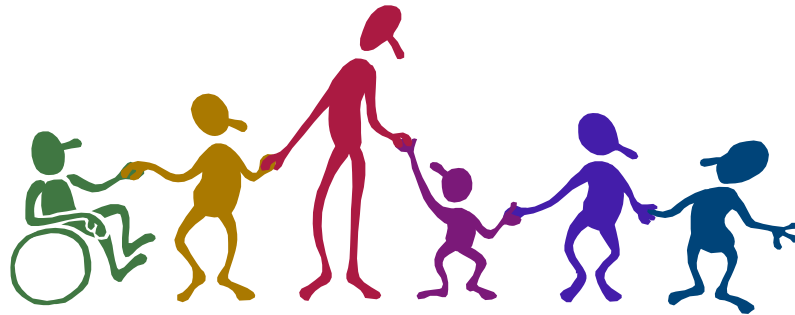


# **Adelphi University**



## **Office of Disability Support Services**

### **Division of Student Affairs**

## **Student Guide**

# Table of Contents

<b>Commitment to Students with Disabilities</b> .....	4
• Office of Disability Support Services Mission	
• Office of Disability Support Services Hours of Operation	
<b>Division of Student Affairs Mission Statement</b> .....	5
<b>Rights &amp; Responsibilities</b> .....	6-7
• Office of Disability Support Services	
• Faculty	
• Students	
<b>Reasonable Accommodations</b> .....	8-10
• Procedure for Requesting Accommodations	
• Defining Reasonable Accommodations	
• Notification of Eligibility for Accommodations	
• Changes in Accommodation Needs	
• Academic Dishonesty	
<b>Documentation</b> .....	11-17
• General Guidelines	
• Guidelines for Learning Disabilities	
• Guidelines for Psychiatric Disabilities	
• Guidelines for Physical Disabilities, Neurological Conditions, or Mobility Impairments	
• Guidelines for Guidelines for Sensory Impairments	
• Guidelines for ADHD	
• Guidelines for Traumatic Brain Injury (TBI)	
• Guidelines for Substance Abuse Disorders	
• Guidelines for Other Nonspecific Disabling Injuries and Conditions	
<b>Testing Accommodations</b> .....	17-19
• Scheduling Exams with Accommodations	
• Day of Exam Instructions	
• A Final Word on Testing	
• Sample Release of Exam Form	
<b>Accommodations for Academic Assistance</b> .....	20-22
• Note takers	

- Textbooks on tape
- Books, University Publications, or class materials in Alternate Formats
- Sign Language Interpreters
- Assistive Listening Devices

**Meeting Your Campus Accessibility Needs** ..... 22-23

- Parking
- Classrooms
- Housing
- Attending Campus Events
- Service Animals Policy
- Assistive Technology

**Confidentiality** ..... 24

**Grievance Procedure** ..... 24-25

**Student Counseling Center**..... 26

**Division of Student Affairs** ..... 27

## **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 aspect of university life for students with disabilities.

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### **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**

Director: Carol A. Phelan, LCSW  
(516) 877-3145

Accommodations Specialist: Rosemary Garabedian  
(516) 877-3545

Administrative Assistant: Kathy Broer  
(516) 877-3646

TTY: (516) 877-3138

Fax: (516) 877-3139

E-mail: [dss@adelphi.edu](mailto:dss@adelphi.edu)

**Division of Student Affairs  
Adelphi University**

**Mission Statement**

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

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

The Division of Student Affairs is motivated by the principles of honesty, respect, integrity, and is committed to equal access and diversity.

## **Rights & Responsibilities**

### **I. Office of Disability Support Services**

The Office of Disability Support Services has the right to:

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

The Office of Disability Support Services has the responsibility to:

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

### **II. Faculty**

Faculty members have the right to:

- ✓ Identify and establish standards for courses and academic programs;
- ✓ Verify through the Office of Disability Support Services the eligibility for

and nature of accommodations before provision of accommodations occurs;

- ✓ Request assistance and resources from the Office of Disability Support Services.

Faculty members are responsible for:

- ✓ Evaluating students solely on the basis of their academic performance;
- ✓ Working with the student and the Office of Disability Support Services to ensure the provision of reasonable accommodations;
- ✓ Fostering an accessible learning environment to all learners;
- ✓ Addressing concerns about disability accommodations with the Office of Disability Support Services.

### **III. Students**

Students with disabilities at Adelphi University have the right to:

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

## **Procedure for Requesting Reasonable Accommodations**

**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.

**It must be noted that the University and the Office of Disability Support Services reserve the right to deny requests for services or accommodations while the receipt of appropriate documentation is pending.**

### **Defining Reasonable Accommodations**

Reasonable accommodations are adjustments to programs, policy, and practice that make aspects of the University experience accessible and provide equal opportunities to Adelphi students with disabilities. An equal opportunity means a chance to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly situated student without a disability. Students are not charged for the cost incurred in providing reasonable accommodations, including auxiliary aids and services (e.g., sign language interpreters, note-taking services, text conversion to alternative accessible formats, audio or video tapes, etc.). To determine reasonable accommodations, DSS may seek information from appropriate University personnel regarding essential standards for courses, programs, services, activities and facilities. Final determinations of reasonable accommodations are made by DSS in collaboration with the student and faculty as warranted. Reasonable accommodations are determined by examining:

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.

## 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:

9

Receive Letter of Approval

9

Obtain an Accommodations Card from Security Department

9

Use Accommodations Card When Seeking Reasonable Accommodations and Academic Adjustments

If Denied:

9

Receive Letter of Denial

9

Initiate Appeal Process (If Desired)

### General Guidelines for Documentation

- Section 504 of the Rehabilitation Act and the ADA allow colleges to require disability documentation to verify the need for accommodations. The Office of Disability Support Services has established the following guidelines for documentation:
  1. Documentation must be **recent** in order to assess the current impact on academic functioning.
  2. Documentation must be **comprehensive** and establish clear evidence of a significant impact on academic functioning.
  3. Documentation must be relevant to requested accommodations.
  4. Documentation must be from a medical or other licensed professional.
  5. Documentation must be accompanied by a history of reasonable accommodations and academic adjustments.
  
- If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodation(s), the University has the discretion to require additional documentation. Any cost incurred in obtaining additional information must be borne by the student. Please refer to specific guidelines for each type of disability (pages 14-17).
  
- If documentation is not available, you may request learning or psychological disability evaluations to be administered by Adelphi University's Derner Institute for Advanced Psychological Studies. They can be reached at (516) 877-4820. There is no cost to students for these services. Upon request, additional referrals for disability evaluations are available through DSS.

### Guidelines for Documentation of Specific Learning Disabilities

A specific learning 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 learning disabilities. Students are encouraged to provide their clinicians with a copy of these guidelines.

1. Testing must involve a comprehensive psycho educational evaluation and must address all of the following:
  - **Aptitude**: The WAIS-III (Wechsler Adult Intelligence Scale, Third Edition) or WAIS-R with subtest scores is required. The WASI is **not** acceptable.
  - **Achievement**: The Woodcock-Johnson Psycho educational Battery-Revised (WJ-R) is required to assess the current levels of functioning in reading, math and written language. The Wide Range Achievement Test (WRAT) is **not** acceptable.
  - **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 WAIS-III, WAIS-R or the Woodcock Johnson Test Tests of Cognitive Ability.
2. Testing must 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", "learning differences" or "weaknesses" are **not** the equivalent of learning disability.
4. Actual test scores must be provided along with an interpretation of test results. Test protocol sheets or scores alone are not sufficient.
5. A professional qualified to conduct assessments and render a diagnosis of learning disability must perform testing. Names and credentials, including licensing, certification and their areas of specialization must be clearly indicated on the report. All reports must be typed and dated.
6. Testing must include information about the functional limitations of the student. Please indicate how the student's disability will affect his/her current participation in courses, programs, services, or any other activities of the University.
7. Recommendations for accommodations must be based on objective evidence of a **substantial** limitation to learning and be supported by test results and clinical observations.

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

### **Guidelines for Documentation of Psychiatric Disabilities/Psychological Disorders**

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

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

- A. Currency of documentation:** Documentation must be current, reflecting evaluation provided within the past year.
- B. A qualified individual must provide the evaluation:** The assessment must be provided by a licensed professional qualified to make the evaluation, such as a psychologist or psychiatrist. An assessment from a general practitioner typically does not suffice.
- C. Documentation should be comprehensive and must include the following:**
  - **Current treatment and medications:** Documentation should include any counseling, specific therapies, and current prescription medications and any side effects, which would compromise academic functioning.
  - **Specific diagnosis:** This should not merely refer to symptoms and should correspond to a specific DSM-IV category.
  - **Impact on academic functioning:** Documentation should specify how an individual's psychological disorder impacts upon his or her performance in the academic context.
  - **Recommendations for academic accommodations:** Documentation should recommend reasonable academic adjustments that would grant students with psychiatric disabilities equal access to programs and curricula.

### **Guidelines for Documentation of Physical Disabilities, Neurological Conditions, or Mobility Impairments**

A specific physical disability, neurological condition or mobility impairment 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 physical disabilities, neurological conditions, or mobility impairments. 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 disabling condition(s).
- An assessment of the functionally limiting manifestations of the condition(s) relevant to academic functioning or any aspect of University life. All assessments must be from a licensed medical professional qualified to diagnose and treat the condition.

### **Guidelines for Documentation of Sensory Impairments**

A specific sensory 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 sensory disabilities. Students are encouraged to provide their clinicians with a copy of these guidelines. All documentation must be current, within the last three years.

#### **Hearing Impairments and Deafness:**

Students who are deaf or hard of hearing must provide documentation consisting of all the following:

An audio logical evaluation and/or audiogram; **and**  
An interpretation of the functional implications of the diagnostic data.

#### **Visual Impairments & Blindness:**

Students requesting accommodations on the basis of low vision or blindness 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.

#### **Speech Impairments:**

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

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

### **Guidelines for Documentation of ADHD**

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

- Evidence of early impairment. The condition must have been exhibited in childhood in more than one setting.
- Evidence of current impairment. A history of individual's presenting attention symptoms and evidence of current impulsive/hyperactive or inattentive behaviors.
- Neuropsychological or psycho educational assessments needed to determine the current impact of the disorder on the individual's ability to function in an academic setting.
- A specific psychological diagnosis as per the Diagnostic and Statistical Manual – IV (DSM-IV). Symptoms of hyperactivity/impulsivity which were present in childhood, and the current symptoms which have been present for at least the past six months and which impair functioning in two or more settings (e.g. school, work, and home) must also be identified.
- A clinical summary which: (a) indicates the substantial limitations to major life activities posed by the disability, (b) describes in detail the extent to which these limitations would impact the academic context for which accommodations are being requested.
- Additionally, document must be current; within three years.

### **Guidelines for Documentation of Traumatic Brain Injury (TBI)**

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

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

### **Guidelines for Documentation of Substance Abuse Disorders**

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

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

### **Guidelines for Documentation of Other Nonspecific Disabling Injuries and Conditions**

Nonspecific disabling injuries include but are not limited to all chronic health conditions (asthma, diabetes, sickle cell anemia, etc.), orthopedic injuries or impairments (recovery from ankle surgery, broken hand, etc.), or any other condition which substantially limits a student's participation academically.

Students requesting accommodations on the basis of other nonspecific disabling injuries and conditions must provide documentation consisting of:

- Medical or other licensed professional describing the nature of the condition including information pertaining to the history, expected course of treatment, and limitations resulting from the condition or treatments.
- Documentation must be **recent** in order to assess the current impact on academic functioning. The DSS Coordinator assesses the recency of documentation needed on a case by case basis.
- Documentation must be **comprehensive** and establish clear evidence of a significant impact on academic functioning.
- Documentation must be relevant to requested accommodations.

**\*Please note that the University and the Office of Disability Support Services reserve**

**the right to deny services or accommodations while the receipt of appropriate documentation is pending.**

### Scheduling Testing Accommodation

- Advise instructor of exam accommodation and determine site of exam.
- If exam is to be administered by DSS, notify DSS about the examination **no later than five days prior to the examination date.** Schedule day and time of exam.
- Have instructor complete *Request to Proctor/Examination Release Form*. Return signed *Request to Proctor/Examination Release Form* to the DSS office **no later than three days prior to the examination date.**
- If the instructor reschedules the exam, notify DSS to reschedule accommodative testing. DSS will confirm any changes with the instructor.
  - If you are sick or unable to take the exam at the scheduled time, DSS requires you to:
    - (a) Provide a doctor's note to DSS and
    - (b) Speak to the professor in order to schedule a make-up exam.

You must contact DSS about your inability to take an exam prior to your scheduled exam time. Make-up exams are only given with permission of the instructor.

### DSS Administered Day of Exam Instructions

- Arrive at least 5 minutes before scheduled exam start time at exam site. Review format of the examination with the proctor.
- Ask questions directly to proctor. If proctor is unable to answer questions, DSS will arrange for you to be escorted to your class so that you may ask questions of your professor.
- Take examination according to approved testing accommodations.
- Return completed exam to proctor. All scrap paper and worksheets must be returned with the exam.

### A Final Word on Testing

- Accommodative testing allows the student to take his/her exams in an alternative environment, or in an alternative format. Accommodative testing does not alter the content of the exam. Students with disabilities are held to the same standards as students without disabilities.
- Students using accommodative testing at the DSS office are expected to uphold the integrity of the exam. Should that integrity be compromised in any manner, students will be referred for disciplinary action. Cheating and all other forms of academic dishonesty will not be tolerated.

# 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      **LENGTH OF EXAM** \_\_\_\_\_  
Class notes       yes       no  
Dictionary       yes       no

\_\_\_\_\_  
**Name of Instructor (Please Print)**

\_\_\_\_\_  
**Telephone #**

\_\_\_\_\_  
**e-mail address**

\_\_\_\_\_  
**Department**

\_\_\_\_\_  
**Signature of Instructor**

\_\_\_\_\_  
**Date:**

<b>DSS OFFICE USE ONLY</b> <b>(USE RED MARKER ONLY)</b>		
<b>CALENDAR:</b>	<b>EMAIL:</b>	<b>RECEIVED EXAM:</b>
<b>EXAM CONTENT:</b> (# of questions/pages)		<b>PICK UP:</b>
		<b>DROP OFF:</b>

19

## 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. Copies of notes are usually available at DSS within a timely manner.\*

\*Alternative format to handwritten notes may take longer.

- Students who need note taking services **must notify DSS upon registration but not less than three 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 on tape

Students who require their textbooks in alternative audio format (on tape) as an accommodation must adhere to the following procedures:

- Register with *Recording for the Blind & Dyslexic (RFB&D)* and/or *the Library of Congress*. Forms are available at DSS.
- Students who need books on tape must notify DSS **upon registration but not less than three weeks prior to the start of each semester**. Late notification will result in a three-week delay in the acquisition of books on tape. Students must provide a list of classes for which they need books on tape.
- When books on tape arrive, DSS will notify you. Books on tape are available for pickup Monday to Friday, 8:30 A.M. to 4:00 P.M. Books on tape **will not** be mailed to the student's home. Any books on tape not picked up within 7 days after notification of receipt will be returned to the lender.
- Books on tape need to be returned to DSS by the last day of each semester. The cost of any books not returned will be billed to the student.
  - The student is responsible for obtaining his or her own four-track, variable speed tape recorder; the approximate cost is \$100.00. A limited number of players are available at Swirlbul Library for student use.

In some rare circumstances when books on tape are unavailable through *RFB&D*

*and/or the Library of Congress*, DSS has live reading schedule available. Please contact DSS for additional information. In addition, reading programs are available at the DSS Assistive Technology Lab and the Swirlbul Library. A list of IT programs is available at DSS.

### **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 **three 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 three weeks prior** to the start of each semester of interpreting needs.
- When you are unable to attend class due to illness or other reasons, notify DSS **24 hours** in advance. At least 24 hours 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. 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.

## **Meeting Your 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 handicapped parking permit issued by the county/state.
- Complete handicapped parking application.
- Application is not reviewed until all aforementioned materials are submitted.

### **II. Classrooms**

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

- **Student must notify DSS upon registration but not less than three weeks prior to the start of each semester** of their classroom accessibility needs.
- Students must provide information regarding their limitations with:
  - Desks
  - Seating
  - Stairs and/or elevators
  - Specific buildings on campus

### **III. Housing**

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

#### **IV. Attending Campus Events**

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

#### **V. Service Animals Policy**

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..."

Carol A. Phelan has been designated to coordinate section 504/ADA compliance efforts involving students.

Complaints should be addressed to: Carol A. Phelan, LCSW  
Director  
Office of Disability Support Services  
310 University Center  
South Avenue  
Garden City, NY 11530  
(516) 877-3145

1. A complaint should be filed in writing, containing the name and address of the person filing it, and briefly describe the alleged 504/ADA violation.
2. A complaint should be filed as soon as possible after the complainant becomes aware of the alleged violation.
3. When appropriate, an investigation will follow the filing of the complaint. Ms. Phelan 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. Phelan 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. Phelan 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 business days to Jeffrey Kessler, Dean of Student Affairs, Room 106, University Center; (516) 877-3660.
7. The right of a person to prompt and equitable resolution of the complaint filed hereunder will not be abrogated by the person's pursuit of other remedies such as the filing of a Section 504 or ADA complaint with the responsible federal department or agency. Using this grievance procedure is not a prerequisite to the pursuit of other remedies.
8. In the event a formal complaint is filed with an entity outside the University, the University's Office of Risk Management and the Discrimination Coordinator shall be notified and given copies of the complaint prior to any investigation on campus.
9. These rules will be construed to protect the substantive rights of interested persons, meet appropriate procedural standards and assure that Adelphi University complies with the ADA, Section 504 and their implementing regulations.

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

Common concerns 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](mailto:scc@adelphi.edu)

Director: Carol Phelan, LCSW

## **Division of Student Affairs**

Dean of Student Affairs  
Jeffrey Kessler  
UC-106  
(516) 877-3660

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

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

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

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

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

Commuter Student Affairs  
Della Hudson-Tomlin, Associate Dean Student Affairs  
UC 110  
(516) 877-6661

International Students and Multicultural Affairs  
Della Hudson-Tomlin, Associate Dean Student Affairs  
UC 110  
(516) 877-3661