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DIVISION OF STUDENT AFFAIRS—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 complement 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 and integrity, and is committed to equal access and diversity.
RIGHTS AND RESPONSIBILITIES

I. Student Access Office

Student Access Office (SAO) 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.

Student Access Office (SAO) 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 Reasonable Accommodations to determine eligibility for services and nature of accommodations;
- Provide or arrange reasonable accommodations, academic adjustments and/or 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 SAO the eligibility for and nature of accommodations before provision of accommodations occurs;
- Request assistance and resources from SAO.

Faculty members have the responsibility to:
- Evaluate students solely on the basis of their academic performance;
- Work with the student and SAO to ensure the provision of reasonable accommodations;
- Foster an accessible learning environment to all learners;
- Address concerns about disability accommodations with SAO.

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 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:

1. Complete and file a Petition for Reasonable Accommodations form.
2. Submit supporting disability documentation.

Students must allow for a reasonable time frame for the petition review process to be completed.

It must be noted that the University and Student Access Office (SAO) 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, SAO 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 SAO 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 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 Accommodation 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 SAO for appropriate changes to accommodations, academic adjustments and/or auxiliary aids and services. SAO 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 Student Access Office are expected to uphold all of the University’s academic integrity policies and abide by the Student Code of Conduct. SAO is committed to upholding these policies. Any actions that compromise academic integrity or Adelphi’s Student Code of Conduct will be referred to the Office of the Dean of Student Affairs for appropriate disciplinary action. Furthermore, students who engage in acts of academic dishonesty while receiving testing accommodations risk a suspension of their testing privileges through SAO.
HOW TO APPLY FOR REASONABLE ACCOMMODATIONS AND ACADEMIC ADJUSTMENTS

Contact the Student Access Office to obtain a petition or go to access-office.adelphi.edu to download a petition form

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

Evaluation of Petition and Documentation by the Director of Student Access Office

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)
GENERAL GUIDELINES FOR DOCUMENTATION

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) allow colleges to require disability documentation to verify the need for accommodations. Student Access Office (SAO) 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.

If documentation is not available, you may request learning or psychological disability evaluations to be administered by Adelphi University’s Derner Institute of Advanced Psychological Studies (516.877.4820). There is no cost to students for these services. Upon request, additional referrals for disability evaluations are available through SAO.

GUIDELINES FOR DOCUMENTATION OF A NEURODEVELOPMENTAL DISABILITY

ADHD

Students requesting accommodations on the basis of attention deficit-hyperactivity disorder (ADHD) 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 the individuals presenting attentional symptoms and evidence of current impulsive/hyperactive or inattentive behaviors.
- Neuropsychological or psychoeducational 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.

Please note that the University and Student Access Office reserve the right to deny services or accommodations while the receipt of appropriate documentation is pending.

**Autism Spectrum Disorder**

Autism Spectrum Disorders (ASDs) include autism, Asperger’s 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 and 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.

Please note that the University and Student Access Office reserve the right to deny services or accommodations while the receipt of appropriate documentation is pending.

**Communication and Speech**

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.);
- 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.

Please note that the University and Student Access Office reserve the right to deny services or accommodations while the receipt of appropriate documentation is pending.

Learning

A specific learning disability must currently limit substantially 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 psychoeducational 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.

Please note that the University and Student Access Office reserve the right to deny services or accommodations while the receipt of appropriate documentation is pending.

Motor

A motor disability must currently limit substantially a major life activity, including fine, gross and visual motor skills 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 psychoeducational 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.

Please note that the University and Student Access Office reserve the right to deny services or accommodations while the receipt of appropriate documentation is pending.

APPENDIX A
Tests for Assessing Adolescents and Adults

When selecting a battery of tests, it is critical to consider the technical adequacy of instruments, including their reliability, validity and standardization on an appropriate norm group. The professional judgment of an evaluator in choosing tests is important. The following list is provided as a helpful resource.

**Aptitude/Cognitive Ability**
- Wechsler Adult Intelligence Scale–III (WAIS-III)
- Woodcock-Johnson® III Tests of Cognitive Ability
- Kaufman Adolescent and Adult Intelligence Test
- Stanford-Binet IV

The Slosson Intelligence Test – Revised and the Kaufman Brief Intelligence Test are primarily screening devices which are not comprehensive enough to provide the kinds of information necessary to make accommodation(s) decisions.

**Academic Achievement**
- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills (TASK)
- Woodcock-Johnson® III–Tests of Achievement
- Wechsler Individual Achievement Test (WIAT)

Or specific achievement tests such as
- Nelson-Denny Reading Test
- Stanford Diagnostic Mathematics Test
- Test of Written Language–3 (TOWL–3)
- Woodcock Reading Mastery Tests–Revised

Specific achievement tests are useful instruments when administered under standardized conditions and when the results are interpreted within the context of other diagnostic information. The Wide Range Achievement Test–3 (WRAT–3) is not a comprehensive measure of achievement and therefore should not be used as the sole measure of achievement.
Information Processing
Acceptable instruments include, but are not limited to, Detroit Tests of Learning Aptitude – 3 (DTLA-3) or Detroit Tests of Learning Aptitude–Adult (DTLA–A). Information from subtests on WAIS–Revised or Woodcock-Johnson® III–Tests of Cognitive Ability, as well as other relevant instruments, may be useful when interpreted within the context of other diagnostic information.

GUIDELINES FOR DOCUMENTATION OF A SENSORY DISABILITY—VISION

Blind or Low Vision
A specific visual disability must currently limit substantially 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;
- Assessment of functionally limiting manifestations of the disabling condition; and
- All documentation should be current, within the last three years.

Please note that the University and Student Access Office reserve the right to deny services or accommodations while the receipt of appropriate documentation is pending.

GUIDELINES FOR DOCUMENTATION OF A SENSORY DISABILITY—HEARING

Deaf or Hard of Hearing
A specific acoustical disability must currently limit substantially 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 audiological 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.

Please note that the University and Student Access Office reserve the right to deny services or accommodations while the receipt of appropriate documentation is pending.

GUIDELINES FOR DOCUMENTATION OF A MENTAL HEALTH DISABILITY

A specific mental health disability must currently limit substantially 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 Student Access Office reserve the right to deny services or accommodations while the receipt of appropriate documentation is pending.
GUIDELINES FOR DOCUMENTATION OF A PHYSICAL DISABILITY—ORTHOPEDIC AND BASIC CHRONIC MEDICAL CONDITIONS

Orthopedic and other medical conditions must currently limit substantially 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 physical 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 SAO director.

• 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, 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, Tourette syndrome, carpal tunnel syndrome or any other condition which substantially limits a student’s participation academically.

Please note that the University and Student Access Office reserve the right to deny services or accommodations while the receipt of appropriate documentation is pending.

GUIDELINES FOR DOCUMENTATION OF A PHYSICAL DISABILITY—MOBILITY

A specific mobility disability must currently limit substantially 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.

Please note that the University and Student Access Office reserve the right to deny services or accommodations while the receipt of appropriate documentation is pending.

GUIDELINES FOR DOCUMENTATION OF AN INTERSYSTEM DISABILITY—ALCOHOL AND SUBSTANCE ABUSE RECOVERY

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;

• 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.

Please note that the University and Student Access Office reserve the right to deny services or accommodations while the receipt of appropriate documentation is pending.

GUIDELINES FOR DOCUMENTATION OF A INTERSYSTEM DISABILITY—COMPLEX CHRONIC MEDICAL CONDITIONS

Complex chronic medical conditions must currently limit substantially 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 intersystem disabilities. Students are encouraged to provide their clinicians with a copy of these guidelines.

Students requesting accommodations on the basis of complex chronic medical conditions must provide documentation consisting of all the following:

• Medical or other licensed professional describing the nature of the disability including information pertaining to the history, expected course of treatment and limitations resulting from the disability 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 SAO Director.
Documentation must be comprehensive and establish clear evidence of a significant impact on academic functioning.

Documentation must be relevant to requested accommodations.

A complex chronic medical condition involves multiple morbidities that require the attention of multiple healthcare providers or facilities and possibly community (home)-based care.

Please note that the University and Student Access Office reserve the right to deny services or accommodations while the receipt of appropriate documentation is pending.

**GUIDELINES FOR DOCUMENTATION OF A INTERSYSTEM 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 the individual’s presenting symptoms and evidence of behaviors that significantly impair functioning.
- A clinical summary which: (a) indicates the substantial limitations to major life activities posed by the disability, and (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 Student Access Office reserve the right to deny services or accommodations while the receipt of appropriate documentation is pending.

**GUIDELINES FOR DOCUMENTATION OF A TEMPORARY DISABILITY**

Students who experience a temporary (short-term) medical impairment unrelated to a documented disability may require temporary academic accommodations. A temporary impairment is typically expected to be present for six weeks or less and is common to the general population, such as a broken bone, sprained muscles, lacerations or minor surgeries. Temporary disabilities or conditions are considered to be in the medical domain and require the diagnosis by a professional with expertise in the area of the particular illness or disability.

Students are expected to supply:

- Clinician’s name, title, phone number and address.
- Date(s) of examination.
- A clear statement of the temporary disability or condition, a summary of present symptoms and a statement of the treatment, if applicable. Where relevant, a description of the severity, longevity and/or expected progression or stability of the temporary disability or condition.
• Medical information relating to the student’s needs, including the impact of treatment (e.g. medication, physiotherapy) on the student’s ability to meet the demands of the post-secondary environment.

• Description of how the temporary illness or disorder and treatment, if applicable, impact the student’s functioning in an academic setting.

• Suggestions on specific types of accommodations which may minimize academic barriers.

• Signed original is preferred.

Please note that the University and Student Access Office reserve the right to deny services or accommodations while the receipt of appropriate documentation is pending.

SCHEDULING TESTING ACCOMMODATIONS

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

• If it is determined that the exam will be proctored at Student Access Office (SAO), student must submit request electronically by visiting SAO website at access-office.adelphi.edu/forms and clicking on Release of Examination form one week (7 days) prior to the exam date. Students may also download a printable version (PDF 156KB) and submit to SAO directly.

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

• If you are sick or unable to take the exam at the scheduled time, SAO requires you to:
  (a) Contact instructor.
  (b) Contact SAO 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. Makeup exams will only be permitted with approval of instructor.

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, SAO will arrange for you to be escorted to your class so that you may ask questions of your instructor.

• 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 SAO 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.
SCHEDULING ACCOMMODATIONS FOR ACADEMIC ASSISTANCE

I. NOTE TAKERS

If a student with a disability is eligible for a note taker, Student Access Office (SAO) 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 SAO staff to all note takers.

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

- Students who need note-taking services must notify SAO upon registration but not less than four (4) weeks prior to the start of each semester. Students must provide SAO 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 SAO directly. SAO will seek assistance from the instructor when it is necessary to determine quality of notes as it pertains to each specific class. When appropriate, SAO will arrange for a different note taker.

II. REQUIRED TEXTBOOKS IN ALTERNATIVE FORMAT

Students who require their textbooks in an alternative format 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 learningally.org
- Students who need books in alternative format must notify SAO 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. Late notification may result in a delay in the acquisition of books in alternative format.
- Books in digital format will be emailed directly to student. A Pledge Agreement must be signed by the student indicating they have purchased the textbook prior to receiving the electronic format.
- 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, SAO will contact publishers to obtain books in either electronic or CD format. If SAO is unable to acquire books through publisher, SAO will scan student’s textbook to CD. In addition, reading programs are available on all computers campuswide including Premier Assistance Technology software.
REQUEST TO PROCTOR/RELEASE OF EXAMINATION

In compliance with Section 504 of the Rehabilitation Act of 1973, Adelphi University makes academic accommodations for students with disabilities. The Student Access Office coordinates these accommodations. Accommodations for disabilities are determined by the Office on an individual basis, according to documented need and verified by an Accommodation Card, issued by the University. Students will present the Accommodation Card when requesting special accommodations because of physical or learning disabilities.

TO BE COMPLETED BY THE STUDENT:

Name: ____________________________________________
Course Title: ______________________________________ Date of Exam: ____/____/____
Time: ____________________________________________
Instructor Name: __________________________________

It is the student’s responsibility to inform the Office of an examination five (5) business days prior to the scheduled examination date and to submit a completed Release of Examination form five (5) business days prior to the scheduled examination date.

Please check all that are needed:
____ Reader                 ____ Scribe          ____ Enlarged Print   ____ Extended time   ____ Other
____ Accessible Desk       ____ Computer      ____ Distraction-reduced environment

I will not receive nor give information regarding the contents of the examination.

Student Signature: ____________________________ Date Submitted: __________________________

SAO OFFICE USE ONLY

☐ Calendar
☐ Email

PICK UP: ____________________________

Exam Content: ____________________________
# of questions/pages ____________________________

DROP OFF: ____________________________

TO BE COMPLETED UPON RETURN OF EXAM:

Examination Return Location:

____ Building       ____ Room     Signature of Instructor/Department Staff    ____/____/____    ______

Date          Time

Initials of SAO Staff ____________________________
III. BOOKS, UNIVERSITY PUBLICATIONS OR CLASS MATERIALS IN ENLARGED PRINT

- Students must notify SAO of need for materials in enlarged print format. Requests for textbooks in enlarged print must be made each semester. You must notify SAO 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 require class handouts and materials in enlarged print format must submit a written or verbal request to SAO each semester. Students must allow a reasonable time frame for SAO to complete the process for enlarging class materials and handouts, a minimum of three to five (3–5) business days. Upon receipt of the student’s request, SAO will work with instructors, and the student, to provide enlarged print format.

IV. ASL 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 SAO 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 a reasonable time frame, at least two (2) weeks’ notice when possible. Late notification may result in a delay in services.
- When unable to attend class due to illness or other reasons, notify SAO 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 SAO may be held responsible for interpreting costs.
- Students must notify SAO 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 SAO and can be obtained Monday through Friday 8:30 a.m.–4:30 p.m. ALDs are available for use in classes and other campus programs and events on a daily basis. ALDs must be signed out and returned the 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 also equipped with an Assisted Listening Device. See an Auxiliary Services staff person to obtain a unit, Ruth S. Harley University Center, Room 301.
- T-Coil Hearing Loop System available in Post Hall, Room 107 and Nexus Building, Rooms 154, 159, 239, 242 and 275.

VI. ADAPTIVE LAB EQUIPMENT/ART TOOLS

Adaptive equipment for lab or art classes can be arranged for students through SAO. 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 SAO 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 SAO 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 SAO may be held responsible for transcription costs.
• Students must notify SAO 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 SAO. 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 SAO.
• In cases where audio recording by the student is determined to be inappropriate by the director of SAO, 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.

IX. REASONABLE FLEXIBILITY ATTENDANCE POLICY
Attendance is an essential requirement of most courses at Adelphi University. Students are generally required to attend class and follow the attendance policy established by the instructor in each class. Federal law requires colleges and universities to consider reasonable modification of attendance policies if required to accommodate a student’s disability. SAO has developed the Flexibility to Attendance Policy to address this issue.

In making this determination, two questions must be answered:

1. Does the student have a documented disability that directly affects his/her ability to attend class on a regular basis? SAO will make this determination based on a review of documentation from a licensed medical professional or licensed mental health professional, such as a psychologist or psychiatrist.
2. Will the absences cause the student to miss essential components of the course? For example, in-class group work may be an essential aspect of a course. Would modification of attendance policies result in a fundamental alteration of the course objective? SAO makes this determination in consultation with faculty members.

The Office of Civil Rights (OCR) has provided the following guidelines to determine if attendance is an essential part of a class:

- Is there classroom interaction(s) between the instructor and students and among students?
- Do student contributions in class constitute a significant component of the learning process?
- Does the fundamental nature of the course rely on student participation as an essential method for learning?
- To what degree does a student’s failure to attend constitute a significant loss to the educational experience of other students in the class?
- What do the course description and syllabus say?
- What elements of the class experience are used to calculate the final grade?
- What are the classroom practices and policies regarding attendance?

**General Information**

Exceptions to well-established attendance policies should be determined on a case-by-case, course-by-course basis. A request for an attendance accommodation may not be appropriate in every circumstance. In some classes, attendance is a fundamental/essential requirement in meeting course objectives; therefore, leniency in attendance may be deemed unreasonable. For example, students may be required to participate in class, to demonstrate the ability to think and discuss critically or to interact with others in class. In other circumstances, faculty may determine that students can master course content with the accommodation of flexibility in attendance.

**Procedure for Determining Flexibility**

1. Students must complete and submit a Petition for Reasonable Accommodations form and provide documentation of a disability from a qualified professional to Student Access Office (SAO), Adelphi University, One South Avenue, Garden City, NY 11530; Tel: 516.877.3145; Fax: 516.877.3138; Email: sao@adelphi.edu.

2. The director of Student Access Office (SAO) will review and verify that the disability may cause the student to miss classes that exceed the specified attendance policy.

3. When a student qualifies for this accommodation due to impact of disability, a statement will be included on the ADA Accommodation Approval Letter. The Accommodation Letter may be utilized by the student to inform the instructor that the student’s medical disability has been verified by the submission of appropriate documentation, that he or she is registered with SAO and that the student’s medical disability may result in unavoidable absences and asks that absences should not prompt the type of sanction you may ordinarily apply as the instructor.

4. Students must provide timely notification to instructors of the approved flexibility to attendance accommodation. If flexibility in attendance for that course is approved as an accommodation by SAO, the student is responsible for contacting the instructor and SAO as soon as possible when a disability-related absence will/has occurred.

5. If the accommodation is questioned, the instructor, student and the SAO professional should discuss whether the disability-related absence accommodation is reasonable.
The number of allowed absences will be determined on a case-by-case, course-by-course basis. Absences must not be excessive and/or habitual. Students who request an accommodation or provide documentation after absences have occurred will not be eligible for retroactive accommodations.

This accommodation potentially provides relief from established requirements for physical attendance in classes. The student is responsible for any material covered or work done during such disability-necessitated absences. Neither extension of deadlines for assignments due, nor arrangements for making up tests and exams missed during such absences are included in this assigned accommodation. An accommodation for these issues may be appropriate, but they need to be negotiated individually with the instructor as need arises.

For Students

This accommodation is not a “free pass,” and students with this accommodation are cautioned by SAO that even if their absence is due to their medical disability and beyond their control, such absences may well impact their grade, particularly if the class grade includes an element of participation, in-class exercises, quizzes which contribute to the final grade and/or written assignments. Students are also advised that they still bear the responsibility to keep up with the reading, obtain class notes from a fellow student if they do not have note-taking support as an accommodation, and make up any written assignments they may have missed. Students are always advised to make in-person contact with class instructors to discuss the way in which this accommodation will work in practice and to agree upon appropriate procedures and protocols.

Instructors are not obligated to create extra work for either the student or themselves as a substitute for “participation” in class or missed assignments. However, instructors are encouraged to consider whether there are opportunities for the student to mitigate or “make up” their absence. Again, this is particularly relevant for classes that are highly interactive and include assignments and group work. SAO can engage faculty and students in the legally required “interactive process” considering and determining whether such an accommodation is reasonable given the circumstances.

For Instructors

A common request by students with a medical disability is for their absence from a class meeting to be understood to be a consequence of the medical disability and “excused” and not subjected to the sanction which would be enforced ordinarily by the class instructor. Students most likely to request modified attendance policies as an accommodation are those with serious health-related disabilities that flare up episodically. This includes, but is not limited to, students with autoimmune disorders such as lupus, multiple sclerosis, rheumatoid arthritis; Celiac disease, Crohn’s disease, ulcerative colitis; sickle cell anemia; seizure disorders; other forms of arthritis and/or conditions requiring debilitating treatment such as cancer/chemotherapy or dialysis. A number of students registered with SAO have these or other medical disabilities which periodically worsen or “flare up.” Students with psychological disabilities who are experiencing an acute exacerbation of symptoms may also request flexibility in the application of attendance policies.
Suggested Classroom Procedures:
In general, instructors are strongly encouraged to follow the guidelines for course design and classroom procedures recommended by the Faculty Center for Professional Excellence and the Office of Academic Services and Retention. When students enter into a learning relationship, they have certain needs and expectations. They are entitled to information about course procedures, attendance policy, content and goals. Instructors should provide a syllabus that describes the course and methods of evaluation. Particular attention should be paid to several areas of special concern to students, including provision of reserve readings and grading policy.

If the student misses an excessive number of classes, the faculty member is urged to contact SAO to discuss whether the student’s continued enrollment in the class is “viable.”

There may be circumstances where granting a modification to attendance requirements will not be possible. A student may have a legitimate disability-related need and may still not be able to identify any accommodation that would not unreasonably alter an essential element of the University’s curriculum.

Instructors who need assistance in making this accommodation work for their students without compromising academic standards or who believe the attendance policy modification requested does constitute a fundamental alteration of an essential element of the program should contact SAO to discuss their concerns. This accommodation is subject to a reasonableness standard, and is not appropriate in every circumstance. In cases where attendance is an essential part of the class, a withdrawal or an incomplete may be considered a reasonable accommodation if absences become excessive.

Medical Withdrawal

In cases where absences will affect the ability of the student to demonstrate skills required to pass the course, the student may consult with the instructor and the Office of Academic Services and Retention regarding the advisability of a medical withdrawal from the course. A SAO professional will participate in this meeting upon request. In the event of a medical withdrawal, the student must follow the University’s medical withdrawal guidelines and procedures, which can be obtained from the Office of Academic Services and Retention.

MEETING STUDENT ACCESSIBILITY NEEDS ON CAMPUS

I. PARKING

Accessible parking permits are available through Student Access Office (SAO). 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 SAO 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
SAO arranges for classroom relocation for students with disabilities in order to remove barriers, such as buildings without elevators. Students must:

- Notify SAO 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 SAO as soon as possible. Students must complete the Petition for Reasonable 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 SAO. 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 Swirbul Library and SAO computer lab at no cost to students. From voice recognition systems, screen readers, screen enlargers and 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 director of SAO will then review the petition and supporting documentation; please allow for a reasonable time frame for the petition review process to be completed. During the petition review process, the director 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 the 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 director will consult with director of Auxiliary Services, Adelphi Dining and the student to consider an appropriate dietary modification.

**VII. 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 Student Access Office (SAO), 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**

   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 accommodation 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 director of SAO via email at garabedian@adelphi.edu or by phone at 516.877.3145.

**CONFIDENTIALITY**

Student Access Office (SAO) 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 (e.g. the Dean, etc.) are permitted access to this information in cases when appeals are made. Disability-related documentation and information is managed very carefully. SAO 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 APPEALS/GRIEVANCE PROCESS FOR STUDENTS WITH DISABILITIES

Adelphi University has adopted an internal appeals/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 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...” The discrimination director pursuant to Section 504 is Jane Fisher, Manager, Employment, Employee & Labor Relations, Levermore Hall Room 203; 516.877.3222.

Rosemary Garabedian has been designated to coordinate section 504/ADA compliance efforts involving students. Complaints should be addressed to:

**Rosemary Garabedian, Director**
Student Access Office
Ruth S. Harley University Center, Room 310
Adelphi University
One South Avenue
Garden City, New York 11530
516.877.3145

1. A complaint should be filed in writing or verbally, contain the name and address of the person filing it, and briefly describe the alleged violation of the regulations.
2. A complaint should be filed as soon as possible after the complainant becomes aware of the alleged violation, preferably within five school days.
3. An investigation, as may be appropriate, will follow a filing of the complaint. Ms. Garabedian will conduct the investigation. These rules contemplate informal but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint.
   In the event the complaint is against an employee of Adelphi University, 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.
   Reasonable accommodations (if any) recommended by Student Access Office or the Learning Resource Program will continue while a complaint is under investigation and is 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, usually no later than five school days after its filing.
5. The director of section 504/ADA compliance efforts involving students will maintain the files and records of Adelphi University relating to the complaints filed involving students.
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 thirty (30) school days to Jeffrey Kessler, Dean of Student Affairs, University Center Room 108; 516.877.3660.
7. The right of a person to a prompt and equitable resolution of the complaint filed hereunder will
not be impaired by the person’s pursuit of other remedies such as the filing of a section 504 or ADA complaint with the responsible governmental department or agency. Using this grievance procedure is not a prerequisite to the pursuit of other remedies. Should a formal complaint be filed with a governmental department or agency, the risk manager in the Office of Business Affairs and the discrimination director must be notified and given copies of the complaint before an internal investigation takes place.

8. 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.

REHABILITATION ACT OF 1973

Section 504, Federal Register / Vol. 45, No. 92, pp. 30937-30944

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 Student Access Office.
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 activities. Individuals who have serious contagious and noncontagious 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. For more information regarding the ADA, please contact SAO at x3806.
DIVISION OF STUDENT AFFAIRS—OTHER DEPARTMENTS

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Nexus 303
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Commuter Student Affairs
International Students and Multicultural Affairs
Della Hudson-Tomlin, Associate Dean Student Affairs
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Residential Life
Guy Seneque, Director
Earle Hall 100
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Center for Student Involvement
Tara Wagner, Director
Ruth S. Harley University Center, Room 110
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SAFETY FIRST

Colleges and universities are required under federal law to publish and make available an annual campus security report, which includes, among other information, statistics on campus crime. The crime statistics for all colleges and universities required to comply with this law are available from the United States Department of Education.

Adelphi University’s annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by Adelphi University; and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, emergency response plan, timely warnings, fire statistics, missing students and other matters. The advisory committee on campus safety will provide upon request all campus crime statistics as reported to the United States Department of Education. You may obtain a copy of this report by contacting the Department of Public Safety and Transportation, Levermore Hall, lower level, 516.877.3500 or by accessing safety.adelphi.edu.

The United States Department of Education’s website for campus crime statistics is ope.ed.gov/security.

As a reminder, the rear of any Adelphi University ID card provides you with weather advisory and alert numbers to obtain information on any possible delayed openings or school closings. To register for the University Mass Notification System, log on to eCampus (ecampus.adelphi.edu) and click on University Mass Notification System.

ACCREDITATION

Adelphi University, an independent, comprehensive institution, is chartered by the University of the State of New York, and is accredited by the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104-2680, 267.284.5000; the New York State Education Department, 89 Washington Avenue, Albany, NY 12234, 518.474.3852; the Commission on Collegiate Nursing Education, One Dupont Circle NW, Suite 530, Washington, D.C. 20036, 202.887.6791; the American Speech-Language-Hearing Association, 2200 Research Blvd., Rockville, MD 20850-3289, 800.638.8255; the Council on Social Work Education, 1701 Duke Street, Suite 200, Alexandria, VA 22314, 703.683.8080; the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave. NW, Suite 500, Washington, D.C. 20036-1023, 202.223.0077; and AACSB International–The Association to Advance Collegiate Schools of Business, 777 South Harbor Island Blvd., Suite 750, Tampa, FL 33602-5730, 813.769.6500.

EQUAL OPPORTUNITY AND NOTICE OF NONDISCRIMINATION

Adelphi University is committed to extending equal opportunity in employment and educational programs and activities to all qualified individuals and does not discriminate on the basis of race, religion, age, color, creed, sex, marital status, sexual orientation, ethnicity, national origin, disability, genetic predisposition or carrier status, veteran status, status as a disabled or Vietnam-era veteran, gender expression, or any other basis protected by applicable local, state or federal laws. Adelphi University does not discriminate on the basis of sex or gender in any education program or activity it operates as required by Title IX. All questions regarding Title IX should be referred to Title IX Coordinator and Director of Equity and Compliance Rhonnie Jaus, Room 203, Levermore Hall, 516.877.4819, titleix@adelphi.edu. The discrimination coordinator for student concerns pursuant to Section 504 of the Rehabilitation Act of 1973 is Rosemary Garabedian, Director of the Student Access Office, Post Hall, 516.877.3145, sao@adelphi.edu; the discrimination coordinator for employee concerns pursuant to Section 504 of the Rehabilitation Act of 1973 is Jane Fisher, Director of Employment, Employee and Labor Relations, Room 203, Levermore Hall, 516.877.2222, the coordinator of Title VII and the affirmative action officer is Lisa S. Araujo, Associate Vice President for Human Resources and Labor Relations, Room 203, Levermore Hall, 516.877.3320.