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Adelphi University's 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.

Disability Support Services
Mission

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)

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<tr>
<th>Day</th>
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<tr>
<td>Monday</td>
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<td>Friday</td>
<td>8:30 A.M- 4:30 P.M.</td>
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Division of Student Affairs  
Adelphi University  

Mission Statement

The Division of Student Affairs strives to create a supportive, educational environment that provides students with opportunities for growth and success through diverse experiences that are challenging, rewarding and meaningful.

Student Affairs provides services, programs and support to enrich and compliment the academic experience. As student advocates, we promote their involvement, skill development, health and well being.

The Division of Student Affairs is motivated by the principles of honesty, respect, integrity, and is committed to equal access and diversity.
Rights & 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 the Office of Disability Support Services the eligibility for and nature of accommodations before provision of accommodations occurs;
✓ 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;
- Decide whether or not to utilize their documented accommodations, which includes, but is not limited to, exams, note taking, interpreting, etc.
- 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.
Accommodations Process

Procedure for Requesting Reasonable Accommodations

*Students must follow procedures for requesting accommodations, including:*

- Complete and file a Petition for Reasonable Accommodations Form.
- Submit supporting disability documentation.
- Sign Consent for Release of Information Form.

Students must allow a minimum of two weeks for DSS to review petitions and supporting documentation.

It must be noted that 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.

Defining 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:

- Environmental barriers limiting curricular, facility, or programmatic access.
- Whether or not the student has access to the course, program, service, activity or facility without an accommodation.
- The range of possible accommodations that might remove the barriers;
- 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.
How to Apply for Reasonable Accommodations and Academic Adjustments

1. Contact DSS for a Petition for Accommodations Packet

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

3. Evaluation of Petition and Documentation by the Director of Disability Support Services

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

- **If Denied:**
  1. Receive Letter of Denial
  2. Initiate Appeal Process (If Desired)
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:

  1. Documentation must be **recent** in order to assess the current impact on academic functioning.
  2. Documentation must be **comprehensive** and establish clear evidence of a significant impact on academic functioning.
  3. Documentation must be relevant to requested accommodations.
  4. Documentation must be from a medical or other licensed professional.
  5. 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. Please refer to specific guidelines for each type of disability (pages 14-17).

- 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.

Guidelines for Documentation of a Learning Disability

A specific learning disability must currently substantially limit a major life activity, including learning, to support eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities act of 1990. Documentation must, therefore, support this eligibility, as well as any requests for reasonable accommodations. The following guidelines describe the necessary components of acceptable documentation for students with learning disabilities. Students are encouraged to provide their clinicians with a copy of these guidelines.

1. Testing must involve a comprehensive psycho-educational evaluation and must address all of the following:

   - **Aptitude/Cognitive Ability:** A complete intellectual assessment with all subtests and standard scores reported is essential. (See Appendix A)

   - **Academic Achievement:** A comprehensive academic achievement battery is essential, with all subtests and standard scores reported for those subtests administered. The battery must include current levels of academic functioning in
relevant areas such as reading (decoding and comprehension), mathematics, and oral and written language. (See Appendix A)

- **Information Processing:** Specific areas of information processing (e.g. short and long term memory; sequential memory; auditory and visual perception/processing; processing speed) must be assessed and should be addressed in the written interpretative summary of the documentation. (See Appendix A)

2. Testing should be **current**, conducted during the past three years or after age 18, to assess the current impact of the student’s disability on academic performance.

3. Clear and specific evidence of a learning disability must be presented. Terms such as “learning differences”, “learning styles”, or “weaknesses” are **not** the equivalent of a learning disability.

4. Actual test scores must be provided along with an interpretation of test results. Test protocol sheets or scores alone are not sufficient.

5. A professional qualified to conduct assessments and render a diagnosis of learning disability must perform testing. Names and credentials, including licensing, certification and their areas of specialization must be clearly indicated on the report. All reports must be typed and dated.

6. Testing must include information about the functional limitations of the student. Please indicate how the student’s disability will affect his/her current participation in courses, programs, services, or any other activities of the University.

7. Recommendations for accommodations must be based on objective evidence of a **substantial** limitation to learning and be supported by test results and clinical observations.

8. Individual Education Programs (IEPs) may be provided, if available. However, please note that IEPs alone **do not** provide sufficient documentation to establish accommodations.

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**Guidelines for Documentation of a Learning Disability**

**ADD/ADHD**

- Students requesting accommodations on the basis of attention deficit-hyperactivity disorder must provide documentation by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis in the full range of psychiatric disorders (e.g. licensed clinical psychologist, neuropsychologist, psychiatrist and other relevantly trained medical doctors). The documentation must include:
  - Evidence of early impairment. The condition must have been exhibited in childhood in more than one setting.
• Evidence of current impairment. A history of individual’s presenting attentional symptoms and evidence of current impulsive/hyperactive or inattentive behaviors.

• Neuropsychological or psycho-educational assessments needed to determine the current impact of the disorder on the individual’s ability to function in an academic setting.

• A specific psychological diagnosis as per the Diagnostic and Statistical Manual – IV (DSM-IV). Symptoms of hyperactivity/impulsivity which were present in childhood, and the current symptoms which have been present for at least the past six months and which impair functioning in two or more settings (e.g. school, work, and home) must also be identified.

• A clinical summary which: (a) indicates the substantial limitations to major life activities posed by the disability, (b) describes in detail the extent to which these limitations would impact the academic context for which accommodations are being requested.

• Additionally, document should be current; within three years.

Guidelines for Documentation of a Mobility Disability

A specific mobility disability must currently substantially limit a major life activity, including learning, to support eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities act of 1990. Documentation must, therefore, support this eligibility, as well as any requests for reasonable accommodations. The following guidelines describe the necessary components of acceptable documentation for students with mobility disabilities. Students are encouraged to provide their clinicians with a copy of these guidelines.

Students requesting accommodations on the basis of mobility, systemic or disease-related disabilities, must provide documentation consisting of all the following:

• An identification of the current disabling condition(s).

• An assessment of the functionally limiting manifestations of the condition(s) relevant to academic functioning or any aspect of University life. All assessments must be from a licensed medical professional qualified to diagnose and treat the condition.

Guidelines for Documentation of a Neurological Disability

Autism Spectrum Disorders

Autism Spectrum Disorders (ASD) includes autism, Asperger syndrome, and pervasive developmental disorder. ASDs are characterized generally by impaired social functioning and are often accompanied by problems with language, behavior, motor clumsiness, sensory issues and/or psychiatric symptoms.
Professionals recommended to provide documentation include: licensed mental health professionals, psychologists, psychiatrists, developmental pediatricians, or neurologists.

Documentation appropriate to establish eligibility for services must include:

- Written statement of diagnosis
- Names of the assessment instrument(s) used and the scores (standard scores with percentiles) obtained.
- Social and developmental history to include information on: communication skills, social interaction skills, motor skills, responses to sensory experiences, relevant family and environmental information, patterns of emotional adjustment, unusual or atypical behaviors.
- Information specifying current level of receptive, expressive and pragmatic communication skills
- Information specifying current medications prescribed for the disabling condition, to include side effects and possible impact on student academic performance
- If the disability impacts memory or executive functioning skills, current level of functioning in these areas should be specified
- Summary statement of the current impact of the disorder on the student’s functioning, particularly as pertains to an academic environment
- Documentation should be current; within three years.

**Guidelines for Documentation of a Visual Disability**

A specific visual disability must currently substantially limit some major life activity, including learning, to support eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Documentation must, therefore, support this eligibility, as well as any requests for reasonable accommodations. The following guidelines describe the necessary components of acceptable documentation for students with visual disabilities. Students are encouraged to provide their clinicians with a copy of these guidelines.

**Legally blind or other visual disability:**

Students requesting accommodations on the basis of a visual disability must provide documentation consisting of:

- An ocular assessment or evaluation from an ophthalmologist, or a low-vision evaluation of residual visual function, where appropriate; and
- Assessment of functionally limiting manifestations of the disabling condition; and
- All documentation should be current, within the last three years.

**Guidelines for Documentation of an Acoustical Disability**

A specific acoustical disability must currently substantially limit a major life activity, including learning, to support eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Documentation must, therefore, support this
eligibility, as well as any requests for reasonable accommodations. The following guidelines describe the necessary components of acceptable documentation for students with acoustical disabilities. Students are encouraged to provide their clinicians with a copy of these guidelines.

**Legally deaf or other acoustical disability:**

Students who have an acoustical disability must provide documentation consisting of all the following:

- An audio-logical evaluation and/or audiogram; **and**
- An interpretation of the functional implications of the diagnostic data; **and**
- All documentation should be current, within the last three years.

**Guidelines for Documentation of Other Health Disability**

**Mental Health Disability**

A specific mental health disability must currently substantially limit some major life activity, including learning, to support eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities act of 1990. Documentation must, therefore, support this eligibility, as well as any requests for reasonable accommodations. The following guidelines describe the necessary components of acceptable documentation for students with psychiatric/psychological disabilities. Students are encouraged to provide their clinicians with a copy of these guidelines.

Psychiatric Disability/Psychological disorder documentation must include **all** of the following elements:

A. **Currency of documentation:** Documentation must be current, reflecting evaluation provided within the past year.

B. **A qualified individual must provide the evaluation:** The assessment must be provided by a licensed professional qualified to make the evaluation, such as a psychologist or psychiatrist. An assessment from a general practitioner typically does not suffice.

C. **Documentation should be comprehensive and **must** include the following:**

   - **Current treatment and medications:** Documentation should include any counseling, specific therapies, and current prescription medications and any side effects, which would compromise academic functioning.

   - **Specific diagnosis:** This should not merely refer to symptoms and should correspond to a specific DSM-IV category.

   - **Impact on academic functioning:** Documentation should specify how an individual’s psychological disorder impacts upon his or her performance in the academic context.
• **Recommendations for academic accommodations:** Documentation should recommend reasonable academic adjustments that would grant students with psychiatric disabilities equal access to programs and curricula.

*Please note that the University and the Office of Disability Support Services reserve the right to deny services or accommodations while the receipt of appropriate documentation is pending.

**Guidelines for Documentation of Other Health Disability**

**Orthopedic and Other Medical Conditions**

Orthopedic and other medical conditions must currently substantially limit a major life activity, including learning, to support eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities act of 1990. Documentation must, therefore, support this eligibility, as well as any requests for reasonable accommodations. The following guidelines describe the necessary components of acceptable documentation for students with Other Health Disabilities. Students are encouraged to provide their clinicians with a copy of these guidelines.

**Students requesting accommodations on the basis of orthopedic and other chronic health conditions must provide documentation consisting of all the following:**

- Medical or other licensed professional describing the nature of the condition including information pertaining to the history expected course of treatment, and limitations resulting from the condition or treatments.

- Documentation must be recent in order to assess the current impact on academic functioning. The currency of documentation needed is assessed on a case to case basis by the DSS coordinator.

- Documentation must be comprehensive and establish clear evidence of a significant impact on academic functioning.

- Documentation must be relevant to requested accommodations.

*Examples of orthopedic disabilities include, but are not limited to, recovery from ankle surgery, clubfoot, absence of a limb, poliomyelitis, bone tuberculosis, cerebral palsy, and amputation, or any other condition which substantially limits a student’s participation academically.

*Examples of other medical conditions include, but are not limited to, heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, AIDS, hemophilia, epilepsy, lead poisoning, leukemia, diabetes or Tourette syndrome, and carpal tunnel syndrome, or any other condition which substantially limits a student’s participation academically.
Guidelines for Documentation of Other Health Disability

Speech Disability

A specific speech disability must currently substantially limit some major life activity, including learning, to support eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities act of 1990. Documentation must, therefore, support this eligibility, as well as any requests for reasonable accommodations. The following guidelines describe the necessary components of acceptable documentation for students with speech disabilities. Students are encouraged to provide their clinicians with a copy of these guidelines.

Speech Disability:

Students requesting accommodations on the basis of a speech/language disability must provide documentation consisting of:

- A clearly written statement of the disability diagnosed by a qualified professional trained in this area (e.g., physician, speech/language pathologist, neurologist, etc.); and
- A summary of the various evaluation tools used in determining the specific disability; and
- A summary of present symptoms and how these symptoms affect the student's functioning, specifically in relation to the post-secondary environment; and
- All documentation should be current, within the last three years.

Guidelines for Documentation of Other Health Disability

Substance Abuse Disorders

Students requesting accommodations on the basis of a substance abuse disorder must provide documentation consisting of:

- Verification of completion of substance/alcohol abuse program that specifies the nature of the addiction, the treatment course, and plans for continued treatment. The documentation should indicate the mediating side effects of the treatment, such as medications; and
- Substance abuse documentation must be current and from a medical or other licensed professional, such as a psychologist; and
- Requested accommodations must be relevant to documentation.

Guidelines for Documentation of Other Health Disability

Traumatic Brain Injury (TBI)

Students requesting accommodations on the basis of a traumatic brain injury (TBI) must provide documentation by a neuropsychologist/neurologist. The documentation must include:

- A thorough neuropsychological evaluation which includes assessment of the areas of attention, visual perception/visual reasoning, language, academic skills, memory/learning,
executive functioning, sensory, motor, and emotional status.

- Evidence of current impairment. A history of individual’s presenting symptoms and evidence of behaviors that significantly impairs functioning.

- A clinical summary which: (a) indicates the substantial limitations to major life activities posed by the disability, (b) describes the extent to which these limitations would impact the academic context for which accommodations are being requested.

*Please note that the University and the Office of Disability Support Services reserve the right to deny services or accommodations while the receipt of appropriate documentation is pending.*
Testing Accommodations

Scheduling Testing Accommodation

• 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 by visiting the DSS website at http://students.adelphi.edu/sa/dss/ and clicking on Release of Examination form one week prior to the exam date. Students may also download a printable version (PDF 156KB) and submit to the DSS office directly.

• If the instructor reschedules the exam, student must notify DSS to reschedule accommodative testing. DSS will confirm any changes with the instructor.

• If you are sick or unable to take the exam at the scheduled time, DSS requires you to:
  (a) Contact instructor.
  (b) Contact DSS to explain you will not be taking the exam on that day.

You must contact prior to your scheduled exam time if you are unable to take your exam. Make-up exams will only be permitted with approval of instructor.

DSS Administered Day of Exam Instructions

• 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 you to be escorted to your class so that you may ask questions of your professor.

• 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.
Accommodations for Academic Assistance

I. Note takers
If a student with a disability is eligible for a note taker, DSS will recruit student note takers for each individual class. Note takers are paid an honorarium for services at the end of each semester. Note takers are provided with a carbonless notebook so student can receive a copy of their notes at the end of each class. A short orientation is provided by DSS staff to all note takers.

*Alternative format to handwritten notes will be provided within 24 hours of each class.

- Students who need note taking services must notify DSS upon registration, but no 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 put his or her complaint in writing and contact the DSS office. Students should not approach their note taker directly. When appropriate, DSS will arrange for a different note taker.

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

- Register with Learning Ally (Formerly Recording for the Blind & Dyslexic (RFB&D)). Students may register online at [http://www.learningally.org/](http://www.learningally.org/)

- Students who need books in Electronic or CD format 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.

- Any books on CD received through Learning Ally must be returned to DSS by the last day of each semester. The cost of any books not returned will be billed to the student. Failure to return all books on CD will result in suspension of service until the CD is either returned or has been paid for by student.

- The student is responsible for obtaining his or her own compatible software from Learning Ally. Information on how to purchase the necessary equipment to play Learning Ally's CD's is available on their website: [http://www.learningally.org/](http://www.learningally.org/)
Students must show proof of purchase for textbooks provided in alternative format by the publisher. This guideline also applies to scanned textbooks*.

*In the event that books are unavailable through Learning Ally, DSS will contact publishers to obtain books in either Electronic or CD format. If DSS is unable to acquire books through publisher, DSS will scan student’s textbook to CD. In addition, reading programs are available on all computers campus wide including Premier Assistance Technology software.

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

- Student 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 allow a minimum of five business (5) days 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.

IV. 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. Late notification may result in a delay in services.
- If 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 the DSS office 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.
V. Assistive Listening Devices

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

- Performing Arts Center (PAC) has a separate listening system available to patrons. Information about this system can be obtained by calling (516) 877-4930.

- The University Center Ballroom is equipped with an Assisted Listening Device. See an Auxiliary Services Staff Person to obtain a unit, UC 301.

VI. 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.

VII. Transcription/CART Services

If you are requesting transcription/CART services please adhere to the following protocols in order to receive this service:

- Notify DSS at least four (4) weeks prior to the start of each semester of transcription/CART needs. Late notification may result in a delay in services.
- Transcription/CART services for events, tours, orientation, registration, etc. require at least two (2) weeks’ notice. 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 transcription services without a penalty. Students who develop a pattern of missing classes without notifying the Office of Disability Support Services (DSS) may be held responsible for transcription costs.
- Students must notify the Office of Disability Support Services (DSS) of class scheduling changes, including room location changes, course selection changes, or of class time changes.

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 Your Accessibility Needs on Campus**

I. Parking

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

- Obtain standard Adelphi student parking decal from Public Safety (Levermore Hall, lower level).
- Submit medical verification forms to DSS. This is necessary even if the student has an accessible parking permit issued by the county/state.
- Complete accessible parking application.
- Application is not reviewed until all aforementioned materials are submitted.

II. Classrooms

DSS arranges for classroom relocation for students with disabilities. Students must:

- **Student must notify DSS upon registration but not less than four (4) weeks prior to the start of each semester** of their classroom accessibility needs.
- Students must 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. Service Animals 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.

VI. 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.

VII. 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 student’s accommodation request be approved, the Coordinator will consult with the Director of Auxiliary Services, Lackmann Food Service Management, and the student to consider an appropriate dietary modification.
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
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 (5) business days after resolution.

5. The Section 504/ADA coordinator will maintain records of Adelphi University relating to the complaints filed.
6. 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.

7. 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.

8. 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.

9. 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.
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
University Center, Room 310
Adelphi University
Garden City, NY 11530
Tel: (516) 877-3646
Fax: (516) 877-3139
e-mail: scc@adelphi.edu

Director: Carol Phelan, LCSW
Division of Student Affairs

Assistant Vice President and Dean of Student Affairs
Jeffrey Kessler
UC-108
(516) 877-3660

Center for Student Involvement
Tara Wagner, Director
UC 110
(516) 877-3603

Student Counseling Center
Carol Phelan, LCSW, Director
UC 310
(516) 877-3646

Health Services
Jacqueline Cartabuke, Director
Waldo Hall, 1st Floor
(516) 877-6000

Residential Life
Guy Seneque, Director
Earle Hall 100
(516) 877-3650

Joseph DeGearo
Assistant Dean, Residential and Judicial Programs
UC 308
(516) 877-3654

Commuter Student Affairs
Della Hudson-Tomlin, Associate Dean Student Affairs
UC 108
(516) 877-6661

International Students and Multicultural Affairs
Della Hudson-Tomlin, Associate Dean Student Affairs
UC 108
(516) 877-3661