

OFFICE OF STUDENT DISABILITY SERVICES

HANDBOOK



For Touro Graduate and Professional Divisions

EFFECTIVE FALL 2025



TOURO
UNIVERSITY

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INTRODUCTION

Welcome to the Touro University Office of Student Disability Services. This handbook is designed to serve as a guide for students with disabilities, offering important information about student's rights, available services, and the procedures for requesting accommodations while a student at the university.

At Touro University, we are committed to creating an inclusive, equitable environment where all students can thrive. In accordance with federal laws—specifically, the Americans with Disabilities Act of 1990 (ADA), as amended, and Section 504 of the Rehabilitation Act of 1973—we ensure that qualified students with disabilities have equal access to all aspects of university life, including academics, housing, extracurricular activities, and campus facilities.

The University has a centralized Office of Student Disability Services led by an Executive Director who oversees Student Disability Services operations in the Undergraduate, Graduate, and Professional Divisions. Students with disabilities seeking reasonable accommodations should do so through the coordinators of the Office of Student Disability Services (OSDS) in their respective schools. (See Appendix C). This Handbook may also be available in hard copy by request to the respective school's Student Disability Services Coordinator. We encourage you to reach out to our office with any questions or concerns—we are here to support you.

ACCOMMODATIONS PROCEDURES

Students seeking reasonable accommodations must:

- 1) Complete the *Online Application for Accommodations & Services* at [Disability Services Workflow Version 10.0](#) (Appendix A).
- 2) Provide documentation as described in the General Guidelines for Disability Documentation (Appendix B).
- 3) Participate in an interactive dialogue with their OSDS coordinator in person, or via zoom or phone call (Appendix C).

The process, as described above, results in the issuance of a *Receipt of Accommodations* form (“Receipt”), either approving or denying the request. (Appendix D)

This Receipt does not contain any confidential information and only lists approved accommodations. The Receipt is shared with the program in which the student is registered to ensure that the approved accommodations are implemented.

Accommodations, if granted, are only implemented on a prospective basis (never retroactively). Some University programs have pre-requisite requirements and/or technical, and academic, standards for all students. The University will make every effort to provide reasonable accommodation for students. However, in doing so, the University must maintain the integrity of its curriculum and cannot fundamentally alter the nature of a course, program, service, or activity.

For an overview of the reasonable accommodations process, see Appendix E and contact the OSDS Coordinator for more information.

CONFIDENTIALITY

Touro University is committed to ensuring that student records are kept confidential, as required by law. Any disability-related information shall be considered confidential and only shared with others within the institution on a need-to-know basis. A student may give written authorization for the release of information. Before giving such authorization, the student should understand the information being released, the purpose of the release, and to whom the information is being released. Information will not be released without consent unless required by law.

STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS

- Confidentiality of all information pertaining to a student's disability, except where disclosure is required by law.
- Equal access to courses, programs, services, jobs, activities, and facilities available through the University.
- Reasonable and appropriate accommodations, and/or academic adjustments determined by the coordinators of OSDS.
- Access to the full range of services and support offered by OSDS, as necessary and appropriate.

STUDENT RESPONSIBILITIES

- Identify themselves as an individual with a disability seeking reasonable accommodations.
- Request reasonable accommodations as necessary and appropriate. (Please note that the approval process takes some time, and as such, students are urged to file their paperwork as soon as possible.)
- Meet University and programmatic qualifications, technical, academic, and institutional standards set for all students.
- Provide documentation (i.e. diagnosis, diagnostic exam results, etc.) from an appropriate professional source(s) to verify the nature of the disability and functional limitations as related to the requested accommodation(s).
- Respond in a timely fashion to the Office of Student Disability Services' requests for additional information.
- Follow specific procedures for obtaining reasonable accommodations.
- Attend all classes for enrolled courses, unless otherwise medically excused.
- Immediately report to the OSDS coordinator if previously approved accommodations are not being made.
- Report to the OSDS coordinator if previously approved accommodations require modification, which will result in an interactive dialogue and may result in modifications to reasonable accommodations.
- Understand that accommodations are never provided on a retroactive basis.
- Understand that receiving reasonable accommodations is not a guarantee of academic success.
- Understand that being approved for accommodations with Touro does not guarantee that a student will receive reasonable accommodations on a standardized or licensing test.
- Keep a copy of submitted documentation. Touro is not the custodian of the student's application or medical records.

APPEAL PROCESS

If a student is unsatisfied with the final outcome of the accommodations process, a single appeal can be made to the Executive Director of the Office of Student Disability Services (“Director”). Appeals must be emailed to Director within seven business days of student receiving the final outcome of the accommodations process.

GRIEVANCE POLICY

If a student feels that they have been discriminated against on the basis of their disability or disability status, they may to file a complaint by emailing the Office of Institutional Compliance at compliance@touro.edu.

FREQUENTLY ASKED QUESTIONS

What follows are a series of questions frequently asked by students, parents, faculty, and staff along with the relevant answers for Touro University's Graduate and Professional Programs.

FAQ: OVERVIEW

1. **What is considered by the University to be a disability?**

The University adheres to applicable laws, which define a disability as a condition that substantially limits one or more major life activities, including but not limited to physical, mental, or other types of impairments.

2. **Does my disability affect admission to the University and its programs?**

No. Accommodations are available for the admissions process, if required.

3. **What are “reasonable accommodations?”**

Reasonable accommodations are modifications or adjustments to the learning environment that enable students with disabilities to have equal access to education. These accommodations are designed to remove barriers that might prevent students from participating fully in academic activities. The law ensures non-discriminatory access to graduate admission, specific courses, living arrangements, etc.

Academic requirements must be adhered to with or without accommodations.

4. **What is the Office of Student Disability Services?**

The Office of Student Disability Services ensures equal opportunity for students with disabilities by providing reasonable accommodations and support.

5. **What must a student do to request services?**

A student must:

- (a) Complete and submit an *Application for Accommodations & Services*.
- (b) Provide required documentation along with the application.
- (c) Schedule an interactive dialogue with the Coordinator of the Office of Student Disability Services at their particular school either in person or via zoom or phone.
- (d) Read and sign all required forms.
- (e) Keep copies of all submitted applications and documentation.

6. **What about standardized tests that are required for program progression or upon completing the program?**

Accommodations for standardized tests (for example, NCLEX, certification exams, licensure exams, etc.) are arranged by individual licensing bodies or test administrators. Each student is encouraged to apply directly, well in advance, to that entity. Being approved for accommodations with Touro does not guarantee that a student will receive reasonable accommodations on a standardized test.

FAQ: NOTIFICATION CONCERNS

7. **What about confidentiality?**
Students are not identified by OSDS to any outside person or office without the student's permission.
8. **How are professors notified of accommodations?**
The signed *Receipt of Accommodations* is distributed to the relevant professors.
9. **Can I use approved accommodations in only some of my courses?**
Yes.
10. **I just learned that I have an examination tomorrow. I have a disability. Can I see an advisor today and receive extra time for tomorrow's examination?**
No. You need to provide the OSDS with timely notification. OSDS must be provided with an adequate amount of time to process your request (i.e. up to 21 days), review the necessary documentation, conduct an interactive dialogue, and ultimately determine which reasonable accommodations are appropriate. Then, lastly, the OSDS needs time to make the necessary logistical arrangements. Please plan ahead.
11. **Can I arrange with my instructor to provide extra time or other accommodations without contacting the OSDS?**
No. Individual professors are not allowed to nor are they in a position to review documentation or provide independent accommodations. All reasonable accommodations requests must be reviewed by OSDS. This is done in order to ensure that all students are treated in the same manner.
12. **Is there a deadline for requesting accommodations?**
No. However, please be advised that it may take up to 21 days for the process to be completed. Also, accommodations *are never provided retroactively*.
13. **Why would a student with a disability not contact OSDS for reasonable accommodations?**
Some students may have developed sufficient coping strategies that their disability no longer impacts their ability to learn. Students are not required to disclose a disability or to request reasonable accommodations for that disability.
14. **How do I get the required documentation?**
Students should request documentation directly from their licensed healthcare providers. (Please see Appendix B for guidelines.)
15. **I had accommodations in high school; do I automatically get accommodations at Touro too?**
No, all students must complete the process outlined above in order to receive accommodations.

16. **I had accommodations in undergraduate school. Do I automatically get accommodations in graduate school?**

No. There is no “automatic” distribution of accommodations. Students must complete the accommodations process even if they were a Touro undergraduate student.

17. **What guidelines can you offer me in terms of documentation required by Touro?**

Please see Appendix B for more information.

While each case is independently evaluated, Touro’s guidelines require that:

- a) Documentation be issued by a professional with the appropriate credentials, training and experience.
- b) Reports provide clear evidence of a disability.
- c) Reports include the evaluator’s recommendations, concerns, accommodation suggestions including how the accommodations are related to functional limitations.
- d) Reports be current and based on evaluations performed within the past three years or be accompanied by a letter from the student’s current treating physician attesting that the testing results and diagnosis are still accurate.
- e) Students who received accommodations during the didactic portion of their education must submit a new request for accommodations should they require them for a clinical component of a program.
- f) The professional that issues the documentation should not have a personal relationship with the student.

Students must keep copies of all submitted applications and documentation.

18. **Are there any additional evaluations required?**

No.

19. **Can the University perform the necessary evaluation for documentation of learning disabilities?**

No. However, Touro University reserves the right to perform an independent evaluation after receipt of a complete application packet, including a student’s medical documentation.

20. **Will accommodations allow me to alter or waive an essential part of any course, program, or degree?**

No. The University does not waive essential degree requirements.

FAQ: STUDENT CONCERNS

21. **What should I do if I believe my approved accommodation needs are not being met?**

Immediately report the issue to your school’s OSDS Coordinator.

22. **If I declare my disability to one program in Touro University, will this information be shared within the Touro system?**

No. Touro University cannot release information about your disability without your written permission. If a student enrolls in another program in Touro, they must reapply for reasonable accommodations in that program.

23. **What is FERPA?**

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that regulates disclosure of student records without prior written consent by the student. Under FERPA, certain information can only be shared with school officials who have “legitimate education interest” in viewing such information. FERPA also allows students to view and review their files maintained by the Office of Services for Students with Disabilities.

24. **What does Touro do to ensure accessibility across its campuses?**

The University is committed to fostering a campus that is accessible to people with disabilities. It conducts an on-going program to remove physical barriers and makes significant accessibility improvements every year. For questions or concerns regarding access, please send an email to your school’s OSDS Coordinator.

APPENDIX A
APPLICATION FOR ACCOMMODATIONS & SERVICES

*Please allow **up to 21-days** for the Office of Student Disability Services (OSDS) to review your application and supporting documentation. **Please note that your application cannot be reviewed until all documentation is received.** General Documentation Guidelines are outlined below. After OSDS has reviewed your application, you will be contacted via e-mail or by phone so that we may engage you in an interactive dialogue relative to your application. Please [contact OSDS](#) if you have questions regarding the OSDS application process.*

Section I: Student Information

Today's Date: _____

Name: _____

Student ID Number: _____

Date of Birth: _____

Preferred Title (Mr., Ms., etc.): _____

Permanent Address:

(Street & Apt. #)

(City)

(State)

(Zip)

Local Address:

(Street & Apt #)

(City)

(Zip)

Phone #: _____

Touro E-mail Address: _____

Other E-mail Address: _____

Touro University School: _____

Program: _____

Campus: _____

Anticipated Graduation Date: _____

Section II: Disability Related Information

Please answer the following questions regarding your disability and how it impacts your ability to learn, attend, or participate in University life.

1. Please indicate your disability category(ies). Check all that apply:

A. Neurodevelopmental

- ☐ ADHD
- ☐ Autism Spectrum Disorder (including Asperger's Syndrome)
- ☐ Communication/Speech: communication disorders, including apraxia of speech; articulation disorder; phonemic disorder; stuttering; voice disorder
- ☐ Learning Disability: includes central auditory processing disorder; disorder of written expression; dysgraphia; dyscalculia; dyslexia; learning disorder NOS; mathematics disorder; mixed receptive-expressive language disorder; nonverbal learning disorder (if student has not been diagnosed on the autism spectrum); processing speed disorder; reading disorder; visual processing disorder
- ☐ Motor: developmental coordination disorder; stereotypical movement disorders; tic disorders; tremors

B. Sensory

- ☐ Blind: visual acuity of 20/200 or worse in the better or stronger eye with the best correction; totally blind; or a person with 20 degree or less field of vision (pinhole vision).
- ☐ Low Vision: visual acuity of 20/70 or worse in the better eye with best correction; a total field loss of 140 degrees or more in the field of vision; difficulty in reading regular newsprint even with vision corrected by glasses or contact lenses; loss of vision in one eye
- ☐ Deaf: not able to discern spoken communication by sound alone; a hearing loss that prevents one from totally receiving sounds through the ear, whether permanent or fluctuating
- ☐ Hard of Hearing: partial hearing loss; may be conductive, sensorineural, or both

C. Mental Health

- ☐ Generally, disorders characterized by dysregulation of mood, thought, and/or behavior. These include anxiety disorders, eating disorders, mood disorders and psychotic disorders.

D. Physical

- ☐ Basic Chronic Medical Condition: a medical condition resulting in limited strength, vitality or alertness due to chronic or acute health problems. This would not include those with temporary disabilities.
- ☐ Mobility: indicates a student who, typically, must use a standard manual or electric wheelchair or other assistive device (walker, crutches, braces, prosthesis, etc.) to move from place to place.
- ☐ Orthopedic: a physical disability caused by congenital anomaly, diseases of the bones and muscles, connective tissue disorders, or other causes. This would not include those with temporary disabilities.

E. Intersystem (existing between two or more systems)

- ☐ Alcohol/substance addiction and recovery: students who are recovering from drug or alcohol or substance abuse or who are in substance abuse treatment programs
- ☐ Complex Chronic Medical Condition: a medical condition that significantly affects multiple systems of the body. This would not include those with temporary disabilities.
- ☐ Traumatic brain injury: an injury caused by an external physical force (concussion) or from certain medical conditions (aneurysm, anoxia brain tumors, encephalitis, stroke) with resulting mild, moderate or severe disabilities in one or more areas (abstract thinking, attention, cognition, information processing, judgment, language, memory, motor abilities, perceptual, physical functions, problem solving, psychosocial behavior, reasoning, sensory, speech). The term does not include injuries that are congenital or birth-related.

F. Temporary Disabilities

- ☐ A transitory impairment with an actual or expected duration of six months or less. Examples include bone fractures, sprains, torn ligaments, post-surgical recoveries, significant illness, etc.
- ☐ Pregnancy-related condition.

G. Multiple Disabilities

- ☐ A student with two or more disabilities.

H. Other

- ☐ Please specify: _____

2. Specify the diagnosis or type of disability based on the category above:

3. Please check all that apply:

- ☐ I use a wheelchair.
- ☐ I use assistive mobility devices (braces, crutches, cane, or prosthesis).
- ☐ I wear a hearing aid.
- ☐ I need to read lips of instructors.
- ☐ I have difficulty reading the blackboard/whiteboard.
- ☐ I have difficulty taking notes in class.
- ☐ I have difficulty writing.
- ☐ I have difficulty standing for long periods of time.
- ☐ I tire easily when I walk distances.
- ☐ I have difficulty walking up/down stairs.
- ☐ Please describe any other mobility or disability related difficulties you are currently experiencing:

☐ Other

4. Are you currently taking any medication related to your disability or medical condition?

☐ Yes ☐ No (check only one)

If yes, list all of the medications you are taking:

If yes, please also list any side effects of the medications that you are taking and their positive and negative impact on your academic/cognitive abilities and/or other activities:

5. Please check all of the reasonable accommodations that you are requesting:

☐ Testing Accommodations

• Please specify _____

☐ Classroom Accommodations

• Please specify: _____

☐ Communication Accommodations

• Please specify: _____

☐ Other Accommodations

• Please specify: _____

6. Please list any services/accommodations you received throughout your education (Please note that while such services do not necessarily carry over to your current program, the information is helpful to give OSDS background information on your disability-related needs.)

Institution: _____ Years Attended: _____

Accommodation(s) Received:

Institution: _____ Years Attended: _____

Accommodation(s) Received:

Section III: Agency Information

Do you receive services from any of the following agencies?

☐ Vocational Rehabilitation Services

• Specify State and Agency:

☐ Veterans Administration (VA)

☐ Other:

Section IV: Application Certification

I, _____, certify that the foregoing statements are complete, accurate, and true to the best of my knowledge, and I understand that Touro University requires supporting documentation.

Signature of Student

Date

**AUTHORIZATION FOR USE OR DISCLOSURE
OF HEALTH INFORMATION TO TOURO UNIVERSITY**

I, _____ (student), give Touro University permission to contact _____ (health care provider) and have executed a NYS HIPAA form.

I understand the reason for this contact is to advise Touro University about my educational needs and functional abilities and limitations in relation to my educational goals and functions. I understand that the University will provide _____ (health care provider) with specific information about the program, including the essential functions and specific requirements. All information obtained from student medical examinations and inquiries will be educational-related necessity. All information obtained will be maintained and used in accordance with the Americans with Disabilities Act of 1990 confidentiality requirements, and all other applicable State and Federal laws.

Student Signature

Date

APPENDIX B

GENERAL GUIDELINES FOR DISABILITY DOCUMENTATION

We have established the following disability documentation guidelines. If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodation(s), OSDS has the discretion to require additional documentation.

In order to assess the current impact on learning or a major life activity, documentation must:

1. Be current and based on evaluations performed within the past three years or be accompanied by a letter from the student's current treating physician attesting that the testing results and diagnosis are still accurate.
2. Be sufficient to establish a direct link between the disability and the requested accommodations.
3. Be issued by a medical or other qualified, licensed professional and printed on letterhead including the professional's licensing information), dated, signed. The medical or other qualified licensed professional cannot be related to the student by marriage or affinity. The University reserves the right to require that a certified copy of the report be transmitted directly from the evaluator to the University.
4. Contain specific recommendations for accommodations as well as an explanation as to why each is recommended as necessary.

Copies of the submitted application and documentation must be retained by the student. Touro is not the custodian of the student's medical records.

SPECIFIC GUIDELINES FOR DOCUMENTATION OF NEURODEVELOPMENTAL DISABILITIES

*Including ADHD, Autism Spectrum Disorder,
Communication Disorder and/or Learning Disabilities*

Please refer to General Guidelines for Disability Documentation in addition to these specific guidelines for learning disabilities.

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.

Relevant Testing:

- Actual scores from all instruments must be provided with standard scores and percentile rank scores.
- The most recent edition of each assessment instrument must be administered.
- Self-report scales are not sufficient to offer a firm diagnosis.

The following areas must be addressed using standardized instruments:

Aptitude: The *Weschler Adult Intelligence Scale IV (WAIS-IV)* with subtest scores is the preferred instrument. The *Woodcock-Johnson Psychoeducational Battery III: Tests of Cognitive Ability* or the *Stanford-Binet Intelligence Scale-IV* are acceptable. Brief versions or screening measures are not comprehensive, including: the Kaufman Brief Intelligence Test, and the Slosson Intelligence Test-Revised, and are not accepted.

Achievement: Assessment of comprehensive academic achievement in the areas of reading (decoding and comprehension), mathematics (calculation and problem solving), oral language, and written expression (spelling, punctuation, capitalization, writing samples) is required. The *Woodcock-Johnson Psycho-educational Battery III: Tests of Achievement* is the preferred instrument. The *Scholastic Abilities Test for Adults (SATA)* and the *Stanford Test of Academic Skills (TASK)*, *Wechsler Individual Achievement Test - II (WIAT-II)* or specific achievement tests are acceptable.

Cognitive and Information Processing: Specific areas of cognitive and information processing must be assessed. These domains include, but are not limited to:

- o memory (i.e., visual and verbal acquisition, retrieval, retention, and recognition)
- o processing speed and cognitive fluency (e.g., timed psychomotor or graphomotor tasks, decision and naming fluency)
- o attention (e.g., visual and auditory spans of attention, scanning tasks, and vigilance assessment, including continuous performance tasks)
- o sensory-perceptual functioning (e.g., high-level visual, auditory, and tactile tasks)
- o executive functioning (e.g., planning, organization, prioritization, sequencing, self-monitoring)
- o motor functioning (e.g., tests of dexterity and handedness)
- o visual acuity and possible need for prescription eye glasses.

A diagnosis as per the American Psychiatric Association's *Diagnostic and Statistical Manual – V (DSM-V)* is required. Terms such as “learning problems,” “learning differences,” “weaknesses,” etc., are not the equivalent of learning disability.

Documentation must include all of the following elements:

1. **The evaluation must be performed by a qualified individual:** The assessment must be provided by a licensed psychologist, psychiatrist, psychiatric nurse practitioner, or clinical social worker unrelated to the student by birth, marriage or affinity. An assessment from a general physician typically will not suffice. The University reserves the right to require that a certified copy of the report be transmitted directly from the evaluator to the University.
2. **Currency of documentation:** Evaluations should be dated within 3 years of the date of the request for accommodation. Older evaluations will be considered if submitted with more recent supplemental documentation. In addition, documentation may need to be updated at the beginning of each academic year in order to assess up to-date accommodation needs. The Office for Student Disability Services reserves the right to adjust these timelines based on the nature of the student's disorder and request for accommodation.
3. **Current treatment and medications:** Documentation should include any counseling, specific therapies, current prescribed medications and any side-effects that would compromise academic functioning as well as the ameliorative effects of such treatments/medication.
4. **Specific diagnosis:** This should not merely refer to symptoms and should correspond to a specific diagnosis as per the American Psychiatric Association's *Diagnostic and Statistical Manual – V (DSM-V)*. Please note that a diagnosis in and of itself does not automatically warrant approval of requested accommodations.
5. **Clinical Summary:** A narrative clinical summary must include the following:
 - A history of presenting symptoms, the current severity and expected duration of symptoms, a description of functional limitations and the impact of the disability on the student's current participation in courses, programs, services, or any other activities of the University and a basis for the opinion.
 - A detailed statement and explanation as to what major life activity(ies) is/are substantially limited by the student's condition(s) and a rating of the limitation, such as mild, moderate, substantial, or severe of each affected major life activity, both with and without the use of mitigating measures, such as treatment and medication.
 - Recommendations for academic or other accommodations, including a rationale for each.

APPENDIX C
OFFICE OF STUDENT DISABILITY SERVICES
COORDINATOR CONTACT LIST

Executive Director	Nicole Barnett	Nicole.barnett@touro.edu
Equal Opportunity Officer	Richard Grimes	Richard.Grimes@touro.edu
Graduate School of Business	Dr. Beth Loftus	Elizabeth.Loftus@touro.edu
Graduate School of Education	Maria P. Heim	Maria.Heim@touro.edu
School of Health Sciences	Rivka Molinsky	Rivka.Molinsky@touro.edu
Graduate School of Social Work	Allison Bobick	Allison.Bobick@touro.edu
Graduate School of Technology	Elizabeth Dowd	Elizabeth.Dowd@touro.edu
Graduate School of Jewish Studies	Moshe Sherman	Moshe.Sherman@touro.edu
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TouroCOM Middletown	Francis Rose, Jr.	francis.rose@touro.edu
TouroCOM Montana	Haley Denzer	hnunberg@touro.edu
Touro College of Pharmacy	Fraidy Maltz	fmaltz@touro.edu
Touro Law Center	Heather DePierro	Hdepierro@toulaw.edu

Note: Verify this information is up to date by visiting the [OSDS Coordinator Contact List](#).

APPENDIX D

RECEIPT OF ACCOMMODATIONS

PART A: DISABILITY COORDINATOR'S RESPONSE TO REQUEST FOR ACCOMMODATION

Disability Coordinator's Name	Coordinator's Title Office of Student Disability Services Coordinator
Program	Date Request Received
Student's Name	Student's ID Number

Final Disposition of Request (Check one box and then describe or explain in detail.)

- ☐ **Student's Request APPROVED** (Describe the final, approved accommodation[s].)
- ☐ **In all respects**
- ☐ **In part** (Explain the reason[s] for denying a portion of the requested accommodation[s].)

APPROVED ACCOMMODATIONS:

Disability Coordinator's Signature	Date
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Part B: STUDENT'S ACKNOWLEDGMENT (When completed, return to Disability Coordinator)

I, the undersigned, understand the rigors of my program. I appreciate that it is my responsibility to continually liaise with OSDS Coordinator to ensure my accommodations are appropriate and in order. In the event of an interruption in accommodation or failure to supply the agreed upon accommodation, I understand that it is my responsibility to *immediately* notify the OSDS Coordinator.

I acknowledge receipt of this answer and I ☐ AGREE ☐ DISAGREE (if you disagree, please explain and attach any necessary documentation)

Student's Signature	Date
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APPENDIX E

OFFICE OF STUDENT DISABILITY SERVICES FLOW CHART





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