

Adelphi University

**Office of Disability
Support Services (DSS)**



Division of Student Affairs

Faculty Handbook

Rev. Fall 2011

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Introduction

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

the tools and resources available to guide you in the provision of quality education to students with disabilities.

The obligation to accommodate students with disabilities extends beyond the moral responsibility and beyond our university's commitment to fulfill the promise of access. President George Bush signed the Americans with Disabilities Act (ADA) into law on July 26, 1990. This law reinforces the concept of reasonable accommodations in education and mandates greater access to employment, transportation and public accommodations. There is a legal imperative, which is embodied in Section 504 of the Rehabilitation Act of 1973, often referred to as the "Civil Rights Act" for people with disabilities. It states, in part: No otherwise qualified individual with a disability shall, solely by reason of his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

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

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

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

in accommodating the needs of students with disabilities.

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

Adelphi University's Commitment to Students with Disabilities

Adelphi University's Office of Disability Support Services, as required under the Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, makes available reasonable accommodations and assistance to students with disabilities. The objective is to ensure that our students receive equal access to all of the University's programs and services. The Office of Disability Support Services'

policies, procedures and practices reflect our commitment to offer students a meaningful opportunity to fully participate in and benefit from their educational experience. To that end, the Office seeks to balance students' right to access with our obligation to protect the integrity of Adelphi University's programs and services.

Disability Support Services

Mission

The mission of the Office of Disability Support Services (DSS) is to ensure equal access to all aspects of university life for students with disabilities.

Hours of Operation*

(*Academic Year)

Monday 8:30 A.M- 7:00 P.M.

Tuesday 8:30 A.M- 7:00 P.M.

Wednesday 8:30 A.M- 7:00 P.M.

Thursday 8:30 A.M- 7:00 P.M.

Friday 8:30 A.M- 4:30 P.M.

Contact Information

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(516) 877-3145

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Definitions

Reasonable Accommodations in University programs and services are modifications of those programs, policies, practices, and procedures that enable qualified students with a disability to have an equal opportunity to benefit from and have access to University programs and services and providing auxiliary aides and services. An equal opportunity means a chance to attain the same level of performance or to enjoy equal benefits and

privileges as are available to a similarly situated student without a disability.

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

Student is a person enrolled in the University.

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

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

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

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

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

Section 504 of the Rehabilitation Act states "No otherwise qualified, handicapped individual in the United States shall solely, by reasons of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

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

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

Handicaps are the social, behavioral and psychological consequences of disabilities. They are the disadvantages facing the individual resulting from an impairment or disability which limits or prevents them from fulfilling a typical social role of someone of their age, sex and culture. A legally blind person who is unable to read print without the aid of magnification is *handicapped* when handed a menu in a restaurant.

Dispelling Myths

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

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

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

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

Preferred Language

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

Never use the article “THE” with an adjective to describe people with disabilities.

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

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

NOT the visually impaired
USE people who are visually impaired

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

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

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

Appropriate Terminology

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

The Role of the Office of Disability Support Services

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

DSS provides a variety of services, including:

- Determination of eligibility for requested reasonable accommodations
- Coordination of the provision of reasonable accommodations

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

The Learning Disability Program and the Office of Disability Support Services

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

RIGHTS AND RESPONSIBILITIES

I. Office of Disability Support Services

The Office of Disability Support Services has the right to:

- ✓ Request and receive current disability documentation that supports requests for accommodations, academic adjustments, and/or auxiliary aids and services;
- ✓ Deny a request for accommodations, academic adjustments, and/or auxiliary aids and services if the documentation does not demonstrate that the request is warranted or the student fails to provide appropriate documentation;

- ✓ Select among equally effective accommodations, academic adjustments, and/or auxiliary aids and services;
- ✓ Refuse accommodations, academic adjustments, and/or auxiliary aids and services that impose a fundamental alteration of a University program or activity;

The Office of Disability Support Services has the responsibility to:

- ✓ Comply with Section 504 of the Rehabilitation Act of 1973 and Section 202 of the Americans with Disabilities Act of 1990.
- ✓ Provide information to students with disabilities in accessible formats upon request;
- ✓ Ensure that courses, programs, services, activities, and facilities are available and usable in the most integrated and appropriate settings;
- ✓ Review Petitions for Accommodations to determine eligibility for services and nature of accommodations;
- ✓ Provide or arrange reasonable accommodations, academic adjustments, and auxiliary aids and services;
- ✓ Maintain appropriate confidentiality of records and communication, and to disclose such information when permitted by law;
- ✓ Serve as a liaison between students and faculty;
- ✓ Serve as a resource on disability issues for the Adelphi campus community.

II. Faculty

Faculty members have the right to:

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

Faculty members are responsible for:

- ✓ Evaluating students solely on the basis of their academic performance;

- ✓ Working with the student and the Office of Disability Support Services to ensure the provision of reasonable accommodations;
- ✓ Fostering an accessible learning environment to all learners;
- ✓ Addressing concerns about disability accommodations with the Office of Disability Support Services.

III. Students

Students with disabilities at Adelphi University have the right to:

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

Students with disabilities have the responsibility to:

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

Students are advised to:

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

Interacting with Students with Disabilities

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

having more successful interactions with students with disabilities both in the classroom and one-on-one.

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

the class will enable students with hearing disabilities to read your lips. Students with visual disabilities will also benefit from being about to hear you clearly since they may not be able to see what is written on the blackboard.

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

Teaching Students with Disabilities

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

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

- ⇒ It is unnecessary to rewrite an entire course to accommodate students with disabilities; simply modify the presentation of materials to make it accessible to them. If a specific task is impossible for these students to carry out, consider an alternative assignment unless the task is deemed an essential element of the course.
- ⇒ Treat students with disabilities as individuals. Be careful of making assumptions based on stereotypes. If one student with a particular type of disability has difficulty with a specific task, do not assume that the next student with the same type of disability will experience similar problems.
- ⇒ Some students find it extremely difficult to disclose their disability. They may be afraid of discrimination, or are embarrassed to talk about this personal and private information. Others have not fully broken through all of the denial about the existence of the disability itself. Such students may struggle through classes, finding success very difficult to achieve. Faculty can be a great help by setting an atmosphere in which students feel comfortable about coming forward to discuss any special needs they may have. The following actions may encourage request for needed service:
 1. Include a statement on the class syllabus inviting students to discuss their special needs accommodations. This will let students know that while you are approachable and willing to work with them, it is their responsibility to communicate their needs to you in advance. An example of such a statement may read:

“If you have a physical, psychiatric, medical, or learning disability that may impact on your ability to carry out assigned course work, I urge that you contact the staff in the Office of Disability Support Services (DSS), Room 310 University Center, (516) 877-3145, DSS@adelphi.edu. DSS will review your concerns with you and together determine what accommodations are necessary and appropriate. All information and documentation of disability is confidential.”
 2. Make a general announcement in the first class session that any student with a disability may be eligible to receive accommodations in the classroom by contacting The Office of Disability Support Services.
 3. If a student does request accommodations, and they have not met with DSS, advise that the student meet with the Coordinator as soon as possible. Appropriate documentation is required to discern what accommodations are appropriate for that condition. Do not provide accommodations without the approval of DSS.
- ⇒ Provide students with syllabus in advance, if possible. Placing the syllabus on-

line, or handing it out in an enlarged format, will enhance its accessibility. Detail all course requirements, including the material to be covered, grading methods, and due dates.

- ⇒ Announce on the first day of class the desire to speak individually and privately (to protect the student's confidentiality) with students with disabilities as soon as possible. Ask these students how their disability affects them and how their learning may be facilitated by you.
- ⇒ Announce on the first day of class your policies regarding attendance and make-up work. Reinforce this information by clearly stating it in the syllabus. These measures will allow students with disabilities who may anticipate being absent from class to make informed decisions about which courses to take.
- ⇒ Announce reading assignments well in advance since it can take several weeks to get a book tape-recorded. Also consider using a textbook that has a companion study guide which students have the option of using.
- ⇒ Provide lecture outlines – use overhead projectors or Power Point.
- ⇒ Put key words and ideas on the blackboard. Print when using the blackboard.
- ⇒ Present initial concepts deductively (when appropriate).
- ⇒ Provide repetition.

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

Teaching Students with Learning Disabilities and/or Attention Deficit Hyperactivity Disorder (ADHD)

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

Drawing upon the student's own experience offers invaluable clues to the types of adaptations that work. A student may have average to superior intelligence and adequate sensory and motor systems and yet have a learning disability. The extraordinary achievements of numerous people with learning disabilities confirm the coexistence of learning disabilities and average to superior intelligence. But learning

disabilities have only recently been identified, and these conditions still often go undiagnosed. That is why people with learning disabilities, as well as others, often mistakenly believe a learning disability is an intellectual deficiency, which it emphatically is not.

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

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

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

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

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

Teaching Students with Visual Disabilities

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

Whatever the degree of impairment, students who are visually impaired should be expected to participate fully in classroom activities, such as discussions and group work. To record notes, some use lap-top computers or computerized Brailers. Students who

are visually impaired may encounter difficulties in laboratory classes, field trips and internships. With planning and adaptive equipment, these difficulties can be minimized. For information regarding specific strategies for working with students with visual disabilities, contact DSS x3145.

Teaching Students with Physical Disabilities

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

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

Teaching Students with Hearing Disabilities

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

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

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

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

Teaching Students with Emotional/Psychological Disabilities

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

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

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

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

- Discuss inappropriate behavior with the student privately and forthrightly, delineating the limits of acceptable conduct. It may be appropriate to have a witness to your conversation.
- In your discussions with the student, do not attempt to diagnose or treat the psychological disorder, but only the student's behavior in the course.
- If you sense that discussion would not be effective, or if the student approaches you for therapeutic help, refer the student to the Student Counseling Center, the Office of Disability Support Services, Student Health Services or the Dean of Student Affairs Office.
- If abusive or threatening behavior occurs, refer the matter to the Dean of Student Affairs or the Office of Public Safety.

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

Teaching Students with Neurosocial Disabilities

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

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

As social interaction is so intrinsic to the way that most teaching and learning takes place, students with Autism or Asperger's Syndrome may find the experience of higher

education daunting. However, the following suggestions offer some general guidelines for teaching to students with Autism or Asperger's Syndrome:

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

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

Teaching Students with Speech Disabilities

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

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

Teaching Students with Other Disabilities

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

Procedure for Requesting Reasonable Accommodations

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

Students must follow procedures for requesting accommodations, including:

- A. Complete Petition for Accommodations.
- B. Submit disability documentation.
- C. Sign Consent for Release of Information form.

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

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

Describing Reasonable Accommodations

Reasonable accommodations are adjustments to programs, policy, and practice that make aspects of the University experience accessible and provide equal opportunities to

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

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

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

Notification of Eligibility for Accommodations

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

Changes in Accommodations Needs

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

Students must allow at least two weeks for the coordination and provision of new accommodations or modifications to existing accommodations.

Academic Dishonesty

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

Office of Disability Support Services

How to Apply for Reasonable Accommodations and Academic Adjustments

Contact DSS for a Petition for Accommodations Packet

9

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

9

Evaluation of Petition and Documentation by the Coordinator of Disability Support Services

If Accepted:

If Denied:

9

Receive Letter of Approval

9

Receive Letter of Denial

9

Obtain an Accommodations Card
from Security Department

9

Initiate Appeal Process
(If Desired)

9

Use Accommodations Card When Seeking
Reasonable Accommodations and Academic
Adjustments

General Guidelines for Documentation

- Section 504 of the Rehabilitation Act and the ADA allow colleges to require disability documentation to verify the need for accommodations. The Office of Disability Support Services has established the following guidelines for documentation:
 1. Documentation must be **recent** in order to assess the current impact on academic functioning.
 2. Documentation must be **comprehensive** and establish clear evidence of a significant impact on academic functioning.
 3. Documentation must be relevant to requested accommodations.
 4. Documentation must be from a medical or other licensed professional.
 5. Documentation must be accompanied by a history of reasonable accommodations and academic adjustments.
- If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodation(s), the University has the discretion to require additional documentation. Any cost incurred in obtaining additional information must be borne by the student.
- If documentation is not available, you may request learning or psychological disability evaluations to be administered by Adelphi University's Derner Institute for Advanced Psychological Studies. They can be reached at (516) 877-4820. There is no cost to students for these services. Upon request, additional referrals for disability

evaluations are available through DSS.

REQUEST TO PROCTOR/RELEASE OF EXAMINATION

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

TO BE COMPLETED BY THE STUDENT:

Name: _____ Date of Exam: _____

Course Title: _____ Time: _____

It is the student's responsibility to inform the Office of an examination one-week prior to the scheduled examination date and to submit a completed Release of Examination form one week prior to the scheduled examination date. Accommodations cannot be guaranteed otherwise.

Please check all that are needed:

Reader Scribe Enlarged Print Extended time
 Other
 Accessible Desk Computer Distraction-reduced environment

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

Signature of Student

Date

TO BE COMPLETED BY INSTRUCTOR:

I agree to have the Office of Disability Support Services coordinate examination accommodations for this student.

I also agree that the student may use:

Open text book _____ yes _____ no

Calculator _____ yes _____ no

Class notes _____ yes _____ no

Dictionary _____ yes _____ no

LENGTH OF EXAM _____

Name of Instructor (Please Print)
Department

Telephone #

e-mail address

Signature of Instructor

Date:

Scheduling Accommodations for Academic Assistance

I. Note takers

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

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

- Students who need note taking services **must notify DSS upon registration but not less than four (4) weeks prior to the start of each semester.** Students must provide DSS a list of specific classes for which they need note takers. Late notification will result in a three week delay in services.
- Students reserve the right to monitor the quality of notes. If a student is not satisfied with the notes they are receiving, the student must put his or her complaint in writing. When appropriate, DSS will arrange for a different note taker.

II. Textbooks in Electronic or CD Format

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

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

- Students who need books in Electronic or CD format must notify DSS **upon registration, but no less than four (4) weeks prior to the start of each semester**. Students must provide a list of the books they need each semester in Electronic or CD format. Late notification may result in a delay in the acquisition of books in alternative format.
- Books on CD are available for pickup Monday through Friday, 8:30 A.M. to 4:30 P.M. Electronic format will be emailed directly to student. A permission form must be signed by the student indicating they have purchased the textbook prior to receiving electronic format.
- Any books on CD received through Learning Ally must be returned to DSS by the last day of each semester. The cost of any books not returned will be billed to the student. Failure to return all books on CD will result in suspension of service until the CD is either returned or has been paid for by student. The student is responsible for obtaining his or her own VIBE recorder or compatible software from Learning Ally. Information on how to purchase the necessary equipment to play Learning Ally's CD's is available on their website: <http://www.learningally.org/>

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

III. Books, University Publications, or class materials in Alternate Formats

- Books, University Publications and class materials are available in large print, audio format or in Braille upon request.
- Student must notify DSS of need for materials in alternate format. Requests take a minimum of at least five days to fulfill. Requests for textbooks in large print must be made **each semester**. You must notify DSS **four (4) weeks prior to the first day of class**. Late notification will result in a delay in the acquisition of textbooks in large print. Students must provide a list of classes for which they need large print books.
- Students who need publications or class materials in audio format are strongly encouraged to use the assistive technology available in the DSS office and the Swirlbul Library. When this is insufficient, students can request materials in audio format through DSS. Students must allow sufficient time for conversion of materials to audio format. Students are required to obtain their own tape recorders.

IV. Sign Language Interpreters

- Sign language interpreting services are arranged for students who are deaf or hard of hearing. Students must adhere to the following protocols in order to receive interpreting services:
- Notify DSS at least four (4) weeks prior to the start of each semester of

interpreting needs. Late notification may result in a delay in services.

- Interpreting services for events, tours, orientation, registration, etc. require at least two (2) weeks' notice. Late notification may result in a delay in services.
- When you are unable to attend class due to illness or other reasons, notify DSS two (2) full business days in advance. At least two (2) full business days advance notice is required to cancel interpreting services without a penalty. Students who develop a pattern of missing classes without notifying DSS may be held responsible for interpreting costs.
- Students must notify DSS of class scheduling changes, including room location changes, course selection changes, or of class time changes.

V. Assistive Listening Devices

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

- Olmsted Theatre has a separate listening system available to patrons. Information about this system can be obtained by calling (516) 877- 4010.
- The University Center ballroom is also equipped with an Assisted Listening Device. See an Auxiliary Services Staff Person to obtain a unit, UC 301.

VI. Adaptive Lab Equipment/Art Tools

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

Meeting Student Accessibility Needs on Campus

I. Parking

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

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

II. Classrooms

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

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

III. Housing

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

IV. Attending Campus Events

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

V. Service Animals Policy

In accordance with the Americans with Disabilities Act (ADA), service animals are permitted in University facilities. Technically speaking, a service animal means any guide dog, signal dog or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability. Examples of the functions of services animals include but are not limited to: guiding individuals with impaired vision, alerting individuals with impaired hearing, providing minimal rescue or protection work, pulling a wheelchair or fetching dropped items. Therapy or companion animals are not service animals and are not covered under the ADA. To work on campus, a service animal must be specifically trained to perform a service function. Furthermore, the animal should wear a harness, cape, identification tag or other gear that readily identifies its working status. Service animals whose behavior poses a direct threat to the health or safety of others may be excluded regardless of training or certification.

VI. Assistive Technology

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

Confidentiality

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

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

her express, written consent.

Section 504/ADA Grievance Procedure for Students with Disabilities

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

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

Complaints should be addressed to: Rosemary Garabedian
Coordinator

Office of Disability Support Services
310 University Center
1 South Avenue
Garden City, NY 11530
(516) 877-3145

1. A complaint should be filed in writing, containing the name and address of the person filing it, and briefly describe the alleged 504/ADA violation.
2. A complaint should be filed as soon as possible after the complainant becomes aware of the alleged violation.
3. When appropriate, an investigation will follow the filing of the complaint. Ms. Garabedian will conduct the investigation (should a complaint be made against an employee, the Office of Human Resources and/or the Office of the Provost will be notified before an investigation commences and will be a party to the investigation and the resolution). Ms. Garabedian will conduct a thorough investigation, affording all interested persons and their representatives an opportunity to submit evidence relevant to a complaint.

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

4. A written determination as to the validity of the complaint and a description of the resolution, if any, will be issued by Ms. Garabedian and a copy forwarded to the complainant no later than five business days after resolution.
5. The Section 504/ADA coordinator will maintain records of Adelphi University relating to the complaints filed.
6. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration should be made within three(3) business days to Jeffrey Kessler, Dean of Student Affairs, Room 106, University Center; (516) 877-3660.
7. The right of a person to prompt and equitable resolution of the complaint filed hereunder will not be abrogated by the person's pursuit of other remedies such as the filing of a Section 504 or ADA complaint with the responsible federal department or agency. Using this grievance procedure is not a prerequisite to the pursuit of other remedies.
8. In the event a formal complaint is filed with an entity outside the University, the University's Office of Risk Management and the Discrimination Coordinator shall be notified and given copies of the complaint prior to any investigation on campus.
9. These rules will be construed to protect the substantive rights of interested persons, meet appropriate procedural standards and assure that Adelphi University complies

with the ADA, Section 504 and their implementing regulations.

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 The Office of Disability Support Services.

Americans with Disabilities Act

What is the ADA?

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

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

Employment

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

Public Services

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

Public Accommodations

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

Telecommunications

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

For more information regarding the **ADA**, please contact DSS, x 3145.

Frequently Asked Questions

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

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

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

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

OR

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

3. What are accommodations?

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

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

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

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

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

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

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

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

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

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

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

Request to Proctor/Release of Examination form at least five days prior to the exam. The professor must include date, time, and special instructions for the exam.

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

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

10. Where is the exam administered?

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

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

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

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

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

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

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

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

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

Student Counseling Center

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

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

Both individual and group counseling are private and confidential. Information about

students or their sessions cannot be released to ANYONE, including a student's parent, without the student's written permission. These rules are maintained in all cases with the exception of emergency situations that present a danger to life.

Student Counseling Center

University Center, Room 310

Adelphi University

Garden City, NY 11530

Tel: (516) 877-3646

Fax: (516) 877-3139

e-mail: scc@adelphi.edu

Director: Carol Phelan, L.C.S.W.

**Other Departments in the
Division of Student Affairs**

Dean of Student Affairs

Jeffrey Kessler

UC 108

(516) 877-3660

Associate Dean of Student Affairs

Della Hudson-Tomlin

UC 108

(516) 877-3661

Assistant Dean of Student Affairs

Joseph De Gearo
UC 308
(516) 877-3654

Center for Student Involvement
Director
Tara Wagner
UC 110
(516) 877-3609

Student Counseling Center
Director
Carol Phelan, L.C.S.W.
UC 310
(516) 877-3154

Health Services
Director
Jacqueline Cartabuke
Waldo Hall, 1st Floor
(516) 877-6004

Residential Life and Housing
Director
Guy Seneque
Earle Hall 100
(516) 877-3651