagnosing physician, your current health care providers, or other professionals that know and have worked with you to determine what accommodations/adjustments would best serve you in the post-secondary environment. You will be asked to sign a Permission to Consult Form allowing the Accessibility Specialist to contact those providers if you wish Student Disability Services’ assistance in gathering that information.

More about how your input is important...

Last Revised on 8/25/2014
Once you have been found eligible you will schedule an intake meeting. During your meeting among other things you will:

- be asked questions,
- be asked to talk about how you feel your disability affects you in different academic situations,
- describe what has been helpful in the past,
- have a chance to ask questions,
- have an opportunity to discuss any disability related topics,
- be trained about how to use the online system
- be trained on how to effectively use your accommodations/adjuncts.

Please note: accommodations/adjustments may vary upon the nature of the course and your specific functional limitations.

**Reasonable Accommodations/Adjustments**
The ADA mandates equal access and protects persons with disabilities from discrimination. While the ADA does require colleges to make reasonable accommodations/adjustments, the **ADA does not require colleges to provide special educational services, therapies or curriculum modifications.**

To determine reasonable accommodations/adjustments, Student Disability Services will seek information from university staff regarding essential requirements and standards for courses, programs, and facilities as needed. It is important to note that universities are not obligated to make fundamental alterations.

**Transferring Disability Documentation**
If a student wishes to have his/her documentation faxed to another college or institution, he/she must complete **Student Disability Services’ Release of Information Consent Form.**

Students must provide contact information of the person he/she wishes to receive the documentation including name, agency, agency address, phone number and fax number. Please contact Student Disability Services at 419.530.4981 if you need to transfer your documentation. Documentation is retained according to the University document retention policy.

**SECTION 3: Documentation Guidelines**

**Basic Documentation Guidelines**
Disability documentation submitted must be sufficient to determine what academic accommodation/adjustment will be most effective in a post-secondary environment. The level of detail, currency and specificity of the documentation needed to make this determination varies depending on the nature of the disability. Documentation submitted may include:

- documentation of a past history of use of academic accommodations/adjustments
• documentation completed by a licensed professional and/or properly credentialed professional (i.e. medical doctor, psychologist, etc.) explaining how the disability functionally limits or otherwise affects the student in the academic environment.

Additional documentation or access to past or current health professionals may be needed to determine your functional limitations as it relates to your academic performance (i.e. listing all current medications and potential side effects).

The documentation must clearly state the specific disability. A listing and/or description of the diagnostic methodology used to identify the specific disability must be included. Documentation must explain how the diagnosis functionally limits or otherwise affects the student's academic progress, and describes the current functional limitations of the student especially as it relates to the student's academic performance.

Your completed documentation will be reviewed by a Student Disability Services professional. Upon completion of the review, you will be sent information on the status of the review. All communication to students admitted to UT will be sent to your University account (Rocket email). For students not yet admitted to UT, information will be sent to the address listed on your documentation.

Student Disability Services houses in its files only material that relate to the individual students disability, functional limitations or academic accommodations/adjustments. Material unrelated to the students disability, the determination, or provision of academic accommodations/adjustments are not housed in Student Disability Services files. A student may request to review the contents of his/her own file when the Director or Accessibility Specialist is present. All information in the file is property of Student Disability Services.

For more information see Appendix I to review the Seven Essential Elements of Quality Documentation as developed by AHEAD, The Association of Higher Education and Disability.

SECTION 4: Temporary Assistance

Students whose documentation does not fit current Student Disability Services documentation guidelines, may be granted one semester of temporary accommodations/adjustments pending receipt of additional documentation required to meet documentation guidelines. Temporary accommodations/adjustments are evaluated on a case-by-case basis.

Students who have documentation of a temporary injury/medical condition, although not protected under Federal law, may also request temporary assistance through Student Disability Services. Accommodations/adjustments are provided only for the duration of the injury/medical condition.
SECTION 5: Accommodations/Adjustments and Processes

Once your accommodations have been determined you may request the specific accommodations/adjustments you wish to utilize in each of your courses using the Student Accessibility Management (SAM) system.

Requesting Accommodations/Adjustments

1. Make your request each semester for each course in which you determine accommodations/adjustments are needed. When preparing to make your request look at the requirements for each of your classes and chose the accommodations you wish to use. If you need help in determining which accommodations/adjustments will be appropriate for a particular class, consult with your Student Disability Services Accessibility Specialist.

2. Make your requests in a timely manner. The amount of time considered appropriate depends on the type of accommodations/adjustments.
   a. Please refer to the appropriate section in this student handbook to determine what is considered timely for all accommodation/adjustment requests.
   b. Register for classes during priority registration or as early as possible.
   (Note: It takes time to arrange accommodations/adjustments. Student requests for accommodations/adjustments received the week before or during finals week will be reviewed, however, rarely can accommodations/adjustments be implemented prior to the following semester.)

3. Modify your SAM request IMMEDIATELY if your schedule or accommodation/adjustment needs change.

4. It is important that you be willing to explore alternative academic accommodations/adjustments that may be more effective or appropriate at the post-secondary level than those you have received in the past and to which you may have become accustomed. There is often more than one way to accommodate a situation or activity.

Once accommodations/adjustments for the semester have been requested and approved through SAM, a Faculty Advocacy/Notification Memo stating your approved accommodations/adjustments will be found in your SAM mailbox. A copy will also be sent to each of your instructors via their UT email.

It is your responsibility to provide a copy of the Faculty Advocacy/ Notification Memo to your instructor(s). It is not advisable to discuss your disability-related needs with your instructor in front of the class or as your instructor is entering or leaving the class. We suggest in all classes you request an appointment with your instructor or attend his/her office hours to discuss implementation of your accommodations/adjustments.

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You do not need to disclose the specific nature of your disability to your instructor. However, if you are uncomfortable identifying your disability, keep the conversation focused on the accommodations/adjustments for which you are requesting. Meetings do not have to be in person. You may choose to have the conversation through email, by phone or video conference, etc.

Throughout the semester maintain communication with your instructors and your Accessibility Specialist. Together with your Accessibility Specialist, decide how often you will meet for follow-up appointments to check-in to address accommodations/adjustments.

**Change in Instructors**
If your instructor should change please contact Student Disability Services immediately so that a new Faculty Advocacy/Notification Memo may be sent. Ensure a copy of the memo is given to the correct instructor.

**Report Problems**
Immediately alert Student Disability Services and/or instructor if you are having difficulties with any accommodations/adjustments.

**Accommodations/Adjustments**
Accommodations/ Adjustments are individualized. It is important that you know the processes associated with each of your accommodations/adjustments, and your responsibility in those processes. There is no comprehensive list of accommodations/adjustments however, commonly used accommodations/adjustments may include:

**Alternative Media (alt media)/Electronic Text (e-text)**
Teamwork is essential in the alt media/e-text processes. Effective communication between you, the alt media/e-text staff, and the instructor is critical in providing access to accessible materials. The alt media/e-text staff needs information about the course, and textbooks from the instructor and input from you about your format needs. Procuring/editing and/or creating accessible alt media/e-text can be a very lengthy process.

1. Submit your e-text request as early as possible so that Student Disability Services can begin working with you to identify textbooks, request electronic versions from the publishers and begin editing the text to meet your needs. (Some books can take more than 3 months to receive from the publishers.)
   a) The status of your alt media/e-text requests can be tracked in SAM for more information visit the [SAM help website](#).
   b) If a textbook is not available through a publisher, or not received in a timely manner, you may choose to have Student Disability Services remove the binding of your book, scan, edit and return the book to you.
   c) You should notify Student Disability Services via email ([electronicText@utoledo.edu](mailto:electronicText@utoledo.edu)) or via phone at 419-530-4981 and ask to speak to alt media/e-text staff if you want to have a book scanned and allow the Student Disability Services alt media/e-text staff to remove the book binding. Scanning and editing time varies based on the length of the
material and complexity of the editing required. A plan should be discussed and arranged with alt media/e-text staff.

d) Many books may be available in an accessible electronic format prior to requesting them from our office. It is encouraged that you look at the options in the Alternative Format resource manual.

2. Receiving your alt media/e-text
a) Prior to receiving your alt media/e-text, you must sign a publisher’s agreement verifying that you will purchase the book, to use the material for educational purposes only and not to copy or share the material with anyone. This agreement will be signed one time via an e-form on SAM. Some publishers may request to see original sales receipt. Some publishers may require purchase of a new rather than used book to provide an electronic copy. In this case, if you chose to purchase a used copy it can be converted following the process in 1(c).

b) Once the book is received, the book will be uploaded to SAM and an e-mail will be sent to you letting you know it is ready for download. For directions on how to download your books please visit the SAM help page.
   i. Check your email daily and download files within one week of receiving them.
   ii. failure to download/pickup up requested e-text may result in a suspension of this accommodation/adjustment for the following semester until you have met with an Accessibility Specialist to discuss and reassess your e-text needs.
   iii. request assistance from Student Disability Services if you have difficulty accessing your e-text files by emailing electronictext@utoledo.edu or calling 419-530-4981.

Assistive Technology Virtual Lab
1. There is an assistive technology virtual lab (V-lab) available. Please visit the UT Virtual Lab website to download the client to run the lab for more information on software available in the lab please visits the Student Disability Services Accessible Virtual Lab Website. Assistance in utilizing software within the virtual lab is available through Student Disability Services.

Braille
1. Braille exams should be requested as early as possible. There is a minimum of 5 business days for graphics.
2. Material you need converted to Braille can be requested at Braille@utoledo.edu, i.e. Presentation notes.
3. Braille books will be sent out for conversion and must be ordered approximately 6 months in advance of the date needed. For specific information on requesting a book in braille format contact Student Disability Services.
4. Student Disability Services can also assist you, upon request, in the creation of materials that are not specific to a course that you wish to have in an alternate
format, such as your course schedule. The time needed for conversion to alt media/Braille varies, depending on the quality and format of the original material submitted for conversion.

5. Pick up Braille materials in a timely manner. Failure to pick up requested braille may result in a suspension of this accommodation/adjustment until you have met with an Accessibility Specialist to discuss and reassess your e-text needs.

Sign Language Interpreting and Speech-to-Text

1. Generally interpreters/speech-to-text transcribers can be assigned to courses in 3 to 5 business days however this is dependent upon availability of service providers and course complexity. Please request your accommodations/adjustments as early as possible.

   a) Interpreters or speech-to-text transcribers will be assigned to each class in which your request has been approved.

   b) Speech-to-text in the classroom is provided by a remote transcriber. During class you will be able to communicate with the transcriber in real time. Interactions should be related to the speech-to-text accommodation/adjustment.

      i. In the event internet access is not available at a location where you will be performing course related activities, please inform Student Disability Services as soon as you become aware.

   c) You will need to connect to the remote transcriber.

      i. Using a laptop computer and microphone loaned to you for the semester from Student Disability Services.

         i. To arrange for the equipment loan you will need to contact Student Disability Services and sign an Equipment Loan agreement. You must abide by all policies and procedures set forth in the agreement. All equipment must be checked out each academic semester.

         1. Inform Student Disability Services immediately if the equipment is not in working order, lost or damaged

         ii. There may be exceptions where a student is allowed to use their own approved equipment. You must bring your device in for evaluation by Student Disability Services staff before using your own equipment.

2. You will be provided training on how to access and utilize Speech to Text Transcription.

3. Contact Student Disability Services at least 24 hours in advance if you know you will be absent from a class, class will be in a different room or is cancelled.

4. Please be on time for class. The interpreter/speech-to-text transcriber will leave/sign-off after waiting 15 minutes for you to log-on, unless other arrangements are made in advance.
5. Speech-to-text is a real-time accommodation/adjustment.

6. The University is not obligated to provide copies of transcribed material. (Eltigani v. North Shore Community College, No. 11-P-1078)

7. To request an interpreter or transcriber for course related events outside the typical class times or classroom, complete the Interpreter Request Form. Please submit the form at least 3-5 business days before the date of the event to allow time for an interpreter/speech-to-text transcriber to be assigned.
   - Cancel the request 24 hours in advance if your schedule changes.
   - Contact Student Disability Services at 419-530-4981 or studentdisabilitysvs@utoledo.edu if you encounter any problems with the Interpreter Request Form.

8. To request an interpreter/speech-to-text transcriber for a university sponsored event, not related to a specific course, contact the organization or department sponsoring the event.

9. Interpreters/speech-to-text transcribers do not:
   - serve as tutors;
   - transport students;
   - share personal student information with instructors;
   - share their personal contact information with you (all correspondence is made through Student Disability Services).

Captioning

1. Captioning audio visual material takes time. The sooner you make your request the sooner instructors will become aware their course material must be captioned. This allows instructors more time to search for captioned material or submit material to Student Disability Services to be captioned.

Case Management

Case Management appointments can be made available to students on a weekly, bi-weekly, or monthly basis. If you are interested in requesting case management please contact your Accessibility Specialist.

Classroom Adaptations

Students with disabilities may need adaptive classroom furniture or equipment. Student Disability Services will work with instructors and facilities personnel to provide adaptive furniture and suggestions for adaptive equipment to those students who qualify for this accommodation/adjustment. Examples might include, but are not limited to: foot stool, chair with/without arms, adaptive computer software, mouse, keyboard, wheelchair accessible table or computer desk.

Field Placements, Practicum and Internships

Field placements, practicums, internship experiences and/or on campus activities are often very different than the typical classroom configuration and frequently involve a hands-on approach. As a result, the type of academic accommodations/adjustments required during
these experiences may be different than those in the classroom setting. It is your responsibility to:

1. Maintain open communication with your instructor and your Accessibility Specialist.
2. Ensure everyone understands the demands of the placement, your accommodations/ adjustments and discuss any concerns in advance of the placement to smooth the transition.
   a. Meet with your field placement, practicum or internship professor and/or supervisor well in advance of the scheduled start date of your field experience, practicum and/or internship if you wish to request an adjustment to your accommodations. It is suggested that you invite your Accessibility Specialist to also attend that meeting.

Please note: Transportation to and from the placement site and any personal accommodations/ adjustments such as hearing aids, wheelchairs, personal aids or personal care assistants are your responsibility.

Attendance Policy Exceptions
Students with certain physical, psychological or emotional disabilities may qualify for an attendance policy exception. It is critical that a student with an attendance policy exception:

1. **Be present for all scheduled class times unless unable to attend due to your disability.**
2. Meet the fundamental objectives and essential requirements of the course; multiple absences make it more difficult to meet those objectives with or without academic accommodation(s)/adjustment(s).
3. Maintain professionalism. As a common courtesy, you are required to inform instructors and other effected parties (i.e. clinical supervisor, preceptor, instructor, etc.) prior to an absence unless it is an emergency that prohibits you from doing so. In the case of an emergency, you must notify instructors and other effected parties as soon as possible after the emergency subsides.
4. Keep open communication with Student Disability Services, your instructors and other effected parties. It is your responsibility to work with instructors to determine how best to compensate for the missed class/course work. This will help you to stay on track and demonstrate to your instructor that you are a conscientious student.

Students should be aware that although an exception to the attendance policy has been made for them, absences may have a negative impact on their academic performance simply because of the content and the experiential learning they have missed by not being in class. If only for this reason, students should make every attempt to attend class and to observe deadlines for submission of assignments. Limitations may be placed on the number of classes that may be missed based on the documentation from your medical professional and your interactive process with your Accessibility Specialist. Additionally, limits on the amount of time which assignments can be completed may be based on the nature of the course.

**Please Note:**

Last Revised on 8/25/2014

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While UT makes every effort to reasonably accommodate a student’s disability related needs, academic requirements are not waived if doing so would fundamentally alter the requirements of an academic course, curriculum or program. Students should be aware that exceptions to attendance policies may not always be approved given the nature of the individual course, curriculum, or program.

**Frequent Breaks**
Qualifying students with disabilities may need frequent breaks for a variety of disability related reasons.

**Housing Assistance**
There are a variety of accessible housing options in the Residence Halls.

As required by the ADA, Student Disability Services determines eligibility for special housing accommodations/adjustments based on the disability documentation submitted.

Students may be eligible to have emotional support animals in their residence under Housing and Urban Development (HUD) regulations. For more information please visit [U.S. Department of Urban Development’s website](mailto:U.S. Department of Urban Development’s website).

Students may also be determined to be eligible for housing accommodations based on medical conditions that are not determined to be disabilities.

To learn more about housing options or to complete an application for Special Housing please visit the [Office of Residence Life website](mailto:Office of Residence Life website).

**Lab Assistant**
Qualifying students with disabilities may require physical assistance to meet laboratory course requirements. A lab assistant will only perform tasks as directed by you, so it is important that you give thorough, step by step directions when guiding the lab assistant in the completion of lab assignments. The lab assistant will follow your directions precisely and perform only steps as instructed and adhere to the safety guidelines and standards set forth by the department and instructor.

**Note-taking**
Note-taking accommodations/adjustments may include, but are not limited to; audio recording of class lectures, assistive note-taking technology, a class note-taker, as described below. Students are encouraged to try different note-taking accommodations/adjustments to determine what accommodation/adjustment works best for them in specific types of courses.

Students receiving note-taking accommodations/adjustments should also take their own notes to the best of their ability whenever possible and always utilize any notes, slides, or other course materials made available to the class by instructors to supplement their note-
taking accommodations/adjustments. Instructors may also provide students with disabilities additional instructor notes or materials.

1. **SmartPen:**
   SmartPens record everything you hear and write during lectures. For tutorials on the SmartPen please visit Current Students on the website. For questions or to learn more about how a SmartPen might help you call Student Disability Services. If you choose to use a SmartPen one is available for free from Student Disability Services if you do not have your own.

   Smart Pen recordings are for class use only and may not be shared with others. It is important to respect your instructor and fellow students by keeping your recordings confidential during the course and destroying them when the class concludes.

2. **Audio Recorder:**
   If you are eligible for and choose to use an audio recorder in a class you may borrow one from Student Disability Services if you do not have your own. If you borrow equipment you will need to sign an Equipment Loan Agreement. Please inform Student Disability Services immediately if the equipment is not in working order, lost, damaged, or stolen.

   Audio recordings are for class use only and may not be shared with others. It is important to respect your instructors and fellow students by keeping your recordings confidential during the course and destroying them when the class concludes.

3. **Note-taker:**
   - If you have recruited your own note-taker or have identified a classmate that you think would be a good note-taker contact the Academic Accommodation Specialist for Note-taking.
   - Notes are not a substitute for attending class and seldom fully represent the entire class experience.
   - Notes are subjective, so it is unlikely that anyone else will take exactly the same notes that you would take for yourself.
   - Student Disability Services encourages all students receiving note-taking accommodations/adjustments to identify themselves to the class note-taker and to build a relationship with that person. Open communication between you and the note-taker often helps note-takers better understand your note-taking needs and improves the quality and timely delivery of notes. Check your notes early in the semester to ensure they are what you expect them to be. **However, SAM does allow you to remain confidential. Your Accessibility Specialist will ask you if you want to remain confidential during your initial intake. If you choose not to be identified to your note-taker, your Accessibility Specialist can set the confidentiality setting in SAM. If you want to change this status you can change the confidentiality setting in the SAM system or contact the office.**
   - You are responsible for checking SAM regularly and downloading your notes. Notes will not be emailed or given directly to you.
• Notes may be scanned copies of handwritten notes, typed notes or amended copies of PowerPoint slides. Notes may be uploaded in .doc, .docx, or .pdf formats. Students experiencing technical difficulty with the form or format of the notes should immediately contact the Academic Accommodation Specialist for Note-taking for assistance.

• Student Disability Services also encourages all students receiving notes to schedule regular meetings with instructors during office hours to review their notes, fill in any gaps and ask questions to ensure understanding of the information in the notes.

• If, after speaking to instructors and attending class, you decide a note-taker is not needed in a class, in which you have previously requested a note-taker, please update your online request for accommodations/adjustments in SAM. Likewise, if you determine a note-taker is needed in a class in which one was not previously requested, update your request.

Para transit Shuttle
Students with mobility, sensory, or medical disabilities may be eligible for this accommodation/adjustment. Para Transit Shuttle is an inter-campus only service. Once you are found eligible for Para transit accommodations/adjustments through Student Disability Services you must make your requests online via The University of Toledo - Paratransit Request Form or contact UT Transit Services at 419-530-1026 to schedule ride requests.

Personal Amplification Systems
Some students who are D/deaf or hard of hearing may be eligible to use an FM or infrared amplification device (IR). These devices will be provided by Student Disability Services if you do not have your own device. If you borrow equipment you will need to sign an Equipment Loan Agreement, abide by all policies and procedures set forth in the agreement and return the equipment to Student Disability Services by the return date in the Equipment Loan Agreement or prior to any semester you are not enrolled. Please inform Student Disability Services immediately if the equipment is not in working order, lost or damaged. You are responsible for ensuring that the amplification system is properly setup at the beginning of each lecture.

1. In the case of an FM system, you will give your instructor a microphone and battery pack to wear.
2. In the case of an IR system you will place the transmitter near the instructor and maintain a clear line of sight between the receiver and transmitter.

Priority Registration
Students actively registered with Student Disability Services are eligible to register two days prior to the start of general registration. Priority registration dates are listed on the University Academic Calendar. This accommodation/adjustment allows you the opportunity to select schedules that match your unique disability-related needs.
Research Assistance
This accommodation/adjustment is available to those students who require physical assistance using certain library or research resources. Research Assistants will assist in the retrieval of library or research materials. Research Assistants will not perform any research themselves and will only perform tasks as directed by you.

Students requesting a Research Assistant must:
1. Identify resource materials needed and direct the Research Assistant in the recovery of the materials.
2. Be responsible for the cost of acquiring materials; for example (copying, purchasing newspapers etc.)
3. Work with Student Disability Services to have research materials evaluated and converted to alternative formats if needed. The timeframe for conversion to alternative format varies depending on the complexity, quality, and length of materials. Copyright law may require your purchase of some research-based materials prior to conversion.
4. Understand that Research Assistants are not to read materials to you unless you have a reader as an academic accommodation/adjustment.
5. Contact Student Disability Services if you need voice recognition software training.
6. Work with your Research Assistant only at the library or other public areas of the university campus.
7. Understanding that the Research Assistant may not edit assignments for you. Contact the Writing Center if you need assistance in formatting or proof reading your research assignments.

Service Animals
The work or task that the service animal preforms must be directly related to the individual’s disability, and can include a wide variety of services.

Clear and explicit rationale must exist for the animal’s function or service. Service animals are to exhibit appropriate behavior and must not disrupt the overall learning environment. The following animals are not considered service animals under Title II:
1. any animal besides dogs-regardless of whether they are domestic or trained (though there is a special provision permitting miniature horses as well)
2. animals that serve solely to provide a crime deterrent effect; and
3. emotional support, comfort or companionship animals.

Students with service animals must be responsible owners and caregivers for their animals.

Spelling/Grammar Check Option
Students with disabilities may be eligible to utilize one of the following as appropriate: dictionary, computer with spell check option to ensure correct spelling/grammar for in class writing assignments, and during testing or for in class, impromptu writings/assignments.

Alternative Testing Accommodation/adjustment
(Note: the term ‘test’ is used to refer to any quizzes, midterms, exams, finals etc.) Testing accommodations/adjustments may include, but are not limited to:
• extended test time,
• use of adaptive equipment or software during testing,
• use of a calculator, spellcheck or dictionary,
• a reader, or adaptive screen reading software
• a scribe or computer for self-scribing,
• adaptive furniture,
• breaks,
• a distraction reduced environment,
• enlarged materials,
• Braille materials,
• or an individually monitored room.

The process for providing access to testing accommodations/adjustments outside of the classroom or department varies by campus location and the accommodations/adjustments used. Please carefully review the process associated with your individual campus location and testing accommodations/adjustment.

Regardless of your accommodations/adjustments, it is important to meet with your instructors to discuss your testing accommodations/adjustments. It is generally preferable if tests can be accommodated by the instructor, a graduate student, or another member of the department familiar with the subject matter and terminology used in the course. However, when this is not feasible, alternative testing options are available.

**Taking exams and quizzes at the same time as the rest of the class**

**Unless** you have a make-up test accommodation/adjustment you are required to take exams and quizzes on the same day and time as the class unless extended time would cause you to miss part of any class. If possible, you are encouraged to schedule classes to avoid these conflicts. However, when that is not possible, it is important that you discuss the situation with your instructor. Together you and your instructor will need to make arrangements for tests to be taken as soon as practical after the class test time at a time that ensures that you do not miss portions of any class. Occasionally this may mean the test will need to be scheduled on a different date than the date on which the class takes the test. If you need assistance in addressing this issue with your instructors, please contact your Accessibility Specialist.

**Missing a scheduled exam or quiz**

If you do not arrive for a test scheduled in Student Disability Services and do not have the make-up test accommodation/adjustment, you will be considered a no-show and the opportunity to make-up the test will be entirely at the discretion of the instructor as it is with any other student who misses a test. The Testing Center or Student Disability Services may shred or return the uncompleted exam or quiz to your instructor.

**Arriving late for scheduled test in Student Disability Services**

If you arrive late for a test scheduled in the Student Disability Services, you will have two options: you may use the remaining scheduled time to complete your exam or you may
ask your instructor to allow you to take a late or make up exam. You must make
arrangements with your instructor to take a late or make-up exam. Permission to take a
late or make-up exam is at the discretion of your instructor as it is with any other student
who misses a test. Note that the 3 business day advance notice policy still applies for
scheduling to take a late or make-up exam in the Student Disability Services. Students
are always free to arrange with the course instructors to take late or make-up exams in the
Field House Testing Center or one-on-one with their instructor.

Instructor lectures before or after an exam or quiz
If your instructor plans on lecturing before or after an exam or quiz, this should be done
while you are in the classroom so that you do not miss any of the lectures. If you encounter
an issue related to this, please address it with your instructors or contact your Accessibility
Specialist immediately so the issue can be addressed.

Pop quizzes
For unannounced or pop quizzes, your instructor will arrange for the quiz to be
administered at an appropriate location and will release you from class to take the quiz
unless other arrangements are made.

Make-Up Tests
Students with certain disabilities may qualify for make-up tests. Make-up tests
accommodation/adjustment may only be used due to disability related absences. It is
critical that a student with this accommodation maintain open communication with Student
Disability Services and instructors. Work with your instructors to develop a plan for
making up missed tests that you may be unable to take on the scheduled date. Doing this
will benefit you and assure your instructor that you are a conscientious student. If you
need advocacy support after speaking with your instructor, please contact your
Accessibility Specialist.

Extended Test Time and/or a Distraction Reduced Environment

Law School Students
1. Arrange testing location and times with instructors and Law School Registrar.
2. Arrange written tests with the Law School Registrar. Please visit the Law School
Registrar’s website for additional information and hours of operation.
3. Contact the Law School Registrar if you have any questions about testing
processes and procedures prior to taking your first test.

Main Campus Students
1. Written/computer based tests may be taken at the Memorial Field House Test
Center (FH1080).
2. Ask the FH Test Center staff for ear plugs or ear muffs if needed.
3. Contact instructor to make arrangements to request a make-up test.
   a. Adhere to the FH Test Center policies and procedures. Please visit the
      University FH Test Center website for additional information and hours of
      operation.
b. Contact the FH Test Center if you have any questions about testing processes or procedures prior to taking your first test.

4. Laboratory tests should be arranged with your instructor. If assistance is needed in determining how laboratory tests will be accommodated, please contact your Accessibility Specialist.

Health Science Campus
1. Arrange written/computer based tests with the Academic Test Center (ATC). If necessary, work with your instructor to ensure ATC staff are aware of test dates and times well in advance of test date. Please visit the ATC website for additional information and hours of operation and contact the ATC if you have any questions about testing processes and procedures prior to taking your first test.

2. Laboratory tests should be arranged with your instructors. If assistance is needed in determining how laboratory tests will be accommodated, please contact your Accessibility Specialist.

Reader, Scribe, or Individually Monitored Room
1. Readers:
   a. may be asked to repeat information, so do not hesitate to ask.
   b. will only read what is on the printed page and cannot be asked to interpret, define, explain or reword questions.
   c. need feedback from you to be effective. Let your reader know what works best for you.

2. Scribes:
   a. will write down verbatim what you have dictated. The scribe is not responsible for organizing, spelling, punctuation or paraphrasing your thoughts into a final draft.
   b. You, the student are responsible for directing the scribe for any spelling of specific, class related terminology or punctuation within sentences.
   c. **You, the student are responsible to review what the scribe has written to ensure accuracy of your work. If there are corrections, you must direct the scribe to make them.**

3. Individually Monitored Room
   a. If you have been found eligible for the alternative testing accommodation of an individually monitored room you must schedule your exam through the Student Disability Services’s SAM system.

How to arrange for a reader, scribe or individually monitored room
1. You may choose to waive the use of these accommodations/adjustments on any specific exam or quiz and take the test in the classroom,

2. You may choose to utilize only extended time in a distraction reduced environment at the FH Center, ATC or Law School or a location arranged between you and your instructors.
If you choose to use your reader, scribe or individually monitored room accommodations/adjustments on a test, exam or quiz, follow the appropriate steps based on your location:

**Health Science Campus**
- Arrange written/computer based tests with the Academic Test Center (ATC). If necessary, work with your instructors to ensure ATC staff is aware of test dates and times well in advance of test date. Please visit the ATC website for additional information and hours of operation and contact the ATC if you have any questions about testing processes and procedures prior to taking your first test.
- Laboratory tests should be arranged with your instructors. If assistance is needed in determining how laboratory tests will be accommodated, please contact your Accessibility Specialist.

**Law School**
- Exams will be scheduled through the Law School Registrar.
- For reader/scribe contact testing@utoledo.edu or call Student Disability Services at 419.530.4981 and ask to speak to Terri Stibaner, the Academic Accommodation Specialist for testing, who will arrange the accommodations/adjustments.
- For individually monitored rooms contact the Law School Registrar.

**Main Campus Students**
- Meet with your instructors to discuss your testing accommodations/adjustments and complete a testing contract if you are approved and will be having your exams facilitated via Student Disability Services. During that conversation, make your instructors aware of any possible time conflicts so that the Testing Contract correctly documents days and times you are able to take tests for the course.
  - Once the contract has been submitted by the instructors, you will be able to schedule your tests, exams, and quizzes in the course.
- Schedule tests at least 3 business days in advance through SAM. Make sure you schedule a date and time that is within the parameters of your Testing Contract with your instructors. You may also update or cancel your tests through SAM. Additional information on using Student Disability Services’ Student Accessibility Management (SAM) System comes later in this document under Requesting Accommodations/ Adjustments using SAM.
- Arrive prior to the scheduled time to take your test. Time taking the test will not be extended due to late arrival. Utilize the calendar in SAM to track when your tests are scheduled.
During your tests you are only permitted items that your professor has
designated as acceptable, unless it is one of your academic
accommodations/adjustments. All other notes, calculators, computers,
books, bags, purses, cell phones, coats, water bottles, food and drink,
etc. must be left in the provided space in the Student Disability
Services office.

- Unless permitted as an academic accommodation/adjustment, you are
  not permitted to leave Student Disability Services once you begin your
  exam, without the permission of an Student Disability Services staff
  member.
- Adhere to Student Disability Services testing policies and procedures.
- Any concerns regarding the scheduling or administration of a test
  should be immediately brought to the attention of an Student
  Disability Services staff member.

Please note: When rescheduling a test, follow the process outlined above.
Remember, when updating a testing request in SAM you must ensure that you’re
requested date and time falls within the parameters of your Testing Contract with your
instructors. The system will not allow you to schedule exams less than 3 days in
advance, this includes tests that you reschedule. Student Disability Services strongly
suggests you schedule all tests when you receive your syllabus at the beginning of each
semester.

Section 6: Other Services

Advocacy
Student Disability Services coaches students in developing strong self-advocacy skills.
Student Disability Services will also, upon a student’s request, advocate on the student’s
behalf with instructors or other university entities if attempts at self-advocacy prove to be
unsuccessful.

Secondary Advising
Student Disability Services Accessibility Specialists are not college Academic Advisors,
but they can assist you in reviewing your academic course load to better address your
disability needs.

SECTION 7: Accessing Accommodation via SAM

Requesting Accommodations/Adjustments using SAM

Student Disability Services has a database management system, SAM, which allows
Student Disability Services to effectively track accommodations/adjustments and provide
you with independence and flexibility, when initiating or modifying requests for
accommodations/adjustments. UT has created online tutorials to assist you in effectively using SAM.

Please note that you will not have permission to login to SAM until:
- you are found eligible for academic accommodations/adjustments,
- and have registered for classes.
Once you have been found eligible and have registered for classes you may request accommodations/adjustments for your classes each semester.

You must request accommodations/adjustments each semester through SAM in order to access them.

Faculty Advocacy/Notification Memos will be emailed by your Accessibility Specialist to both you and to your professors through SAM. You are also responsible to provide a copy of the Faculty Advocacy/Notification Memo to your instructor(s). Your copy of your memos can be located in your SAM mailbox.

Scheduling (Student Disability Services) Testing Accommodations/Adjustments

If your accommodation includes a reader, scribe or an individual monitored test room for an exam or quiz which cannot be administered by the instructors or department, you may schedule testing in the Student Disability Services through SAM. For more information on scheduling tests through SAM see the Student Disability Services website, Instructions for scheduling tests.

Changing or Updating a Request in SAM
It is also important to remember that if you drop or add a class throughout the semester, you are responsible for updating your class information in SAM. Please contact Student Disability Services if you have any questions. For more information view the tutorial for changing/updating a request.

Checking Status of E-text Request
The status of each textbook can be viewed via SAM. The status bar will change under alternative formats as the book is going through the editing process. For more information on e-text status see the Student Disability Services website, Instructions on checking status of e-text.

Downloading Notes

Notes should be downloaded from SAM. Once a note-taker has uploaded their notes for a class you will be notified by email. For more information on downloading notes see the Student Disability Services website, Instructions for downloading notes.
SECTION 8: Veterans

Welcome Veterans! Thank you for your service to our country! Student Disability Services would like to make your transition or return to the University of Toledo as smooth as possible.

Student Disability Services provides individualized accommodations/adjustments for qualified veteran students with disabilities. Students can speak with an Student Disability Services Accessibility Specialist to discuss referral options for a student that may need accommodations/adjustments. Our meetings and contact will be discreet and CONFIDENTIAL.

In order to receive academic accommodations/adjustments from Student Disability Services, you must provide documentation of your disability from an appropriate professional. Please see the Student Disability Services website to review and print out the Student Disability Services Disability Verification Form to share with your VA Health Care Provider. We can also accept paperwork that discloses disability diagnosis, such as any DD Form(s), diagnostic exam(s), or evaluation(s).

Student Disability Services understands the difficulties in getting paperwork from the Veteran's Administration. If you have trouble obtaining any documentation, please contact us so that we may assist you in the process.

Campus Resource Links

Military Service Center – http://www.utoledo.edu/call/military/
Provides services to all veterans to help you achieve your academic goals.
Rocket Hall Room 1529 Phone: 419.530.1392 Fax: 419.530.1625

Counseling Center – https://www.utoledo.edu/studentaffairs/counseling/
Provides personal counseling dealing with a wide range of mental health topics including PTSD, depression and anxiety.
Rocket Hall Room 1810 Phone: 419.530.2426 Fax: 419.530.7263

Community Resource Links


US Department of Veterans Affairs – http://www.va.gov/

Ohio Dept. of Job and Family Services (ODJFS) - Veterans Services — http://jfs.ohio.gov/veterans/
Benefits and Resources Information


The Ohio Military Injury Relief Fund (MIRF) was created by House Bill 66 in June of 2005. The purpose of the MIRF is to grant money to soldiers injured while serving on active duty in Operation ENDURING FREEDOM (OEF) or Operation IRAQI FREEDOM (OIF).
SECTION 9: Complaints

Since passage of the Rehabilitation Act of 1973, The University of Toledo ("the University") has been committed to eliminating barriers to educational opportunities for people with disabilities. The University is dedicated to the goal of providing seamless access to all University services, programs and activities.

There are several options available to students who experience a problem an academic accommodation or adjustment.

Students may choose ask their Accessibility Specialist or the Director of Student Disability Services to act as their advocate and seek resolution of a situation when a course is not accessible or an accommodation has not been provided.

Students may choose to contact The University of Toledo's ADA/ Section 504 Officer to discuss the complaint. The University’s Section 504/ADA Compliance Officer is:
Wendy S. Wiitala
Phone: 419.530.5792
Email: wendy.wiitala@utoledo.edu

Students may file a complaints that a program, service, activity, or course is not accessible, an accommodation has not been provided or has discrimination based on disability has occurred through the University grievance procedure. That can be found in the UT Policy Number: 3364-50-03, Nondiscrimination on the basis of disability-

Students may also at any time choose to file a complaint with the Toledo Regional Office of the Ohio Civil Rights Commission or the Assistant Secretary of the Office for Civil Rights, United States Department of Education. These entities will take complaints and will investigate when appropriate.

Ohio Civil Rights Commission, Toledo
Regional Office
One Government Center, 936
Toledo, Ohio 43604
(419) 245-2900 (Voice/TTY)

Cleveland Office
U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800.421.3481
Fax: 202.453.6012; TDD: 800.877.8339
Email: OCR.Cleveland@ed.gov

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800.421.3481
Fax: 202.453.6012; TDD: 800.877.8339
Email: OCR@ed.gov
SECTION 10: Additional Helpful Information

**Barrier Removal**
Inaccessible paths of travel, Snow Removal, Malfunctioning Automatic Doors, Malfunctioning Elevators

If you have encountered campus access issues, please contact plant operations at 419.530.1000 and call or email the [ADA/504 Compliance Office](mailto:ADA504@utoledo.edu) at 419.530.5792 for immediate assistance.

**Campus Emergency**
If you have any threat or safety concern contact campus police at 419.530.2600

**Emergency Evacuation Plans**
If you have concerns about emergency evacuation because of your disability or medical condition, please contact an Accessibility Specialist at 419.530.4981.

**Parking**

**State Handicapped Placard**
UT policy requires students, instructors, and staff with a state handicap placard to also purchase an appropriate UT parking permit. [MyPics office](mailto:MyPics.office)

Phone: 419.530.5842

**Personal Care Attendants**
UT/ Student Disability Services does not provide personal care attendants. If you require the use of a personal care attendant, you will need to provide your own funding source/arrangements. If a personal care attendant will accompany you in the classroom and/or in on-campus housing, please discuss this with an Accessibility Specialist in order to best facilitate the process.

**Technology Emergency**
If you have problems with your computer or personal technology contact IT at 419.530.2400.

**Video Phone locations**
Video phones are located across campus for student use. If you need to use a video phone please visit [http://www.utoledo.edu/offices/student-disability-services/campusresources/pdfs/VP%20locations.pdf](http://www.utoledo.edu/offices/student-disability-services/campusresources/pdfs/VP%20locations.pdf) or locations.
SECTION 11: Campus Resources

**Academic Enrichment Center (AEC)**
**Health Science Campus**
**Mulford Library**
Phone: 419-383-4274
Fax: 419-383-3150
Visit the [Academic Enrichment Center](#)

**Academic Testing Center (ATC)**
**Health Science Campus**
**Center for Creative Education**
First Floor
Phone: 419.383.6566
Fax: 419.383.6618
Visit the [Academic Testing Center](#)

**Captioning of Videos**
**Student Disability Services**
**Rocket Hall 1820**
Phone: 419.530.4981
VP: 419.530.2612
Request captioning of audio/visual material at [Student Disability Services Captioning website](#).

**Counseling Center**
**Rocket Hall**
Room 1810
Phone: 419.530.2426
Fax: 419.530.7263
Visit the [Counseling Center website](#)

Comfortable and professional, the center represents an opportunity to pursue progress, healing, or education relating to your concerns. All services are provided free of cost to UT student, staff and instructors and at very little cost to the community.

**Learning Enhancement Center (LEC)**
**Carlson Library**
B 0200
Phone: 419.530.2176
Visit the [Learning Enhancement Center website](#)

Whether you need tutoring in a specific course, extra instruction in a course that is particularly difficult or help with developing study strategies, the Learning Enhancement Center is the first place you should contact to receive assistance.
Main Campus Medical Center
Located across from Academic House and next to the Law Center.
General Information: 419-530.3451
Student Appointments: 419.530.3451
Visit the Medical Center website
Offers comprehensive outpatient services, including office visits, radiology, physical therapy, and a women’s clinic.

Military Service Center
Location: 1529 Rocket Hall
Phone: 419.530.1392
Visit the Military Service Center website

Office of Equity and Diversity
3770 University Hall
Phone: 419.530.5538
Fax: 419.530.4433
Visit the Office of Equity, Diversity and Community Engagement website
UT is committed to developing and nurturing diversity on campus. The Office of Equity and Diversity focuses on recognizing the value of differences of individuals. The University of Toledo strives to create a culturally diverse student body, instructors and staff that helps showcase unique strengths and abilities of all people.

Rocket Rapid Response
2521 Student Union
Phone: 419.530.5923
mail to:rocketresponse@utoledo.edu
Visit the Rocket Rapid Response website
As a service of the Office for the Student Experience, Rocket Rapid Response is designed to assist you with comments, complaints, questions, or feedback.

Office of Student Involvement
2525 Student Union
Phone: 419.530.4944
Fax: 419.530.2800
mail to:studentinvolvement@utoledo.edu
Visit the Office of Student Involvement website
Offers information on student organizations, fraternities and sororities, commuter student services and programs, leadership training, leadership awards and recognition, campus-wide programming and student governance.

Psychology Clinic
1380 University Hall
Phone: 419.530.2721
Visit the Psychology Clinic website
The Psychological Clinic is the training site for graduate students in the Ph.D. program in clinical psychology in the Department of Psychology at The University of Toledo. Services including individual counseling and psychological testing are provided by master and doctoral students under the close supervision of clinical instructors who are licensed psychologists.

Residence Life
1014 Ottawa House West
Phone: 419.530.2941
Visit the Office of Residence Life website
Residence Life provides on campus living for undergraduates and graduate students; special program halls and learning communities; guest and summer housing.

Testing Center
Main Campus:
Placement & Make-up Testing
419.530.2011
Visit the Testing Center Website

The Writing Center
1005 Carlson Library
Phone: 419.530.4939
Visit the Writing Center website
Offers comprehensive writing tutoring that includes, help with starting papers, learning to proofread, overcoming writers block, helping students find resources, creating a thesis statement among other aspects of writing.

TRiO
5120 University Hall
Phone: 419.530.8852
Fax: 419.530.4933
mail to:studentsuccess@utoledo.edu
Visit the TRiO website
Our goal is to keep students in college, increase the number that graduate, and provide an environment that encourages excellence, supports success and fosters involvement. Services provided by SSS include orientation and study-skills courses, multicultural social events, individual academic advising, tutoring, and career and social adjustment counseling, as well as helping students to utilize existing university services. For eligibility information please visit the TRiO eligibility site.
**UT Rides**  
Phone: 419.536.TAXI (8294)  
Or text “RIDE” to 419.332.6772  
mail to: UTRides@utoledo.edu  
Visit the UT Rides website  
UT Rides is a joint service of The University of Toledo and Black & White Transportation.

### SECTION 12: Community Resources

**Ability Center of Greater Toledo**  
Location: 5605 Monroe Street Sylvania, OH 43560  
Phone: 866.885.5733  
Or visit the Ability Center website [http://www.abilitycenter.org/](http://www.abilitycenter.org/)

**Active Mobility**  
Location: 5702 Opportunity Drive  
Toledo, OH 43612  
Phone: 1.800.544.7460  
Or visit the Active Mobility website [http://www.amobility.com/](http://www.amobility.com/)

**Alpha Home Healthcare**  
Location: 1811 N. Reynolds Rd., Suite 101  
Toledo, Oh 43615  
Phone: 419.720.0028  
Or visit the Alpha Home Healthcare website [http://www.alpha-homehealthcare.com/](http://www.alpha-homehealthcare.com/)

**American Council of the Blind, Ohio Inc. (ACB)**  
Location: PO Box 307128  
Gahanna, OH 43230  
Phone: 614.221.6688  
Or visit the American Council of the Blind website [http://www.acbohio.org/](http://www.acbohio.org/)

**American Printing House for the Blind (APH)**  
Location: PO Box 6085  
Louisville, KY 40206-0085  
Phone: 800.223.1839  
Or visit the APH website [http://www.aph.org/](http://www.aph.org/)

**Assistance Dogs of America, Inc.**  
Location: 8806 State Route 64  
Swanton, OH 43558  
Phone: 419.825.3622  
Or visit the Assistance Dogs of America website [http://www.adai.org/](http://www.adai.org/)

Last Revised on 8/25/2014
**Bookshare**
Location: 480 South California Ave
Palo Alto, CA 94306
Phone: 650.352.0198
Or visit the Bookshare website [http://www.bookshare.org/](http://www.bookshare.org/)

**Bureau of Vocational Rehabilitation (BVR)**
Location: 400 E. Campus View Blvd. Columbus, OH 43235-4604
Phone: 800.282.4536 ~ 614.438.1200
Or visit the Bureau of Vocational Rehabilitation website [http://ood.ohio.gov/](http://ood.ohio.gov/)

**Diversified Transportation**
Location: 4730 W. Bancroft St. Toledo, OH 43615-3995
Phone: 419.535.0000
Fax: 419.535.6447

**Enabling Technologies**
Location: 1601 NE Braille Place Jensen Beach, Florida 34957
Phone: 772.225.3687
Or visit the Enabling Technologies website [http://www.brailer.com/](http://www.brailer.com/)

**Freedom Scientific**
Location: 11800 31st Court North
St. Petersburg, FL 33716-1805
Phone: 877.775.9474
Or visit the Freedom Scientific website [http://www.freedomscientific.com/](http://www.freedomscientific.com/)

**Guide Dogs for the Blind**
Location: 350 Los Ranchitos Road San Rafael, CA 94903
Phone: 415.499.4000
Or visit the Guide Dog for the Blind website [http://www.guidedogs.com/site/PageServer](http://www.guidedogs.com/site/PageServer)

**Guide Dog Foundation for the Blind, Inc.**
Location: 371 East Jericho Turnpike
Smithtown, New York 11787-2976
Phone: 631.930.9000

**Guiding Eyes for the Blind**
Location: 611 Granite Springs Road Yorktown Heights, New York 10598
Phone: 914.245.4024
Or visit the Guiding Eyes for the Blind website [http://www.guidingeyes.org/](http://www.guidingeyes.org/)

Last Revised on 8/25/2014
Home Health Care NRC
Location: 3600 Briarfield St. Maumee, OH 43537
Phone: 419.861.3333
Or visit the Home Health Care Website http://www.nursingresources.com/

Interim Healthcare
Location: 3425 Executive Parkway Ste 240
Toledo, OH 43606
Phone: 419.578.4698

Learning Ally
Location: 20 Roszel Road
Princeton, NJ 08540
Phone: 866.732.3585
Or visit the Learning Ally website http://www.learningally.org/

LS&S Group
Location: 1808 Janke Dr Ste G Northbrook, IL 60062
Phone: 800-468-4789
Or visit the LS&S Group website http://www.lssproducts.com/

National Alliance of Blind Students (NABS)
Email: board.acbstudents@gmail.com
Or visit the National Alliance of Blind Students website http://acbstudents.org/

National Federation of the Blind (NFB)
Location: 1800 Johnson Street
Baltimore, MD 21230
Phone: 410.659.9314
Or visit the National Federation of the Blind website http://www.nfb.org/

National Seating and Mobility
Location: 6501 Angola Road, Unit P Holland, OH 43528
Phone: 419.867.6857
Or visit the National Seating and Mobility website http://www.nsm-seating.com/index.htm
OAVIS - Ohio Alliance of Visually Impaired Students
Location: 1136 Haviland Avenue
Dayton, OH 45410
Phone: 1-800-835-2226

Ohio Rehabilitation Services Commission (RSC)
ORSC is the state’s agency that provides vocational rehabilitation services to help people with disabilities become employed and independent. Direct vocational rehabilitation is provided by two of its agencies: Bureau of Vocational Rehabilitation (BVR) and the Bureau of Services for the Visually Impaired (BSVI). BVR assists people with disabilities by providing vocational rehabilitation and other services. BSVI provides vocational rehabilitation and other services to Ohioans who are blind or have a visual impairment.

Location: 400 E. Campus View Blvd
Columbus, OH 43235-4604
Phone/ TTY: 800.282.4536 (In Ohio voice/TTY) Phone/ TTY: 614.438.1200 (Outside Ohio voice/TTY)
Or for additional information about services and programs provided by RSC please visit BVR/
BSVI website at http://ood.ohio.gov/

OHIO Relay System
Location: 180 E. Broad St Columbus, OH 43215
Phone:800.750.0750
TTY-TDD: 800.686.1570
Or visit the Ohio Relay System website http://www.puco.ohio.gov/puco/index.cfm/consumer-information/consumer-topics/ohio-relay-service/

Pulse Data Human Ware
Location: 175 Mason Circle Concord, CA 94520
Phone: 925.680.7100
Or visit the Pulse Data Human Ware website http://www.humanware.com/en-usa/home

Ryan’s Pharmacy
Location: 3340 Dorr St Toledo, Ohio 43607
Phone: 419.531.2836
Or visit Ryan’s Pharmacy website http://www.ryanpharmacy.com/

Sight Center- Cleveland
Location: 1909 East 101st Street Cleveland, OH 44106-8696
Phone: 216.791.8118
Or visit the Cleveland Sight Center website http://www.clevelandssightcenter.org/

Last Revised on 8/25/2014
Sight Center-Toledo
Location: 1002 Garden Lake Parkway
Toledo, Ohio 43614
Phone: 419.720.EYES (3937)
Fax: 419.720.3938
Or visit the Toledo Sight Center website http://www.sightcentertoledo.org/

Sorenson Video Relay Service
Location: 4393 South Riverboat Road, Suite 300
Salt Lake City, Utah 84123
Phone: 1.866.496.6111
VP: 1.801.287.9403
Or visit the Sorenson Media website http://www.sorensonvrs.com/

TARTA
Location: 1127 W. Central Ave
Toledo, OH 43697
Phone: 419.382.9901
Or visit the TARTA website http://www.tarta.com/reader-services/tarps/

TARPS
Location: 1127 W. Central Ave
Toledo, OH 43697
Phone: 419.245.5225
Or visit the TARPS website http://www.tarta.com/reader-services/tarps/

The Seeing Eye
Location: PO Box 375
Morristown, New Jersey 07963
Phone: 973.539.4425
Or visit The Seeing Eye website http://www.seeingeye.org/

The State Library of Ohio Talking Book Program
Location: 274 E. First St., Suite 100
Columbus, OH 43201
Phone: 614.644.7061
Please visit the Ohio Talking Book website http://www.library.ohio.gov/PCS/tlk_bk

TLC Transportation
Location: 5513 Telegraph Rd Toledo, OH 43612
Phone: 419.476-9350
Or visit the TLC Transportation website http://www.tlchcs.com/
Appendix I

Seven Essential Elements of Quality Documentation
(As developed by AHEAD, the Association of Higher Education and Disability, www.ahead.org)

1. The credentials of the evaluator(s).

The best quality documentation is provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is expected (e.g., an orthopedic limitation might be documented by a physician, but not a licensed psychologist).

2. A diagnostic statement identifying the disability.

Quality documentation includes 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. While diagnostic codes from the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Classification of Functioning, Disability and Health (ICF) of the World Health Organization are helpful in providing this information, a full clinical description will also convey the necessary information.

3. A description of the diagnostic methodology used.

Quality documentation includes a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with the norming population identified) within
the report is recommended. Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended. Methods may include formal instruments, medical examinations, structured interview protocols, performance observations and unstructured interviews. If results from informal, non-standardized or less common methods of evaluation are reported, an explanation of their role and significance in the diagnostic process will strengthen their value in providing useful information.

4. **A description of the current functional limitations**

Information on how the disabling condition(s) currently impacts the individual provides useful information for both establishing a disability and identifying possible accommodations/adjustments. A combination of the results of formal evaluation procedures, clinical narrative, and the individual's self-report is the most comprehensive approach to fully documenting impact. The best quality documentation is thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency and pervasiveness of the condition(s). While relatively recent documentation is recommended in most circumstances, common sense and discretion in accepting older documentation of conditions that are permanent or non-varying is recommended. Likewise, changing conditions and/or changes in how the condition impacts the individual brought on by growth and development may warrant more frequent updates in order to provide an accurate picture. It is important to remember that documentation is not time-bound; the need for recent documentation depends on the facts and circumstances of the individual’s condition. Generally, current testing and documentation is less than three years old. Students requesting accommodations/adjustments with documentation older than three years may be asked to submit more current documentation depending on the nature of the disabling condition.

5. **A description of the expected progression or stability of the disability.**

It is helpful when documentation provides information on expected changes in the functional impact of the disability over time and context. Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts. If the condition is not stable, information on interventions (including the individual's own strategies) for exacerbations and recommended timelines for re-evaluation are most helpful.
6. **A description of current and past accommodations/adjustments, services, and/or medications.**

The most comprehensive documentation will include a description of both current and past medications, auxiliary aids, assistive devices, support services, and accommodations/adjustments, including their effectiveness in ameliorating functional impacts of the disability. A discussion of any significant side effects from current medications or services that may impact physical, perceptual, behavioral or cognitive performance is helpful when included in the report. While accommodations/adjustments provided in another setting are not binding on the current institution, they may provide insight in making current decisions.

7. **Recommendations for accommodations/adjustments, adaptive devices, assistive services, compensatory strategies, and/or collateral support services.**

Recommendations from professionals with a history of working with the individual provide valuable information for review and the planning process. It is most helpful when recommended accommodations/adjustments and strategies are logically related to functional limitations; if connections are not obvious, a clear explanation of their relationship can be useful in decision-making. While the post-secondary institution has no obligation to provide or adopt recommendations made by outside entities, those that are congruent with the programs, services, and benefits offered by the college or program may be appropriate. When recommendations go beyond equitable and inclusive services and benefits, they may still be useful in suggesting alternative accommodations/adjustments and/or services.

Guidelines adapted from AHEAD, Association on Higher Education and Disability (www.AHEAD.org), *Seven Essential Elements of Quality Disability Documentation.*