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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.

Hours of Operation*

Monday8:30 a.m.-7:00 p.m.Tuesday8:30 a.m.-7:00 p.m.Wednesday8:30 a.m.-7:00 p.m.Thursday8:30 a.m.-7:00 p.m.Friday8:30 a.m.-4:30 p.m.

Contact Information

Director: Rosemary Garabedian Associate Director: Brian Flatley

Phone: 516.877.3145 Phone: 516.877.3545

Assistant Technology/508 Compliance Specialist:

Liam Owens

Phone: 516.877.4547

*Academic year

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

Accommodations and Services Coordinator:

Caitlyn Sullivan

Phone: 516.877.3854

RIGHTS AND RESPONSIBILITIES

I. Student Access Office

Student Access Office (SAO) has the right to:

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

Student Access Office (SAO) has the responsibility to:

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

II. Faculty

Faculty members have the right to:

- Identify and establish standards for courses and academic programs;
- Verify through SAO the eligibility for and nature of accommodations before provision of accommodations occurs;
- Request assistance and resources from SAO.

Faculty members have the responsibility to:

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

III. Students

Students with disabilities at Adelphi University have the right to:

- Equal access to courses, programs, services, activities and facilities offered through the University;
- Equal opportunity to learn and receive reasonable accommodations, academic adjustments and/or auxiliary aids and services;
- Decide whether or not to utilize their documented accommodations, which includes, but is not limited to, exams, note taking, interpreting, etc.;
- Information available in accessible formats.

Students with disabilities have the responsibility to:

- Meet qualifications and maintain essential institutional standards for courses, programs, services, activities and facilities;
- Identify themselves as individuals with disabilities when requesting an accommodation and seek information, counsel and assistance as necessary;
- Document disability according to established guidelines and demonstrate how disability substantially limits their participation in courses, programs, services, activities and facilities;

• Follow published procedures for obtaining reasonable accommodations, academic adjustments and/or auxiliary aids and services.

Students are advised to:

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

ACCOMMODATIONS PROCESS

Procedure for Requesting Reasonable Accommodations

Students must follow procedures for requesting accommodations, including:

- 1. Complete and file a Petition for Reasonable Accommodations form.
- 2. Submit supporting disability documentation.
- 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 adjustments to programs, policy and practice that make aspects of the University experience accessible and provide equal opportunities to Adelphi students with disabilities. An equal opportunity means a chance to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly situated student without a disability. Students are not charged for the cost incurred in providing reasonable accommodations, including auxiliary aids and services (e.g., sign language interpreters, note-taking services or required textbooks in alternative format).

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

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

Notification of Eligibility for Accommodations

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

Changes in Accommodation Needs

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

Academic Dishonesty

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

HOW TO APPLY FOR REASONABLE ACCOMMODATIONS AND ACADEMIC ADJUSTMENTS

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



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



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



when seeking reasonable accommodations and academic adjustments

GENERAL GUIDELINES FOR DOCUMENTATION

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) allows colleges to require disability documentation to verify the need for accommodations. Student Access Office (SAO) has established the following guidelines for documentation:

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

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

If documentation is not available, the student may request learning or psychological disability evaluations to be administered by Adelphi University's Gordon F. Derner School of Psychology (516.877.4820). There is no cost to students for these services. Upon request, additional referrals for disability evaluations are available through SAO.

GUIDELINES FOR DOCUMENTATION OF A NEURODEVELOPMENTAL DISABILITY

ADHD

Students requesting accommodations on the basis of attention deficit-hyperactivity disorder (ADHD) must provide documentation by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis in the full range of psychiatric disorders (e.g., licensed clinical psychologist, neuropsychologist, psychiatrist and other relevantly trained medical doctors). The documentation must include:

- Evidence of early impairment. The condition must have been exhibited in childhood in more than one setting.
- Evidence of current impairment. A history of the individuals presenting attentional symptoms and evidence of current impulsive/hyperactive or inattentive behaviors.
- Neuropsychological or psychoeducational assessments needed to determine the current impact of the disorder on the individual's ability to function in an academic setting.
- A specific psychological diagnosis as per the Diagnostic and Statistical Manual-IV (DSM-IV).
 Symptoms of hyperactivity/impulsivity which were present in childhood, and the current symptoms which have been present for at least the past six months and which impair functioning in two or more settings (e.g., school, work or home) must also be identified.

- A clinical summary which: (a) indicates the substantial limitations to major life activities posed by the disability and (b) describes in detail the extent to which these limitations would impact the academic context for which accommodations are being requested.
- Additionally, document should be current, within three years.

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

Autism Spectrum Disorder

Autism Spectrum Disorders (ASD) includes autism, Asperger syndrome and pervasive developmental disorder. ASDs are characterized generally by impaired social functioning and are often accompanied by problems with language, behavior, motor clumsiness, sensory issues and/or psychiatric symptoms.

Professionals recommended to provide documentation include: licensed mental health professionals, psychologists, psychiatrists, developmental pediatricians or neurologists.

Documentation appropriate to establish eligibility for services must include:

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

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

Communication and Speech

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

Speech Disability

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

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

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

Learning

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

- 1. Testing must involve a comprehensive psychoeducational evaluation and must address all of the following:
 - Aptitude/Cognitive Ability: A complete intellectual assessment with all subtests and standard scores reported is essential. (See Appendix A.)
 - Academic Achievement: A comprehensive academic achievement battery of tests is essential, with all subtests and standard scores reported for those subtests administered. The battery must include current levels of academic functioning in relevant areas such as reading (decoding and comprehension), mathematics and oral and written language. (See Appendix A.)
 - Information Processing: Specific areas of information processing (e.g., short- and long-term memory; sequential memory; auditory and visual perception/processing; processing speed) must be assessed and should be addressed in the written interpretative summary of the documentation. (See Appendix A.)
- 2. Testing should be current, conducted during the past three years or after age 18, to assess the current impact of the student's disability on academic performance.
- 3. Clear and specific evidence of a learning disability must be presented. Terms such as "learning differences," "learning styles" or "weaknesses" are not the equivalent of a learning disability.
- 4. Actual test scores must be provided along with an interpretation of test results. Test protocol sheets or scores alone are not sufficient.
- 5. A professional qualified to conduct assessments and render a diagnosis of a learning disability must perform testing. Names and credentials, including licensing, certification and their areas of specialization, must be clearly indicated on the report. All reports must be typed and dated.

- 6. Testing must include information about the functional limitations of the student. Please indicate how the student's disability will affect their current participation in courses, programs, services or any other activities of the University.
- 7. Recommendations for accommodations must be based on objective evidence of a substantial limitation to learning and be supported by test results and clinical observations.
- 8. Individual Education Programs (IEPs) may be provided, if available. However, please note that IEPs alone do not provide sufficient documentation to establish accommodations.

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

Motor

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

- 1. Testing must involve a comprehensive psychoeducational evaluation and must address all of the following:
 - Aptitude/Cognitive Ability: A complete intellectual assessment with all subtests and standard scores reported is essential. (See Appendix A.)
 - Academic Achievement: A comprehensive academic achievement battery is essential, with all subtests and standard scores reported for those subtests administered. The battery must include current levels of academic functioning in relevant areas such as reading (decoding and comprehension), mathematics, and oral and written language. (See Appendix A.)
 - Information Processing: Specific areas of information processing (e.g. short- and long-term memory; sequential memory; auditory and visual perception/processing; processing speed) must be assessed and should be addressed in the written interpretative summary of the documentation. (See Appendix A.)
- 2. Testing should be current, conducted during the past three years or after age 18, to assess the current impact of the student's disability on academic performance.
- 3. Clear and specific evidence of a learning disability must be presented. Terms such as "learning differences," "learning styles" or "weaknesses" are not the equivalent of a learning disability.
- 4. Actual test scores must be provided along with an interpretation of test results. Test protocol sheets or scores alone are not sufficient.
- 5. A professional qualified to conduct assessments and render a diagnosis of learning disability must perform testing. Names and credentials, including licensing, certification and their areas of specialization must be clearly indicated on the report. All reports must be typed and dated.
- 6. Testing must include information about the functional limitations of the student. Please indicate how the student's disability will affect their current participation in courses, programs, services or any other activities of the University.

- 7. Recommendations for accommodations must be based on objective evidence of a substantial limitation to learning and be supported by test results and clinical observations.
- 8. Individual Education Programs (IEPs) may be provided, if available. However, please note that IEPs alone do not provide sufficient documentation to establish accommodations.

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

APPENDIX A

Tests for Assessing Adolescents and Adults

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

Aptitude/Cognitive Ability

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

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

Academic Achievement

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

Or specific achievement tests such as:

- · Nelson-Denny Reading Test
- · Stanford Diagnostic Mathematics Test
- Test of Written Language-3 (TOWL-3)
- · Woodcock Reading Mastery Tests-Revised

Specific achievement tests are useful instruments when administered under standardized conditions and when the results are interpreted within the context of other diagnostic information. The Wide Range Achievement Test–3 (WRAT–3) is not a comprehensive measure of achievement and therefore should not be used as the sole measure of achievement.

Information Processing

Acceptable instruments include, but are not limited to, Detroit Tests of Learning Aptitude – 3 (DTLA-3) or Detroit Tests of Learning Aptitude–Adult (DTLA-A). Information from subtests on WAIS–Revised or Woodcock-Johnson III–Tests of Cognitive Ability as well as other relevant instruments may be useful when interpreted within the context of other diagnostic information.

GUIDELINES FOR DOCUMENTATION OF A SENSORY DISABILITY—VISION

Blind or Low Vision

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

Legally blind or other visual disability:

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

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

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

GUIDELINES FOR DOCUMENTATION OF A SENSORY DISABILITY—HEARING

Deaf or Hard of Hearing

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

Legally deaf or other acoustical disability:

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

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

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

GUIDELINES FOR DOCUMENTATION OF A MENTAL HEALTH DISABILITY

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

Psychiatric Disability/Psychological disorder documentation must include <u>all</u> of the following elements:

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

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

C. Documentation should be comprehensive and <u>must</u> include the following:

- Specific diagnosis: This should not merely refer to symptoms and should correspond to a specific DSM-IV category.
- Impact on academic functioning: Documentation should specify how an individual's psychological disorder impacts upon his or her performance in the academic context.
- Recommendations for academic accommodations: Documentation should recommend reasonable academic adjustments that would grant students with disabilities equal access to programs and curricula.

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

GUIDELINES FOR DOCUMENTATION OF A PHYSICAL DISABILITY—ORTHOPEDIC AND BASIC CHRONIC MEDICAL CONDITIONS

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

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

- Medical or other licensed professional describing the nature of the condition.
- Documentation must be recent in order to assess the current impact on academic functioning.

 The currency of documentation needed is assessed on a case-to-case basis by the SAO coordinator.
- Documentation must be comprehensive and establish clear evidence of a significant impact on academic functioning.
- Documentation must be relevant to requested accommodations.

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

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

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

GUIDELINES FOR DOCUMENTATION OF A PHYSICAL DISABILITY—MOBILITY

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

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

- An identification of the current disabling condition(s).
- · An assessment of the functionally limiting manifestations of the condition(s) relevant to academic

functioning or any aspect of University life. All assessments must be from a licensed medical professional qualified to diagnose and treat the condition.

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

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

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

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

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

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

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

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

- Medical or other licensed professional describing the nature of the disability.
- Documentation must be recent in order to assess the current impact on academic functioning.

 The currency of documentation needed is assessed on a case-to-case basis by the SAO director.
- Documentation must be comprehensive and establish clear evidence of a significant impact on academic functioning.
- Documentation must be relevant to requested accommodations.

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

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

GUIDELINES FOR DOCUMENTATION OF AN INTERSYSTEM DISABILITY—TRAUMATIC BRAIN INJURY (TBI)

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

- A thorough neuropsychological evaluation which includes assessment of the areas of attention, visual perception/visual reasoning, language, academic skills, memory/learning, executive functioning, sensory, motor and emotional status.
- Evidence of current impairment. A history of the individual's presenting symptoms and evidence of behaviors that significantly impair functioning.
- A clinical summary which: (a) indicates the substantial limitations to major life activities posed by the disability, and (b) describes the extent to which these limitations would impact the academic context for which accommodations are being requested.

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

GUIDELINES FOR DOCUMENTATION OF A TEMPORARY DISABILITY

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

Students are expected to supply:

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

- Suggestions on specific types of accommodations which may minimize academic barriers.
- Signed original is preferred.

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

SCHEDULING TESTING ACCOMMODATIONS

- Student must 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.

SCHEDULING ACCOMMODATIONS FOR ACADEMIC ASSISTANCE

I. NOTE-TAKING ASSISTANCE

The Student Access Office (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.

The Student Access Office 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 note-taking: 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

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.

Note that 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.

II. REQUIRED TEXTBOOKS IN ALTERNATIVE FORMAT

Students who require their textbooks in an alternative format as an accommodation must adhere to the following procedures:

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

III. 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.
- largu an, e btclass handouts and materials in enlarged print format must submit a written or verbal request to SAO each semester. Students must allow a reasonable time frame for SAO to complete the process for enlarging class materials and handouts. Upon receipt of the student's request, SAO will work with instructors and the student to provide enlarged print format.

IV. ASL INTERPRETERS

Sign language interpreting services are arranged for students who are deaf or hard of hearing. Students must adhere to the following protocols in order to receive interpreting services:

- Notify SAO at least four 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.

V. ASSISTIVE LISTENING DEVICES

- A small supply of assistive listening devices (ALDs) are available at SAO and can be obtained Monday through Friday, 8:30 a.m.-4:30 p.m. ALDs are available for use in classes and other campus programs and events on a daily basis. ALDs must be signed out and returned the same day. Students will be billed for any damages or lost ALDs.
- The Adelphi 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 Ruth S. Harley University Center's Thomas Lovely Dixon Ballroom is also equipped with an assisted listening device. See an Auxiliary Services staff person to obtain a unit, Ruth S. Harley University Center, Room 301.
- T-Coil Hearing Loop System is also available in Post Hall, Room 107 and Nexus Building, Rooms 154, 159, 239, 242 and 275.

VI. ADAPTIVE LAB EQUIPMENT/ART TOOLS

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

VII. TRANSCRIPTION/CART SERVICES

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

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

VIII. AUDIO RECORDING OF CLASS LECTURES

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

- A determination as to whether audio recording is appropriate will be reviewed and considered
 on a case-by-case, individualized basis by the director of SAO. The objections of instructors and
 classmates to audio recording of class lectures will not be a factor of consideration during the
 review process and final determination made by the director of SAO.
- In cases where audio recording by the student is determined to be inappropriate by the director of SAO, an alternative accommodation of adequate quality and effectiveness shall be provided and implemented in accordance with supporting documentation submitted by the student. This may include, but is not limited to, a note taker, a note taker providing class lecture notes in an alternative format to printed text, or the instructors controlling the use of audio recording devices during class time to ensure that only appropriate material is recorded.
- Should audio recording of class lectures be deemed appropriate, the student for whom this accommodation has been approved must read and sign an Audio Recording Agreement and Promissory Note prior to using 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.

IX. 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:

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

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

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

General Information

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

Procedure for Determining Flexibility

- Students must complete and submit a Petition for Reasonable Accommodations form and provide documentation of a disability from a qualified professional to Student Access Office (SAO), Adelphi University, One South Avenue, Garden City, NY 11530; Tel: 516.877.3806; Fax: 516.877.3139; 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 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 he or she 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 occur/has occurred.
- 5. If the accommodation is questioned, the instructor, student and the SAO professional should discuss whether the disability-related absence accommodation is reasonable.

The number of allowed absences will be determined on a case-by-case, course-by-course basis. Absences must not be excessive and/or habitual. Students who request an accommodation or provide documentation after absences have occurred will not be eligible for retroactive accommodations.

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

For Students

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

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

For Instructors

A common request by students with a medical disability is for their absence from a class meeting to be understood to be a consequence of the medical disability and "excused" and not subjected to the sanction which would be enforced ordinarily by the class instructor. Students most likely to request modified attendance policies as an accommodation are those with serious health-related disabilities that flare up episodically. A list of such disabilities includes, but is not limited to, students with autoimmune disorders such as lupus, multiple sclerosis, rheumatoid arthritis, celiac disease, Crohn's disease, ulcerative colitis, sickle cell anemia, seizure disorders, other forms of arthritis and/ or conditions requiring debilitating treatment such as cancer/chemotherapy or dialysis. A number of students registered with SAO have these or other medical disabilities which periodically worsen or "flare up." Students with psychological disabilities who are experiencing an acute exacerbation of symptoms may also request flexibility in the application of attendance policies.

Suggested Classroom Procedures:

In general, instructors are strongly encouraged to follow the guidelines for course design and classroom procedures recommended by the Faculty Center for Professional Excellence and the Office of Academic Services and Retention. When students enter into a learning relationship, they have certain needs and expectations. They are entitled to information about course procedures, attendance policy, content and goals. Instructors should provide a syllabus that describes the course and methods of evaluation. Particular attention should be paid to several areas of special concern to students, including provision of reserve readings and grading policy.

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

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

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

Medical Withdrawal

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

MEETING STUDENT ACCESSIBILITY NEEDS ON CAMPUS

I. PARKING

Accessible parking permits are available through Student Access Office (SAO). Students must follow the application process in order to receive handicapped parking permits.

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

II. CLASSROOMS

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

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

III. HOUSING

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

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.

Policy Approved By

Procedures

- 1. Student must file a Petition for Reasonable Accommodation in Housing Assignment form with the Student Access Office and provide appropriate documentation to support the request.
- 2. Once the review process has been completed, the 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, the 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).

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 departments of accommodations needed to attend the event (examples: sign language interpreters for a theatrical production or accessible transportation for off-campus trip sponsored by Adelphi University).

V. ASSISTIVE TECHNOLOGY

Access to computer software, hardware and other assistive devices is essential for education for students with disabilities. College students routinely depend on technology to complete assignments, conduct research and take part in online activities. Adelphi University is deeply committed to providing opportunities for college students who have disabilities to meet the academic demands of college through access to appropriate technology tools. State-of-the-art assistive technology solutions are available at the Adelphi Swirlbul Library and the Student Access Office. Examples include: audio note-taking software called Sonocent, Kurzweil text-to-speech software, Zoomtext screen magnifier, NVDA screen reader, Google voice to text, Dragon Naturally Speaking speech-to-text software and much more can be available on a case-by-case basis. Adelphi offers a wide variety of solutions designed to assist a student with learning, sensory, neurodevelopmental or physical disabilities in achieving their academic goals and independence.

VI. DIETARY MODIFICATIONS

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

VII. ADELPHI UNIVERSITY SERVICE ANIMAL POLICY

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

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

Definition 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 Student Access Office (SAO), particularly should academic accommodations be required. Additionally, students who plan to live in on-campus housing are strongly encouraged to inform Residential Life and Housing that they plan to have a service animal with them in student housing. Advance notice of a service animal for on-campus housing may allow more flexibility in meeting a student's specific requests for housing.

Handlers are responsible for any damage or injuries caused by their animals and must take appropriate precautions to prevent property damage or injury. The cost of care, arrangements and responsibilities for the well-being of a service animal are the sole responsibility of the handler at all times.

1. Service Animal Control Requirements

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

2. Identification

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

3. Animal Etiquette

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

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

4. Waste Cleanup Rule

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

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

Removal of Service Animals

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

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

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

Other Disabilities

There may be circumstances where some people may be allergic to a service animal on campus that may create a barrier to access and qualify that individual for accommodation services. Adelphi University will consider the needs of both persons in meeting its obligations to reasonably accommodate all disabilities and to resolve the problem as efficiently and expeditiously as possible.

Specific questions related to the use of service animals on campus can be directed to the director of SAO via email at garabedian@adelphi.edu or by phone at 516.877.3145.

CONFIDENTIALITY

Student Access Office (SAO) is responsible for maintaining confidentiality of student records and may not release any part of the documentation without the student's informed and written consent. A professor does not have the right to ask a student about the nature of his or her disability. A student may disclose the nature of their disability if they wish to do so. Copies of disability documentation can be provided only with a written release signed and dated by the student.

However, it must be noted that under the Family Educational Rights Protection Act (FERPA), certain administrators in the Division of Student Affairs (e.g., the Dean, etc.) are permitted access to this information in cases when appeals are made. Disability-related documentation and information is managed very carefully. SAO will not disclose a student's disability status, or any information about a student's disability, without his or her express, written consent.

SECTION 504/ADA APPEALS/GRIEVANCE PROCESS FOR STUDENTS WITH DISABILITIES

Adelphi University has adopted an internal appeals/grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794). Section 504 states, in part, that "No otherwise qualified handicapped individual...shall, solely by reason of his or her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance..." The Adelphi University discrimination director pursuant to Section 504 is Jane Fisher, Director of 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

Post Hall, Room 112

Adelphi University

One South Avenue

Garden City, New York 11530

516.877.3145

- 1. A complaint should be filed in writing or verbally, contain the name and address of the person filing it, and briefly describe the alleged violation of the regulations.
- 2. A complaint should be filed as soon as possible after the complainant becomes aware of the alleged violation, preferably within five school days.
- 3. An investigation, as may be appropriate, will follow a filing of the complaint. Ms. Garabedian will conduct the investigation. These rules contemplate informal but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint.
 - In the event the complaint is against an employee of Adelphi University, the Office of Human Resources and/or the Office of the Provost will be notified before an investigation commences and will be a party to the investigation and the resolution.
 - Reasonable accommodations (if any) recommended by Student Access Office or the Learning Resource Program will continue while a complaint is under investigation and is pending.
- 4. A written determination as to the validity of the complaint and a description of the resolution, if any, will be issued by Ms. Garabedian and a copy forwarded to the complainant, usually no later than five school days after its filing.
- 5. The director of Section 504/ADA compliance efforts involving students will maintain the files and records of Adelphi University relating to the complaints filed involving students.
- 6. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration should be made within 30 school days to Jeffrey Kessler, Assistant Vice President, 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 to be essential to the program of instruction being pursued by said student or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section.

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

Section 504 is too lengthy a document to include in this publication. If you wish a complete copy of the legislation, please contact Student Access Office.

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, athletic arenas, auditoriums, libraries, recreational facilities, etc., must be accessible to individuals with disabling conditions.

FOR MORE INFORMATION REGARDING THE ADA, PLEASE CONTACT SAO AT EXT. 3806.

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Policy Owner

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REASONABLE ACCOMMODATIONS IN HOUSING ASSIGNMENT

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,

Document History

Last Reviewed Date: 11/3/17 Last Revised Date: 11/3/17 Policy Origination Date: 11/3/17

Policy Approved By

James J. Perrino

Executive Vice President for Finance and Administration

Office: Finance

Phone Number: 516.877.3668

NOTE: Language in this policy was approved by the U.S. Department of Education, Office for Civil

Rights 11/3/17

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

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

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Document History

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Notes

SAFETY FIRST

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

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

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

As a reminder, the 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 qualified individuals and does not discriminate on the basis of race, religion, age, color, creed, sex, marital status, sexual orientation, ethnicity, national origin, disability, genetic predisposition or carrier status, veteran status, status as a disabled or Vietnam-era veteran, gender expression, or any other basis protected by applicable local, state or federal laws. Adelphi University does not discriminate on the basis of sex or gender in any education program or activity it operates as required by Title IX. All questions regarding Title IX should be referred to Title IX Coordinator and Director of Equity and Compliance 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, Room 107, 516.877.3145, sao@adelphi.edu: the discrimination coordinator for employee concerns pursuant to Section 504 of the Rehabilitation Act of 1973 is Jane Fisher, Director of Employment, Employee and Labor Relations, Room 203, Levermore Hall, 516.877.3220; the coordinator of Title VII and the affirmative action officer is Cindy Donnelly, Chief Human Resources Officer, Room 203, Levermore Hall, 516,877,3230.

