# Table of Contents

Introduction .......................................................................................................................... 4-5

Commitment to Students with Disabilities ................................................................. 6
  - The Office of Disability Support Services Mission
  - The Office of Disability Support Services Hours of Operation

Definitions ............................................................................................................................ 7-8

Dispelling Myths .................................................................................................................. 9

Preferred Language .......................................................................................................... 10

The Role of Disability Support Services .......................................................................... 11
  - The Office of Disability Support Service and
    The Learning Resource Program

Rights & Responsibilities ................................................................................................ 12-13
  I. Office of Disability Support Services
  II. Faculty
  III. Students

Interacting with Students with Disabilities ..................................................................... 14-15

Teaching Students with Disabilities ................................................................................ 16-24
  - Teaching Students with Learning Disabilities and/or ADHD
  - Teaching Students with Visual Disabilities
  - Teaching Students with Physical Disabilities
  - Teaching Students with Hearing Disabilities
  - Teaching Students with Emotional/Psychological Disabilities
  - Teaching Students with Neurosocial Disabilities
  - Teaching Students with Speech Disabilities
  - Teaching Students with Other Disabilities

Reasonable Accommodations .......................................................................................... 24-27
  - Procedure for Requesting Accommodations
  - Describing Accommodations
  - Notification of Eligibility for Accommodations
  - Changes in Accommodation Needs
  - Academic Dishonesty
  - General Guidelines for Documentation
  - How to apply for Reasonable Accommodations and Academic Adjustments
Scheduling Accommodations for Academic Assistance

I. Testing
II. Note Takers
III. Textbooks in alternative format
IV. Books, University Publications, or class materials in Alternate Formats.
V. Sign Language Interpreters
VI. Assistive Listening Devices
VII. Adaptive Lab Equipment/Art Tools
VIII. Audio Recording of Class Lectures

Meeting Student Campus Accessibility Needs

I. Parking
II. Classrooms
III. Housing
IV. Attending Campus Events
V. Assistive Technology
VI. Dietary Modifications
VII. Service Animal Policy

Confidentiality

Grievance Procedure

Rehabilitation Act of 1973

Americans with Disabilities Act

Frequently Asked Questions

Student Counseling Center

Division of Student Affairs
**Introduction**

Students with disabilities represent an increasing segment of the population on America’s college and university campuses, contributing to the rich mosaic of diversity in the University setting. This handbook is designed to provide you with an introduction to the tools and resources available to guide you in the provision of quality education to students with disabilities.

The obligation to accommodate students with disabilities extends beyond the moral responsibility and beyond our university's commitment to fulfill the promise of access. President George Bush signed the Americans with Disabilities Act (ADA) into law on July 26, 1990. This law reinforces the concept of reasonable accommodations in education and mandates greater access to employment, transportation and public accommodations. There is a legal imperative, which is embodied in Section 504 of the Rehabilitation Act of 1973, often referred to as the "Civil Rights Act" for people with disabilities. It states, in part: No otherwise qualified individual with a disability 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.

In order to comply with this mandate, universities, such as Adelphi University, that receive federal assistance must assure that the same educational programs and services offered to other students be available to students with disabilities. To accomplish this goal, both physical and programmatic access must be provided. This means more than the removal of architectural barriers and the provision of auxiliary services. It means that reasonable accommodations must be made in the instructional process to ensure full educational opportunity. This principle applies to all teaching strategies as well as to institutional and departmental policies.

Adelphi University neither imposes accommodations on students nor pre-empts their responsibility to disclose and define their need for accommodation. Self-identifying a disability and asking for accommodations are personal decisions. If a student requests accommodations at Adelphi University, he or she is responsible for completing the process of registering with The Office of Disability Support Services. It is up to the student to take the initiative and remain actively involved in the accommodation process.

In addition to the existing support services provided by the University, faculty and staff also play an integral role in the success of students with disabilities. This Faculty & Administrative
Handbook is designed to help faculty members, staff, and administration to heighten their awareness about disabilities and to provide basic information to assist in accommodating the needs of students with disabilities.

It is understandable that faculty members and administrative staff might have questions or concerns when dealing with issues concerning the provision of services to students with disabilities. However, you are not alone in this venture and together with students and The Office of Disability Support Services (DSS), we can accomplish the goal of equal access while protecting Adelphi’s high academic standards and requirements.
Commitment to Students with Disabilities

Adelphi University's Office of Disability Support Services, as required under the Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, makes available reasonable accommodations and assistance to students with disabilities. The objective is to ensure that our students receive equal access to all of the University's programs and services. The Office of Disability Support Services' policies, procedures and practices reflect our commitment to offer students a meaningful opportunity to fully participate in and benefit from their educational experience. To that end, the Office seeks to balance students’ right to access with our obligation to protect the integrity of Adelphi University's programs and services.

The Office of Disability Support Service

The Mission of the Office of Disability Support Services (DSS) is to ensure equal access to all of the University's programs, services, and facilities for students with documented disabilities. Through leadership and guidance to the campus community, and assistance, advocacy, and reasonable accommodations for students, DSS helps ensure an accessible and supportive campus environment. DSS creates clear policies and procedures to meet the requirements of applicable law.

Hours of Operation*

(*Academic Year)

Monday 8:30 A.M- 7:00 P.M.
Tuesday 8:30 A.M- 7:00 P.M.
Wednesday 8:30 A.M- 7:00 P.M.
Thursday 8:30 A.M- 7:00 P.M.
Friday 8:30 A.M- 4:30 P.M.

Contact Information

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**Definitions**

*Reasonable Accommodations* in University programs and services are modifications of those programs, policies, practices, and procedures that enable qualified students with a disability to have an equal opportunity to benefit from and have access to University programs and services and providing auxiliary aides and services. An equal opportunity means a chance to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly situated student without a disability.

Students are not charged for the cost incurred in providing reasonable accommodations, including auxiliary aids and services. To determine reasonable accommodations, DSS may seek information from appropriate University personnel regarding essential standards for courses, programs, services, activities and facilities. Final determinations of reasonable accommodations are made by DSS in collaboration with the student and faculty as warranted. Examples of reasonable accommodations are extended time testing and books on tape. An accommodation is not considered reasonable when it compromises the essential elements of the curriculum or requires a fundamental alteration in the nature of the program, service or activity. Examples of unreasonable requests are a reduction in the amount of questions given on an exam or waiving reading assignments.

*Student* is a person enrolled in the University.

*Student with a disability* is a student who (1) has a physical, mental, medical or sensory impairment that *substantially* limits one or more of his/her major life activities; (2) has a record of such an impairment or; (3) is perceived to have such an impairment, or a student who has an abnormal condition that is medically cognizable or diagnosable.

*Qualified student with a disability* is one who, with or without reasonable accommodations, meets the academic and technical standards required for admission to, participation in, and/or fulfilling the essential requirements of college programs or activities, and has provided appropriate documentation of his/her disability.

*Undue hardship* is any excessively costly, extensive, substantial or disruptive modification or one that would substantially alter the nature or operation of the institution or any of its programs or services or threaten the health or safety of the University community.

*Program accessibility* means that all programs and services, when viewed in their entirety, are accessible to persons with a disability.

*Section 202 of the 1990 Americans with Disabilities Act* 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.
Section 504 of the Rehabilitation Act states “No otherwise qualified, handicapped individual in the United States shall solely, by reasons of his/her 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.

Impairment denotes any loss or abnormality of bodily function, whether physiological, psychological or anatomical. This can include brain lesions, loss of a limb or damage to or malfunction of organs. When speaking of impairment, the accent is on the organic or medical problem. For example, if someone is legally blind, the impairment is the loss of visual acuity.

Disability generally, is a restriction or lack of ability to perform an activity in a usual manner, resulting from impairment. The emphasis is on the practical problems faced in the performance of activities. If someone is legally blind, the disability refers to the inability to read print without the aid of magnification.
Dispelling Myths

The similarities of students with disabilities and other students are more significant than their difference. The first step in teaching students with disabilities is easy: treat them as you would all students. After all, they come to college for the same reasons others do and they bring with them the same range of backgrounds, intelligence and scholastic skills. These truths are easier stated than acted upon. The best of intentions may be derailed by attitudes and perceptions that dramatically distort our interaction with people who have disabilities.

Attitudes that distort our relationships with people who have disabilities may occur without malice, and are often the result of fears, guilt or inexperience with individuals who have disabilities. Distorting attitudes can be devastating to persons with disabilities. Unfounded or inappropriate attitudes reduce or bias our expectations of individual performance.

Defining a person by the disability, not by the person's humanness, leads us to isolate and segregate people with disabilities. It also hurts their pride and damages their confidence. Unfounded or inappropriate attitudes can be more disabling than any diagnosed disability. Stereotyping prevails on campus, as it does in the larger society. In college, though, it not only perpetuates the prejudicial treatment encountered by people with disabilities elsewhere, but it may undermine scholastic performance or access to educational opportunities. Stereotyping also reinforces barriers that students with disabilities are trying to overcome at critical junctures in their lives.

Revising our perceptions and attitudes is the first step in accommodating students with disabilities. It is vital to remember that similarities among all students are much more significant than their differences: they are all, first and foremost, students.
Preferred Language

People with disabilities (PWD) prefer that you focus on their individuality, not their disability. The best policy promotes the use of “people-first” language. The term “handicapped” has fallen into disuse and should be avoided. The terms “able-bodied,” “physically challenged” and “differently abled” are also discouraged. The following are some recommendations and guidelines that should be regarded as general caveats of appropriate behavior. Since everyone is different, these guidelines only hold true for most individuals most of the time:

Never use the article “THE” with an adjective to describe people with disabilities. The preferred usage, “people with disabilities,” stresses the essential humanity of individuals and avoids objectification.

NOT the deaf; deaf and dumb; suffers a hearing loss; afflicted with a hearing loss
USE people who are deaf; person who is hard of hearing

NOT the visually impaired
USE people who are visually impaired

NOT the disabled; handicapped; crippled; suffers from a disability
USE person with a disability; people with disabilities

NOT crazy; psycho; lunatic
USE person with a mental illness

NOT retarded; mentally defective
USE person with a developmental disability; person with mental retardation

Appropriate Terminology

Be careful not to imply that people with disabilities are to be pitied, feared or ignored, or that they are somehow more heroic, courageous, patient or “special” than others. Never use the term “normal” in contrast. A person in a wheelchair is a “wheelchair user” or “uses a wheelchair.” Avoid terms that define the disability as a limitation such as “confined to a wheelchair” or “wheelchair-bound.” A wheelchair liberates; it doesn’t confine. Never use the terms “victim” or “sufferer” to refer to a person who has had a disease or disability. This term dehumanizes the person and emphasizes powerlessness. For more information about disability etiquette and appropriate language, please contact The Office of Disability Support Services, X 3145, dss@adelphi.edu or visit our web page www.adelphi.edu/sa/dss.
The Role of the Office of Disability Support Services

Adelphi University maintains a department specifically dedicated to addressing all issues pertaining to our population of students with disabilities. The Office of Disability Support Services (DSS) stands out as a primary point of reference when it comes to the subject of equal integration of students with disabilities within the campus environment.

DSS provides a variety of services, including:

- Determination of eligibility for requested reasonable accommodations
- Coordination of the provision of reasonable accommodations
- Liaison between students with disabilities and faculty/administration/Adelphi Community
- Development and execution of disability awareness training programs
- Serve as a source of information, referral, and general support, not only for students with disabilities, but also for any interested faculty or staff members

The Office of Disability Support Services and the Learning Resource Program

In addition to the Office of Disability Support Services, Adelphi University offers a fee-for-service program that is nationally recognized for excellence. Located on the Lower Level of Chapman Hall, the Learning Resource Program is a highly competitive, limited admission, academic support program for students with a primary diagnosis of a learning disability and/or Attention Deficit/Hyperactivity Disorder (ADHD). In addition to coordinating the provisions of reasonable accommodations for students with learning disabilities and/or ADHD, the Learning Resource Program provides intensive, highly-structured personal services provided by professionals with advanced degrees. Many of the guidelines, policies and procedures of the Office of Disability Support Services and the Learning Resource Program are the same. It's important to note that not all students with Learning Disabilities/ADHD are enrolled in the Learning Resource Program and this may cause some confusion. Students should identify if they are registered with the Office of Disability Support Services or enrolled in the Learning Resource Program. The Learning Resource Program may advise faculty of students enrolled in the Program and will request feedback on attendance, performance, and class participation. The Learning Resource Program also invites feedback from faculty at any time during the semester.
Rights and Responsibilities

I. Office of Disability Support Services

The Office of Disability Support Services has the right to:

✓ Request and receive current disability documentation that supports requests for accommodations, academic adjustments, and/or auxiliary aids and services;
✓ Deny a request for accommodations, academic adjustments, and/or auxiliary aids and services if the documentation does not demonstrate that the request is warranted or the student fails to provide appropriate documentation;
✓ Select among equally effective accommodations, academic adjustments, and/or auxiliary aids and services;
✓ Refuse accommodations, academic adjustments, and/or auxiliary aids and services that impose a fundamental alteration of a University program or activity;

The Office of Disability Support Services has the responsibility to:

✓ Provide information to students with disabilities in accessible formats upon request;
✓ Ensure that courses, programs, services, activities, and facilities are available and usable in the most integrated and appropriate settings;
✓ Review Petitions for Accommodations to determine eligibility for services and nature of accommodations;
✓ Provide or arrange reasonable accommodations, academic adjustments, and auxiliary aids and services;
✓ Maintain appropriate confidentiality of records and communication, and to disclose such information when permitted by law;
✓ Serve as a liaison between students and faculty;
✓ Serve as a resource on disability issues for the Adelphi campus community.

II. Faculty

Faculty members have the right to:

✓ Identify and establish standards for courses and academic programs;
✓ Verify through DSS the eligibility for and nature of accommodations before provision of accommodations occurs;
✓ Provide testing and classroom accommodations
✓ Request assistance and resources from the Office of Disability Support Services.
Faculty members are responsible for:

✓ Evaluating students solely on the basis of their academic performance;
✓ Working with the student and the Office of Disability Support Services to ensure the provision of reasonable accommodations;
✓ Fostering an accessible learning environment to all learners;
✓ Addressing concerns about disability accommodations with the Office of Disability Support Services.

III. Students

Students with disabilities at Adelphi University have the right to:

✓ Equal access to courses, programs, services, activities and facilities offered through the University;
✓ Equal opportunity to learn and receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services;
✓ Information available in accessible formats.

Students with disabilities have the responsibility to:

✓ Meet qualifications and maintain essential institutional standards for courses, programs, services, activities, and facilities;
✓ Identify themselves as individuals with disabilities when requesting an accommodation and seek information, counsel, and assistance as necessary;
✓ Document disability according to established guidelines and demonstrate how disability substantially limits their participation in courses, programs, services, activities, and facilities;
✓ Follow published procedures for obtaining reasonable accommodations, academic adjustments, and/or auxiliary aids and services.

Students are advised to:

✓ Meet with each of their professors to discuss the testing and academic accommodations that they anticipate needing for each class;
✓ Self disclose their disability status to faculty and staff when appropriate;
✓ Exercise self-advocacy to meet their disability-related needs.
Interacting with Students with Disabilities

Many of us lack experience interacting with people with disabilities. We may feel awkward around them for fear of inadvertently saying or doing the wrong thing. Even our best intentions may be thwarted by our misperceptions about people with disabilities. Furthermore, as educators, stereotypes and unfounded attitudes we may hold might color our expectations for their academic performance. Thus, in a university setting, the first step towards positive interactions, which will result in a supportive academic environment, is to evaluate and possibly revise our perceptions and attitudes. In addition, observing the following principles may help to ease discomfort and contribute to having more successful interactions with students with disabilities both in the classroom and one-on-one.

❖ Keep in mind that students with disabilities are often hampered more by other people’s attitudes and by physical and methodological barriers than by any functional limitations they may have.

❖ Maintain an open mind about what a student with a disability can or cannot do. Often we assume that because we have not met someone with a disability in a given field, it cannot be done. Let the student determine her or his own capabilities.

❖ Act as an advocate for treating students with disabilities with the same dignity and respect you would any student. Allowing jokes about people with disabilities, discussing a student’s disability with others without prior consent, expecting a student to represent the views of all people with disabilities, and other forms of tokenism are inappropriate.

❖ Understand that there is a joint responsibility for successful interactions. Instructors must work with students in a partnership to find solutions to issues that confront them.

❖ Make yourself accessible in a variety of ways: e.g. telephone, email, and open office hours.

❖ Always address a student with a disability directly. Speak clearly, at a moderate pace and volume, and allow the student time to respond. Do not address the student’s companions, including interpreters and aids, rather than the student. Also avoid exaggerating or slowing your speech.

❖ It is not necessary to speak more loudly than usual to a student with a hearing disability. In fact, the louder the voice, the more likely the sound will distort when passing through a hearing aid.

❖ When communicating with a student who has a hearing disability, make sure there is sufficient lighting and you your mouth is not obscured. Be prepared to repeat or rephrase
what you are saying to facilitate comprehension. If there is a lack of comprehension, it is not considered insulting by most Deaf or hard of hearing people for you to write down what you are saying. Be aware that stressful and emotional situations make speech reading even more difficult than usual.

- Do not pressure a Deaf student to have a conversation using speech reading if the student is uncomfortable communicating in that way. If the student indicates that she or he would like an interpreter, arrangements can be make through DSS.

- Face your class while you lecture. Turning towards the blackboard while you talk makes it difficult for any student to hear what you are saying. In addition, facing the class will enable students with hearing disabilities to read your lips. Students with visual disabilities will also benefit from being able to hear you clearly since they may not be able to see what is written on the blackboard.

- It is ok to offer assistance to a student with a physical disability but be sure to respect the student’s personal space and dignity by asking before assisting. A good way to ask if you can help is, “May I give you a hand with that?” or “Do you want/need me to do anything?” Even if the student refuses, it is still not wrong to ask.
Teaching Students with Disabilities

Two very important facts to remember are: no two students are alike, even with the same disability; and each student is an expert concerning his or her own specific disability and in some cases has a lifetime of experience at creating accommodations. Course requirements for students with disabilities should be consistent with those for other students, although accommodations may be necessary. Academic accommodation as required by law is not meant to compromise academic standards or rigors. Rather, it is intended to create an opportunity for students with disabilities to learn and for instructors to evaluate them fairly. The following are some general tips for teaching and working with students with disabilities:

⇒ Standards for academic credit should not be modified for students with disabilities. All students must meet the required level of understanding and performance competencies for a given course. There may need to be modifications in the evaluation or testing method, but the content should not be changed.

⇒ It is unnecessary to rewrite an entire course to accommodate students with disabilities; simply modify the presentation of materials to make it accessible to them. If a specific task is impossible for these students to carry out, consider an alternative assignment unless the task is deemed an essential element of the course.

⇒ Treat students with disabilities as individuals. Be careful of making assumptions based on stereotypes. If one student with a particular type of disability has difficulty with a specific task, do not assume that the next student with the same type of disability will experience similar problems.

⇒ Some students find it extremely difficult to disclose their disability. They may be afraid of discrimination, or are embarrassed to talk about this personal and private information. Others have not fully broken through all of the denial about the existence of the disability itself. Such students may struggle through classes, finding success very difficult to achieve. Faculty can be a great help by setting an atmosphere in which students feel comfortable about coming forward to discuss any special needs they may have. The following actions may encourage request for needed service:

1. Include a statement on the class syllabus inviting students to discuss their special needs accommodations. This will let students know that while you are approachable and willing to work with them, it is their responsibility to communicate their needs to you in advance. An example of such a statement may read:

“If you have a physical, psychiatric, medical, or learning disability that may impact on your ability to carry out assigned course work, I urge that you contact the staff in the Office of Disability Support Services (DSS), Room 310 University Center, (516) 877-3145, dss@adelphi.edu. DSS
will review your concerns with you and together determine what accommodations are necessary and appropriate. All information and documentation of disability is confidential.”

2. Make a general announcement in the first class session that any student with a disability may be eligible to receive accommodations in the classroom by contacting The Office of Disability Support Services.

3. If a student does request accommodations, and they have not meet with DSS, advise that the student meet with the Coordinator as soon as possible. Appropriate documentation is required to discern what accommodations are appropriate for that condition. Do not provide accommodations without the approval of DSS.

⇒ Provide students with syllabus in advance, if possible. Placing the syllabus on-line, or handing it out in an enlarged format, will enhance its accessibility. Detail all course requirements, including the material to be covered, grading methods, and due dates.

⇒ Announce on the first day of class the desire to speak individually and privately (to protect the student’s confidentiality) with students with disabilities as soon as possible. Ask these students how their disability affects them and how their learning may be facilitated by you.

⇒ Announce on the first day of class your policies regarding attendance and make-up work. Reinforce this information by clearly stating it in the syllabus. These measures will allow students with disabilities who may anticipate being absent from class to make informed decisions about which courses to take.

⇒ Announce reading assignments well in advance since it can take several weeks to get a book tape-recorded. Also consider using a textbook that has a companion study guide which students have the option of using.

⇒ Provide lecture outlines – use overhead projectors or Power Point.

⇒ Put key words and ideas on the blackboard. Print when using the blackboard.

⇒ Present initial concepts deductively (when appropriate).

⇒ Provide repetition.

While it is not expected that instructors become expert on any disability, it is important to have a working knowledge of issues that may affect the students. Awareness of these issues will ensure that appropriate accommodations can be provided in order for students with disabilities to reach their potential in an academic setting.
Teaching Students with Learning Disabilities and/or Attention Deficit Hyperactivity Disorder (ADHD)

A learning disability is any of a diverse group of conditions that cause significant difficulties in perceiving and/or processing auditory, visual and/or spatial information. Of presumed neurological origin, it covers disorders that impair such functions as reading (dyslexia), writing (dysgraphia) and mathematical calculation (dyscalculia). No two students have exactly the same pattern or type of learning variance associated with a given learning disability.

Drawing upon the student's own experience offers invaluable clues to the types of adaptations that work. A student may have average to superior intelligence and adequate sensory and motor systems and yet have a learning disability. The extraordinary achievements of numerous people with learning disabilities confirm the coexistence of learning disabilities and average to superior intelligence. But learning disabilities have only recently been identified, and these conditions still often go undiagnosed. That is why people with learning disabilities, as well as others, often mistakenly believe a learning disability is an intellectual deficiency, which it emphatically is not.

In fact, the marked discrepancy between intellectual capacity and achievement characterizes a learning disability. Documentation of the disability is required not only to establish the need for special services but also to determine the kind of special services that are indicated. Students who are believed to have a learning disability that has not been previously or reliably identified should be referred to The Office of Disability Support Services.

While a learning disability cannot be "cured," its impact can be lessened through instructional intervention and compensatory strategies. In general, a variety of instructional modes enhance learning for students with learning disabilities, as for others, by allowing them to master material that may be inaccessible in one particular form.

In working with a student with a learning disability, the faculty member should try to encourage the student to discuss the nature of the disability to determine the kind of strategies that the student may need to compensate. Drawing upon the student's own experience offers invaluable clues to the types of adaptation that work.

ADHD can be medical diagnoses whereas a learning disability is always an educational one. But because they often interfere with a student's ability to learn, it is appropriate to consider them along with learning disabilities. While it is sometimes thought that only children have ADD, 30 to 70% of children with ADD continue to manifest symptoms into adulthood. (CH.A.D.D. 1993). These adults may have difficulty concentrating and may be distracted easily.

Students with ADHD are likely to exhibit motor restlessness (foot-tapping, shifting in seat) and may have difficulty focusing on information for long periods of time. The student may also be impatient and have difficulty delaying impulsive behavior. While some students receive medical treatment for ADHD, not all adults respond to drug therapy. For information regarding strategies for working with students with specific learning disabilities and/or ADHD, contact DSS x3145 or the Learning Disabilities Program x4710.
Teaching Students with Visual Disabilities

Visual impairment varies greatly. Persons are considered legally blind when visual acuity is 20/70 or less in the better eye with the use of corrective lenses. Most persons who are legally blind have some vision. Others who have low vision may rely on residual vision with the use of adaptive equipment. Persons who are totally blind may have visual memory, the utility of which varies depending on the age when vision was lost.

Whatever the degree of impairment, students who are visually impaired should be expected to participate fully in classroom activities, such as discussions and group work. To record notes, some use lap-top computers or computerized Brailers. Students who are visually impaired may encounter difficulties in laboratory classes, field trips and internships. With planning and adaptive equipment, these difficulties can be minimized. For information regarding specific strategies for working with students with visual disabilities, contact DSS x3145.

Teaching Students with Physical Disabilities

A wide range of conditions may limit mobility and/or hand functions. Among the most common permanent disorders are such musculoskeletal disabilities as partial or total paralysis, amputation or severe injury, arthritis, active sickle cell disease, muscular dystrophy, multiple sclerosis and cerebral palsy. Additionally, health impairments such as cancer, HIV/AIDS, cystic fibrosis, respiratory and cardiac diseases may be debilitating and, consequently, affect mobility. These conditions may also impair the strength, speed, endurance, coordination and dexterity necessary for proper hand function. Conditions such as cerebral palsy often involve sensory and speech dysfunction. While the degree of disability varies, students may have difficulty getting to or from class, performing in class and managing out-of-class tests and assignments.

Physical access to classrooms is a major concern of students who are physically disabled. This refers to those who use wheelchairs, braces, crutches, canes, or prostheses, fatigue easily and find it difficult to move about, especially within the time constraints imposed by class schedules. Occasional lateness may be unavoidable. Tardiness or absence may be caused by transportation problems, inclement weather, elevator or wheelchair breakdown or the need to wait for physicians' appointments. Going from class may pose similar problems, especially in cases of emergency. For information regarding specific strategies for working with students with physical disabilities, contact DSS x3145.

Teaching Students with Hearing Disabilities

Students who are deaf or hard of hearing may use a wide range of services depending on the language or communication system they use. Some people who are deaf are members of a distinct linguistic and cultural group. Often people who are hearing impaired have been deaf for a long time. Some may live in a community or extended family that includes numerous other individuals who are hearing impaired.
They may use American Sign Language as their first language. Therefore, members of this cultural group are bilingual, and English is their second language. As with any cultural group, people who are deaf have their own values, social norms and traditions. Because of this, faculty should be sensitive and attentive to cross-cultural information in the classroom setting. Some students who are hearing impaired may use American Sign Language interpreters in the classroom setting. Indications that a student has a hearing loss may include a student's straining to hear, intense concentration on the speaker's face, use of loud or distorted speech, requests to repeat or spell words and consistent failure to respond.

Hard of hearing refers to those individuals who may use speech, reading and/or hearing aids to enhance oral communication. Hearing aids or amplification systems may include public address systems and transmitter/receiver systems with a clip-on microphone for the instructor. For those who use speech reading, only 30 to 40 percent of spoken English is comprehensible even for those who are highly skilled. For people who are deaf or hard of hearing who choose to speak, feedback mechanisms are limited; therefore, vocal control, volume, intonations and articulation may be affected. These secondary effects are physical and should not be viewed as mental or intellectual weaknesses. A variety of services are available to students who are hard of hearing.

Students may use Signed English, American Sign Language, Cued Speech or oral transliterations in the classroom -- visual systems that enhance the reception and expression of spoken English. For information regarding specific strategies for working with students with hearing disabilities, contact DSS x3145.

Teaching Students with Emotional/Psychological Disabilities

Students with emotional, psychological and social disabilities present some of the most difficult challenges to a professor. Like some disabilities, these impairments may be hidden or latent, with little or no effect on learning. Unlike students with other kinds of disabilities, emotional disabilities may manifest themselves in behavior ranging from indifference to disruptiveness. Such conduct may make it difficult to remember that students with emotional and social impairments have little control over their disabilities.

One of the most common psychological impairments among students is depression. The condition may be temporary-- a response to inordinate pressures at school, on the job, at home or in one's social life. Depression may be manifested as a pathological sense of hopelessness or helplessness which may provoke, in its extreme, threats or attempts at suicide. It may appear as apathy, disinterest, inattention, impaired concentration, irritability or as fatigue or other physical symptoms resulting from changes in eating, sleeping or other living patterns. Anxiety is also prevalent among students and may also be the reaction to stress. A student need not be psychologically impaired to experience anxiety. Mild anxiety, in fact, may promote learning and improve functioning.

Severe anxiety, however, may reduce concentration, distort perception and weaken the learning process. Anxiety may manifest itself as withdrawal, constant talking, complaining, joking or crying,
or extreme fear, sometimes to the point of panic. Bodily symptoms might include episodes of light-headedness or hyperventilation.

Students are susceptible to a myriad of other social and emotional disorders, including expressing inappropriate classroom behavior or inadequate performance of assignments. Some troubled students who are undergoing treatment take prescription medication to help control disturbing feelings, ideas and behavior. This medication might cause undesirable side effects such as drowsiness or disorientation. In dealing with psychological conditions that impair the functioning of the affected student, follow the principles outlined for working with students with any disabilities. If the behavior begins to affect others, your course or your instructions, consider the suggestions below:

- Discuss inappropriate behavior with the student privately and forthrightly, delineating the limits of acceptable conduct. It may be appropriate to have a witness to your conversation.

- In your discussions with the student, do not attempt to diagnose or treat the psychological disorder, but only the student's behavior in the course.

- If you sense that discussion would not be effective, or if the student approaches you for therapeutic help, refer the student to the Student Counseling Center, the Office of Disability Support Services, Student Health Services or the Dean of Student Affairs Office.

- If abusive or threatening behavior occurs, refer the matter to the Dean of Student Affairs or the Office of Public Safety.

For information regarding specific strategies for working with students with emotional/psychological disabilities, contact DSS x3145.

**Teaching Students with Neurosocial Disabilities**

Students with Asperger’s Syndrome (AS) and high-functioning Autism present a special challenge in the educational milieu. Autism and the linked condition, Asperger’s syndrome, are conditions that have only been recognized for the last thirty or forty years and there are considerable differences of opinion about causes, diagnoses and support. Many people with Autism also have learning difficulties and other disabilities that mean they are less likely to enter higher education. However, people with Asperger’s Syndrome are likely to have the same range of intellectual skills as the general population, though they may have a number of other characteristics that make education less accessible to them.

People with Autism or Asperger’s syndrome have particular difficulties with social interaction and with abstract concepts. They may find it difficult to understand the social and cultural “rules” that most people take for granted, and so may misinterpret the intentions, behavior and conversation of
others. They may, for example find it very difficult to make appropriate small talk or to know when to pause in conversation to allow someone else to speak. They may miss unspoken messages given through body language or tone of voice that other people pick up subconsciously. They are likely to use language literally, finding it difficult to understand metaphors, jokes or abstract concepts. This difficult with the abstract extends to other areas; people with Autism and Asperger’s Syndrome are usually reliant on fixed routines which are known and trusted. They may not know how to approach change in that routine. They may have stereotyped or repetitive behavior, such as wishing to sit in the same seat and becoming upset if they cannot, or always wearing similar clothing.

As social interaction is so intrinsic to the way that most teaching and learning takes place, students with Autism or Asperger’s Syndrome may find the experience of higher education daunting. However, the following suggestions offer some general guidelines for teaching to students with Autism or Asperger’s Syndrome:

- Students may find abstract language and metaphors impossible or difficult to understand. Try to use literal Language wherever possible and be explicit about precisely what you mean.

- It may be helpful, especially at the beginning of the course, to provide extra time immediately after group sessions to check that sessions have been understood.

- Some students may find it difficult to work in a group. If it is possible and appropriate, consider alternative ways of completing group assignments.

- The student may like to sit in the same seat every session. If this is the case, try to ensure that the arrangement of the seating does not vary too much between sessions.

- Students with Autism or Asperger’s Syndrome will usually rely heavily on a routine. This may prove difficult during examination periods, or whenever routine is necessarily broken. Be sure that students talk this through with you or DSS in advance so that they are prepared.

- Students may also benefit from the opportunity of knowing the instructions and structure of examinations and papers in advance so that any confusion can be cleared up and anxiety minimized.

- Carrier language and the rubric of examinations and papers need to be both explicit and literal. For some students, multiple choice papers can be particularly confusing, and alternatives may be appropriate.

For information regarding specific strategies for working with students with neurosocial disabilities, contact DSS x3145.

Teaching Students with Speech Disabilities

Speech impairments range from problems with articulation or voice strength to complete loss of voice. They include difficulties in projection, as in chronic hoarseness and esophageal speech;
fluency problems, as in stuttering; and nominal aphasia, which alters the articulation of particular words or terms.

Patience is the most effective strategy in teaching students with speech impairments. Some of these difficulties can be managed by such mechanical devices as electronic "speaking" machines or computerized voice synthesizers. Others may be treated through speech therapy. Speech impairments can be aggravated by the anxiety inherent in oral communication in a group. For information regarding specific strategies for working with students with speech disabilities, contact DSS x3145.

Teaching Students with Other Disabilities

Many other conditions may interfere with a student's academic functioning. Some of their symptoms, and the types of intervention required may resemble those covered elsewhere in this handbook. The general principles set forth apply, particularly the need to disclose the disability status and to discuss with the student both its manifestations and the required accommodations. The following are some of the more prevalent disabilities among students: Cancer, Cerebral Palsy, Traumatic Brain Injury, Multiple Sclerosis, Muscular Dystrophy, Respiratory Problems, Seizure Disorders, and Sickle Cell Anemia. For information regarding strategies for working with students with specific conditions, contact DSS x3145.
Reasonable Accommodations

Procedure for Requesting Reasonable Accommodations

The following procedures for requesting reasonable accommodations are included in the DSS Student Guide and are provided for your information.

Students must follow procedures for requesting accommodations, including:

1. Complete Petition for Reasonable Accommodations form.
2. Submit disability documentation.

Students must allow at least two weeks for DSS to review all requests for accommodations.

NOTE: The University and the Office of Disability Support Services reserve the right to deny requests for services or accommodations while the receipt of appropriate documentation is pending.

Describing Reasonable Accommodations

Reasonable accommodations are adjustments to programs, policy, and practice that make aspects of the University experience accessible and provide equal opportunities to Adelphi students with disabilities. An equal opportunity means a chance to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly situated student without a disability. Students are not charged for the cost incurred in providing reasonable accommodations, including auxiliary aids and services (e.g., sign language interpreters, note-taking services, text conversion to alternative accessible formats, audio or video tapes, etc.).

To determine reasonable accommodations, DSS may seek information from appropriate University personnel regarding essential standards for courses, programs, services, activities and facilities. Final determinations of reasonable accommodations are made by DSS in collaboration with the student and faculty as warranted. Reasonable accommodations are determined by examining:

1. Environmental barriers limiting curricular, facility, or programmatic access.
2. Whether or not the student has access to the course, program, service, activity or facility without an accommodation.
3. The range of possible accommodations that might remove the barriers;
4. Whether or not essential elements of the course, program, service, activity or facility are compromised by the accommodations.
Notification of Eligibility for Accommodations

A letter is sent to the student stating either approval or denial of accommodations. The approval letter will list the accommodation(s) to which the student is entitled. The student is to obtain an Accommodations Card from the Office of Public Safety. Then, he/she is to use the Accommodations Card when seeking services. The letter of denial will explain the reason for denial and appeals process should the student choose to pursue this route.

Changes in Accommodations Needs

- Students are entitled to request additional accommodations or academic adjustments during the course of the semester, or at any time during their tenure at Adelphi University.
- Students are also entitled to request modifications to the nature of the accommodations.
- Students must work with the Office of Disability Support Services for appropriate changes to accommodations, academic adjustments, and/or auxiliary aids and services. DSS should be contacted at the earliest indication of accommodation needs and appropriate documentation must be provided to support accommodation. Students must allow at least two weeks for the coordination and provision of new accommodations or modifications to existing accommodations.

Academic Dishonesty

Students registered with the Office of Disability Support Services are expected to uphold all of the University’s academic integrity policies and abide by the Student Code of Conduct. The Office of Disability Support Services is committed to upholding these policies. Any actions that compromise academic integrity or Adelphi’s Student Code of Conduct will be referred to the Dean of Student Affairs for appropriate disciplinary action. Furthermore, students who engage in acts of academic dishonesty while receiving testing accommodations through the Office of Disability Support Services risk a suspension of their testing privileges through DSS.

General Guidelines for Documentation

Section 504 of the Rehabilitation Act and the ADA allow colleges to require disability documentation to verify the need for accommodations. The Office of Disability Support Services has established the following guidelines for documentation:

- Documentation must be recent in order to assess the current impact on academic functioning.
- Documentation must be comprehensive and establish clear evidence of a significant impact on academic functioning.
- Documentation must be relevant to requested accommodations.
- Documentation must be from a medical or other licensed professional.
- Documentation must be accompanied by a history of reasonable accommodations and
academic adjustments.

- If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodation(s), the University has the discretion to require additional documentation. Any cost incurred in obtaining additional information must be borne by the student.

- If documentation is not available, you may request learning or psychological disability evaluations to be administered by Adelphi University’s Derner Institute for Advanced Psychological Studies. They can be reached at (516) 877-4820. There is no cost to students for these services. Upon request, additional referrals for disability evaluations are available through DSS.
Office of Disability Support Services

How to Apply for Reasonable Accommodations and Academic Adjustments

If Accepted:
- Receive Letter of Approval
- Obtain an Accommodations Card from Security Department
- Use Accommodations Card When Seeking Reasonable Accommodations and Academic Adjustments

If Denied:
- Receive Letter of Denial
- Initiate Appeal Process (If Desired)

Contact DSS to obtain a petition or go to students.adelphi.edu/sa/dss to download a petition form.

Submit Petition for Accommodations, Consent for Release of Information and Documentation of a Disability

Evaluation of Petition and Documentation by the Director of Disability Support Services
**Scheduling Accommodations for Academic Assistance**

I. Testing

- Student must advise instructor of exam accommodation and determine site of exam.

- If it is determined that the exam will be proctored at the Office of Disability Support Services, student must submit request electronically one week (7 days) prior to the date of the exam by visiting the DSS website at [http://students.adelphi.edu/sa/dss/](http://students.adelphi.edu/sa/dss/) and clicking on Request to Proctor Exam form. Students may also download a printable version (PDF 156KB) and submit to the DSS office directly.

- If instructor reschedules the exam, student must notify DSS to reschedule accommodative testing. DSS will confirm any changes with the instructor. If student is sick or unable to take the exam at the scheduled time, DSS requires student to:
  - Contact instructor.
  - Contact DSS to explain you will not be taking the exam on that day.

Student must contact DSS prior to scheduled exam time when unable to take exam. Make-up exams will only be permitted with approval of instructor.

**DSS Administered Day of Exam Instructions**

- Student must arrive at least five (5) minutes before scheduled exam start time at exam site. Review format of the examination with the proctor. Arrival at exam site after the scheduled exam start time may result in loss of extended time allocation.

- Ask questions directly to proctor. If proctor is unable to answer questions, DSS will arrange for student to be escorted to class to direct any questions to instructor.

- Must take examination according to approved testing accommodations.

- Return completed exam to proctor. All scrap paper and worksheets must be returned with the exam.

**A Final Word on Testing**

- Accommodative testing allows the student to take his/her exams in an alternative environment, or in an alternative format. Accommodative testing does not alter the content of the exam. Students with disabilities are held to the same standards as students without disabilities.

- Students using accommodative testing at the DSS office are expected to uphold the integrity
of the exam. Should that integrity be compromised in any manner, students will be referred for disciplinary action. Cheating and all other forms of academic dishonesty will not be tolerated.

II. Note takers

If a student with a disability is eligible for a note taker, DSS arranges for the student to receive a copy of a classmate’s notes. Handwritten notes are available immediately following class*.

*Alternative format to handwritten notes may take up to 24 hours to receive.

- Students who need note taking services must notify DSS upon registration but not less than four (4) weeks prior to the start of each semester. Students must provide DSS a list of specific classes for which they need note takers. Late notification may result in a delay in services.

- Students reserve the right to monitor the quality of notes. If a student is not satisfied with the notes they are receiving, the student must contact the DSS office directly. DSS will seek assistance from the instructor when it is necessary to determine quality of notes as it pertains to each specific class. When appropriate, DSS will arrange for a different note taker.

III. Textbooks in Electronic or CD Format

Students who require their textbooks in Electronic or CD as an accommodation must adhere to the following procedures:

- Students must notify DSS upon registration, but no less than four (4) weeks prior to the start of each semester. Students must provide a list of the books they need each semester in Electronic or CD format. Late notification may result in a delay in the acquisition of books in alternative format.

- Books on CD are available for pickup Monday through Friday, 8:30 A.M. to 4:30 P.M. Electronic format will be emailed directly to student. A permission form must be signed by the student indicating they have purchased the textbook prior to receiving electronic format.

- Students must show proof of purchase for textbooks provided in alternative format by the publisher. This guideline also applies to scanned textbooks*.

IV. Books, University Publications, or class materials in Enlarged Print or Audio Format

- Students must notify DSS of need for materials in alternate format. Requests for textbooks in enlarged print must be made each semester. You must notify DSS four (4) weeks prior to the first day of class. Late notification may result in a delay in the acquisition of
textbooks in enlarged print. Students must provide a list of classes for which they need enlarged print textbooks.

- Students who need publications or class materials in audio format may use the assistive technology in the DSS Lab and campus wide. Students may also request materials in audio format through DSS. Students must complete a Request to Proctor form a minimum of one week for conversion of materials to audio format. Students are required to obtain their own tapes. Tape recorders are available for loan from the DSS Lab.

- Students who require class handouts and materials in enlarged print format must submit a written or verbal request to the DSS office each semester. Students must allow a reasonable time-frame for the DSS office to complete the process for enlarging class materials and handouts, a minimum of three (3) business days. Upon receipt of the student’s request, the DSS will work with instructors, and the student, to provide enlarged print format.

V. Sign Language Interpreters

- Sign language interpreting services are arranged for students who are deaf or hard of hearing. Students must adhere to the following protocols in order to receive interpreting services:
  - Notify DSS at least four (4) weeks prior to the start of each semester of interpreting needs. Late notification may result in a delay in services.
  - Interpreting services for events, tours, orientation, registration, etc. require at least two (2) weeks’ notice when possible. Late notification may result in a delay in services.
  - When you are unable to attend class due to illness or other reasons, notify DSS two (2) full business days in advance. At least two (2) full business days advance notice is required to cancel interpreting services without a penalty. Students who develop a pattern of missing classes without notifying DSS may be held responsible for interpreting costs.
  - Students must notify DSS of class scheduling changes, including room location changes, course selection changes, or of class time changes.

VI. Assistive Listening Devices

Assistive Listening Devices (ALDs) are available at DSS and can be obtained Monday through 8:30 A.M. – 4:30 P.M. ALDs are available for use during classes and other campus programs and events on a daily basis, first come, first serve. ALDs must be signed out and returned same day. Students will be billed for any damages or lost ALDs.

- Olmsted Theatre has a separate listening system available to patrons. Information about this system can be obtained by calling (516) 877- 4010.
- The University Center ballroom is also equipped with an Assisted Listening Device. See an Auxiliary Services Staff Person to obtain a unit, UC 301.
- T-Coil Hearing Loop System available in Post Hall, Room 107.
VII. Adaptive Lab Equipment/Art Tools

Adaptive Equipment for lab or art classes can be arranged for students through DSS. Requests should be made at least four (4) weeks prior to the first day of class. Late notification will result in a delay in the acquisition of adaptive equipment. Adaptive Lab Equipment and/or Art Tools are provided based on programmatic and individualized need.

VIII. Audio Recording of Class Lectures

If you are requesting to audio record class lectures, students must adhere to the following policies and protocols:

- A determination as to whether audio recording is appropriate will be reviewed and considered on a case by case, individualized basis by the Director of the Office of Disability Support Services. The objections of instructors and classmates to audio recording of class lectures will not be a factor of consideration during the review process and final determination made by the Director of the Office of Disability Support Services.

- In cases where audio recording by the student is determined to be inappropriate by the Director of the Office of Disability Support Services, an alternative accommodation of adequate quality and effectiveness shall be provided and implemented in accordance with supporting documentation submitted by the student. This may include, but is not limited to, a note taker, a note taker providing class lecture notes in an alternative format to printed text, or the instructors controlling the use of audio recording devices during class time to ensure that only appropriate material is recorded.

- Should audio recording of class lectures be deemed appropriate, the student for whom this accommodation has been approved must read and sign an Audio Recording Agreement and Promissory Note prior to using recording device.

- The student who has received approval to audio record class lectures must notify each instructor of the approved, documented accommodation to audio record class lectures.

Meeting Student Accessibility Needs on Campus

I. Parking

Accessible parking permits are available through DSS. Students must follow the application process in order to receive handicapped parking permits.

- Obtain standard Adelphi student parking decal from Public Safety (Levermore Hall, lower level).
- Submit medical verification forms to DSS as well as proof of holding a State or County Accessible Parking Permit.
• Complete accessible parking permit application.
• Application is not reviewed until all aforementioned materials are submitted.

II. Classrooms

DSS arranges for classroom relocation for students with disabilities in order to remove barriers, such as buildings without elevators. Students must:

• **Notify DSS upon registration but not less than four (4) weeks prior to the start of each semester** of their classroom accessibility needs.
• Provide information regarding their limitations with:
  -- Desks
  -- Seating
  -- Stairs and/or elevators
  -- Specific buildings on campus

III. Housing

Students who require modifications to their rooms on campus or need special housing arrangements should contact DSS as soon as possible. Students must complete the petition for accommodations form and provide relevant documentation to support the need for the requested accessible housing accommodations.

IV. Attending Campus Events

Accommodations for campus events are coordinated primarily by the department sponsoring the event and with assistance provided by DSS. Students must notify sponsoring department of accommodations needed to attend the event (examples: sign language interpreters for a theatrical production or accessible transportation for off-campus trip sponsored by Adelphi University.)

V. Assistive Technology

Access to computer software, hardware and electronic information is critical for educational and career achievement. The widespread use of computers and the Internet is now commonplace in higher education. College students routinely use computers to complete assignments, conduct research on the Web, and take part in online activities. Adelphi University is deeply committed to providing opportunities for college students who have disabilities to meet the academic demands of college through access to appropriate technology tools. State of the art assistive technology solutions are available at the Adelphi Swirlbul Library and The Office of Disability Support Services computer labs at no cost to students. From voice recognition systems, screen readers, screen enlargers, Braille translation software to voice input technology and read and write programs, Adelphi offers a wide variety of solutions designed to assist a student with learning, sensory, psychological or physical disabilities in achieving their academic goals.
VI. Dietary Modifications

Students who request dietary modifications due to a disability must complete a Petition for Reasonable Accommodations form and submit supporting documentation. The Coordinator will then review the petition and supporting documentation; please allow for a time frame of up to two (2) weeks for response. During the review process, the Coordinator may consult with the Director of Health Services, depending on the nature of the disability. Once the review process is complete, the student will receive notification via regular mail delivery, as to whether or not request has been approved. Please be aware that all decisions regarding equal access are made in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Should the accommodation request be approved, the Coordinator will consult with Director of Auxiliary Services, Lackmann Food Service, and the student to consider an appropriate dietary modification.

VII. Service Animal Policy

Adelphi University Service Animal Policy

Adelphi University recognizes the importance of service animals to individuals with disabilities. The following policy has been established to ensure that people with disabilities who require the use of a service animal as a reasonable accommodation are provided equal access to the University’s programs and facilities by receiving the benefit of the work or tasks performed by such animals.

Set forth below are specific requirements and guidelines concerning the appropriate use of, and protocols associated with, service animals. Adelphi University reserves the right to amend this policy as circumstances require.

Definition: Service Animal:

Service animals are defined as dogs and miniature horses that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Service animals are working animals, not pets. The work or task an animal has been trained to provide must be directly related to the person’s disability. Animals whose presence or sole function is to provide comfort, emotional support or make a person feel safe does not constitute doing work or performing a task and therefore does not qualify as a service animal under the Americans with Disabilities Act (ADA). Assessment factors as to whether dogs and/or miniature horses can be accommodated in a facility include the following provisions:

(1) whether the dog or miniature horse is housebroken;
(2) whether the dog or miniature horse is under the owner’s control;
(3) whether the facility can accommodate the dog or miniature horse’s type, size, and weight;
(4) whether the dog or miniature horse poses a direct threat to the health or safety of others that cannot be eliminated or reduced to an acceptable level by reasonable modification to other policies, practices and procedures.

Service Animal Policy

In compliance with applicable law, Adelphi University generally allows service animals in its buildings, classrooms, residence halls, meeting rooms, dining areas, recreational facilities, activities, and events when the animal is accompanied by an individual with a disability who indicates the service animal is trained to provide, and does provide, a specific service to them that is directly related to their disability.

Adelphi University Inquiries Regarding Service Animals

Adelphi University will not ask about the nature or extent of a person’s disability, require documentation of the disability, or require proof that the dog has been trained. However, Adelphi University may make two inquiries to determine whether an animal qualifies as a service animal in accordance with the ADA.
1) If the animal is required because of a disability and;
2) What work or task the animal has been trained to perform

Adelphi University may not make any inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

Responsibilities of Handlers

Students who wish to bring a service animal to campus are encouraged to contact the Office of Disability Support Services (DSS), particularly should academic accommodations be required. Additionally, students who plan to live in on-campus housing are strongly encouraged to inform Residential Life and Housing that they plan to have a service animal with them in student housing. Advance notice of a service animal for on-campus housing may allow more flexibility in meeting a student’s specific requests for housing. Handlers are responsible for any damage or injuries caused by their animals and must take appropriate precautions to prevent property damage or injury. The cost of care, arrangements and responsibilities for the well-being of a service animal are the sole responsibility of the handler at all times.

1. Service Animal Control Requirements

a. The animal should be on a leash when not providing a needed service to the handler.
b. The handler should be in full control of the animal.
c. To the extent possible, the animal should be unobtrusive to other individuals and the learning, living, and working environment.

2. Identification

a. It is recommended that the animal wear some type of commonly recognized identification symbol, identifying the animal as a working animal, but not disclosing disability.

3. Animal Etiquette

To the extent possible, the handler should ensure that the animal does not:

a. Sniff people, dining tables, or personal belongings of others.
b. Block a fire egress aisle or passageway.
c. Display any behaviors or noises that are disruptive to others, unless part of services being provided to the handler.

4. Waste Cleanup Rule

Cleaning up after the animal is the sole responsibility of the handler and must be addressed immediately. In the event that the handler is not physically able to clean up after the animal, it is then the responsibility of the handler to hire someone capable of cleaning up after the animal. The person cleaning up after the animal should abide by the following guidelines:

a. Always carry equipment sufficient to clean up the animal's feces whenever the animal is on campus.
b. Properly dispose of waste and/or litter in appropriate containers.
c. Contact staff if arrangements are needed to assist with cleanup. Any cost incurred for doing so is the sole responsibility of the handler.

Removal of Service Animals

Service animals may be ordered removed by a University Public Safety Officer or other authorized staff member for the following reasons:

a. An animal that is behaving inappropriately and the handler is unable to control the animal;
b. An animal that is not properly housebroken;
c. An animal that is determined to be a direct threat to the health and safety of others that cannot be eliminated or reduced by a reasonable accommodation. Such issues may include an animal that is deemed ill, unclean, or present in a sterile area such as a medical facility or lab.

Should an animal be removed for any of the above mentioned reasons, Adelphi University will work with the handler to coordinate any reasonable and appropriate alternative options to participate in the services, programs, and facilities without having the service animal on campus.
Other Disabilities

There may be circumstances where some people may be allergic to a service animal on campus that may create a barrier to access and qualify that individual for accommodations services. Adelphi University will consider the needs of both persons in meeting its obligations to reasonably accommodate all disabilities and to resolve the problem as efficiently and expeditiously as possible. Specific questions related to the use of service animals on campus can be directed to the ADA Coordinator via e-mail at garabedian@adelphi.edu, or by phone at (516) 877-3145.
Confidentiality

The Office of Disability Support Services is responsible for maintaining confidentiality of student records and may not release any part of the documentation without the student's informed and written consent. A professor does not have the right to ask a student about the nature of his or her disability. A student may disclose the nature of his/her disability if he/she wishes to do so. Copies of disability documentation can be provided only with a written release signed and dated by the student.

However, it must be noted that under the Family Educational Rights Protection Act (FERPA), certain administrators in the Division of Student Affairs (i.e. the Dean, etc.) are permitted access to this information in cases when appeals are made. Disability related documentation and information is managed very carefully. DSS will not disclose a student’s disability status, or any information about a student’s disability, without his or her express, written consent.
Section 504/ADA Grievance Procedure for Students with Disabilities

Adelphi University has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794). Section 504 states, in part, that "no otherwise qualified handicapped [sic] individual ... shall, solely by reason of his or her 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 ..."

Rosemary Garabedian has been designated to coordinate section 504/ADA compliance efforts involving students.

Complaints should be addressed to: Rosemary Garabedian, M.A., ACHR
Director
Office of Disability Support Services
310 University Center
1 South Avenue
Garden City, NY 11530
(516) 877-3145

1. A complaint should be filed in writing, containing the name and address of the person filing it, and briefly describe the alleged 504/ADA violation.

2. A complaint should be filed as soon as possible after the complainant becomes aware of the alleged violation.

3. When appropriate, an investigation will follow the filing of the complaint. Ms. Garabedian will conduct the investigation (should a complaint be made against an employee, the Office of Human Resources and/or the Office of the Provost will be notified before an investigation commences and will be a party to the investigation and the resolution). Ms. Garabedian will conduct a thorough investigation, affording all interested persons and their representatives an opportunity to submit evidence relevant to a complaint.

Accommodations (if any) recommended by the Office of Disability Support Services, established by the student's documentation, will continue while a complaint is under investigation and pending.

4. A written determination as to the validity of the complaint and a description of the resolution, if any, will be issued by Ms. Garabedian and a copy forwarded to the complainant no later than five business days after resolution.
1. The Section 504/ADA coordinator will maintain records of Adelphi University relating to the complaints filed.

2. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration should be made within three (3) business days to Jeffrey Kessler, Dean of Student Affairs, Room 106, University Center; (516) 877-3660.

8. The right of a person to prompt and equitable resolution of the complaint filed hereunder will not be abrogated by the person's pursuit of other remedies such as the filing of a Section 504 or ADA complaint with the responsible federal department or agency. Using this grievance procedure is not a prerequisite to the pursuit of other remedies.

9. In the event a formal complaint is filed with an entity outside the University, the University’s Office of Risk Management and the Discrimination Coordinator shall be notified and given copies of the complaint prior to any investigation on campus.

10. These rules will be construed to protect the substantive rights of interested persons, meet appropriate procedural standards and assure that Adelphi University complies with the ADA, Section 504 and their implementing regulations.
Section 504 is designed to eliminate discrimination on the basis of disability in any program or activity receiving federal financial assistance. It provides that no qualified person with a disability shall, on the basis of disability, be excluded from participation in, be denied benefits of or otherwise be subjected to discrimination under any program or activity that receives or benefits from federal financial assistance. "Persons with disabilities" means any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment or is regarded as having such impairment.

Admissions and Recruitment:

Qualified persons with disabilities may not, on the basis of disability, be denied admission or be subjected to discrimination in admission or recruitment. Institutions may not make pre-admission inquiry as to whether an applicant for admission is a person with a disability. After admission, the university may make inquiries on a confidential basis as to disabilities that may require accommodation.

Academic Adjustments:

Universities shall make such modifications to academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of disability, against a qualified applicant or student with a disability. Academic requirements that the recipient cannot demonstrate that are essential to the program of instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section.

Modifications may include changes in the length of time permitted for the completion of degree requirements and adaptation of the manner in which specific courses are conducted. Universities shall take such steps as are necessary to ensure that no student with a disability is denied the benefits of, excluded from participation in or otherwise subjected to discrimination under the education program or activity operated by the school because of the absence of educational auxiliary aids for students with impaired sensory, manual or speaking skills.

Section 504 is too lengthy a document to include in this publication. If you wish a complete copy of the legislation, please contact The Office of Disability Support Services.
Americans with Disabilities Act

What is the ADA?

The Americans with Disabilities Act (ADA) was signed into law on July 26, 1990. This act protects millions of Americans with disabling conditions from discriminatory practices in public accommodations (including colleges and universities), employment, transportation and telecommunications. The ADA extends the coverage of Section 504 of the Rehabilitation Act of 1973.

The ADA protects every person who either has, used to have or is treated as having a physical or mental disability which substantially limits one or more major life activity. Individuals who have serious contagious and noncontiguous diseases such as HIV/AIDS, cancer, epilepsy or tuberculosis also are covered under the auspices of ADA.

Employment

University institutions, as employers of students, faculty and staff, and recipients of federal funding, may not discriminate against qualified individuals with disabling conditions and must reasonably accommodate the disabilities of qualified applicants or employees unless undue hardship would result.

Public Services

Universities may not discriminate against qualified individuals with disabling conditions by excluding them from participating in or denying them the benefits of the services, programs or activities of the university.

Public Accommodations

Public facilities of Universities, including student unions, museums, athletic arenas, auditoriums, libraries, recreational facilities, etc., must be accessible to individuals with disabling conditions.

Telecommunications

Telecommunication relay services (TTY) for hearing and speech impaired persons must be provided.

For more information regarding the ADA, please contact DSS, x 3145.
Frequently Asked Questions

1. How do I know if there are students with disabilities in my class?

Students have been advised to self-identify their disability status and their affiliation with the Office of Disability Support Services (DSS).

2. What can I do to encourage them to approach me?

We recommend that you include the following statement in your course syllabus: “Adelphi University is committed to full inclusion of all students. If you are a student with a disability and require accommodations, please make an appointment with me or the Office of Disability Support Services (DSS) to discuss these accommodations. DSS is located in Room 310, University Center.”

OR

"Students with disabilities are encouraged to speak to the professor about accommodations they may need to produce an accessible learning environment."

3. What are accommodations?

Accommodations are reasonable adjustments or modifications to programs, facilities, or curricula that ensure equal access. Some examples of reasonable accommodations are extended time testing, assistive technology, classroom relocation, and note takers.

4. How do I know if a student is approved for accommodations?

Once the Office of Disability Support Services has approved a student for accommodations, he or she will be issued an Accommodations Card. This card verifies a student's association with DSS.

5. What happens if a student has a disability and doesn't work with DSS?

The student may be part of the Learning Disabilities Program OR may need a referral to DSS. Once a student discloses a disability or requests accommodations, it is the faculty member's obligation to refer that student to DSS.

6. Who is permitted to know about a student's disability status or accommodation needs?

Student Disability information is protected by the Family Education Rights Protection Act (FERPA) and must be held in the strictest confidence. Any public disclosure of a student's disability is a violation of this law.
7. What if I don't agree with an accommodation?

Accommodations are determined through a critical assessment of disability documentation in accordance with the ADA and Section 504 of the Rehabilitation Act. However, questions or concerns about accommodations may be addressed with the Coordinator.

8. How do I know if a student is going to take an exam with accommodations at the DSS office?

If you have determined that you are not able to accommodate the student in the classroom during the exam, the student should ask you to complete the Request to Proctor/Release of Examination form a minimum of one week prior to the exam. The professor must include date, time, and special instructions for the exam.

9. When must I provide DSS with a copy of the exam?

DSS will contact the professor at his or her Adelphi Office to schedule a time for delivery of the exam. Arrangements for exam delivery should be no later than the morning of the exam.

10. Where is the exam administered?

The exam may be given at the testing center in the Office of Disability Support Services, meeting rooms in the University Center, the Learning Center or classrooms on campus.

11. I heard that students could also take exams with the Learning Disabilities Program.

Students in the LD program may choose to take their exams in Chapman Hall. A student's Accommodation Card will specify where he/she is to receive accommodations.

12. Who provides accommodations if my class meets in the evening or on weekends?

DSS will coordinate with the instructor arrangements for accommodations for these students on an individual basis.

13. What should I do if I decide to change the location of my classroom?

All requests for classroom changes are handled by the Office of the Registrar.

14. What if I would like to know more about the Office of Disability Support Services?

Feel free to contact the Office for additional information. DSS is also a resource for faculty members on disability issues.
The Student Counseling Center offers a variety of services including individual and group counseling, outreach and consultation, workshops, crisis intervention and referrals to both on-campus and off-campus resources. Any student currently enrolled at Adelphi is eligible for free, private, and confidential services. The Student Counseling Center is staffed by licensed mental health professionals and graduate-level interns trained in clinical social work and/or psychology.

Common concerns students present to counselors include: problems with self-esteem, depression, anxiety, relationships, emotions, family related problems, decision making and uncertainty about the future.

Both individual and group counseling are private and confidential. Information about students or their sessions cannot be released to ANYONE, including a student’s parent, without the student’s written permission. These rules are maintained in all cases with the exception of emergency situations that present a danger to life.

Student Counseling Center
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Adelphi University
Garden City, NY 11530
Tel: (516) 877-3646
Fax: (516) 877-3139
e-mail: scc@adelphi.edu
Director: Carol Phelan, L.C.S.W.
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