

STUDENT ACCESS OFFICE FACULTY AND

ADMINISTRATIVE HANDBOOK

2019-2020

Introduction	
Adelphi University's Commitment to Students With Disabilities	
Student Access Office-Mission Statement	2
Hours of Operation	2
Contact Information	2
Definitions	3
Dispelling Myths	
Preferred Language	
Role of the Student Access Office	
Role of the Learning Resource Program	
Rights and Responsibilities	
I. Student Access Office	6
II. Faculty	
II. Students	
Interacting With Students With Disabilities	
Teaching Students With Disabilities	
Teaching Students With Learning Disabilities and/or ADHD	
Teaching Students Who Are Blind or Low Vision	
Teaching Students With Physical Disabilities	12
Teaching Students Who Are d/Deaf/HOH.	
Teaching Students With a Mental Health Disability	13
Teaching Students With Autism Spectrum Disorder	14
Teaching Students With Communication/Speech Disabilities	
Teaching Students With Other Disabilities	15
Accommodations Process	
Procedure for Requesting Reasonable Accommodations	
Defining Reasonable Accommodations	
Notification of Eligibility for Accommodations	16
Changes in Accommodation Needs	17
Academic Dishonesty	17
General Guidelines for Documentation	17
How to Apply for Reasonable Accommodations and Academic Adjustments	19
Scheduling Accommodations for Academic Assistance	20
I. Testing	
II. Note-Taking Assistance	
III. Required Textbooks in Alternative Format	
IV. Academic Materials in Enlarged Print.	
V. ASL Interpreters	
VI. Assistive Listening Devices	
VII. Adaptive Lab Equipment/Art Tools	
VIII. Transcription/CART Services	20 24
IX. Audio Recording of Class Lectures	
X. Reasonable Flexibility to Attendance Policy.	
A. Reasonable Flexibility to Attendance Foncy	
Maating Student Associbility Made on Commun	
Meeting Student Accessibility Needs on Campus	
I. Parking	
II. Classrooms	
III. Housing	
IV. Attending Campus Events	
V. Assistive Technology	
VI. Dietary Modifications	
VII. Adelphi University Service Animal Policy	29
Confidentiality	22
Section 504/ADA Appeals/Grievance Process for Students With Disabilities	22
Rehabilitation Act of 1973	
Americans With Disabilities Act (ADA)	
Frequently Asked Questions	
Division of Student Affairs—Other Departments	
Division of student Analis—Other Departments	

INTRODUCTION

Adelphi University is enriched by our diverse student body. Becoming a model for diversity and inclusion and enhancing our reputation as a community that values, welcomes and inspires every individual is a key pillar of our strategic plan. To provide equal opportunities for students with disabilities, it's important for all of us to be aware of the challenges these students face and how we can enable them to succeed by leveling the playing field. Accommodating students with disabilities is a legal requirement, but we look beyond that to consider it our moral duty.

The legal imperative was set with the Americans with Disabilities Act (ADA), which was signed into law on July 26, 1990, by President George H.W. Bush. The law reinforces the concept of reasonable accommodations in education and mandates greater access to employment, transportation and public accommodations. The ADA builds on Section 504 of the Rehabilitation Act of 1973, often referred to as the "Civil Rights Act" for people with disabilities. It states that "no otherwise qualified individual with a disability shall, solely by reason of his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

As a University that receives federal assistance, our educational programs and services must be accessible to students with disabilities. This means more than the removal of architectural barriers and the provision of auxiliary services. It means that faculty members, administrators and staff must adjust their instruction or otherwise accommodate the needs of individual students. This could mean facing a student with a hearing impairment when you speak or providing advance notice of a change in routine to a student with autism spectrum disorder. It means treating these students with appreciation and respect and becoming a role model for your colleagues and all of our students.

Self-identifying as having a disability and asking for accommodations is a personal decision for each student that Adelphi neither encourages nor discourages. If a student requests accommodations at Adelphi University, he or she is responsible for taking the initiative by completing the process of registering with the Student Access Office (SAO) and remaining actively involved in the accommodation process. Adelphi University neither imposes accommodations on students nor preempts their responsibility to disclose and define their need for accommodation.

As a faculty member or administrator, you too play a vital role in helping our students with disabilities reach their potential and succeed. We understand you may have questions or concerns about providing services to these students and creating a climate of mutual understanding, appreciation and support throughout the campus. The Student Access Office is here to answer your questions and provide support. Together, we can make a difference in the lives of these students and put them on a path toward a successful future.

ADELPHI UNIVERSITY'S COMMITMENT TO STUDENTS WITH DISABILITIES

Adelphi University's Student Access Office (SAO), as required under 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. SAO 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.

STUDENT ACCESS OFFICE-MISSION STATEMENT

The mission of the SAO 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, SAO helps ensure an accessible and supportive campus environment. SAO creates clear policies and procedures to meet the requirements of applicable law.

Monday	8:30 a.m.–7:00 p.m.
Tuesday	8:30 a.m.–7:00 p.m.
Wednesday	8:30 a.m.–7:00 p.m.
Thursday	8:30 a.m.–7:00 p.m.
Friday	8:30 a.m4:30 p.m.
*Academic year	

Contact Information

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Administrative Assistant: Melissa Dean Phone: 516.877.3806 Administrative Assistant: Kathleen Augustine Phone; 516.877.6429 Part-time Administrator: Jennifer Guijarro Phone: 516.877.6207 Assistant Accommodations Specialists: Phone: 516.877.6202 or 6203 Fax: 516.877.3139 Email: sao@adelphi.edu Location: Post Hall, Room 107

DEFINITIONS

Reasonable Accommodations are modifications to a program, activity or facility that enable qualified students with a disability to have an equal opportunity to benefit from and have access to University programs and services. An equal opportunity means a chance for a student to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly situated student without a disability.

Students are not charged for the cost incurred in providing reasonable accommodations, including auxiliary aids and services. To determine reasonable accommodations, the Student Access Office 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. Examples of reasonable accommodations are extended-time testing and books on tape. An accommodation is not considered reasonable when it compromises the essential elements of the curriculum or requires a fundamental alteration in the nature of the program, service or activity. Examples of unreasonable requests are a reduction in the amount of questions given on an exam or waiving reading assignments.

Student is a person enrolled in the University.

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

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

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

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

Section 202 of the 1990 Americans with Disabilities Act states "No qualified individual with a disability shall, by reason of such disability, be excluded from the participation in or be denied the benefits of the services, programs or activities of any public entity, or be subject to discrimination by any such entity."

Section 504 of the Rehabilitation Act states "No otherwise qualified individual in the

United States shall solely, by reasons of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Impairment is a disability if it substantially limits the ability of an individual to perform a major life activity as compared to most people in the general population.

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

DISPELLING MYTHS

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

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

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

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

PREFERRED LANGUAGE

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

Never use the article "the" with an adjective to describe people with disabilities. The

preferred usage, "people with disabilities," stresses the essential humanity of individuals and avoids objectification.

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

NOT the visually impaired **USE** people with low vision

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

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

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

Appropriate Terminology

Be careful not to imply that people with disabilities are to be pitied, feared or ignored, or that they are somehow more heroic, courageous, patient or "special" than others. Never use the term "normal" in contrast. A person in a wheelchair is a "wheelchair user" or "uses a wheelchair." Avoid terms that define the disability as a limitation such as "confined to a wheelchair" or "wheelchair-bound." A wheelchair liberates; it doesn't confine. Never use the terms "victim" or "sufferer" to refer to a person who has had a disease or disability. This term dehumanizes the person and emphasizes powerlessness. For more information about disability etiquette and appropriate language, visit **access-office.adelphi.edu** or contact the Student Access Office at **ext. 3806** or **sao@adelphi.edu**, Post Hall, Room 107.

ROLE OF THE STUDENT ACCESS OFFICE

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

SAO provides a variety of services, including:

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

ROLE OF THE LEARNING RESOURCE PROGRAM

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

RIGHTS AND RESPONSIBILITIES

I. Student Access Office

The Student Access Office 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 Student Access Office 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 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.

7

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:

- Have equal access to courses, programs, services, activities and facilities offered through the University.
- Have 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 include, but are not limited to, exams, note taking, interpreting, etc.
- Receive information available in accessible formats.

Students with disabilities have the responsibility to:

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

Students are advised to:

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

INTERACTING WITH STUDENTS WITH DISABILITIES

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

- Keep in mind that students with disabilities are often hampered more by other people's attitudes and by physical and methodological barriers than by any functional limitations they may have.
- Maintain an open mind about what a student with a disability can or cannot do. Often we assume that because we have not met someone with a disability in a given field, it cannot be done. Let the student determine her or his own capabilities.
- Act as an advocate for treating students with disabilities with the same dignity and respect you would any student. Allowing jokes about people with disabilities, discussing a student's disability with others without prior consent, expecting a student to represent the views of all people with disabilities, and other forms of tokenism are inappropriate.
- Understand that there is a joint responsibility for successful interactions. Instructors must work with students in a partnership to find solutions to issues that confront them.
- Make yourself accessible in a variety of ways: e.g., telephone, email and open office hours.
- Always address a student with a disability directly. Speak clearly, at a moderate pace and volume, and allow the student time to respond. Do not address the student's companions, including interpreters and aids, rather than the student. Also avoid exaggerating or slowing your speech.
- It is not necessary to speak more loudly than usual to a student with a hearing disability. In fact, the louder the voice, the more likely the sound will distort when passing through a hearing aid.
- When communicating with a student who has a hearing disability, make sure there is sufficient lighting and that your mouth is not obscured. Be prepared to repeat or rephrase what you are saying to facilitate comprehension. If there is a lack of comprehension, it is not considered insulting by most students who are deaf or hard of hearing for you to write down what you are saying. Be aware that stressful and emotional situations make speech reading even more difficult than usual.
- Do not pressure a student who is deaf to have a conversation using speech reading if the student is uncomfortable communicating in that way. If the student indicates that they would like an interpreter, arrangements can be made through SAO.
- · Face your class while you lecture. Turning toward the blackboard while you talk makes

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

• It is acceptable to offer assistance to a student with a physical disability; however, make certain to respect the student's personal space and dignity by asking before assisting. A good way to ask if you can help is, "May I give you a hand with that?" or "Do you want/need me to do anything?" Even if the student refuses, it is still not wrong to ask.

TEACHING STUDENTS WITH DISABILITIES

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

- Standards for academic credit should not be modified for students with disabilities. All students must meet the required level of understanding and performance competencies for a given course. There may need to be modifications in the evaluation or testing method, but the content should not be changed.
- It is unnecessary to rewrite an entire course to accommodate students with disabilities; simply modify the presentation of materials to make it accessible to them. If a specific task is impossible for these students to carry out, consider an alternative assignment unless the task is deemed an essential element of the course.
- Treat students with disabilities as individuals. Be careful of making assumptions based on stereotypes. If one student with a particular type of disability has difficulty with a specific task, do not assume that the next student with the same type of disability will experience similar problems.
- Some students find it extremely difficult to disclose their disability. They may be afraid of discrimination, or are embarrassed to talk about this personal and private information. Others have not fully broken through all of the denial about the existence of the disability itself. Such students may struggle through classes, finding success very difficult to achieve. Faculty can be a great help by setting an atmosphere in which students feel comfortable about coming forward to discuss any special needs they may have. The following actions may encourage requests for needed services:
 - 1. Include a statement on the class syllabus inviting students to discuss their accommodation needs. Please include the following statement on your course syllabus:

"If you have a disability that may significantly impact your ability to carry out assigned coursework, please contact SAO at **516.877.3806** or send an email to **sao@adelphi.edu**. The staff will review your concerns and determine, with you,

appropriate and necessary accommodations. Please allow for a reasonable time frame for requesting ASL interpreters or transcription services."

- 2. Make a general announcement in the first class session that any student with a disability may be eligible to receive accommodations in the classroom by contacting SAO.
- 3. If a student does request accommodations, and they have not met with SAO, advise that the student meet with the director as soon as possible. Appropriate documentation is required to discern what accommodations are appropriate for that condition. Do not provide accommodations without the approval of SAO.
- 4. Provide students with a syllabus in advance, if possible. Placing the syllabus online or handing it out in an enlarged format will enhance its accessibility. Detail all course requirements, including the material to be covered, grading methods and due dates.
- 5. Announce on the first day of class the desire to speak individually and privately (to protect the student's confidentiality) with students with disabilities as soon as possible. Ask these students how their disability affects them and how their learning may be facilitated by you.
- 6. Announce on the first day of class your policies regarding attendance and makeup work. Reinforce this information by clearly stating it in the syllabus. These measures will allow students with disabilities who may anticipate being absent from class to make informed decisions about which courses to take.
- 7. Announce reading assignments well in advance since it can take several weeks to get a book tape-recorded. Also consider using a textbook that has a companion study guide which students have the option of using.
- 8. Provide lecture outlines. Use overhead projectors or PowerPoint.
- 9. Present initial concepts deductively (when appropriate).
- 10. Provide repetition.

While it is not expected that instructors become expert on any disability, it is important to have a working knowledge of issues that may affect the students. Awareness of these issues will ensure that appropriate accommodations can be provided in order for students with disabilities to reach their potential in an academic setting.

TEACHING STUDENTS WITH LEARNING DISABILITIES AND/OR ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

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

Drawing upon the student's own experience offers invaluable clues to the types of adaptations that work. A student may have average to superior intelligence and adequate

sensory and motor systems and yet have a learning disability. The extraordinary achievements of numerous people with learning disabilities confirm the coexistence of learning disabilities and average to superior intelligence. But learning disabilities have only recently been identified, and these conditions still often go undiagnosed. That is why people with learning disabilities, as well as others, often mistakenly believe a learning disability is an intellectual deficiency, which it emphatically is not.

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

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

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

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

Students with ADHD are likely to exhibit motor restlessness (foot tapping, shifting in seat) and may have difficulty focusing on information for long periods of time. The student may also be impatient and have difficulty delaying impulsive behavior. While some students receive medical treatment for ADHD, not all adults respond to drug therapy. For information regarding strategies for working with students with specific learning disabilities and/or ADHD, contact SAO at **ext. 3806** or the Learning Resource Program at **ext. 4710**.

TEACHING STUDENTS WHO ARE BLIND OR LOW VISION

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

Whatever the degree of visual disability, students who are blind or low vision should be expected to participate fully in classroom activities, such as discussions and group work. To record notes, some use laptop computers or computerized Braillers. Students who are blind

or low vision may encounter difficulties in laboratory classes, field trips and internships. With planning and adaptive equipment, these difficulties can be minimized. For information regarding specific strategies for working with students with visual disabilities, contact SAO at **ext. 3806**.

TEACHING STUDENTS WITH PHYSICAL DISABILITIES

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

Physical access to classrooms is a major concern of students who are physically disabled. This refers to those who use wheelchairs, braces, crutches, canes or prostheses, fatigue easily and find it difficult to move about, especially within the time constraints imposed by class schedules. Occasional lateness may be unavoidable. Tardiness or absence may be caused by transportation problems, inclement weather, elevator or wheelchair breakdown or the need to wait for physicians' appointments. Going from class may pose similar problems, especially in cases of emergency. For information regarding specific strategies for working with students with physical disabilities, contact SAO at **ext. 3806**.

TEACHING STUDENTS WHO ARE d/DEAF/HOH

Students who are deaf or hard of hearing may use a wide range of services, depending on the language or communication system they use. Some people who are deaf are members of a distinct linguistic and cultural group. Often people who are hearing impaired have been deaf for a long time. Some may live in a community or extended family that includes numerous other individuals who are hearing impaired.

They may use American Sign Language (ASL) as their first language. Therefore, members of this cultural group are bilingual, and English is their second language. As with any cultural group, people who are deaf have their own values, social norms and traditions. Because of this, faculty should be sensitive and attentive to cross-cultural information in the classroom setting. Some students who are hard of hearing may use ASL interpreters in the classroom setting. Indications that a student has a hearing loss may include a student's straining to hear, intense concentration on the speaker's face, use of loud or distorted speech, requests to repeat or spell words, and consistent failure to respond.

Hard of hearing refers to those individuals who may use speech, reading and/or hearing aids to enhance oral communication. Hearing aids or amplification systems may include

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

Students may use signed English, ASL, cued speech or oral transliterations in the classroom—visual systems that enhance the reception and expression of spoken English. For information regarding specific strategies for working with students with hearing disabilities, contact SAO at **ext. 3806**.

TEACHING STUDENTS WITH A MENTAL HEALTH DISABILITY

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

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

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

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

• Discuss inappropriate behavior with the student privately and forthrightly, delineating

the limits of acceptable conduct. Do not ask the student whether they have a mental health disability. **Address the inappropriate behavior only.** It may be appropriate to have a witness to your conversation.

- In your discussions with the student, do not attempt to diagnose or treat the mental health disability, but only the student's behavior in the course.
- If you sense that discussion would not be effective, or if the student approaches you for therapeutic help, refer the student to Student Counseling Center, Student Access Office, Health Services Center or Office of the Dean of Student Affairs.
- If abusive or threatening behavior occurs, refer the matter to Office of the Dean of Student Affairs or the Department Public Safety and Transportation.

For information regarding specific strategies for working with students with emotional/ psychological disabilities, contact SAO at **ext. 3806**.

TEACHING STUDENTS WITH AUTISM SPECTRUM DISORDER

Students with Autism Spectrum Disorder and high-functioning autism present a special challenge in the educational milieu. Autism and the linked condition, Autism Spectrum Disorder, are conditions that have only been recognized for the last 30 or 40 years, and there are considerable differences of opinion about causes, diagnoses and support. Many people with autism also have learning difficulties and other disabilities that mean they are less likely to enter higher education. However, people with Autism Spectrum Disorder are likely to have the same range of intellectual skills as the general population, though they may have a number of other characteristics that make education less accessible to them.

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

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

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

- It may be helpful, especially at the beginning of the course, to provide extra time immediately after group sessions to check that sessions have been understood.
- Some students may find it difficult to work in a group. If it is possible and appropriate, consider alternative ways of completing group assignments.
- The student may like to sit in the same seat every session. If this is the case, try to ensure that the arrangement of the seating does not vary too much between sessions.
- Students with autism or Autism Spectrum Disorder will usually rely heavily on a routine. This may prove difficult during examination periods, or whenever routine is necessarily broken. Be sure that students talk this through with you or SAO in advance so that they are prepared.
- Students may also benefit from the opportunity of knowing the instructions and structure of examinations and papers in advance so that any confusion can be cleared up and anxiety minimized.
- Carrier language and the rubric of examinations and papers need to be both explicit and literal. For some students, multiple choice papers can be particularly confusing, and alternatives may be appropriate.

For information regarding specific strategies for working with students with neurosocial disabilities, contact SAO at **ext. 3806**.

TEACHING STUDENTS WITH COMMUNICATION/ SPEECH DISABILITIES

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

Patience is the most effective strategy in teaching students with communication/speech disabilities. Some of these difficulties can be managed by such mechanical devices as electronic "speaking" machines or computerized voice synthesizers. Others may be treated through speech therapy. Communication/speech disabilities can be aggravated by the anxiety inherent in oral communication in a group. For information regarding specific strategies for working with students with speech disabilities, contact SAO at **ext. 3806**.

TEACHING STUDENTS WITH OTHER DISABILITIES

Many other conditions may interfere with a student's academic functioning. Some of their symptoms, and the types of intervention required, may resemble those covered elsewhere in this handbook. The general principles set forth apply, particularly the need to disclose the disability status and to discuss with the student both its manifestations and the required accommodations. The following are some of the more prevalent disabilities among students: cancer, cerebral palsy, traumatic brain injury, multiple sclerosis, muscular dystrophy, respiratory problems, seizure disorders and sickle cell anemia. For information regarding strategies for working with students with specific conditions, contact SAO at **ext. 3806**.

ACCOMMODATIONS PROCESS

Procedure for Requesting Reasonable Accommodations

The following procedures for requesting reasonable accommodations are included in the *Student Access Office Student Guide* and are provided here for your information.

Students must follow procedures for requesting accommodations, including:

- 1. Complete and file a Petition for Reasonable Accommodations form.
- 2. Submit supporting disability documentation.
- 3. Sign Consent for Release of Information form.

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 modifications to a program, activity or facility that enable qualified students with a disability to have an equal opportunity to benefit from and have access to University programs and services. An equal opportunity means a chance to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly situated student without a disability. Students are not charged for the cost incurred in providing reasonable accommodations, including auxiliary aids and services (e.g., sign language interpreters, note-taking services, text conversion to alternative accessible formats, audio or videotapes, 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 the Department of Public Safety and Transportation. Then, he or she is to use the Accommodations Card when seeking services. Students may also use the approval letter to identify to instructors that they are registered with SAO and receive accommodations. 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 the accommodation. Students must allow for a reasonable time frame for the coordination and provision of new accommodations or modifications to existing accommodations.

Academic Dishonesty

Students registered with SAO are expected to uphold all of the University's academic integrity policies and abide by the Adelphi University *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.

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. 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 Gordon F. Derner School of Psychology. It 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 SAO.

HOW TO APPLY FOR REASONABLE ACCOMMODATIONS AND ACADEMIC ADJUSTMENTS

Contact 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 public safety department.

Use accommodations card when seeking reasonable accommodations and academic adjustments.



Initiate appeal process (if desired).

SCHEDULING ACCOMMODATIONS FOR ACADEMIC ASSISTANCE

I. TESTING

- Student must identify to their instructor that they are documented to receive exam accommodations at the start of each semester. Should the instructor be unable to provide the exam accommodations, students are required to follow the Student Access Office (SAO) exam request processes.
- If it is determined that the exam will be proctored at the SAO, students must submit their requests through their student account on Accommodate located on eCampus a minimum of seven days prior to the exam date.
- 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 make 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 minutes before scheduled exam start time at exam site. Review format of the examination with 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 tocontact 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.

21

II. NOTE-TAKING ASSISTANCE

SAO engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a student's documented disability, the student may be eligible for note-taking assistance. Note-taking assistance is an accommodation that provides access to lecture-based courses only and in the absence of faculty-provided notes and/or PowerPoint course content slides. Seminar, interactive/group discussion and "hands-on" courses do not require note-taking assistance.

SAO meets the requirements of note-taking assistance through the implementation of the following accommodation:

Use of Assistive Technology (Sonocent Audio Notetaker)

Sonocent Audio Notetaker is a note-taking assistance software program that allows students to take better notes. The program will record lectures with your own device and allow you to edit notes on your computer. Sonocent is the preferred method of note-taking assistance. To learn more about Sonocent, visit youtube.com/watch?v=KI6A5W0XFMM for *"What is Sonocent Audio Notetaker and why does it lead to better notes?"*

If you are a student registered with the Student Access Office and have been approved for note-taking assistance, contact Liam Owens, assistive technology/Section 508 compliance specialist, at lowens@adelphi.edu for training on Sonocent and installation of the program on your personal laptop or device.

More about Sonocent Audio Notetaker software/app:

- Available for checkout by eligible SAO students
- Unique audio note-taking software for Mac/Windows that automatically breaks up recorded audio into visual "chunks" (representing discreet phrases) that can be color-coded, edited, transcribed and summarized for optimal learning and organization
- Use the C.A.R.E. process for notetaking: Capture, Annotate, Review, Engage.
- Record audio with your laptop or use the free Sonocent Recorder app or a digital voice recorder, then import the audio into the software as needed.
- Import PowerPoint slides, PDFs, images and/or screen captures into a "project" and integrate them with your recorded audio and typed notes accordingly.
- Advanced audio cleanup capabilities (e.g., remove hisses, clicks), ability to adjust audio playback speed, voice pitch
- No need to buy special notebooks or deal with hardware problems that can occur with smart pens

Note-taking assistance may also include, but is not limited to:

Use of a personal laptop

Individuals who are eligible for use of a laptop computer for note-taking assistance are responsible for bringing a laptop to each class/meeting. Students are only permitted to use appropriate note-taking programs/software during class. Students found to be misusing this

accommodation (e.g., using the internet when not permitted or web surfing in class) may have this accommodation revoked and an alternate provision implemented.

Audio record class lectures

Students eligible to request note-taking assistance may also be eligible to record class audio. Individuals who are eligible for audio recording of lectures are responsible for bringing an audio recording device to each class/meeting. Recording the class will allow students to supplement their notes with information they may have missed during the lecture. When attempting to create notes independently, deeper understanding and retention of material is likely.

Use of faculty lecture notes

In cases where professors have made notes available to students, or when certain classes more heavily favor a discussion mode or hands-on lab, the note-taking accommodation may not be necessary due to curricular support already built into those classes. Additionally, any discussion-based courses where class notes have been uploaded to Moodle by the instructor do not require students to keep extensive notes in the same way they would without access to the instructor's personal notes for the course.

The notes and lecture materials provided are not meant to be a replacement for a student's own notes (unless a student is unable, due to the effects of a disability, to take any notes at all). Notes are also not a substitute for class attendance.

Note: Please be advised that all students are required to provide the instructor with a signed Audio Recording Agreement for all lecture-based courses in which they will be using an audio recording device.

III. 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 through the SAO membership.
- Students who need books in alternative format must notify SAO upon registration, but no less than four 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.
- An alternative format resource list is provided on the SAO website. See link below: https://access-office.adelphi.edu/alternative-format-textbook-resources/

IV. ACADEMIC MATERIALS IN ENLARGED PRINT FORMAT

- Students must notify SAO of the need for academic materials in enlarged print format. This may include, but is not limited to, course handouts and faculty exams.
- Students who require enlarged print format must submit a written or verbal request to SAO each semester. Upon receipt of the student's request, SAO will work with faculty and the student to provide the enlarged print format.

V. 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 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 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 full business days in advance. At least two 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 class time changes.

VI. ASSISTIVE LISTENING DEVICES

A small supply of assistive listening devices (ALDs) is available at SAO and can be obtained Monday through Friday, from 8:30 a.m. to 4:30 p.m. ALDs are available for use during 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 damaged or lost ALDs.

- The Adelphi University Performing Arts Center (Adelphi PAC) has a separate listening system available to patrons. Information about this system can be obtained by calling **516.877.4930**.
- The Adelphi PAC's Olmsted Theatre is equipped with a T-Coil Hearing Loop System.
- The Thomas Dixon Lovely Ballroom in the Ruth S. Harley University Center (UC) is also equipped with an assistive listening device. See an Auxiliary and Events Services staff person to obtain a unit, in the UC, Room 301.
- T-Coil Hearing Loop System is available in Post Hall, Room 107, and in the Nexus Building, Rooms 154, 159, 239, 242 and 275.

VII. 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 weeks prior to the first day of class. Late notification will result in a delay in the acquisition of adaptive equipment. Adaptive lab equipment and/ or art tools are provided based on programmatic and individualized need.

VIII. 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 weeks prior to the start of each semester of transcription/ CART services needs. Late notification may result in a delay in services.
- Transcription/CART services for events, tours, Orientation, registration, etc., require at least two 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 full business days in advance. At least two full business days' advance notice is required to cancel transcription services without a penalty. Students who develop a pattern of missing classes without notifying SAO may be held responsible for transcription costs.
- Students must notify SAO of class scheduling changes, including room location changes, course selection changes or class time changes.

IX. 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 will be 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 a 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.

X. REASONABLE FLEXIBILITY TO 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-bycase, 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

- 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, 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 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 the 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-bycourse 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" of 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 "flare up" or worsen. 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. An 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 SAO. Students must follow the application process in order for it to be determined qualified for accessible parking.

- Students must obtain a standard Adelphi student parking decal from the Department of Public Safety and Transportation (Levermore Hall, Suite 113).
- Complete the Accessible Parking Permit Application.
- Submit Medical Verification Forms to SAO as well as proof of holding a state or county Accessible Parking Placard. Students must present a valid/current state, town or country placard and provide a license to verify ownership.
- Applications will not be reviewed until all aforementioned materials are submitted. All documentation for accessible parking permits is reviewed according to New York state, town and/or county regulations.

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 Assignment 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 an 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 Adelphi's Swirlbul 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 the 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 of 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 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 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 director of SAO via email at **garabedian@adelphi.edu** or by phone at **516.877.3145**.

CONFIDENTIALITY

SAO is responsible for maintaining the 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. Section 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, Director, Employment, Employee and Labor Relations, Levermore Hall, Room 203, **516.877.3220**.

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 Adelphi University One South Ave Garden City, NY 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. The director 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 SAO 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 the director 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.
- 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 30 school days to Jeffrey Kessler, Dean of Student Affairs, Nexus Building, Room 302, 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 SAO.

AMERICANS WITH DISABILITIES ACT (ADA)

What is the ADA?

The Americans with Disabilities Act 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, athletics arenas, auditoriums, libraries, recreational facilities, etc., must be accessible to individuals with disabilities.

For more information regarding the ADA, please contact SAO at ext. 3806.

FREQUENTLY ASKED QUESTIONS

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

Students have been advised to self-identify their disability status and their affiliation with SAO.

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

We recommend that you include the following statement in your course syllabus:

"If you have a disability that may significantly impact your ability to carry out assigned coursework, please contact SAO at **516.877.3806** or send an email to **sao@adelphi.edu**. The staff will review your concerns and determine, with you, appropriate and necessary accommodations. Please allow for a reasonable time frame for requesting ASL interpreters or transcription services."

3. What are accommodations?

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

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

Once SAO has approved a student for accommodations, he or she will be issued an Accommodations Card. This card verifies a student's association with SAO.

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

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

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

Student disability information is protected by the Family Education Rights Protection Act (FERPA) and must be held in the strictest confidence. Any public disclosure of a student's disability is a violation of this law.

7. What if I don't agree with an accommodation?

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

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

If you have determined that you are not able to accommodate the student in the classroom during the exam, the student should ask you to complete the Request to Proctor/Release of

Examination form a minimum of seven days prior to the exam. The professor must include date, time and special instructions for the exam.

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

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

10. Where is the exam administered?

The exam may be given at the testing center in SAO, meeting rooms in the Ruth S. Harley University Center, the Learning Center or classrooms on campus.

11. I heard that students could also take exams with the Learning Resource Program (LRP).

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

12. Who provides accommodations if my class meets in the evening or on weekends? SAO will coordinate with the instructor arrangements for accommodations for these students on an individual basis.

13. What should I do if I decide to change the location of my classroom? All requests for classroom changes are handled by the Office of the Registrar.

14. What if I would like to know more about SAO?

Feel free to contact SAO for additional information. SAO is also a resource for faculty members on disability issues.

DIVISION OF STUDENT AFFAIRS—OTHER DEPARTMENTS

Office of the Dean of Student Affairs Nexus Building, Room 302 516.877.3660

Associate Dean of Student Affairs Della Hudson-Tomlin Nexus Building, Room 308 516.877.3661 Joseph DeGearo Associate Dean of Student Affairs Ruth S. Harley University Center, Room 308 516.877.3654

Student Counseling Center Carol Lucas, Ph.D., LCSW, Director Ruth S. Harley University Center, Room 310 516.877.3646

Health Services Jacqueline Johnston, Director Waldo Hall, first floor 516.877.6000

Residential Life and Housing Guy Seneque, Director Earle Hall, Room 100 516.877.3651

Center for Student Involvement Anna Zinko, Director Ruth S. Harley University Center, Room 110 516.877.3603

International Student Services Wendy Badala, Director Post Hall, Room 204 516.877.4378

Student Conduct and Community Standards Amanda Wright, Director Ruth S. Harley University Center, Room 308 516.877.3940

REASONABLE ACCOMMODATIONS IN HOUSING ASSIGNMENTS

Policy Description

This document sets out policy and procedures for students with disabilities seeking reasonable accommodations in University housing assignments.

Reason for Policy

The purpose of this policy is to specify the guiding principles and specific procedures to effectuate reasonable accommodations in University housing assignments for students with disabilities approved for such accommodations.

Who Is Governed by This Policy?

Students requesting reasonable accommodations in housing assignments.

Policy

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination against individuals with disabilities. According to these civil rights laws and corresponding regulations, no otherwise qualified person with a disability shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of a public entity. This means that college housing facilities and residential life must be accessible to qualified students with disabilities.

Students approved for accommodations in accordance with the Americans with Disabilities Act, Section 504, and the Fair Housing Act, will be given housing assignments through the Office of Residential Life and Housing (RLH). For students approved by the Student Access Office (SAO) for reasonable accommodations in housing assignments, their assignments will be determined on a case-by-case basis and they will not incur additional expenses to obtain the approved accommodation, unless the student elects to seek a different housing tier than the one assigned by RLH. If the student elects to seek a different housing tier than the one assigned by RLH, the student will be placed in the regular housing selection process and will be responsible for paying any additional charges associated with that housing tier, in accordance with the published schedule of room rates.

Definitions This policy does not have definitions associated with it at this time. Upon periodic policy review, this area will be evaluated to determine if additional information is needed to supplement the policy.

Policy Owner

Name: Rosemary Garabedian Office: Student Access Office 516.877.3145

Secondary Contacts

Guy Seneque Director, Residential Life and Housing 516.877.3651 seneque@adelphi.edu Jeffrey Kessler Assistant Vice President and Dean of Student Affairs 516.877.3660 kessler@adelphi.edu

Brian Flatley Assistant Director, Student Access Office 516.877.3545 bflatley@adelphi.edu

Document History

Last Reviewed Date: November 3, 2017 Last Revised Date: November 3, 2017 Policy Origination Date: November 3, 2017

Policy Approved By

James J. Perrino Executive Vice President of Finance and Administration Office: Finance and Administration 516.877.3668 NOTE: Language in this policy was approved by the U.S. Department of Education, Office for Civil Rights, November 3, 2017

Additional Information for Policy Library

Who Should Have Access to This Policy? Publicly available to internal and external communities

Tags/Keywords

Disability, accommodations, Student Access Office, housing accommodation, reasonable accommodation

Procedures

1. Student must file a Petition for Reasonable Accommodation in Housing Assignment form with SAO and provide appropriate documentation to support the request.

2. Once the review process has been completed, SAO will respond to the student via email and regular mail delivery with the determination. Should the student be approved for a reasonable accommodation in housing assignment, SAO will notify the Director of Residential Life and Housing.

3. If approved, the Director of Residential Life and Housing or designee will assign the student to the appropriate residential space that meets the specific requirements of the student's approved accommodation.

4. The Office of Residential Life and Housing will notify Student Account Services of student's housing assignment and cost adjustment associated with it (if any).

5. The Office of Residential Life and Housing will notify the student of their housing assignment.

Forms

Petition for Reasonable Accommodation in Housing Assignment form

Related Information

Frequently Asked Questions About Section 504 and the Education of Students with Disabilities (U.S. Department of Education, Office for Civil Rights).

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, Suite 113, **516.877.3500** or by accessing administration.adelphi.edu/ publicsafety.

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

As a reminder, the back 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 Commission on Higher Education, 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 Council on Academic Accreditation in Audiology and Speech-Language-Pathology, American Speech-Language-Hearing Association, 2200 Research Boulevard, 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 Council for the Accreditation of Educator Preparation (CAEP), 1140 19th Street NW, Suite 400, Washington, D.C. 20036, 202.223.0077; and AACSB International-The Association to Advance Collegiate Schools of Business, 777 South Harbor Island Boulevard, 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 gualified 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 in any education program or activity it operates as required by Title IX. All guestions regarding Title IX should be referred to Title IX Coordinator and Director of Equity and Compliance Renaire Frierson. Room 207, 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, 516.877.3806. 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, 516.877.3222: the coordinator of Title VII and the affirmative action officer is Cindy Donnelly, Chief Human Resources Officer, Room 203, Levermore Hall, 516.877.3230.